



Aldinga Beach B-7 School 2016 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:

15-2-2017

School Context and Highlights

Aldinga Beach B-7 School continues to grow and we ended 2016 with an enrolment of 688 students and a projected 2017 enrolment of 710 students. The characteristics of this large student body remain stable:

- Students that attend the school come primarily from the local Aldinga area and from Sellicks Beach.
- The school has a diverse socio economic-structure. Index of Educational Disadvantage: Category 3
- Student enrolments have steadily increased and the levels of diversity and need have also increased.
- 8 % transience, though this has decreased significantly due to the school enjoying a better reputation
- 2.75% Aboriginal (22 students) 1 AET (0.4) and ACEO (15 hours)
- 35% students with learning difficulties
- 5% NEP students
- 0.6%: Student language background other than English
- Attendance Rate 88%

Our school values have come to the fore in 2016 and provided a strong foundation for us to reflect on our work as a school and our connections as a birth to 7 site, to community and to each other. The role of the student voice body, Young Leaders, in bringing these values has been a major highlight for 2016 as they have worked to introduce a regular Friday called FridayCONNECT during which the entire school participate in connection games to emphasis our value of CONNECTION, led whole school fundraising for the Hutt Street Centre to bring our value of CARING to life, orchestrated almost 700 students to design squares for an EXCELLENCE quilt and held a RESPECT video competition. Authentic student voice has been a highlight!

Other highlights include:

- continued B-7 focus on the explicit teaching
- introduction of diagnostic numeracy testing- Big Ideas in Number
- introduction of a RECONNECT room that supports students taking greater responsibility for their choices and their connection and commitment to learning
- the start of re-design of the resource centre into a contemporary learning hub
- greater connections with the Childrens Centre and the start of authentic B-7 culture
- continued work in the RE-IMAGINING the child project and expansion to include the year 1 teachers
- greater emphasis on SAPSSA and especially the student representation in SAPSSA Athletics
- authentic student voice bringing our values to life
- outstanding performance at the Festival of Music
- receiving a \$1,000,000 STEM grant
- successful year 6/7 Project Enterprise for the 3rd consecutive year
- Growth of inquiry and SOLE pedagogy

Governing Council Report

2016 is almost to an end and what a whirlwind of a year it has been. A fantastic motivated group of parents and staff on our Governing Council Committee ensured another year of great success.

Hosting a visit of Leon Bignell MP earlier in the year as the Wards will be changing at the next election that sadly will not see Chris Picton MP as our local state representative. However as Mr. Bignell is Minister for Agriculture, Food & Fisheries and Minister for Tourism and Minister for Recreation and sports he was very impressed with our school especially our garden and orchard. Looking forward to having another passionate MP to help us with future endeavors.

Also our school was selected to be part of the STEM program this year and this has allowed for many inspirational conversations during Governing Council meetings ensuring that the implementation of this program will be a fabulous success.

For myself it has been another rewarding year as Chair and with the help of my time with the Onkaparinga Leadership program I have been able to help streamline more efficient procedures for how our Governing Council is run.

Wishing you a lovely Christmas break and look forward to seeing you in the New Year.

Jess Sweet
Governing Council Chair

Improvement Planning and Outcomes

We have continued with a focus on the 3 improvement priorities of literacy, numeracy and positive education through the lens of the following 4 Numeracy Literacy Plus expectations:

- A. Have a numeracy and literacy improvement cycle
- B. Track and monitor every learner's growth
- C. Enact changes in pedagogical practice
- D. Identify and enact clear intervention processes

The highlights that have emerged from this continued improvement work include the development of very specific and targeted wave 1, 2 and 3 intervention in reading; the introduction of the Big Ideas in Number diagnostic tools to identify the specific needs of our learners in the development of a deep and fluent understanding of number; and B-7 staff completion the of Marshman Positive Education course as a means of building deep coherence about positive education and the educator's role in the explicit teaching of positive education concepts and strategies. Embedded within all of our improvement priorities has been a focus on developing the expertise of staff and students to use ICT as a tool to accelerate learning with an emphasis on the pedagogical shift rather than the technology.

Literacy targets include 100% of staff implementing the Daily 5 and using CAFÉ pedagogy, Year 2 term 4 all students achieve at or above level 24, Analysis of data to identify site improvement priorities in writing and spelling, every student working on personalised reading and writing strategies identified by one to one conferencing and increase % of students at year 3, 5, 7 in upper bands in NAPLAN. The key strategies used included working with Kay Bodsworth Literacy Consultant, improved Data Wall and staff meeting time to data snapshots, targeted coaching and personalised reading strategies and analysis of NAPLAN and PAT-R data to identify improvement priorities for the teaching of reading and writing in 2017.

In Numeracy we have continued our work to develop our teachers pedagogy in mathematics. All staff worked with Deb Lasscock from Flinders University, who focused on executive function, problem solving, reasoning, fluency and understanding. Deb demonstrated lessons and worked with teachers in small groups and facilitated staff meeting. We attended a student free day on Big Ideas in Number, students were tested on their skills and teachers began embedding new focus on teaching skills in maths. We will continue this in 2017. In term four we held another successful data day and identified problem solving as our focus for 2017.

2016 has seen the creation of the Learning Resources Manager's position, currently held by Kieran Moors. With the creation of this dual role position (ICT and library manager), the way the resource centre operates has needed to change with the times too. The resource centre has transformed into a mixed learning hub of digital technologies and traditional paper texts. 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.

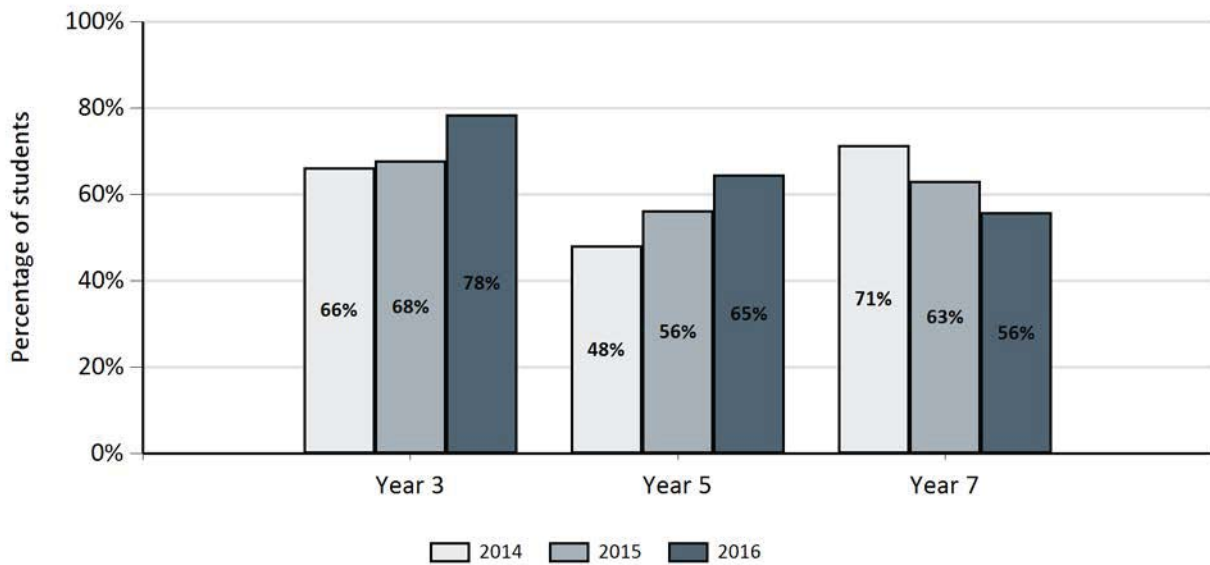
2016 saw the appointment of Adam Blakely as 0.5 Positive Education Coach/ 0.5 Counsellor to support Nicky Clark (0.5 Counsellor) and to implement the school's Positive Education strategy. This involved all staff undertaking professional learning in the Positive Education Tools Program through the Marshman Foundation and using these tools to develop a safe, supportive learning environment as well as develop positive relationships between teachers, children and their families (81 % of students report having a positive relationship with their class teacher). A priority for 2017 is to improve the perception of our school climate.

Performance Summary

NAPLAN Proficiency

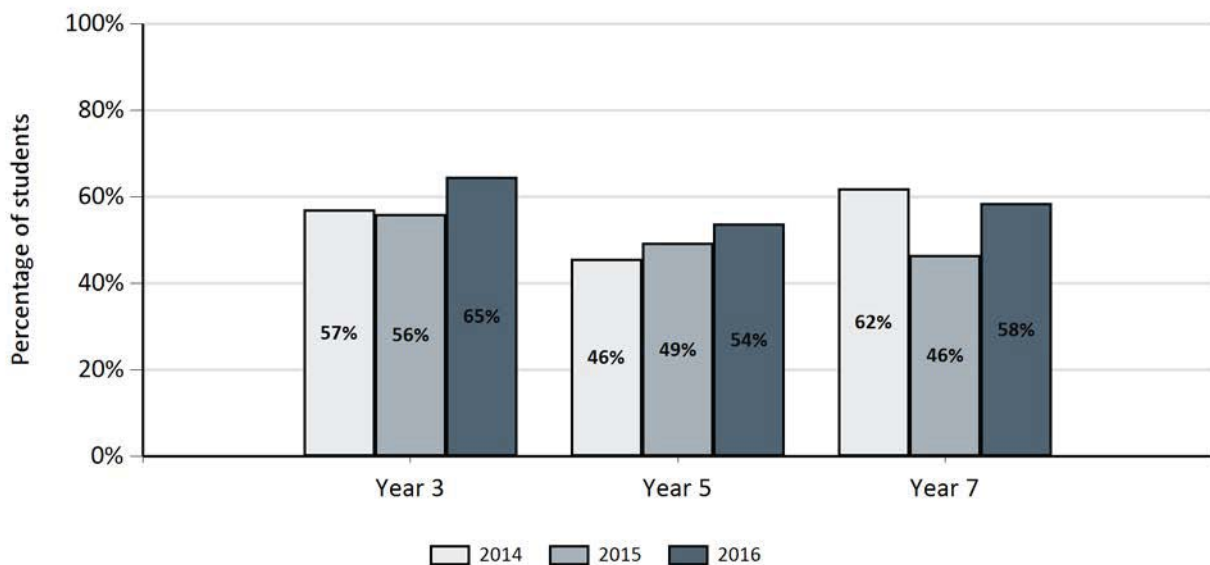
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	25%	48%	25%
Middle progress group	56%	39%	50%
Upper progress group	18%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 3-5	Year 5-7	State (average)
Lower progress group	46%	38%	25%
Middle progress group	40%	48%	50%
Upper progress group	15%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	79	79	25	11	32%	14%
Year 3 2014-16 Average	91.3	91.3	29.0	13.3	32%	15%
Year 5 2016	82	80	21	9	26%	11%
Year 5 2014-16 Average	77.3	76.7	15.3	3.3	20%	4%
Year 7 2016	77	77	4	6	5%	8%
Year 7 2014-16 Average	74.7	74.7	9.3	4.0	13%	5%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NAPLAN results demonstrate continued growth in the percentage of students meeting the SEA at year 3 and 5 but a decline in year 7. The year 3 improvement of 10% reflects the committed uptake of the CAFE pedagogy in R-Year 2 and this is evident in PDP processes. The same reflection can be made at the year 3 level. Between years 5-7 there is less aligned pedagogy and when analysis is made at a student level correlation can be made between students who demonstrated improvement and teachers who have developed expertise in the pedagogy.

Analysis of progression groups from year 3-5 reveals a general bell curve distribution but with greater students showing middle progress. The need remains for us to ensure upper growth for more students. Students analysis also reveals that some of our highest achieving students are demonstrating lower growth. This reinforces the need to continue with CAFE ensure growth and differentiation for every child. The years 5-7 progression analysis reflect few students showing upper growth reinforced the need for continued focus on building teacher expertise.

Upper 2 band achievement analysis reflects the same concerns. Whilst 32% of students in year 3 are achieving in the upper 2 bands and 26% in year 5, analysis reveals there are a number of students sitting just below or just above cut scores and at risk of falling below these bands or sitting perched ready to achieve greater results. The 4 year 7 students who demonstrated high achievement were in classes where CAFE had been adopted early by the teacher.

Numeracy performance summary in NAPLAN shows us we have shown some improvement against the Standard of Educational Achievement, this could be attributed to our rigorous support of Numeracy, teachers examining data to identify we needed to intensely focus on number and place value, training and assessing students in Big Ideas in Number, and providing 300minutes of mathematics per week to every child.

In our NAPLAN Progress our data shows we have met the state average only in the lower progress group. We must continue our focus in Numeracy to ensure we have more students achieving higher scores to achieve the middle and upper progress scores. This year we have identified through the data day we must rigorously work on mathematical language, problem solving and continue to focus on number.

In 2016 we had only 14% of Year 3 students, 11% of our Year 5 students and 8% of our Year 7 students who achieved in the upper two bands. We must continue with our rigorous focus on teacher knowledge of our students to improve the outcomes in the upper bands for all students. In 2017 we will study further with the Big Ideas in Number, analysing ways to increase students skills in numeracy.

Attendance

Year level	2014	2015	2016
Reception	89.2%	90.8%	91.1%
Year 01	88.8%	90.7%	89.0%
Year 02	90.8%	88.6%	90.3%
Year 03	91.4%	90.4%	89.3%
Year 04	90.6%	90.5%	90.1%
Year 05	90.6%	91.6%	90.4%
Year 06	90.9%	91.4%	91.0%
Year 07	86.6%	89.0%	89.0%
Primary Other	87.7%		
Total	90.0%	90.3%	90.0%

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

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

Attendance Comment

Student absences are addressed by:

- text messaging parents/ carers requesting reasons for absences
- * telephone calls to families after 3 days of unexplained absences.

When students with concerning patterns of attendance are identified, leadership and teaching staff meet with those families to identify and address barriers to attendance. Our DECD Attendance & Engagement Consultant attends our school at least termly to advise on supporting students of concern. Staff analyze their class data each term during allocated staff meeting time.

Behaviour Management Comment

In 2016 we focused on improving the clarity and consistency of our behaviour management processes. The establishment of the Re-Connect Room allowed for a more consistent approach to student behavioural learning. Students had access to a supportive environment in which to manage their emotions and take responsibility for their choices. As a result of increased coherence around acceptable behaviour there has been a 5% increase in students reporting feeling safe at school. Student surveys were taken in Terms 2 and 4. Physical victimisation was reduced by 8%. Verbal victimisation remains a concern, 50% of students reporting being verbally harassed/ insulted. There was a 5% increase in students reporting the use of social media to harass them.

Client Opinion Summary

Analysis: 63 out of 688 students responded, which is a statistically significant sample.

- Students agreed with 5 aspects of their school, including teachers' high expectations, being motivated to learn, doing interesting things, receiving useful feedback, like being at school and the school always looking for ways to improve.
- However students neither agreed nor disagreed about the management of student behaviour, feeling safe, being treated fairly, talking to teachers about concerns and the maintenance of the school.

It was pleasing to see increases from the 2015 survey in teacher expectation, students liking school, students feeling safe at school, students feeling they are treated fairly, interesting things to do and the school always trying to improve.

Analysis: 86 out of 360 parents responded, which is a statistically significant sample.

- Parents agreed with 5 of the 12 items, including teachers expecting children to do their best, being able to talk with teachers about parents' concerns, and that my 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.

It is pleasing to note that there has been an increase in all 12 areas of the survey except the school being well maintained which fell by 4.

Analysis: 15 out of 66 staff responded, which is statistically very significant.

- Staff agreed with 5 out of the 16 items, including teachers expecting children to do their best, students being provided with useful feedback, students and parents being able to talk about concerns to teachers, the school looking for ways to improve and teachers motivating children to learn.
- It is most pleasing to note that there has been improvement in all areas except 1, which is the school is well maintained. This correlates with the parents survey.

Marked improvement is seen in the areas of behaviour is well managed, school takes staff opinions seriously, receiving useful feedback and staff feeling supported.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	6.1%
Other	1	0.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	7.8%
Transfer to SA Govt School	150	83.8%
Unknown	3	1.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The school has 170 approved parent/caregiver volunteers and 49 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 2016

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	87
Post Graduate Qualifications	19

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	41.2	0.9	14.1
Persons	0	48	2	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$257,734.00
Grants: Commonwealth	\$5,800.00
Parent Contributions	\$90,913.00
Fund Raising	\$4,132.00
Other	\$100.00

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

2016 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 2016 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	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	Learning difficulties grant was used to develop targeted and specific speech and language programs and personalised literacy and numeracy intervention to over 200 students by teaching and SSO staff	development of personalised writing and reading strategies, improvement in articulation
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funding facilitated the release of teachers to work with the CPAC, Numeracy coach, external and internal literacy and numeracy consultants. It provided for a focus on the implementation of the Digital Technologies Curriculum and SFDs with Numeracy and Digital Technologies focus.	Teachers continued to build greater understanding of the AC
Program Funding for all Students	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	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