

Christies Beach Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Christies Beach Primary School Number: 921

Partnership: Beach Road

Name of School Principal:

Mr Ian Filer

Name of Governing Council Chair:

Mrs Caroline Dean

Date of Endorsement:

22/3/2017

School Context and Highlights

Christies Beach Primary School is an R-7 site, situated in the beautiful beach side community of Christies Beach, bordering Beach Road which leads to our picturesque coast. Taikurrendi, Children and Family Centre is co-located on site.

At the conclusion of 2016, our school enrolment totalled 329 students. A number of our students are drawn from outside our area, 16.4% identify as Aboriginal and approximately 52% receive the School Card allowance. 15% of students have been identified as a student with a disability.

Our school hosts a small special class with 8 students R-2, with significant learning and behavioural challenges.

Highlights for 2016

- Implementation of both Mini Lit and Multi Lit Intervention programmes (under the leadership of a teacher dedicated to this role – Carly Shiel) having a significant impact on the reading levels of our year 1 students and identified older students.
- Implementation of External Review recommendations with a focus on improving student learning.
- Establishment of a new leadership team comprising Ian Filer (Principal), newly appointed Deputy Principal Beck Truran, Sonja Britton (School Counsellor) and emerging leader Skai Perkins.
- Outstanding whole school commitment to P.I.T.W. pedagogies, refinement of behavioural management responses with a maintenance or reduction of student behaviour referrals. Newly enrolled students continue to present challenges.
- Whole school success / enjoyment with Sports Day, End of Year Twilight Concert, Year 7 camp to Canberra, Waikakirri, Year 7 Graduation, Whole School Fete, outstanding Fundraising initiatives and SRC students demonstrating strong leadership.
- Improvement in NAPLAN results in years 3, 5 and 7 – five out of six areas (literacy / numeracy) have demonstrated improvement – some significant from 2015.
- Strong supportive Governing Council committed to their school and their community. Outstanding leadership provided by Chairperson, Caroline Dean.
- Renewal of our Reporting processes, aligned with the National Curriculum, simplifying student reporting using DayMap.
- Strong ongoing and inclusive Burnborendi Community Council.

Governing Council Report

2016 was another busy and successful year for Christies Beach Primary School with a vast range of educational and extracurricular activities being provided for our school population.

With a dedicated band of volunteers some of the significant discussions, decisions and highlights made during 2016 through the Governing Council were:

- The Council accepted the successful tender for out-sourcing of our OSHC from Camp Australia. This decision was taken not taken lightly and the goal is to both maintain high quality care for our children and through economies of scale ensure the on-going financial viability of this service. Outcome: Camp Australia took over the OSHC service on 2/5/16.
- A very special mention is also needed to acknowledge the amazing efforts of our committee – FUNdraising and in particular Carly McKenna. Outcome: Carly along with a large proportion of her family (!) have worked for over a decade seeking key improvement to our school such as the sensory room, the junior playground, blinds for the classrooms and many, many more parts of our school have benefited from Carly's efforts. We wish Carly and her family well.
- A second group of our Year 7 students and intrepid teachers ventured interstate to Canberra in 2016. The Council highly applauds the dedicated group of parents/ carers/ teachers and most importantly the students themselves to work together to achieve an unprecedented fundraising achievement. This is a great example of our school community cooperation to enrich our children's education.
- The end of year concert is always a special event as it is the culmination of a year of education. This performance show cases not just the excellent dancing/ singing/ costumery of our children but demonstrates the power of our children learning to learn about being brave, being challenged, collaborating with others to pursue their personal best.
- To our great support staff and our wonderful teachers and leadership team – thank you. We are really fortunate to have such committed and enthusiastic group of educators.

I would like to extend the Councils thanks to ALL of the parents, carers and extended family who volunteer to assist in classroom activities, music, sport, arts, excursions and committees. It is through the strengthening of this community that we can enhance and influence our children to be life-long learners.

Improvement Planning and Outcomes

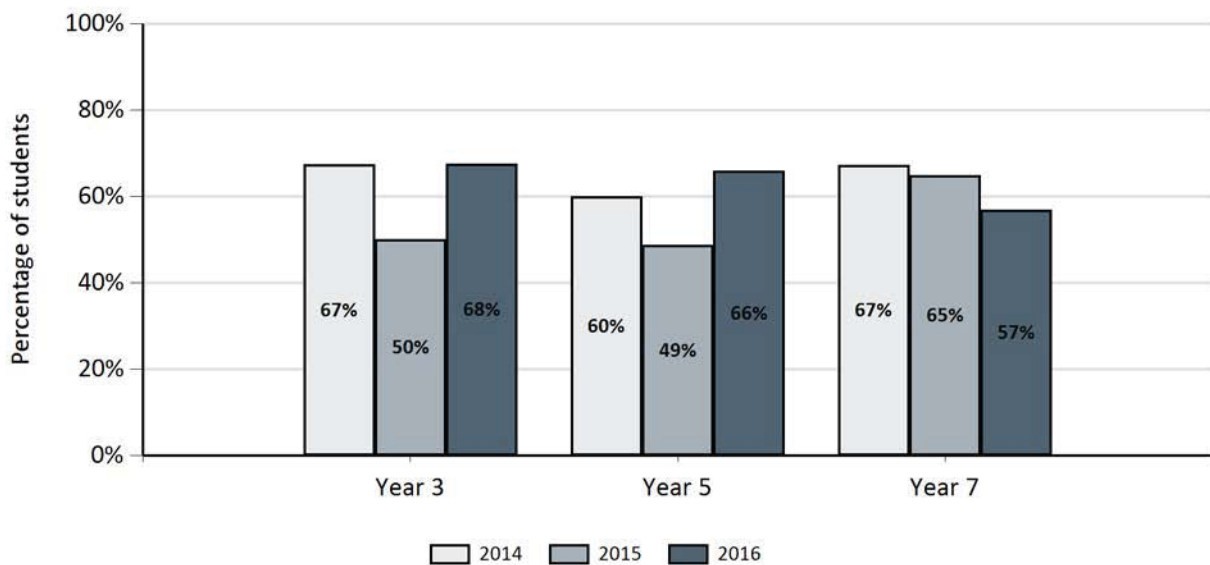
- New, whole school reports R-7 adopted mid year 2016 that are A.C. aligned, comprehensive and detailed. Reception Mid Year Reports outline explicit testing with student's phonological awareness, word recognition, number and space understanding.
- Establishment of a comprehensive Data Wall highlighting students at risk with their reading. Intervention or 'where to know' actions with regard to all students a priority. Data reviewed twice per term.
- External Review outcomes as outlined below reviewed and responses implemented. Plan reviewed twice in 2016.
 1. Increase the percentage of students demonstrating the SAE and sustain higher levels of learning over time, by making explicit the school's vision of 'excellence' for all Reception to Year 7 students, including personal and social capabilities, and literacy and numeracy outcomes.
 2. Build teacher capacity to implement formative assessment processes by making provision for structural and focused collaborative teamwork that ensures student learning growth is regularly tracked, progress is monitored and responsive action is taken.
 3. Raise the level of student achievement at the school by strengthening the implementation of the TfEL framework, particularly in relation to embedding the conditions for rigorous learning across the school and the opportunity for student to personalise their learning.
 4. Increase the growth and progress of students in greatest need by building capacity of staff to cater for the varied needs of learners. Use of the school's performance and development processes and the Australian Professional Standards for Teachers will provide the expectations and framework for peer feedback and support.
- Success through the RAAP application process to provide funding for a unique 'Reconnect Class' for students at risk, to be established term 1 2017. Additional funding secured for 5 students at significant risk.
- Promotion of team planning, with like year level staff working collaboratively together for planning and assessment
- When viewing Running Records Data for year 1 students, compared to our Disadvantage Category our results are very strong up to level 15 (target) with levels 16 – 22 and 21 – 26 slightly below. This is an indication of the impact of our Mini Lit Intervention.
- Year 2 results follow a similar pattern with higher level results not as strong. It is expected that year 1 students involved in the Mini Lit programme will improve Running Record data in 2017.

Performance Summary

NAPLAN Proficiency

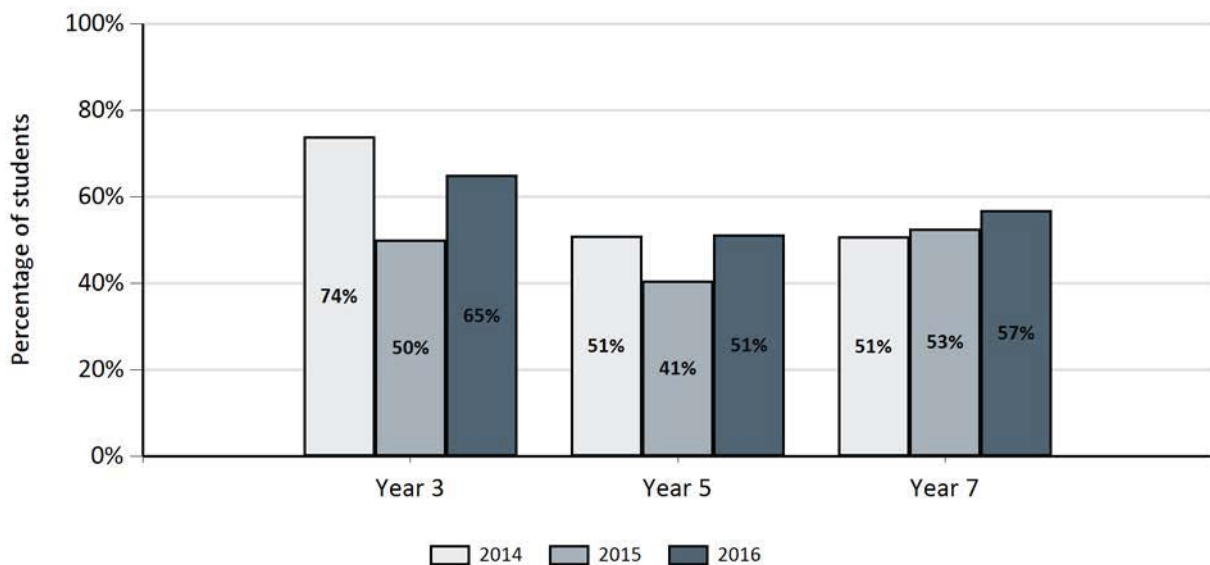
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	28%	27%	25%
Middle progress group	56%	59%	50%
Upper progress group	17%	14%	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	51%	50%	25%
Middle progress group	43%	37%	50%
Upper progress group	5%	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	40	40	6	1	15%	3%
Year 3 2014-16 Average	40.0	40.0	7.7	4.7	19%	12%
Year 5 2016	41	41	3	2	7%	5%
Year 5 2014-16 Average	44.3	44.3	2.7	2.7	6%	6%
Year 7 2016	51	51	4	3	8%	6%
Year 7 2014-16 Average	56.3	56.3	6.7	4.3	12%	8%

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

Year 3 results in both reading and numeracy have demonstrated a very pleasing improvement from 2015. Reading has demonstrated an 18% improvement while numeracy has shown an improvement of 15%. Trend is returning to 2014 results which is positive. We anticipate on continuing increase in 2018 and beyond with the success of recently introduced literacy intervention programmes in 2016.

Year 5 Results in both reading and numeracy have demonstrated a very pleasing improvement from 2015. Reading has demonstrated a 17% improvement while numeracy has shown an improvement of 10%. Both results are equal to or better than 2014 results also.

Year 7 Results in reading have demonstrated a decline of approximately 8% from 2015. With the establishment of one year 7 class for 2017 and a focus on language, speech and special education support from both our Special Education and two Speech Pathologists we anticipate an improvement in our 2017 results. Our year 7 numeracy results are continuing to show a general improvement with an increase of 6% (2014) and 4% (2015). Two of our upper primary teachers will be involved in the Thursday Maths initiative in 2017.

When compared with the sites in our Partnership Christies Beach Primary School results in Reading, Writing, Spelling, Grammar and Numeracy are on par or better particularly with year 3 and year 5 results. Year 3 results shows 4 out of 5 areas better than 2015 with year 5 results showing 3 out of 5 areas better than 2015. Our year 7 results were lower than 2015 in all areas with the 2016 cohort challenging in all aspects of their schooling.

Attendance

Year level	2014	2015	2016
Reception	88.0%	89.1%	87.6%
Year 01	92.3%	90.0%	88.6%
Year 02	89.0%	91.7%	88.4%
Year 03	89.2%	87.9%	92.4%
Year 04	86.1%	93.1%	88.8%
Year 05	87.0%	90.3%	90.6%
Year 06	91.1%	88.5%	89.3%
Year 07	91.9%	91.1%	88.4%
Primary Other	74.3%	77.0%	75.5%
Total	89.2%	90.0%	88.9%

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

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

Attendance Comment

Christies Beach Primary School has a very comprehensive response to student 'non-attendance' or lateness. A clear and detailed policy is in action and is strongly supported by our School Counsellor, Sonja Britton, teaching staff and School Support Officers. Follow up calls happen regularly and repeatedly, home visits feature often with strong community links a priority. Members of our leadership team maintain a 'case management' approach for Students At Risk, with attendance a priority. Our school maintains a very strong relationship with all staff at Taikurrendi Family and Children Centre.

Behaviour Management Comment

The focus of all staff at Christies Beach Primary School is aligned to our School Vision statement which focuses on students behaving in an 'emotionally and socially competent manner.'
Referral data for students who behave inappropriately (Rethinks and Suspensions) involved significant staff and leadership time. This is particularly connected with new enrolments. 'Play Is The Way' approach lead by Michelle Morrison continues to have a significant impact, with all staff committed to the 5 key competencies that anchor it. A review of our approaches will be conducted early term 1 2017 with input from our Governing Council and the wider community.

Client Opinion Summary

Twenty six parents responded to our Parent Survey at the end of 2016, five completing the survey 'on line', with 21 responses coming through phone contact from the school. We have found that making contact by phone can have a positive impact on the number of respondents. We will continue to offer both approaches in 2017 and beyond.

Using a 5 point scale we received 38 responses, presenting an average rating of 3.5 out of 5 or above, from the 44 questions asked.

Questions where responses were very positive focused on student learning, teachers assisting students, students being happy at school, students receiving support, relationships with staff, student access to quality materials and student safety at school. Areas where we as a staff need to address include keeping parents well informed, adopting changes to improve student learning, variety of communication used by the school, seeking parent opinion about education programmes and involving parents in the development of school plans. We will respond to each area of concern but in particular involve parents in a comprehensive inquiry approach with regard to reviewing our Site Improvement Plan early 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	10	9.2%
Other	1	0.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	12.8%
Transfer to SA Govt School	83	76.1%
Unknown	1	0.9%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The site ensures that all relevant screenings are up to date with an appropriate process in place to monitor and track screenings. In 2017 we will provide details to all volunteers regarding the 'Online Responding to Abuse and Neglect' Training and Development option. With OSHC now transferred under the Camp Australia banner, responsibility for these staff are managed by Camp Australia. Visitors, volunteers, professionals, trades people and all DECD personnel sign in electronically at the front desk.

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	49
Post Graduate Qualifications	10

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	22.6	1.5	12.9
Persons	0	27	2	17

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

Financial Statement

Funding Source	Amount
Grants: State	4,137,614.02
Grants: Commonwealth	2,900
Parent Contributions	135,947.73
Fund Raising	40,688.40
Other	112,221.64

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	SSO support used in classrooms and the yard to help students be successful in an 'emotionally and socially competent manner.' Class teachers adopt a range of success orientated pedagogies to improve student learner.	SSO support invaluable, reducing the number of inappropriate behaviours.
	Improved Outcomes for Students with an Additional Language or Dialect	Student work samples moderated by 2 members of staff and data shared with all class teachers.	Students tracked by AET teacher and overseen through intervention programme.
	Improved Outcomes for Students with Disabilities	All students with a disability (SWD) have intervention support provided by an S.S.O., with SMARTA goals clearly identified and documented on their one plan.	Students are tracked for all Students at Risk. One Plans in place.
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	Literacy intervention teacher appointed 0.4 2016 to introduce Mini Lit and Reading Tutor for identified students. Quality Training and Development provided to both SSO's and teaching staff. Quick Smart support provided to 8 year 7 students.	Impressive gains for year 1 'Mini Lit' students evident in Running Record data. Reading tutor interventions not as successful.
	Australian Curriculum	Funding used for teacher teams to meet and plan quality learning programmes in collaboration. Increase in time provided to be a priority in 2017.	
Program Funding for all Students	Aboriginal Languages Programs Initiatives	APAS students identified, SSO intervention support provided and very accurate and well maintained data recorded.	Some growth demonstrated. A renewed focus to be implemented in 2017.
	Better Schools Funding	Funding used to establish an additional class.	Essential in a category 2 school with a significant number of schools at risk.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	1.0 Salary committed to focus on the wellbeing and social competencies of all students.	This role has a very significant contribution to student and staff wellbeing.