



Always was, Always Will Be
- Wakakirri 2022

Christies Beach Primary School

2022 annual report to the community

Christies Beach Primary School Number: 921

Partnership: Beach Road

Signature

School principal:

Mrs Catherine O'Dea

Governing council chair:

Shantell Simpson

Date of endorsement:

19 February 2023



Government of South Australia
Department for Education

Context and highlights

Christies Beach Primary is a State co-educational school located in the Beach Road Partnership Christies Beach Primary School proudly hosts one of the highest number of ATSI enrolments in the Southern Area, with robust parent and local community support. We have a strong connection with Taikurrendi Children and Family Centre which is located on our site and is the main feeder for our Reception enrolments. At Christies Beach Primary we focus on building high self-esteem and a culture of high expectations for all learners. We believe that all children can learn, and we strive to foster in each child a desire to achieve their personal best.

Despite the beginning of 2022 starting as home learning, we continued to offer specialist programs for Performing Arts, PE and LOTE – Indonesian. In 2022 once again we offered a range of extra-curriculum activities including Malpa Young Doctors, Instrumental String Lessons, Aquatics and Swimming Programs, and a range of interschool sporting opportunities through SAPSASA. Once again, we participated in the SALA Exhibition with our Seasonal Scenes Exhibition receiving a commendation from the judges. Students also participated in Wakakirri Story / Dance Competition, receiving a Reconciliation Australia Award. Over the year our students have participated in many extra curricula activities including local excursions, Bike Education, camp to Aldinga and the Royal Adelaide Zoo. Our students also participated in Kids on Country, Neporendi Reconciliation Event, Sorry Day Assembly and a special Reconciliation Assembly.

Of particular note this year was the celebration of the school's 60th Birthday which took place over two days. Many past parents, staff and students attended, with a time capsule being unveiled and a new one buried in its place.

The Reading Club continued to be popular with our students each morning. Over 80 of our students received Learning for Life Scholarships through The Smith Family. Our school continued its participation in the Smith Family On Par Program which supported families to engage with external agencies to overcome barriers in education.

Governing council report

2022 saw all students of non-essential workers start their school year with online learning and home-schooling packs. Students and parents seemed to respond well to this and the transition back to in-school learning ran smoothly. This year we said farewell to self-isolation and quarantine requirements, along with Governing Council/Sports Committee Chair Alex Ellis, Grounds Committee Chair Monique Garrood Sengpiel and FUNdraising Committee Chair Charmaine Saunders. CBPS and the current Governing Council members thank them for their dedication and support over the many years they each gave to our school community. We also farewell the following teachers in 2023: Carly Shiel, Wendy Schmidt, Tracey Collins, Rachel Esposito, Connie Kondoprias, Chloe Camporeale, Jacinta Teigeler and Emma Bell. We thank them for their dedicated work in our school community and wish them well for the future.

With the easing of COVID-19 restrictions, the school welcomed parents back onto school grounds. Volunteering in classes and on School excursions, participating in parent workshops and even a video for the Australian Dental Service advertisement. The school was also able to hold its 60th Anniversary, which had been postponed since 2021. These celebrations were masterfully executed by the amazing Sammy Badics and her team of volunteers, it was by all accounts a huge success. An Engraved Brick Fundraiser was run with the bricks purchased by past and present school community members to be used to create a path and the funds raised were used to purchase a new Buddy Bench to be situated at the end of the path in amongst the fruit trees. Outgoing Grounds Chairperson Monique Garrood has laid out some designs ready for the incoming Chair to execute once the bricks arrive.

The FUNdraising committee led by Charmaine Saunders, raised a total of \$13,996 and purchased a sports shed to safely store the junior primary soft play equipment. We saw the return of the original Twilight Concert, themed "Through the Decades" where students performed songs and dances from the 60th Anniversary Celebrations under the skillful direction of Ms Sara Crockford. The FUNdraising Committee diligently door knocked local businesses and obtained several items creating a whopping 16 prizes for the Raffle.

We were one of 55 high-achieving schools in the South Australian Premiers Reading Challenge, Awarded the National Reconciliation Australia Award for our Wakakirri performance and several of our students received awards for their contributions to the SALA exhibition. And the Governing Council were proud to support Jordan Rogers in competing at the Australian Cross Country Championships.

The renovation of room 7 to accommodate the Special Options class paved the way for the removal of Room 1 and the laying of turf in its place creating a bigger space for the Junior Primary students to play. The room dividers in the performing arts building were finally repaired and as the students went off on Christmas break we saw the commencement of the asbestos removal and gutter replacement. We also saw the completion of and held the Opening Ceremony for the new Aboriginal gardens and meeting space, Tuwila.

The Governing Council and CBPS would like to thank our many volunteers and parents for their patience and support as life settles back into its usual routines and look forward to a progressive 2023.

Shantell Simpson Governing Council Co-Chairperson

Quality improvement planning

In 2022 we had three goals for our Site Improvement Plan. The first site improvement goal focussed on improving student reading growth R-6. This goal involved continued implementation of InitialLit R-2 and the development of a reading comprehension program in Years 3-6 based on authentic reading assessments. Despite the disruptions from COVID-19, we received pleasing student growth as evidenced by our cumulative assessments in InitialLit, and PATR. Unfortunately, there was a decline in NAPLAN Reading in Years 3,5, and Year 1 Phonics Screening results.

A Literacy Guarantee Unit Coach worked alongside Junior Primary teachers each week mentoring and coaching to build a deeper teacher knowledge and understanding of phonics, phonological and phonemic awareness aligned to the phonological awareness continuum. We also focussed on creating a consistent approach to the teaching of reading with instructional practices and high-impact strategies to support struggling readers.

Teachers across Years 3-6 worked on consolidating their reading programs. Staff training was focussed on improving reading comprehension across the whole site with a whole-school reading comprehension strategy introduced every two weeks. Of particular note was the improvement in student engagement and enjoyment of reading as evidenced by their increased access to class libraries and the school library. In 2022 we had the highest-ever participation in the Premier's Reading Challenge with over 95% of our students taking part. Spelling Mastery continued as part of English Years 3-6, with pleasing results.

Our second site improvement goal involved improving student achievement in mathematics, Years 3-6. In 2022 teachers worked collaboratively in Learning Teams focussing on developing assessment tasks for moderation in numeracy, professional learning and transforming tasks. In 2022 we continued to focus on whole school pedagogy in Mathematics, ensuring a common vocabulary in mathematics across the school. Teachers also ensured that learning intentions and success criteria linked more closely to our targets so that students had a better understanding of what they were working towards. In 2023 we will be continuing this improvement journey with a focus on developing a consistent maths lesson structure across the school.

The third goal focussed on improving student writing across the school. Teachers were introduced to Brightpath, a writing assessment platform to moderate student writing samples against. Overall, there was a significant growth in students' writing quality and stamina.

At our Student Free Day in Term 4, staff took time to review and look at directions for the 2022 Site Improvement Plan. Below are the goals that our school will be working towards in 2022:

Goal 1: Increase the number of students achieving year-level Bands and Higher Bands in NAPLAN Numeracy.

Goal 2: Increase the number of students achieving year-level Bands and Higher Bands in NAPLAN Writing.

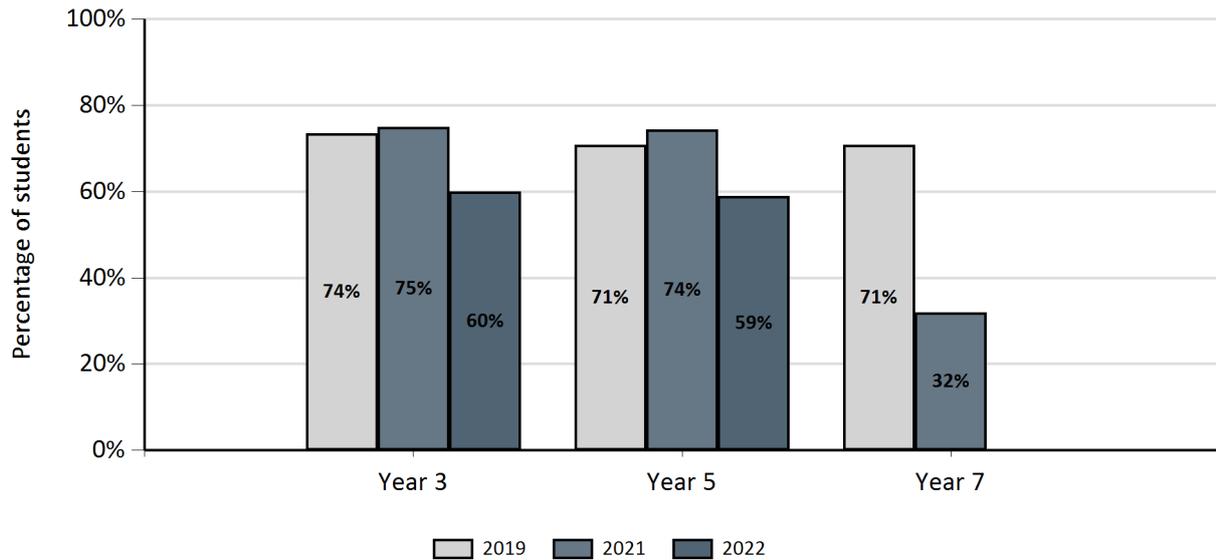
Learning Teams also worked with the Curriculum Lead on the moderation of mathematics assessment tasks from the Department for Education Curriculum Units. This ensured that teachers were offering assessment tasks that enabled students to demonstrate their learning at higher levels and also ensured consistency across the school.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

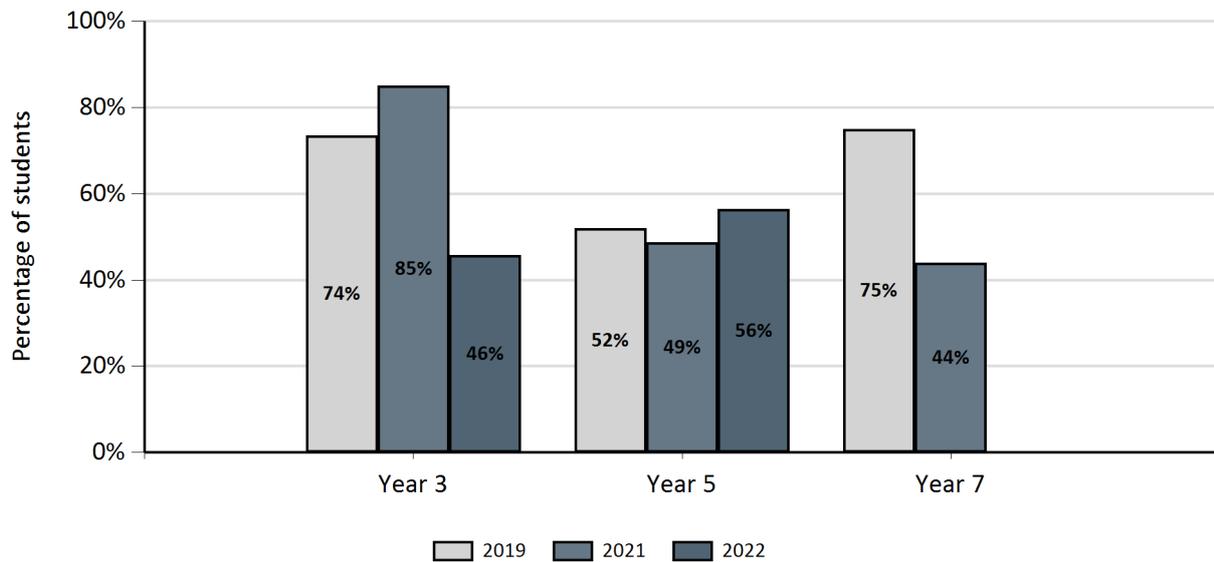


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	35	35	7	3	20%	9%
Year 03 2021-2022 Average	27.5	27.5	5.0	2.0	18%	7%
Year 05 2022	39	39	5	2	13%	5%
Year 05 2021-2022 Average	39.0	39.0	4.5	2.0	12%	5%
Year 07 2021-2022 Average	25.0	25.0	1.0	0.0	4%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

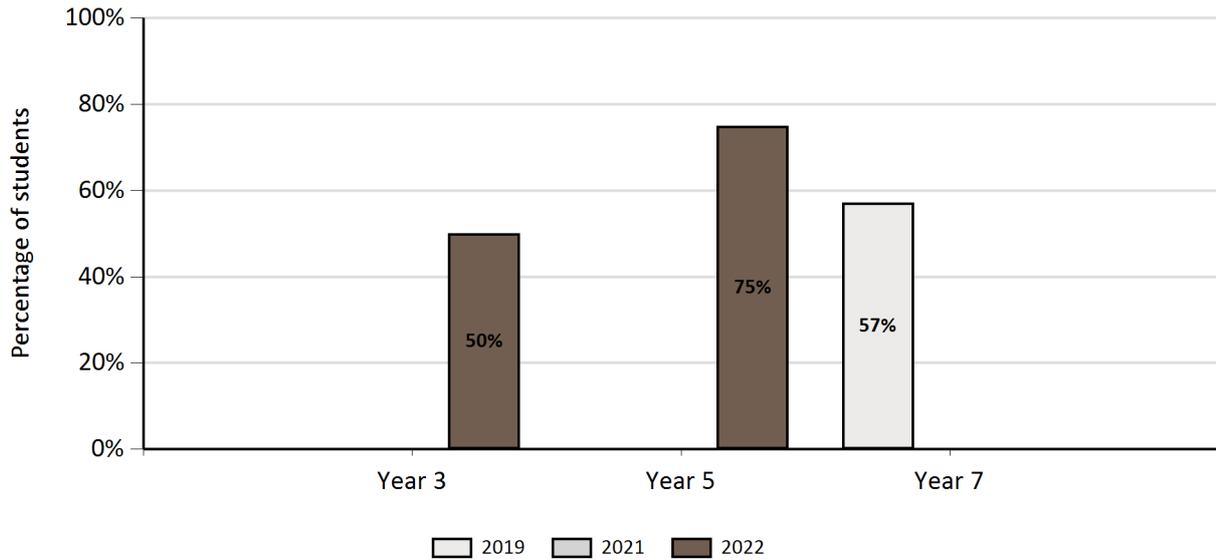
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



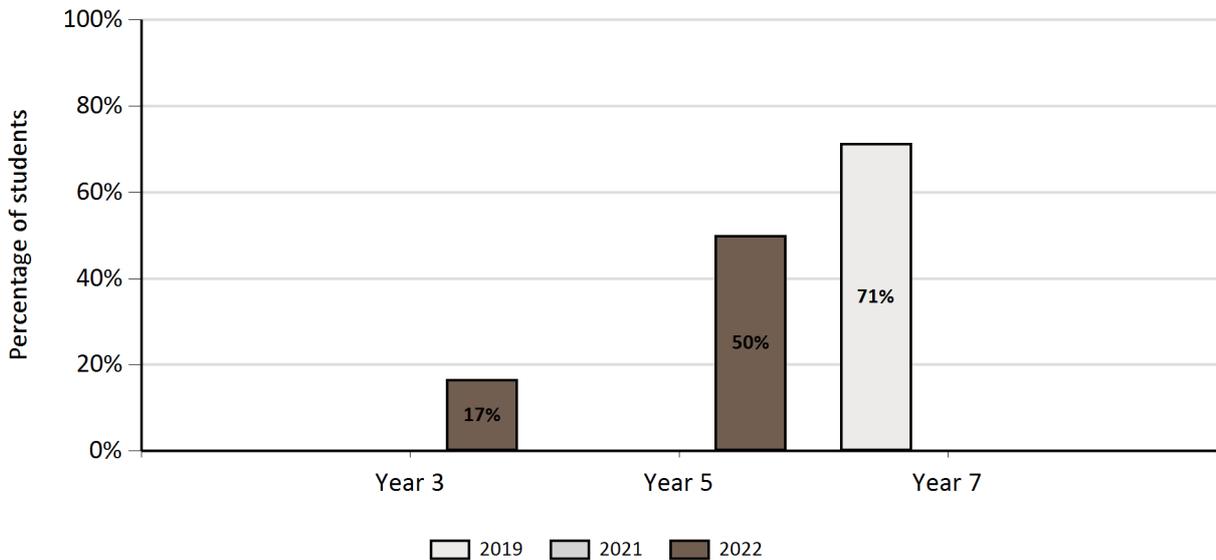
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	6	6	1	0	17%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	12	12	1	0	8%	0%
Year 05 2021-2022 Average	8.5	8.5	0.5	0.0	6%	0%
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Explicit phonics intervention programs for R-2 students below Standard of Education delivered in small groups such as Minilit. Individualized intervention and support for older students using interest-based activities.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Individual student growth as measured in their reading results. More targeted support for individual students.

School performance comment

2022 NAPLAN: Reading

Year 5: 59% at Standard of Education
Year 5: 13% of students achieved higher bands
Year 3: 60% at Standard of Education
Year 3: 15% of students achieved higher bands

2022 NAPLAN: Numeracy

Year 5: 56% at Standard of Education
Year 5: 9% of students achieved higher bands
Year 3: 46% at Standard of Education
Year 3: 5% of students achieved higher bands

2022 NAPLAN: Writing

Year 5: 56% at Standard of Education
Year 5: 8% of students achieved in higher bands
Year 3: 63% at Standard of Education
Year 3: 11% of students achieved higher bands

Overall there was a decline in Year 3 results in reading, writing and numeracy due to some significant learning needs in this student year level. There was, however, an increase in Year 5 writing and numeracy results.

There is still a significant proportion of students falling short of the expected Standard of Education, however, there has been a slight increase in the number of students achieving in higher bands across most areas.

Our Year 1 Phonics Screening results have declined due to many students with learning disabilities in the Year 1 student cohort.

In 2023 our school will be focussing on the following goals for our Site Improvement Plan:

1. Increase the number of students achieving Standard of Education Achievement and Higher Bands in NAPLAN Numeracy.
2. Increase the number of students achieving Standard of Education Achievement and Higher Bands in NAPLAN Writing.

We will also be continuing to focus on our reading improvement, particularly in reading comprehension across the school.

Attendance

Year level	2019	2020	2021	2022
Reception	87.8%	89.4%	87.6%	79.4%
Year 1	86.8%	82.8%	85.3%	81.8%
Year 2	88.5%	82.9%	86.8%	84.4%
Year 3	86.8%	81.6%	86.9%	80.4%
Year 4	86.9%	84.6%	84.5%	82.0%
Year 5	87.0%	85.8%	84.2%	78.3%
Year 6	89.2%	83.3%	84.8%	76.9%
Year 7	85.0%	86.3%	80.2%	N/A
Primary Other	80.5%	76.3%	79.1%	80.0%
Total	87.2%	84.4%	84.8%	80.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance in 2022 has averaged 80%. We still have a number of late arrivals and early departures which we are addressing with individual families. We have a very comprehensive response to non-attendance and or lateness (After 9:00am). We have a clear and detailed policy which is supported by leadership, SSOs and teaching staff. We facilitate home visits and follow up with individual families. We initiate referrals to our DfE Social Worker (Attendance) and Wellbeing Practitioner for students who are chronic non-attenders. We also assist individual families by referring them to external support agencies which has resulted in increased attendance for those families in particular. In Term 3 we commenced a school bus service for those families who needed extra support in getting their children to school. This service has made a significant difference for one family who were chronic non-attenders.

Behaviour support comment

In 2022 we continued with Positive Behaviour Learning across our whole school community. The three universals of We are Respectful, We are Safe and We are Learners underpin all of our expectations schoolwide. We recommenced Whole School Huddle at the start of each day to bring the school community together to further reinforce our universals and to celebrate the achievements of our students. This resulted in our school becoming calmer, where students were more settled and teachers felt more supported when dealing with behavioural issues. Two students were excluded to Learning Centres.

Parent opinion survey summary

The Department for Education facilitated the parent engagement survey.

There were 47 parents who responded in 2022 to the questions below:

School Parent Engagement Survey questions

- People respect each other at this school
- Teachers and students treat each other with respect at the school
- I feel like my child is important to the school
- I receive enough communication from the school
- The school communicates effectively with me
- I like to communicate/receive communication through the following mechanisms
- I know what standard of work the school expects of my child
- Teachers at this school provide my child with useful feedback about their schoolwork
- I have useful discussions with the school about my child's learning
- I talk with my child about what happens at school
- The school provides an opportunity for me to have input about my child's learning
- Overall, my child has a good routine around reading, studying and learning at home
- I think that education at school is important to my child's future
- I feel equipped to help my child plan what they will do after they leave school
- I would like more help from the school with my child's learning
- The school encourages parents to help students to learn
- The school provides me with useful tips on how to help students learn at home
- Looking ahead, what pathways do you think your child will take after leaving school?
- On a scale of 1 to 5, how do you rate the quality of this survey

In comparison to the last two years these positive responses have increased overall.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	28.2%
OV - LEFT SA FOR OVERSEAS	1	2.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	61.5%
U - UNKNOWN	1	2.6%
VI - LEFT SA FOR VIC	2	5.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The site ensures that all Working with Children Checks are up to date with an appropriate process in place to monitor and track screenings. In 2022 we provided details to all volunteers regarding the 'Online Responding to Abuse and Neglect' Training and Development. Visitors, volunteers, professionals, trades people and all DfE personnel sign in electronically at the front desk.

Qualifications held by the teaching workforce 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	33
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	19.2	1.0	19.6
Persons	0	23	1	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$4,187,049
Grants: Commonwealth	\$4,553
Parent Contributions	\$75,269
Fund Raising	\$13,996
Other	\$8,000

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Interception Room staffed 1.0 1:0 Wellbeing Leader	Students' well being supported through whole school programs.
	Improved outcomes for students with an additional language or dialect	In class teacher support and release for class teachers to complete EAL/D LEAP levelling.	Students received targeted support in writing.
	Inclusive Education Support Program	SSO support 1:1 or in small groups facilitating targetted literacy (MiniLit, MacquLit), Numeracy (Big Ideas in Number) and Social Skills (What's the Buzz, Interception)	Individual student growth in PATM and PATR tests.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Release for Junior Primary teachers to work with Literacy Guarantee Coach.	More consistency in reading programs, including decodable readers across Junior Primary classes.
Program funding for all students	Australian Curriculum	Release for class teachers to develop assessment tasks for moderation and for moderation across schools.	More consistent delivery of Australian Curriculum across school. Teachers are looking at how they can differentiate Department for Education Curriculum Units for individual students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used in facilitating a before school Breakfast and Reading Club.	Students had increased concentration and had calmer morning transitions to school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

