CONTEXT STATEMENT

Christies Beach Primary School is an R to 7 school situated in the picturesque beachside suburb of Christies Beach. The school finished the year with an enrolment of 384 students having grown from approximately 300 in 2004. We offer an outstanding Aboriginal Education program which has been instrumental in increasing our Aboriginal enrolments from 10 in 2005 to 54 in 2013. The school actively promotes its values of Good Manners, Friendliness, Courage, Persistence, Resilience and Empathy and prides itself on its Restorative Practices when managing student behaviour. Specialist offerings include the Performing Arts, Indonesian, Science and Information Literacy, while physical activity is strongly promoted. The students regularly achieve success in a range of sporting endeavours, have been state winners of the Wakakirri Dance Festival and have been finalists in national film-making competitions. Staff are committed to developing and promoting a culture of care with students, staff and the wider community. The school is committed to the ‘Accelerated Literacy’ teaching strategies and all classes are continuing our dynamic approach to the teaching of mathematics known as ‘Big Ideas In Number’. A huge focus on our social skills programme of ‘Play Is The Way’ continues as a high priority.

PRINCIPAL’S REPORT

2013 was another very busy, challenging and rewarding year for all participants including our students, parents/caregivers and staff. Our year had many highlights. The completion of Taikurrendi Children and Family Centre and the acceptance of their first enrolments at the beginning of Term 2 was very special. The Centre continues to grow and at the conclusion of the 2013 school year boasted enrolments of 44 students, which is predicted to grow even further during 2014. This will have a significant impact on our future enrolments and as predicted in our 2012 Annual Report, our future as a school continuing to grow is guaranteed.

We continued our focus on our 3 school priorities of Literacy, Numeracy and Student and Staff Wellbeing with leadership provided by Val Harrold, Jayne Summers, Rosemary Wilkinson, Chrissa Connor, Michelle Morrison and Ian Filer.

A huge priority for us during 2013 was a comprehensive review of our School’s Vision and our School Values. Under the leadership of our Play Is The Way Coordinator, Michelle Morrison, we undertook a long process to rewrite both our Vision and School Values with extensive consultation with staff, parents and our Governing Council. Our School Vision is as follows:

“The goal of our school community is to encourage all students to participate fully in all aspects of their learning, striving for excellence and realizing their full potential, in a socially and emotionally competent manner.”

Our School Values are as follows:

**Good Manners**
Good manners is speaking and behaving in a way so that people feel valued and respected.

**Courage**
Courage is making a strong choice even though it may not be the easy choice.

**Friendliness**
Friendliness is behaving in a kind and thoughtful way towards others.

**Resilience**
Resilience is the ability to cope with difficulties and ‘bounce back’.

**Persistence**
Persistence is not giving up.

**Empathy**
Empathy is identifying with the feelings or thoughts of others.

These become **Virtues** when lived.

Our values are taught through the 5 key concepts:

- Treat others as you would like them to treat you.
- Be brave – participate to progress.
- Pursue your personal best no matter who you work with.
- Have reasons for the things you say and do.
- It takes great strength to be sensible.
Our Literacy and Numeracy agreements were formalized, with classroom observations of Accelerated Literacy continuing, with great support provided by Lisa Bailey, our Accelerated Literacy consultant. In 2013 we continued to see a pleasing reduction in the number of Rethinks, which can be attributed to our Play Is The Way approach. There is no doubt that students are responding to our high expectations with regard to behaviour.

As in 2012, we conducted our Parent Opinion survey over the phone and the results have been very pleasing. Any parent can access a copy of these survey results from our Front Office and they will also be on display on our noticeboards early in the 2014 school year. Further details are provided later in this report.

Other highlights for the 2013 school year included:
- Ongoing commitment to our P.I.T.W. philosophy.
- Recognition of student leadership at our school through our whole school SRC Induction Assembly.
- Upgrade of our Junior Primary teaching areas with the establishment of a Reading Hub, adjacent to rooms 5 and 6.
- Establishment of a new ICT Room and Science Room.
- Zoo sleepover with 24 school leaders undertaking a leadership training camp.
- Growth of our outstanding student garden, working in collaboration with our very active Aboriginal parent committee.
- Participation of 4 members of staff in Stronger Smarter training and development.
- Appointment of Jayne Summers as our Literacy Coach for the last half of 2013.
- Launch of the ‘Getting Them on Track’ involving the Minister of Education, Jennifer Rankine and CEO of DECD, Tony Harrison.
- Outstanding performances by our choir, which saw over 60 students from year 5-7 participate throughout the year.
- The excellent recovery of Jesse Barrott Walsh, who underwent heart surgery late in the year. Our whole school community rallied behind the family raising over $440 with the school rounding this up to $500 to assist the family.
- Fantastic Sports Day in term 1, with our House Captains and Vice Captains providing great leadership and support.
- The ongoing recovery of our much loved School Support Officer, Lois Bidwell, who will rejoin us on staff in 2014.
- The appointment of Amanda Thorpe as our Canteen Manager following Michelle’s retirement. Thankyou sincerely Michelle for your 18 years of fantastic service.
- Participation of Rae Leicester’s year 5/6 class in Wakakirri – ‘Mrs. Batty and Her Cooking Class’, was a powerful insight into the world of bullying and harassment.
- Our annual year 6/7 Fete – outstanding leadership provided by our upper primary students, with lots of fun and over $1700.00 raised. This figure also includes BBQ’s which were held throughout the year.
- Rae Leicester and Paul Besanko’s Enterprise Education Fair held in term 4. Culmination of a great term’s work!
- Footsteps Dance programme with the term 4 whole school Dance Assembly a great highlight enjoyed by many parents.
- To top off our year, another fantastic End of Year Concert enjoyed by over 400 adults – our students were sensational!

Farewells
- To Jenny Dyson, who retired after 47 years as a teacher – your commitment to our students was superb Jenny!
- Special thanks to Della Price, Chair of our Governing Council and parent of Sadie and Molly who has moved on from Christies Beach Primary following her outstanding contribution to our school. Thankyou sincerely Della.

Sad Farewell
- To Jenny Dyson, who retired after 47 years as a teacher – your commitment to our students was superb Jenny!
- Special thanks to Della Price, Chair of our Governing Council and parent of Sadie and Molly who has moved on from Christies Beach Primary following her outstanding contribution to our school. Thankyou sincerely Della.
Late 2013 was indeed a sad time when the Christies Beach Community bid farewell to our much loved School Support Officer John Chapman, who passed away in October. You will always be remembered John!

**NOW TO 2014**

Our whole school priorities of Literacy, Numeracy, Student and Staff Wellbeing will continue to be our priorities for 2014. We look forward to great support from our wider community as we focus on these very important priorities.

- All students, staff and school community, making our newly developed school vision a living reality.
- All students striving to demonstrate our school values of
  - Good Manners
  - Friendliness
  - Courage
  - Persistence
  - Resilience
  - Empathy
- Further increase in the involvement of our parent community in our school.
- The introduction of Science as a specialist offering R-7 is a fantastic initiative.
- Preparation for a surge of enrolments particularly associated with the emergence of Taikurrendi as an outstanding preschool environment.
- Investigation of a major building redevelopment linked to our predicted huge enrolment.
- Whole school focus on intervention for students at risk in the areas of literacy, numeracy and importantly social and emotional wellbeing.

**WHOLE SCHOOL PRIORITIES**

**NAPLAN**

The NAPLAN (National Assessment Program: Literacy and Numeracy) tests for students in years 3, 5 and 7 were again held over three days in May. The following tables and analysis give a clear picture of our student achievements and areas for growth.

**At or Above National Minimum Standard over time:** The following graphs show the % number of students who have achieved at or above the National Minimum Standard from 2011 to 2103.

**Year 3**

When comparing test aspects from 2011 to 2013 we note the following: There has been an increase in the number of students in Year 3 achieving in the areas of Numeracy, Reading, and Grammar in comparison to last year, where there was a drop in 5 out of 5 areas. Year 5 results show an improvement in 4 out of 5 areas, with Reading and Grammar being the highest in over three years. The Year 7 results are very pleasing with the highest scores recorded in the three years.

The table below shows the growth (progress) data for students in Years 5 and 7 in comparison to the Southern Adelaide Region. Not all schools within the region are category 2. The growth is from 2011 to 2013. Growth data cannot be shown for Year 3 students as they undertook NAPLAN for the first time in 2013. Our aim is to increase the number of students in the Middle and Upper growth areas. Classroom teachers, the Literacy and Numeracy committees will be looking very closely at this data at the beginning of 2014 to set targets for our students and pinpoint the areas to be addressed within the classroom and intervention programs.
The following table provides a Mean Score comparison to Like Schools i.e. schools across South Australia with a similar demographic, category 2 schools.

<table>
<thead>
<tr>
<th>Mean Score Summary 2013</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td>CBPS</td>
<td>CBPS</td>
<td>CBPS</td>
</tr>
<tr>
<td></td>
<td>Index</td>
<td>Index</td>
<td>Index</td>
</tr>
<tr>
<td></td>
<td>of Disad.</td>
<td>of Disad.</td>
<td>of Disad.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>CBPS</td>
<td>CBPS</td>
<td>CBPS</td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td>Level</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td>of Disad.</td>
<td>of Disad.</td>
<td>of Disad.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>CBPS</td>
<td>CBPS</td>
<td>CBPS</td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td>Level</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td>of Disad.</td>
<td>of Disad.</td>
<td>of Disad.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>CBPS</td>
<td>CBPS</td>
<td>CBPS</td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td>Level</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td>of Disad.</td>
<td>of Disad.</td>
<td>of Disad.</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>CBPS</td>
<td>CBPS</td>
<td>CBPS</td>
</tr>
<tr>
<td></td>
<td>Level</td>
<td>Level</td>
<td>Level</td>
</tr>
<tr>
<td></td>
<td>of Disad.</td>
<td>of Disad.</td>
<td>of Disad.</td>
</tr>
</tbody>
</table>

As can be noted there are 14 areas out of 15 where our students are higher than Like Schools, (This is up from 10 last year).

**LITERACY**

**Strategic Priorities**

**LITERACY FOR LEARNING**

- Demonstrated continuous growth in literacy learning for each learner.
- Improved Literacy learning outcomes for all students, including ATSI students.
- Develop a whole school approach to the teaching and assessing of learners in Literacy in accordance with the National Curriculum.
- The Australian Curriculum, English will be implemented and reported against student progress.

**Strategic Actions**

- Teachers and Literacy leadership identify students in need of intervention/extension as a result of data analysis. Individual Learning Plans (ILPs) developed for identified students.
- Students at Risk (STAR) support team to meet twice per term.
- Early focus to develop Negotiated Education Plan (NEPs), Individual Learning Plan (ILPs) and Individual Education Plan (IEPs) for Students with Disabilities (SWD), Students at Risk (STAR), Guardian of Minister (GOM) and Aboriginal and Torres Strait Islanders (ATSI) students. To be reviewed as the goals are met. Procedure plan to be developed by Term 2 2013.
- Literacy Team developed early T1 – meeting 3 x per term to monitor matters pertaining to the Literacy needs of the school.
- APAS funding targeting ATSI students in years 1 – 4.
- Appointment of a Special Education Teacher.
- Student free day with a focus on Literacy.
- Students from Years 2-7 undertake initial online Reading Comprehension test for baseline data collection.
- Whole site approach to Literacy implemented.
- Agreed set of additional measures to inform and guide planning for learning and improvement will be included in the addendum in the Literacy Agreement.
- Additional Support: may include Special Education teacher, Reading Support Teacher, Reading Recovery, ESL/ATSI Support Teacher, Rainbow Reading and the assistance of the District Office Specialists
- SSO support in the area of Literacy.
- National Literacy Coach appointed
- Implementation of ‘Listening to Children Read’ program and parent workshops.
- All EALD (English is Additional Language) students assigned writing levels in accordance with the EALD writing levels, by the end of Term 2.
Year 3 – Band 3 and above
Year 5 – Band 5 and above
Year 7 – Band 6 and above
15% of Yr 5, 7 students in upper growth category for Reading (over two years.)

**ATSI students:**
15% of Yr3-5 achieving in the middle and upper growth category in all areas, 15% of Yr5-7 Aboriginal students achieving in middle and upper growth category and 15% of Yr7 Aboriginal students achieving in middle and upper growth category.
The % of Aboriginal students achieving at or above National Minimum Standard in Year 3 increase by 2%, Year 5 by 3% and Year 7 students by 4%. 100% of JP students reading to an adult each day.

**English as an Additional Language (EALD)**

**Writing targets:** English (Spelling, Grammar, Written ability as set by DECD)
- Year 1 – level 5
- Year 2 – level 6
- Year 3 – level 7
- Year 4 – level 8
- Year 5 – level 9
- Year 6 – level 10
- Year 7 – level 11

**HIGHLIGHTS:**
- The development of the Whole School Literacy Agreement and the Literacy Continuum Rec – Yr 7.
- 100% of teaching staff observed by Accelerated Literacy specialist teacher.
- Some sharing of practice across classes.
- Strong focus on team planning using the TfEL (Teaching for Effective Learning) framework.
- Diverse range of support/intervention programs available to students.

**IMPLICATIONS FOR 2014:**
Leadership and Teaching Staff will continue to attend Professional Development in the National Curriculum (Literacy).
All teaching staff to be familiar with the Literacy Agreement and the Literacy continuum, and be able to utilize into classroom practice.
Literacy committee to monitor NAPLAN data and set clear directions with regards to diagnostic testing and support for students who do not meet National Minimum Benchmarks.
Special Education teacher to work in closely with the Deputy Principal to oversee support for STAR students.

**NUMERACY**

**Strategic Priorities**
- Whole school commitment to improved Numeracy outcomes for all students.
- To continue a consistent whole school approach to the teaching and assessing of learners in Numeracy.

**Strategic Actions**
- Teaching staff implement 300 minutes of Numeracy a week.
- Numeracy Coordinator appointed for a short time to oversee implementation of Strategic Actions.
- 100% of teaching staff are trained in, and implement the Big Ideas in Number.
- 100% Teaching Staff are familiar with and use the scaffolded pedagogy as outlined in the ‘Make It Count’ Project.
- 100% classrooms are provided with adequate resources to implement the Big Ideas in Number.
- 100% Teaching Staff with like year levels are allocated time to collaboratively plan and program to ensure that these students have the same mathematical exposure.
- 100% Teaching Staff committed to a whole school approach to student assessment by using the Big Ideas In Number diagnostic tools, annual PAT Maths on line tests and NAPLAN.
- 100% Teaching Staff using, assessing and reporting on the three strands of the National Mathematics Curriculum.
- Majority of teaching Staff attended Professional development sessions on implementing the National Curriculum.
- Many staff attended Professional Development to enhance their Mathematical Teaching.

**HIGHLIGHTS:**
- Numeracy Agreement developed, outlining expectations and numeracy delivery.
- Some Teaching Staff engaging in Peer observations of lessons and provided constructive feedback.
- Some teachers opening their classrooms to parents and the wider community.
- A staff member from each Learning team attended professional development in the Natural Maths programme as presented by Anne Barker. This became their responsibility to disseminate this knowledge/pedagogy back to their teams.
- School purchased the Mathletics online programme to be used by all students to enhance their mathematical fluency.

**IMPLICATIONS FOR 2014:**
Leadership and Teaching Staff will continue to attend Professional Development in the National Curriculum (Mathematics) as needed.
• All new Staff will be trained in the Big Ideas in Number and in using the diagnostic tools.
• A whole school Numeracy Agreement to continue to define the teaching of Mathematics at our school.
• Ongoing involvement in the Anne Barker Natural Maths training and development with additional staff to be trained in 2014.
• Peer observation protocols to be revisited and clearly defined.
• Training and Development to be provided to all teaching staff with the implementation of Mathletics online programme.

Aboriginal Education
Our school is committed to improving the educational outcomes for all indigenous students, particularly in the areas of Literacy, Numeracy, Attendance and Well-Being. We provide a safe, culturally inclusive environment for Aboriginal and Torres Strait Islander children and there is a real focus on enhancing the knowledge and understanding of all students about Aboriginal Australia.

At the start of 2013 we had 34 Aboriginal and Torres Strait Islander students enrolled. By the end of the year this had grown to 54 students. We are very pleased with this increase. These students were supported by the Aboriginal Education Program which was staffed by a very passionate team of people, including Annette Herbert (Aboriginal Community Education Officer), John Tindall (Aboriginal Education Teacher), Merrilyn Chamberlain (School Services Officer with qualifications in Aboriginal Studies), and Kelly Roe (newly appointed Aboriginal Mentor). This team was supported by our Leadership Team and our newly formed Community Group (Burnborendi Action Committee).

Highlights:
• Training by Senior Staff and AET teacher in the Stronger Smarter Pedagogy.
• Being selected again as a Focus School for Aboriginal Education.
• Participating in Nunga Tag Rugby at Christies Beach High School.
• Welcoming Barbecue at Taikurrendi-enabled the team to develop and foster positive relationships with the children, their families and the wider school community.
• Focusing resources and personnel on improving Literacy and Numeracy levels with our students.
• Introducing Listening to Children Read program to identified ATSI students in Junior Primary classes.
• Accessing the Parent and Community Engagement (PACE) program to assist with an Art program involved in painting the garden pots and helping to establish and sustain our Aboriginal Community Group.
• Developing the School Community Partnership Agreement.
• Celebrating community events and involve students in important cultural events like Reconciliation Day.
• Aboriginal Education Teacher, ACEO and Leadership member attending District Network days.
• Our year 6/7 students participating with the Deadly Start to High School program.
• Developing Individual Learning Plans for all ATSI students.
• Maintaining relevant learning and wellbeing data for all ATSI students and ensuring this data is entered into the Getting Them On Track web-site.
• Creating a culture of high expectations thus continuing to strive for improvements in all outcomes.

Implications for 2014
• Continue to develop close family/school relationships.
• Continue to examine NAPLAN and other diagnostic data to improve student learning outcomes.
• To further foster cultural links with Aboriginal leaders within our community.
• To maintain, sustain and build on the existing Aboriginal Community Group-through projects such as re-developing our Aboriginal Garden (Burnborendi) and improving our space (Eco Room) where we hold regular meetings and activities.

National Disability Data Collection
Our school was randomly selected to participate in the 2013 trial of a model for the collection of nationally consistent data on school students with disability. Currently, different states and territories collect information on school students with disability in different ways. The development of a nationally consistent approach for collecting data on school students with disability will enable the number of students with disability, for whom “reasonable adjustment” (as described in the Disability Standards for Education 2005) is made, to be collected and reported in a valid and reliable way. It will contribute to making sure that data collected by governments across Australia is accurate and useful.

It is important to note that the trial of this model will not affect state and territory assessment or determination processes.
The majority of our teaching staff undertook on-line training to assist with the identification and collection of data to provide evidence of students with disability, for whom “reasonable adjustment” (as described in the Disability Standards for Education 2005) is made. The evidence collected has also assisted us in ensuring these students do not ‘fall through the cracks’, but, where possible are given extra assistance with their learning.

**STUDENT WELLBEING**

**Strategic Priority**
- Learner engagement and wellbeing improved.
- Students feel safe in their academic and personal development.

**Strategic Actions**
- Teachers facilitate lessons that combine social skills programmes: Play Is The Way (PITW), Emotional Thermometer, Teaching for Effective Learning (TEL) and Restorative Practices (RP). All staff access relevant training & development.
- All staff commit to a whole school approach to social skills and RP e.g. Life Raft manual.
- Student Representative Council (SRC) plan and implement action teams to raise the profile of student voice.
- Students access a range of initiatives that promote wellbeing and inclusion e.g. Peer Mediators, Crossing Monitors, circle time, class meetings.
- Continue collecting Bully Audit data across the school and identifying learning opportunities and intervention strategies for staff and students.
- Explicit Attendance and Lateness Policy reflects whole school and individual student data.
- Children under the Guardianship of the Minister (GOM) involved in developing Individual Education Plans (IEP) in consultation with teacher, carer, Families SA and Interagency Coordinators.
- Christian Pastoral Worker (CPW) supports young people in the classroom, yard and wider community through a range of activities.
- Continual review of the whole school Behaviour Management Policy (data indicates a reduction in types of intervention required e.g. rethinks).
- Students At Risk (STAR) Committee design clear procedures and support staff with differentiated curriculum and programmes for identified students.
- PITW Committee focus on school values, virtues and code of conduct. Parent/caregiver group to include the voice of the wider community.
- Students are engaged in their learning and having fun.

**Highlights**
Group Problem Solving (GPS), Life Education workshops, Wakakirri, Music Count Us In - Beach Song, Choir, Year 6/7 Play Buddies, Junior Primary Coordination Programme, Graduation, Deadly Start To High School, camps and excursions, SRC celebration, SRC Zoo Camp, Twilight Concert, Book Week celebrations, swimming lessons, Aquatics, Footsteps, Fire Brigade workshops, SAPOL workshops, District Athletics Day, Sports Day, assemblies, garden focus, Room 1 & 3 Australian Dairy competition, computer room, NRM grant recipients, Year 6/7 Fair, Room 14 & 15 Enterprise Expo.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>93.9%</td>
<td>91.5%</td>
<td>91.3%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>88.4%</td>
<td>90.8%</td>
<td>89.1%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.0%</td>
<td>88.8%</td>
<td>91.1%</td>
<td>90.7%</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.1%</td>
<td>91.2%</td>
<td>90.8%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.0%</td>
<td>89.7%</td>
<td>91.3%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.6%</td>
<td>92.0%</td>
<td>90.2%</td>
<td>90.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.1%</td>
<td>91.2%</td>
<td>89.3%</td>
<td>89.7%</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.0%</td>
<td>87.7%</td>
<td>87.1%</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

Data collected over the year indicated that unexplained absences and lateness for individual students (especially students who were chronic non-attenders) improved significantly. However, reasons for absences e.g. family and illness rose. In 2014 we will continue to focus on improving student retention rates overall.

**Implications for 2014**
- PITW Coordinator to design a 2 week social skills programme across all year levels at the beginning of each school year.
- Leadership to facilitate a move from Behaviour Management to Behaviour Education. Our focus is nurturing a community of socially and emotionally competent young people, who develop and build upon explicit skills that allows them to function to the best of their abilities in an ever changing world.
- Strong focus on PITW concept posters through our values, virtues and school code of conduct.
- Invite Wilson McCaskill (founder of PITW) to work with staff and students and hold an education evening for parents and caregivers.
- All classes utilise Group Problem Solving (GPS) and circle time.
- To be announced: revamp of the NEP, IEP & ILP processes across DECD and Families SA.
- Staff and Student Grounds Committee focus on rejuvenating the Burnborendi Garden.
• Continued extra-curricular activities to enhance students’ life skills, knowledge and understandings e.g. Student First Aid workshops.
• Maintain explicit procedures for student attendance and lateness. Continued opportunities to build relationships between home and school. Community education via newsletters about the importance of being at school to ‘participate to progress.’ (McCaskill – PITW).
• Crossing Monitor and Peer Mediator workshops to be scheduled each term to maintain student engagement and skills.

STAFF WELLBEING

Strategic Priority
• Staff professional satisfaction and general wellbeing improved.

Strategic Actions
• All staff are aware of and have access to relevant professional learning opportunities and resources.
• Staff plan, design and evaluate whole school and team initiatives and priorities.
• Staff encouraged to attend out of school hours social functions.
• Grounds, buildings, amenities improvements/upgrades to enhance the school’s positive learning environment.
• All staff are given opportunities to voice opinions, suggestions and issues e.g. professional performance and staff meetings, learning teams, opportunities to extend themselves professionally and staff surveys.
• Staff Wellbeing Committee focus planning using the schools’ Site Improvement Plan.

Highlight
Staff lawn bowls, social events e.g. Down Time, PITW Coordinator, Wellbeing Committee facilitated a student free day around staff and student wellbeing, ATSI Parent Group, peer observations, continued staff relationships, Ben Akin workshop for SSOs around personal wellbeing, staff versus student basketball game, Mandy’s cooking!

Implications for 2014
• Staff indicated that the momentum of PITW is a vital part of our school community. Therefore a continued focus on language and practical opportunities must be maintained e.g. opportunities to discuss resources and have professional conversations around behaviour education through PITW.
• Peer observations to share classroom practices and maintain our learning community.
• Monitor staff wellbeing through feedback, surveys, professional development meetings and engagement.

• Staff participate in professional development opportunities and action teams (PLCs).
• Staff continue to build strong relationship professionally and personally.
• Staff training is based on school priorities and individual needs. Teaching staff are given the opportunity to support in leadership roles when required.
• The Staff Wellbeing Committee continue to plan, design and develop programmes and learning opportunities for students, staff and families.

VALUE ADDED PROGRAMMES

Instrumental Music
15 students in year 3-7 enjoyed weekly strings lessons provided by DECD Instrumental Music Teacher. Great performance at our End of Year Concert.

Peer Mediators
Thirty three students participated in lessons based on a modified solution based counselling method. Peer mediators regularly discussed strong and weak aspects of their role and participated in group problem solving (GPS) activities to strengthen their presence out in the school yard during recess and lunch e.g. role playing scenarios and strategies, focussing on the Emotional Thermometer and Restorative Practices. Students placed an emphasis on helping others rather than rescuing them when faced with a problem they needed to ‘bounce back’ from. Due to time restraints fewer workshops were held. This could be an indicator of not being able to retain Peer Mediators in the role. In 2014 workshops will be scheduled at regular intervals.

Highlight
Staff lawn bowls, social events e.g. Down Time, PITW Coordinator, Wellbeing Committee facilitated a student free day around staff and student wellbeing, ATSI Parent Group, peer observations, continued staff relationships, Ben Akin workshop for SSOs around personal wellbeing, staff versus student basketball game, Mandy’s cooking!

Crossing Monitors
Fifteen students regularly participated in the annual Crossing Monitor training run by the South Australian Police, Road Safety Branch. Maintaining students in the role of Crossing Monitor again proved a challenge in 2013. At times students were unable to fulfil their commitment to the duty and the yard duty teacher was not supported. In 2014, sessions will be held to keep in contact with the monitors with a focus on ‘pursing their personal best’ (McCaskill) and participating even when it gets tough.
Garden Club
In 2013 the Student Representative Council (SRC) Grounds and Fundraising Committee were again successful at applying for grants from the Onkaparinga Council, receiving a $1500 grant. The ATSI parent group donated a $1200 cheque from monies raised from a BBQ fundraiser. This money has been allocated to specific items such as: pathways, mulch, signage, tools and fruit trees. The Garden Club met at informal times during recess and lunch. Each class planned, designed and decorated their class pot facilitated by Merrilyn. Classes continued to be ‘caretakers’ of their garden pot. An Education Officer from the Natural Resource Management Board held a workshop during the student free days with a focus on the Australian Curriculum. The officer regularly attended SRC lessons to work alongside the Grounds Committee.

Play Is The Way
This exciting initiative continues to be a very important aspect of our social skills programme at our school with 100% commitment from all staff. We have been involved in the PITW programme for over 3 years now and are beginning to see the impact it is having on the behaviour of our students. We are convinced that our students will engage with their learning, striving to achieve their best if they behave in a socially and emotionally competent manner.

In 2014 we will be holding a Student Free Day, inviting the PITW founder Wilson McCaskill to undertake new training for all staff and also have Wilson work with all class teachers and their classes over 3 days. We are convinced this approach will continue to have great benefits for our school.

Sports Day
Our Sports Day is always a great sporting highlight of our school year, as we continue to promote maximum participation, lots of fun and students striving to do their best. Our 2013 Sports Day was another great success – special thanks to Skai Perkins who calmly oversaw and lead this great tradition. Thanks also to staff, students and parents for contributing to make the day a great success.

Student Representative Council
Fourteen SRC Representatives and four SRC Executives from years 3 to 7 formed four committees and participated in a weekly lesson. These were Fundraising, Learning, Grounds and Safety & Wellbeing. Each lesson the group worked together to plan and organise events and initiatives around the school. They took minutes which were typed and distributed to every class. Classes are expected to hold fortnightly class meetings. In 2014 a fifth committee will be introduced and the Learning Committee will become a PITW Committee.

Footsteps Dance Programme
All students had the opportunity to be involved in a comprehensive 5 week dance programme, presented by Footsteps. Almost all of our students participated, which was a fabulous endorsement of our ongoing promotion of the Performing Arts at our school. The dance concert was entertaining, fun filled and importantly enjoyed by all. We thank our community for their ongoing support to help promote the Arts as an integral part of our Primary School Curriculum.

End of Year Concert
Our Gymnasium was packed, with parents spilling out of the doorways, with over 450 audience members thoroughly enjoying an exciting, entertaining and talent filled ‘End of Year Concert’. A huge thank you to our superb Performing Arts Specialist Lou Willson, who coordinated a great evening. Well done all students and staff!

We are very mindful of the crowding that occurred at our 2013 concert and will endeavour to get additional seating from Christies Beach High, to try to make everyone comfortable.

Breakfast Club
Our Breakfast Club continues to be popular with our students, while at the same time providing an essential service to those who need it. Quite simply, if children come to school without breakfast and are hungry, they are not going to be ready to learn. We provide breakfast for up to 50 students daily, at no charge to students or their families. We offer cereal, toast, milo, juice and fruit each morning of the week. Thanks to our Christian Pastoral Support Worker, Sharlene, to Kathy Wawrowski and school staff who ensure our Breakfast Club runs smoothly. On a visit to our site last year, Jennifer Rankine, Minister of Education and Tony Harrison, CEO of DECD were clearly impressed by our initiative.

School Grounds Upgrade
We have most fortunate to secure the permanent services of our outstanding groundsman, Darren Snape, following a comprehensive selection process late in 2013. Darren continues to do an outstanding job at our school and is always keen to ensure that our grounds are well
maintained, safe and well presented. The addition of our Student Garden area is without a doubt a special addition to our school.

Remembrance Day
As is our tradition, our whole school recognised the importance of Remembrance Day with a special Ceremony held at our school, involving our R-5 students. Special thanks to Sonja Britton and her year 4/5 class who hosted this important occasion. Our upper primary students, as always, visited the Christies Beach/Port Noarlunga RSL to take part in their special recognition ceremony. This ceremony will continue to be part of our culture at Christies Beach Primary School.

Year 7 Graduation
As always, our Year 7 Graduation Ceremony was a fantastic way to celebrate the graduation of the 37 year 7 students at our school. The night was superbly hosted by our student leaders with one highlight being the ever popular movie prepared by Skai Perkins, with great technical assistance provided by Val Harrold and Adam Coulls. Over 350 parents joined us on the night at the South Adelaide Clubrooms and thoroughly enjoyed the proceedings. Special thanks to all staff, but in particular Skai Perkins and John Irwin who supported and lead our year 7 students in a very professional manner.

Staff
All teachers at our school are qualified and registered with the S.A. Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees</td>
<td>41</td>
</tr>
<tr>
<td>or Diplomas</td>
<td>2</td>
</tr>
</tbody>
</table>

| Post Graduate Qualifications | 2                          |

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>0.6</td>
<td>1.2</td>
</tr>
<tr>
<td>Non Indigenous</td>
<td>26.2</td>
<td>14.03</td>
</tr>
</tbody>
</table>

| Persons | 1 | 29 | 2 | 19 |

Behaviour
In 2013 we continued the trends of the previous two years with a drop in the number of negative behaviour incidences. The following initiatives continue to have an impact on this:

- Intensive social skills program at the beginning of the year and each term.
- Whole school use of common language and strategies such as the Emotional Thermometer, Restorative Practices, the availability of green ‘Take a Break’ cards.
- The continued intensive approach with Play Is The Way.

There was a total of 508 behaviour incidents in 2013 (606 in 2012, 652 in 2011 and 817 in 2010). These incidents were represented by 27 girls (with 57 incidents) and 88 boys (with 451 incidents). School Support Officers assisting with Safe Play program spent time at recess and lunchtimes providing interesting activities in the Junior Primary Back Yard, as well as other activities such as skipping, ball games and fun activities on the oval.

---

**CLIENT SURVEYS**

**Staff Opinion Survey**
Forty one members of our school staff, Teachers and School Support Officers, responded to the Staff Psychological Health and Staff Survey in 2013. Of the 38 questions asked, thirty one of the questions rated 75% Agree or Strongly Agree. Three questions rated in the low 50%, which will be addressed by staff in 2014.

**Student Opinion Survey**
Fifty six students in years 4, 5, 6 and 7 responded to the Student Opinion Survey in 2013. Students were randomly selected to undertake this survey. Of the 47 questions asked, 12 of the questions rated 75% Agree or Strongly Agree. It is obvious from this survey that there are a number of issues that need to be considered, both by our students and our staff. Of particular interest are the following

- Students at this school are well behaved 21%
- Everyone takes good care of our school 36%
- My school is always well looked after 49%
- My teachers make learning interesting 36%

Our S.R.C. Executive and our SRC students will lead a response to this data.

**Parent Opinion Survey**
Of the 44 questions asked not one question rated 50% or lower when compared across the state. Twenty nine of the 44 questions rated 75% Agree or Strongly Agree.
From the survey, there are a number of issues that need to be considered, with leadership provided by our Governing Council.

Of particular interest are the following:
- My child’s teachers clearly inform me about the learning programme. 54%
- The school has information available about support agencies within our community. 58%
- The school seeks parent opinions about education programmes. 57%

Of particular ‘positive’ interest were the following
- I feel welcome at this school 90%
- Students know how they are expected to behave at school 96%
- This school encourages students to have a sense of pride in their achievement 94%

GOVERNING COUNCIL REPORTS

Chairperson Report

2013 saw the continued development of Christies Beach Primary School and the advancement of many initiatives commenced in previous years.

The Governing Council welcomed several new members and its sub-committees continued with their committed effort to further progress Christies Beach Primary School. Once again, our primary role has been to support students and staff in the school and to develop relationships between families and the wider community and we have worked well together to achieve that.

Some of the key responsibilities of the Governing Council in 2013 included:
- Continued involvement in the enhancement of the Play Is The Way program.
- Setting the school budget
- Strong sub-committee support
- Participation in the SAASSO training for Councillors

Many thanks go to all the members of this year’s Governing Council for the valuable contributions they have made during the year and for sharing the many responsibilities to support all aspects of our children’s education so well.

The school’s facilities and environment continue to be enhanced, giving the school community a great sense of pride. The students' garden being one of the best examples of how the children enjoy their ownership of this space.

This year also saw the official opening of the Taikurrendi Children and Family Centre, with the first enrolments commencing in Term 2. This was the culmination of 3 years of planning and the Council was very pleased to have been part of that process.

Once again I would like to offer a special thank you to all the sub-committee members, student leaders and volunteers - without your support the school would not be the wonderful learning community that it is.

Della Price

Finance Report

SITE BUDGET - Site Budget was approved in March 2013 an estimated closing balance of $207,691.52

SCHOOL FEES - In 2013 our school’s material and services charge was $214. 88% of families paid school fees in 2013

SCHOOL CARD - Our site had 162 students who were approved for school card in 2013 (42% school card.)

DECS CENTRAL DEBT COLLECTION - Our site has referred 17 families to DECS Central debt collection in 2013. Motion passed at Governing Council in August 2013. Any other unpaid material and services charges will be referred to DECS Central debt collection later in Term 1 2014.

FACILITIES: Upgrade to facilities completed in 2013 included painting junior primary, area outside room 5 updated and storage installed, western boundary fence completed, awnings installed on GLA, garden between GLA and gym continues to be updated.

OSHC - Loss of $7362.92 - mainly due to timing of the receipt of Child Care benefit. $7936.13 was received on 3rd January 2014 that relates to 2013 attendance. Finance will be closely monitored.

CANTEEN - Profit of $3692.96. New canteen manager was appointed in June 2013. Finances continue to be closely monitored.

Lisa Pinder

Canteen

Christies Beach Primary School sadly farewelled our long term canteen manager Michelle. A panel was put together to appoint a new canteen manager. Through this process we welcomed our new canteen manager Mandy and this transition has proved to be very positive.
Mandy and Claire attended a Healthy Rite Bite seminar which was both informative and provided practical ideas to improve our canteen in a positive direction. We are following these guidelines and will continue to do so to provide a well balanced menu. 

From this seminar Mandy revised the current menu. A variety of special lunches were created to try and integrate a few new items. This proved a big hit and new additions to the menu included special fried rice, fruit salad and fish fingers. On many occasions we discussed the dilemma of portion size menu items being large for our younger students. Therefore on the menu a variety of party size items are provided as an option. These include mini hotdogs, pastries and pizza muffins. Slushies continue to be very successful in the canteen through summer months.

Mandy has also provided a staff menu which has encouraged staff to purchase a variety of healthy lunches and encourage the growth of the canteen. Mandy has also catered for a variety of meetings for the School. Catering and staff lunches have been a big hit and will continue in 2014.

We would like to thank all of the volunteers who helped with a variety of jobs throughout the year to make the canteen a success. We welcome and encourage all volunteers. A big thank you to Mandy for all of her hard work in the short time she has been canteen manager. With all of the productive and positive changes in 2013 it is with delight that we report that the canteen made a profit of $3692.96. This is an increase of over $1000 from 2012.

We are positive that the canteen will continue to be a big success and we look forward to another positive year for 2014.

Claire Woodcock

Grounds Committee

Our groundsman, Darren Snape, continued his excellent job in maintaining and improving the school surroundings, including new handball courts. New noticeboards have also been placed around the school to assist in effective communication of school and community news.

The students' edible garden has undergone massive changes during this year, with fruit trees being planted and each classroom being responsible for a raised garden bed. These beds have been a source of pride and excitement for each of the classes involved. The school received a grant from Natural Resource Management to fund the fruit trees placed in the garden.

The sports canteen has been utilised with great success during the year. The junior primary corridor was also given a facelift this year, having been painted and refitted.

All in all, it has been a very busy year for Darren and the committee would like to thank him for his invaluable work to help create the beautiful environment of Christies Beach Primary School.

Christies Beach Kid Centre

Our very dedicated and caring staff at the Centre have continued to deliver an engaging and inclusive program for our children in 2013 in both before/after school care and during vacation times. Our children have been able to experience field trips from Greenhills at Victor Harbor, Semaphore foreshore including a trip to see the Dolphins on the Port River. Just as exciting adventures closer to home were had by exploring Christies Beach and Port Noarlunga and the coastal delights and playgrounds our neighborhood offers. An amazing array of activities have also been offered in the Centre including cool science activities (e.g. fun chemistry and the Stardome, Zoo mobile), a focus on indigenous cultural days, sustainability themed days, music days, craft days, just “fun” days and even relaxation days.

But wait there is more... during term times the Centre continued with the Active After School Program with instructors from the community and some Centre staff as well. Just some of 2013’s activities offered were Martial Arts, AFL, Wrestling, Frisbee, Wheels activities, Ball Activities and swimming. Even on a quiet day there is always a game or two being played in the Centre and accompanied by laughter and the delightful sounds of interested, busy and happy children. In addition at the end of a busy day students are also able to take time to simply chill out and relax.

Staff in collaboration with the children, have started an initiative in 2013 to share their experiences with us parents in the format of Group Photo Book Journal. It has been a great format to expand upon and see what our children “do” when they are at the Centre with photos, written stories and comments.

Centre staff work closely with the school staff to ensure the continuity of care between the school and outside of school care. This has been further strengthened by the adoption of the Play is the Way curriculum within the Centre in 2013 so the language and strategies when interacting within the Centre are familiar to our children. Thus reinforcing and extending the social and emotional learning our children experience at the Primary school. Continued adoption of this program within the Centre will evolve and change in line with the school refocusing their practices during 2014. The other major more administrative initiative this year was staff and members of the OSHC volunteer committee started the onerous task of reviewing all of the Centre’s policies and procedures to ensure compliance with the Federal standards for childcare introduced in 2012/13.

I would like to thank all of the Centre staff and the OSHC committee for their participation in providing a vital
service for our school committee over 2013 and look forward to working with you all again in 2014. As busy parents we are fortunate our children have access to lots of different and enriching experiences in a caring, supportive environment.

Caroline Dean

Family Ties
2013 saw Family Ties start the year with 4 members. It was great to have some new ideas and enthusiasm and of course some much needed help.

Family Ties started 2013 with our annual school pancake day. This year we were lucky enough to be able to hold it for the first time in the school’s sports canteen. A gold coin donation was asked of students and nearly all students participated.

In Term 1 we held our BBQ for students and family on Sports Day. The day was a great success with lots of sausages pre ordered. This year, for the first time, we tried offering egg and bacon sandwiches for the parents in the morning and this seemed to be a great success. Hopefully we can offer this again this year. We decided to work in partnership with Michelle in the canteen so that we cooked the sausages for the students and then sent them to the canteen where they packed and sent out the orders to the classrooms at lunch time. This seemed to work so much better and hopefully we can do this again this year. The profits for the students’ sausages went to the canteen and then we also sold ice blocks and muffins from the canteen for something different. Our total profit for the day was $602.99.

In Term 2 we decided to do a Raffle for Mother’s Day which raised $492. One of our new ideas for 2013 was the Entertainment books. There were a few families and staff who bought these so from the sale of these we made $216.36. Unfortunately by term 2 we were back to just 2 members again plus the much appreciated support of Sharlene (Christian Pastoral Support Worker).

Term 3 we organised little gifts for dad that students could purchase for $5 for Father’s Day. Quite a few families participated in this and we sold $760 worth of orders. The purpose of this fundraiser was more to provide an affordable gift for kids to give to dad and not to raise heaps of money. We also held our Family Photo day which usually does well. Unfortunately this year we had a lot of no shows which didn’t affect our profits but did waste a lot of the photographers’ time. Next time it is suggested that we increase prices to help combat this but we have been trying to keep prices as low as we can to help families as we appreciate how costly everything is getting. Our profit for this day was $240.

Our final fundraisers for the year were the end of year Twilight BBQ and Raffle. Students were asked to once again bring in a small gift from their classes theme for example: books, pets, chocolates etc. which we were really excited to see that a lot of families were very generous again. We then used some of our stock to bulk the prizes up with as unfortunately only a couple of local businesses were able to support us this year. We were extremely lucky to welcome a new member Leanne to our team. Leanne managed to secure a lot of donations for our raffle which were greatly appreciated. After expenses we made a profit of $407.75. The BBQ was pre ordered again and we also had food available on the night with drinks. A few new ideas were brought up after the night which we will consider at our upcoming meetings.

We also sold leftover show bags and lucky dips this year. Also Sam’s mother in law set up a stall selling Christmas gift items. On the night we were lucky to have a number of helpers which was great. Our total profit for the BBQ was $563.83.

Earlier in the year we organised for a new oven to be installed in the sports canteen and we also invested in some electric fry pans to help with BBQ’s and Pancake Day. These have been a great help.

Early this year we will be discussing where our fundraising funds could be spent and also what new ideas we have for the year ahead. Thank you to all of our parent/caregiver helpers we hope that we get a few more this year!!!!

Carly Mckenna

After School Sports Committee
During 2013 our Out of School Hours Sport committee was made up of 3 teachers and 2 parents. We were able to offer several after school sports programs to students including Football, Soccer and Netball.

Early in the year we held an information session for students during lunch time to gain information about student’s interest in certain sports. The students that attended were given a note to take home explaining their child’s interest and inviting parents to attend an information session. The committee felt that this was necessary, giving parents and carers a better understanding of what is involved in helping with after school sports. This was the first year that anything like this had been held for after school sports and proved to be successful with several parents and caregivers putting their hands up to support after school sport at the school in roles such as coaching, coordination etc.

All parent volunteers were supported with applications for police clearances at the school’s expense. Discussions were also had around having an available senior first aider on all game days with most members agreeing that this was the committee’s role.

The committee also worked on setting a more consistent approach with all after school sports programs having a clear breakdown of fees available to parents. We also started putting together an information and policies pack which included a code of conduct outlining behaviour standards for students, parents and officials while at games.
Unfortunately our sports canteen was not put to use this year with low volunteer numbers. However the year 7 students were able to run the canteen on some Saturdays to raise some funds for their camp.

Aussie Rules ran well with roughly 40 students participating from year 2 to year 7. This was a low to previous years but was felt throughout the league. Again we invited surrounding schools to join our team in the instance that their school didn’t have one. Dave and Kelly Fitt stood down from their roles as Coordinator and Canteen Manager after a very dedicated 7 years supporting the Panthers League Aussie Rules Football at Christies Beach. Nevertheless, they both made themselves available with any support that the new volunteers needed. The season was finished with the annual BBQ, Trophy presentations and parent’s v’s kid’s game. Netball was held at St Vincent’s recreation centre, Noarlunga with all involved stating that this was a great place to play with no need for a coordinator to organise game as all this was done through the centre. Soccer showed another year of student interest with Christies again combining with St John school.

It was decided at the last committee meeting that expression of student interest and parent support would be sought early in 2014 potentially at Acquaintance Night to increase numbers and keep the after school sport growing strong within the school.

*Sue Mowbray*

**ICT**

2013 has been yet another highly successful year in ICT. A range of new hardware was purchased and implemented. This began with a whole new suite of computers in the library; these are great little machines with very nice large widescreen monitors. The wireless infrastructure was upgraded to the latest technology exponentially growing our coverage, throughput and quality of service. The aging projectors on smartboards were continued to be replaced on a rolling schedule with new LED technology Casio projectors. These projectors are highly energy efficient, have a lifetime globe, are maintenance free and produce a very bright, crisp image.

The biggest highlight of the year has no doubt been the implementation of our new computer room, located in Room 24. The older computers from the library have been reconditioned and new infrastructure placed in the room. Infrastructure included 31 new double power points and 31 new data points be installed, a new switch in the cabinet with a new fibre optic link back to the servers, a new Kyocera networked laser printer and of course the new desks and chairs as well as brand new carpet.

Tied in with the new computer room, whilst assessing our infrastructure to cope with the extra load generated, a fault was found on the existing fibre optic link to that building. With the assistance of DECD communications team, a brand new, 6 core fibre optic cable was run between there and the servers – the extra cores pivotal to us achieving the bandwidth needed to service that building.

DECD also signed a new agreement with Microsoft entitling us to a range of the latest Microsoft software, including the latest in server software. We are now running the latest Server 2012 operating systems on all possible servers. This has opened the door to a range of new infrastructure services to make the deployment and maintenance of client computers much smoother. Some of these services have been implemented this year, whilst more will continue to be implemented in 2014. To the end of 2013 these have all been “behind the scenes” management roles that allow machines to be reloaded or reset back to their original settings to minimize troubleshooting times, to receive all of the latest updates and patches they require. It is planned to begin implementation of “front of house” services in 2014. The main interest at this stage is in Microsoft’s Sharepoint Technologies which will enable an online collaboration and learning facility in the “cloud” for all the students.

Over the course of 2013 a whole new level of documentation of our ICT infrastructure was produced. This is always an ever evolving document, but essentially acts a network managers manual. It means that in the event of our ICT Manager “getting hit by a bus” someone else can take over with minimal transitional problems. This document also helps endlessly with future planning and in the event of a major ICT disaster, recovery.

We have been experiencing a range of issues with our laptops. For our upper primary laptops this is directly related to their age. We are exploring the possibility of replacing these but budget limitations may make this challenging.

Now to 2014. We are exploring a range of technologies including Tablets, new laptops and a robust mini laptop known as “XO”. Members of staff will visit sites that are using this technology to see if it would suit our learning environment.