



Aldinga Beach B-7 School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Aldinga Beach B-7 School Number: 222

Partnership: Sea & Vines

Name of School Principal:

MELISSA JUSTICE

Name of Governing Council Chair:

JESSICA SWEET

Date of Endorsement:

7-2-18

School Context and Highlights

Aldinga is a highly cohesive community. The local sporting clubs provide a strong identity for the area and Aldinga has a culture more like a country town than an outer urban suburb. A strong commitment to local business exists as does a flourishing arts and culture community. The coastline provides a beautiful setting for our unique community and in recent years events such as Aldinga after 5, the refurbishment of the original Aldinga village area and the Deadly Fun Run have contributed to developing an even stronger community that embraces diversity.

In 2017 Aldinga Beach B-7 School finished the year with 688 students enrolled R-7 from 550 families. Our student population is very stable with little transience and we have students who are the 3rd generation of our local families to attend our school. It has been very exciting to see the diversity of our local community grow and so the diversity of our school. Our community has the highest growing rate of First Australian families in metropolitan Adelaide and last year we had an enrolment of 32 ATSI students, in 2018 it has grown to 41.

Our targeted learning programs, innovative teaching methodologies and increasingly inspiring learning environment design caters for the diverse needs of all students. Our school has embraced STEM learning and four students from our school won the positions of Sea and Vines STEM Ambassadors in 2017 and have led the development of co-designing STEM with teachers in our school. We have another eight ambassadors ready for STEM leadership in 2018 who will continue the legacy started in 2017 and further explore how students and teachers can co-design learning together.

Our growing focus on inquiry learning STEM was supported through the \$1,000,000 STEAMWORKS Project that was awarded to our school. This project has enabled a truly contemporary learning space to be developed in our middle years area and work will be completed by the end of February on a contemporary primary years learning environment, along with an outdoor STEM classroom in the junior primary. These facilities place Aldinga at the forefront of contemporary STEM learning in the South.

Other highlights include:

- continued individual reading goal for every student
- play based pedagogy continues to grow in the junior primary
- greater connection to the Childrens Centre
- Deep exploration of the teaching of number
- more students at more SAPSSA than ever before



Governing Council Report

Wow 2018 has begun and this year is set to be another fantastic one.

Last year was a year of renovations due to the STEM (or as we like to call it STEAM the A is for art)

With this we had guests speakers at our meetings from staff showing us the curriculum and how it is being implemented. Minister Leon Bignell and Andy Gillfilan Lib candidate come and talk to parents at coffee and chats to discuss the direction of Education within our community.

As always our Governing Council Meetings are open to parents/guardians to attend and hear first hand what our speakers have to say.

For me personally it has been a very rewarding year as Chair and our meetings now never go past 8:30 pm with our new streamlining of procedures. Gone are the days where we were still there at 10pm.

If you want to be involved in the committee or part of the sub committees please submit your nomination form to Tania at the front desk.

I'd also like to take a moment and thank all of the dedicated parents and staff who are apart of the Governing Council committee and or sub committees. It is a pleasure to work with you all.

Thank you

Jess Sweet

Governing Council Chair

Improvement Planning and Outcomes

POSITIVE EDUCATION

The focus within Positive Education was to improve the 'School Climate'. All staff committed to implementing strategies to improve the way all members of our school treat each other. Staff were provided training and development in the delivery of Play is the Way, Child Protection Curriculum and Rock and Water. This has led to the further development of coherence around behaviour management processes and improved teacher pedagogy. There has been a 5% increase in students reporting positive feelings of safety, connection and wellbeing (ABB7 Student Positive Ed Survey) and an 11% reduction of students in the low band of 'School Climate' (DECD Wellbeing Survey Yrs 4-7). Adam Blakely (Positive Education Co-ordinator)

LITERACY

Literacy targets continue with the development and implementation of The Daily 5 pedagogy as the structure for our Literacy Block for 100% of staff. Whole School Data collection of 42 sounds showed students from R-7 did not know all of the sounds necessary to be successfully literate. We therefore have released staff teams for planning and PD increasing the capacity of all staff to explicitly teach spelling rules and synthetic phonics. We continue our work in 2018 with Specialist Dyslexia teacher and Education Consultant, Kay Bosworth in introducing Multisensory Language as a new pedagogy for teaching literacy. Our targets include 100% of staff using Direct Explicit Instruction of Synthetic Phonics and Spelling Rules as mini lessons during word work.

Running Records Data shows 35% of year 1 students and 42% of year 2 students scored above recommended benchmark. 65% of year 1 students and 58% of year 2 students scored below recommended benchmark. Site data base collection of 42 sounds reflects the same achievements levels. Results have highlighted that our content knowledge, teaching and pedagogy need to be more explicit. Fiona Takos (Literacy Co-ordinator)

LEARNING RESOURCES

2017 has been a big year for change and moving forward for Learning Resources at ABB7. We have upgraded our wireless network to a state of the art level that has been nationally and internationally recognised. Our number of devices has increased and will continue to increase next year with the aim of going one to one per student in the primary and middle years. Our STEM building re-development has us moving away from computer pods to wireless learning in almost all areas of the school. Our resource centre has undergone some staffing changes too this year with Julie Walsh coming on board. Next year we will be streamlining the borrowers experience in the library with a self-circulation desk for borrowing, coupled with faster barcode readers that can read a wider range of barcodes, thus speeding up the borrowing process when whole classes are visiting. Kieran Moors (Learning Resources Manager)

NUMERACY

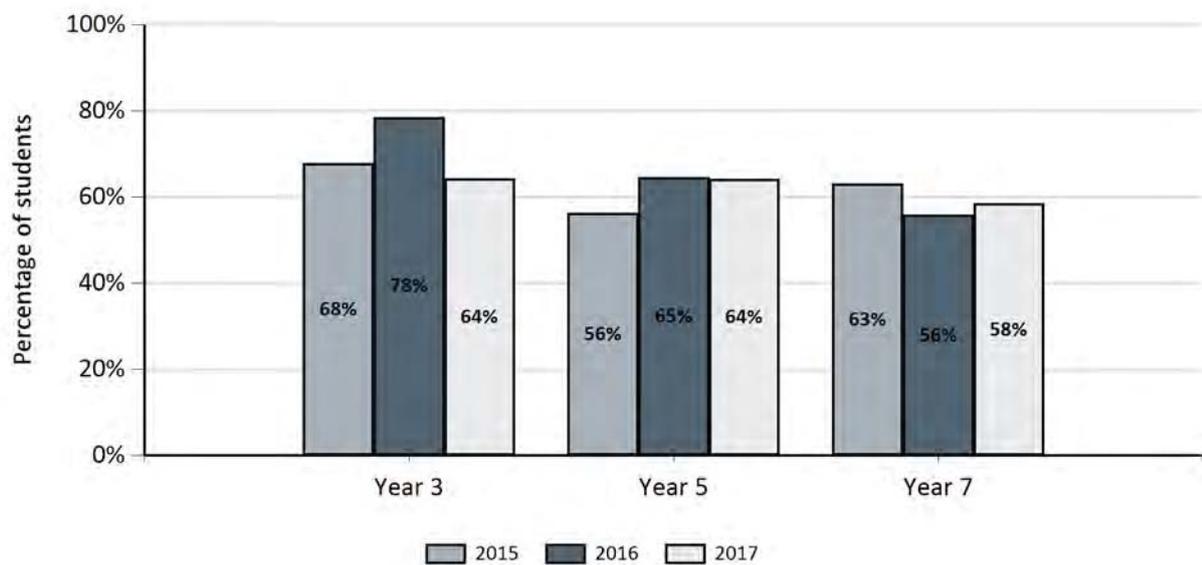
In Numeracy we have continued to develop and strengthen number knowledge and skills in problem solving, reasoning, fluency, understanding of maths. We have done this through whole staff professional development. All staff attended Big Ideas in Number, Assessment and Moderation and Martin Westwall training in Struggle, stretch and think. Our numeracy focus team have developed an outline of a numeracy agreement which will be approved in 2018. We continued our student support through Quicksmart and some small targeted group work all focusing on Trusting the Count. We continue our deepening of numeracy teaching aiming to increase our number of students who achieve higher grades or higher number of students attaining higher bands in NAPLAN. This year saw little demonstrated improvement in achievement of higher bands in years 3,5 or 7. We saw an improvement in the percentage of students achieving national standards.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

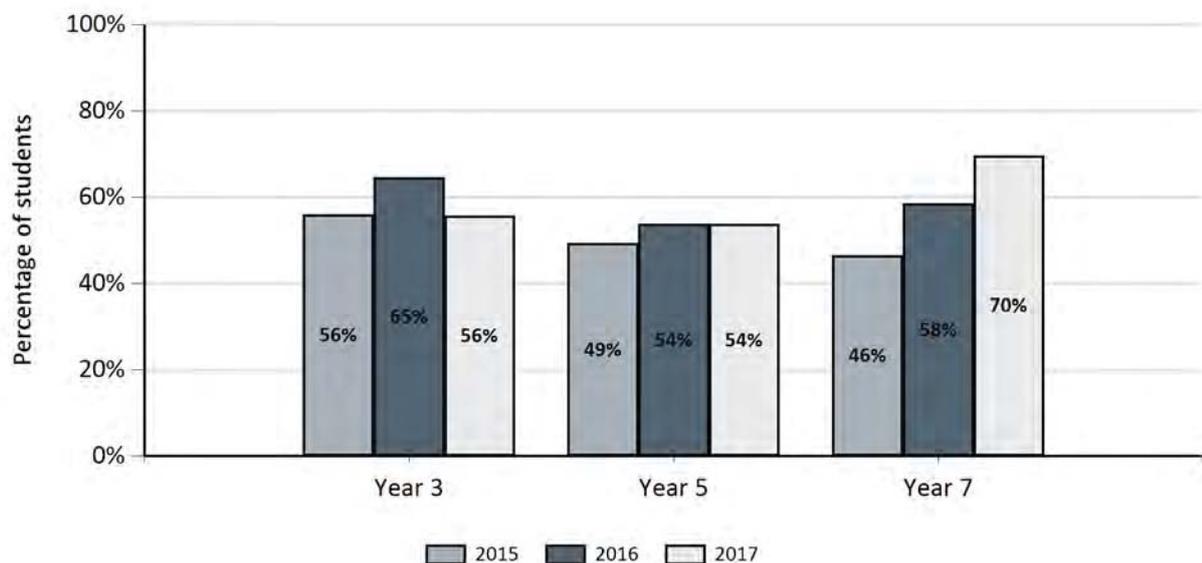
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	12%	20%	25%
Middle progress group	54%	54%	50%
Lower progress group	34%	26%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	19%	13%	25%
Middle progress group	60%	47%	50%
Lower progress group	21%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	70	70	16	2	23%	3%
Year 3 2015-17 Average	86.0	86.0	24.0	9.3	28%	11%
Year 5 2017	95	95	14	5	15%	5%
Year 5 2015-17 Average	82.7	82.0	16.0	4.7	19%	6%
Year 7 2017	65	66	8	5	12%	8%
Year 7 2015-17 Average	75.3	75.7	9.3	4.7	12%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

READING

Analysis reveals that our continued focus on reading comprehension has resulted in more than half of all students in years 3, 5 and 7 achieved DECD SEA. However, little improvement was demonstrated at any year level and there was a 9% decline at year 3 level. Rigorous analysis of our student data coupled with an audit of phonic knowledge and phonological awareness revealed that only 24% of students from R-7 knew all 42 sounds. This crucial gap in their knowledge has had a major impact on their ability to decode (read) and encode (spell). When this is considered in light of our short term growth over the last 3 years in our reading results it is clear that we need to attend to the phonics needs of our students. As a result a whole school focus on the explicit teaching of spelling and the development of a spelling continuum will be priorities in 2018.

An analysis of student progression data reveals that over 50% of our students are achieving medium growth between the 2 years from year 3 to year 5, 1/3 have demonstrated low growth and only 12% high growth. Progression rates for students between years 5-7 are very similar. It is considered that the new focus on ensuring every child knows the 42 sounds will improve these results as ability to decode and encode will be enhanced along side of the continued focus on comprehension.

NUMERACY

Analysis of our Numeracy results and student responses demonstrates that our students do not possess a flexible understanding of number and place value. This has been the continued trend for the past 3 years and supports our commitment to using the Big Ideas in Number diagnostic tools to differentiate the teaching of number and to target specific students needs. Across year 3 and 5 there was little improvement, however in year 7 there was marked improvement, up by 12%. This might reflect the effectiveness of Quicksmart as an intervention program. It is envisaged that this focus on number will see an improvement on 60% of our students showing medium growth from years 5-7 and that more of students will demonstrate upper growth. Similarly it is envisaged that there will also be vast improvement from 40% of students showing low growth between year 3 and 5 and 41% demonstrating medium growth. This lack of high progression from years 3-7 demonstrates that students are not able to think multiplicatively or reason proportionally because they do not understand the place value system and so have gaps in their understanding of number.

READING AND NUMERACY- HIGHER BAND ACHIEVEMENT

Small numbers of our students are achieving in the higher bands in Reading and Numeracy, and in 2017 the 2015-2017 average was only maintained in year 5 and year 7 maths, however, this only sits at approximately 5%. Deeper analysis revealed that some of these students actually had negative growth. When this is considered in light of students who achieved high growth it is revealed that students at the lower bands of achievement demonstrated the greatest growth. It is clear higher achieving students need greater differentiation and challenge.

Attendance

Year level	2014	2015	2016	2017
Reception	89.2%	90.8%	91.1%	90.4%
Year 1	88.8%	90.7%	89.0%	90.3%
Year 2	90.8%	88.6%	90.3%	88.7%
Year 3	91.4%	90.4%	89.3%	89.3%
Year 4	90.6%	90.5%	90.1%	87.7%
Year 5	90.6%	91.6%	90.4%	91.4%
Year 6	90.9%	91.4%	91.0%	88.7%
Year 7	86.6%	89.0%	89.0%	89.8%
Primary Other	87.7%			75.2%
Total	90.0%	90.3%	90.0%	89.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our school has worked closely with DECD Attendance & Engagement Consultant throughout 2017, following our whole school referral being accepted by support services. Our work has involved promoting the importance of welcoming classroom environments, and implementing interventions with those families experiencing school attendance difficulties. Barriers to attendance often include difficulties such as anxiety, transport issues, and peer/ social relationships. Although we can identify improvements for individual students, we will need further interventions in 2018 in order to see data improve.

Behaviour Management Comment

In 2017 we have focused on continuing to develop coherence amongst staff, students and families around the school's behaviour management processes, including the Re-Connect Room. There has been an increase in recorded incidents but this is due to a focus on early intervention and support in the early years. Pleasingly, there has been a 4% increase (84%) in students feeling safe at school and a shift in who students report bullying to. There has been a 4% increase in students reporting bullying to a teacher, 4% increase in reporting to a parent and an 8% reduction in reporting it to a friend. There has been a 6% reduction in social exclusion incidents but an increase in verbal (4%) and physical (10%) incidents.

Client Opinion Summary

In 2017 student feedback was sought using the Curtin University student feedback tool -'What's Happening in this School?'. Feedback was also sought through our site based surveys. These surveys revealed a 5% increase in students reporting positive feelings of safety, connection and wellbeing and an 11% reduction of students in the low band of 'School Climate', or how people in our school treat each other. The 2017 year 5 cohort of students reported low levels of a sense of belonging to the classroom. This has inspired a school based project looking at how we can develop a sense of belonging in our classrooms. This inquiry will start with the 2018 year 6 classrooms and so include the 2-17 year 5 group. This year long project will look deeply at what can be done to be more welcoming of all students, increase connection and caring and develop an authentic sense of belonging.

Parent feedback was sought using the DECD parent survey and revealed that parents agreed teachers expect children to do their best, they are able to talk with teachers about their concerns, their child likes being at my school and the school looks for ways to improve as well as the teachers motivate my child to improve and my child is making good progress. The highest scoring areas were 'my child likes being at my school' and 'I can talk to my child's teachers about my concerns.' Our parent/carer community still has concerns about the way behaviour is managed but do agree that we treat students fairly.

The DECD staff survey was used to gather staff feedback and it revealed that teachers expect students to do their best, that they believe they give students useful feedback and they have good relationships with parents. Teachers also believe that they motivate children to learn. There is continued improvement in staff belief that behaviour is well managed and this appears to be a direct reflection of the introduction of the Reconnect Room strategy. Staff also feel supported and receive useful feedback. The highest scoring area was 'the school looks for ways to improve' and this is a reflection of 3 years of consistent whole school collaboration in developing our school's site improvement plan.

These survey support:

- continuation of the Reconnect Room strategy
- need for an inquiry focus on how we build belonging in our classrooms
- continued whole school collaboration in site improvement planning.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	19	11.2%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	16	9.5%
Transfer to SA Govt School	133	78.7%
Unknown	1	0.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

The school has 160 approved parent/caregiver volunteers and 20 mentor volunteers who have completed the required Criminal History Screenings (DCSI) and have attended our volunteer training and mandatory training sessions which we held in Terms 1, 2 & 3 2017.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	99
Post Graduate Qualifications	16

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	38.4	0.3	14.9
Persons	0	45	1	22

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$4989583
Grants: Commonwealth	Nil
Parent Contributions	\$257263
Fund Raising	\$9841
Other	\$22495

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP and challenging behaviours funding was used to support the successful educational and social inclusion and engagement of students in classroom and school, with an emphasis on developing interoception skills	students receiving this funding were able to engage in fulltime and mainstream
	Improved Outcomes for Students with an Additional Language or Dialect	1:1 SSO withdrawal and in class support was provided for these students	development of personalised writing and reading strategies
	Improved Outcomes for Students with Disabilities	1:1 SSO withdrawal and in class support was provided for these students for example sensory programs, literacy and numeracy intervention/support	development of personalised writing and reading strategies, greater engagement
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Learning difficulties grant was used to develop targeted and specific speech and language programs and personalised literacy and numeracy intervention to over 250 students by teaching and SSO staff	development of personalised writing and reading strategies, improvement in articulation Teachers continued to build greater understanding of the AC
Program Funding for all Students	Australian Curriculum	Australian Curriculum funding facilitated the release of teachers to work with the CPAC, Numeracy coach, external and internal literacy and numeracy consultants.	
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Funding supported the development of the RECONNECT room strategy which was staffed by site counsellors and leadership and an SSO. Some funding also supported the purchase of lap tops for students in line with STEMWORKS	Increased efficacy in student resilience, regulation and choice
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Primary school counsellor funding was used to provide 1 counsellor 0.5 and another 0.5. This enabled the school to provide counselling support to students, families and staff the introduction of the RECONNECT room	Increased efficacy in student resilience, regulation and choice