

Aldinga Beach B-7 School 2018 annual report to the school community



Government
of South Australia
Department for Education

Aldinga Beach B-7 School Number: 222

Partnership: Sea & Vines

Name of school principal:

MELISSA JUSTICE

Name of governing council chair:

KYLIE MALLABER

Date of endorsement:

19-2-19

School context and highlights

Aldinga is a highly cohesive community. The local sporting clubs provide a strong identity for the area and Aldinga has a culture more like a country town than an outer urban suburb. A strong commitment to local business exists as does a flourishing arts and culture community. The coastline provides a beautiful setting for our unique community and in recent years events such as Aldinga after 5 and the refurbishment of the original Aldinga village area have contributed to developing an even stronger community that embraces diversity. Approximately 10,500 people live in the Aldinga community, around 50% of this population are under 34 years old and the greatest proportion of the population are aged between 5-11 years old. Aldinga is a community of predominantly young families and young children, and from 2014 to 2016 737 babies were born. These community demographics are reflected in the growing size of our school and we finished 2018 with 732 students. We are very proud to note that we had an all time high of 53 Aboriginal and Torres Strait Islander students in our school in 2018. This year we continued to deeply reflect on our Numeracy and Literacy achievement and work with Mathematician in residence, Deb Lasscock, and Dyslexia expert, Kay Bosworth. These consultants worked closely with leadership and staff as we developed greater content knowledge with regard to teaching deep understanding of number and a more systematic approach to the teaching of phonological awareness, phonics and the rules of the English language. Positive Education continued to be a priority for us and more specifically working with our students to be aware of the physiological changes that take place in our bodies as our emotions change. The work of the Positive Education collaborative inquiry team has resulted in the beginning of a whole school approach to interoception and building the capacities in our students to be aware of their body and physical changes when stress and anxiety levels increase and the strategies they can use to regulate and de-escalate. Part of this was the creation of a sensory room and interoception space that children self-refer and are referred to in which they explicitly engage in regulation strategies. For the first time the school held an Eat, Meet and Greet evening in a local park instead of a traditional acquaintance night and this was a resounding success, approximately 1500 people attended and enjoyed stalls, a BBQ and meeting staff.

Governing council report

2018 saw the senior students (Years 5 - 7) enjoy the new established purple unit and its open planning. By term 2 the blue unit was completed and the Years 3 - 4 students were able to enjoy their new learning environment.

The school had their first "Eat, Meet & Greet" at Symonds Reserve. Eat, Meet & Greet came about after consulting with our community, and you told us that acquaintance night was not working and we were not connecting- so the idea of EAT, MEET AND GREET was born. The night was a great opportunity for all of us to mingle and relax together and truly connect.

Governing Council have continued to have sub committees with good representation from staff and parents. A lot was achieved on these committees and I thank everyone for their input.

We say farewell to the following Governing Council members who have completed their tenures - Michelle Miles (4 yrs), Corrynn Jones (4 yrs), Karen Jones (4 yrs), Adam Anderson (4 yrs) and myself (2 yrs).

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

Thank you. Kylie Mallaber (Governing Council Chair)

Improvement planning and outcomes

Positive Education:The development of the school's Positive Education 'Collaborative Enquiry Team' has increased staff input, ownership and direction of the Positive Education portfolio. The focus within Positive Education has continued to be the improvement of the 'School Climate'. There has been significant improvement in this area with a 16% reduction of students reporting in the low band for the way students and teachers treat each other. Our focus for 2019 is to increase the number of students who are reporting in the high band. In 2018 this was 27% which is 10% lower than the rest of SA. Staff have been provided ongoing professional learning in the implementation of Interception (to assist with student's self regulation), Play is the Way and Rock & Water (to develop Personal and Social Capabilities through practical activities), the Child Protection Curriculum and Restorative Justice. This learning has led to the further development of coherence around building a sense of belonging and community within classrooms, the school and wider community. This improved pedagogy and relationships has resulted in an increase in a number of student wellbeing indicators. There has been a 16% increase in students reporting in the high band for Happiness and an 8% increase of students in the high band for Emotional Regulation. The Re-Connect Room has also been a positive, supportive mechanism for students as they develop self-regulation skills with 35% of all referrals being students self-referring. In 2019 Interception and Play is the Way will be further embedded across the school to ensure continuity of learning for every student in every classroom.

Numeracy

This year we have analysed our NAPLAN and PAT -M data thoroughly. We devoted a school closure day in term 4 to analysing where our students are achieving and what we can improve. Our students are not showing a deep understanding of number and place value. 43% of year 3, 49% of year 5 and 53% of year 7 students did not meet the Standard of Educational Achievement in 2018. A large cohort of students are very close to achieving SEA and we will focus on improving their results with extra support at all year levels in 2019. Similarly we have extremely low numbers of students achieving in the higher bands. In 2019 we will have a continued focus to strengthen teacher knowledge and the rigour and content.

Literacy

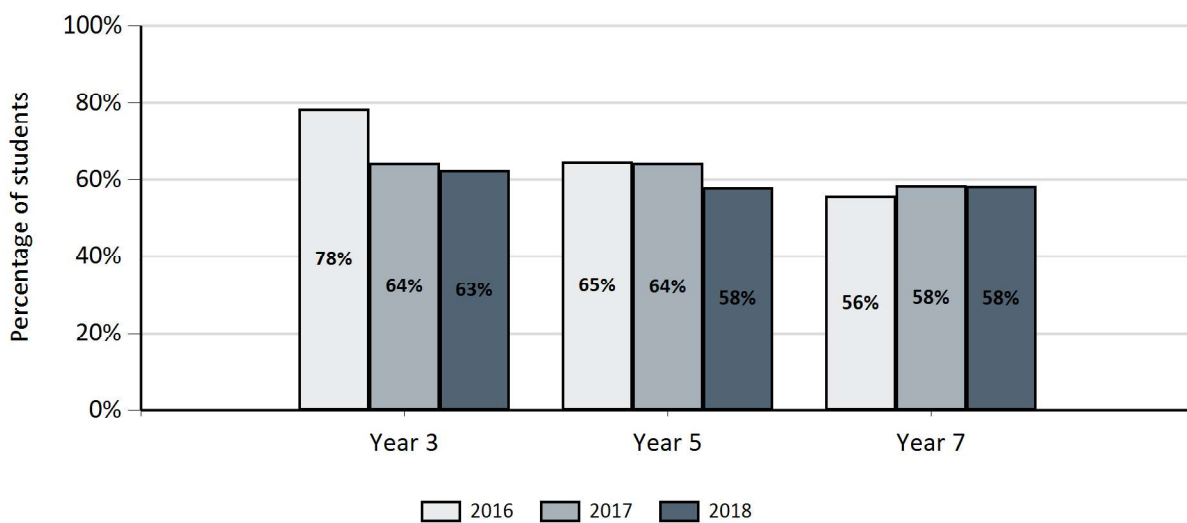
In 2018 we completed our new Literacy Agreement and The Aldinga Beach, Spelling Scope and Sequence to support our teachers to explicitly teach spelling rules and synthetic phonics. We continued our work with Specialist Dyslexia Teacher, Kay Bosworth on Multi-Sensory Language as a pedagogy for teaching Literacy and the development and implementation of The Daily 5 as the structure of our literacy block and as our approach to differentiating learning in the classroom. In 2018 Our Whole School collection of 42 sounds data showed an increase from 24% to 47% from December 2017 to 2018. In December 2018 our data showed that 13.4% of Reception to Yr2 knew all 42 sounds; 34.3% of Yr3 to Yr7 students knew all 42 sounds. Running Record Data for December 2018 shows; 41% of reception students were at or above benchmark; 42% of Year 1 students were at or above benchmark; 29% of Year 2 students were at or above benchmark; 48% of Year 3 students were at or above benchmark. Our improved results show that we are on the right track but still highlight that our content knowledge, teaching and pedagogy need to be more explicit.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

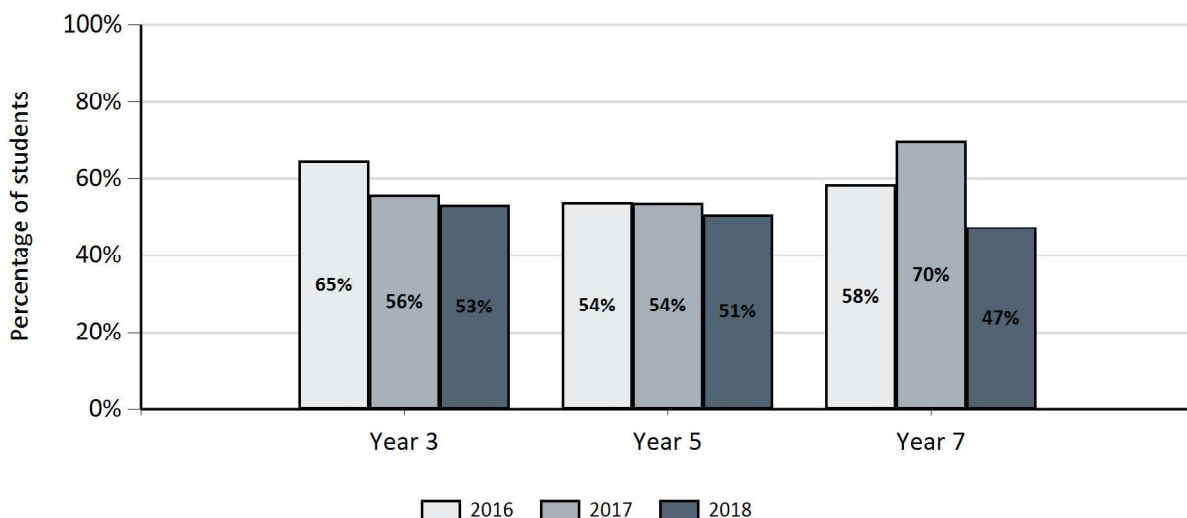
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	10%	18%	25%
Middle progress group	64%	45%	50%
Lower progress group	26%	37%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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)
Upper progress group	14%	5%	25%
Middle progress group	52%	49%	50%
Lower progress group	34%	46%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	96	96	30	11	31%	11%
Year 3 2016-18 average	81.7	81.7	23.7	8.0	29%	10%
Year 5 2018	81	81	13	3	16%	4%
Year 5 2016-18 average	86.0	85.3	16.0	5.7	19%	7%
Year 7 2018	91	91	9	3	10%	3%
Year 7 2016-18 average	77.7	78.0	7.0	4.7	9%	6%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

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

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

School performance comment

READING

On average 60% of students in years 3, 5 and 7 met SEA in NAPLAN in 2018. Analysis has revealed that students are not successfully comprehending more complex texts and more complex vocabulary. Comprehension that demands that students infer and interpret information remains a challenge and this appears to be linked to text and vocabulary complexity. This is in turn linked to the need to ensure our students have sound phonological awareness and phonics knowledge as well a thorough understanding of how English works. The hypothesis is if we ensure this then students will have greater confidence and knowledge to decode more complex and unfamiliar texts and words and so will be able to effectively create meaning from the more complex texts and vocabulary. Individual students have been identified at defined levels of achievement in NAPLAN- well below SEA, below SEA, just below SEA, just in SEA, SEA, just below HB, just in HB and HB. individual and regularly reviewed goals will be set for students to ensure differentiated and targeted learning and to ensure continued stretch and growth. This year 31% of our year 3 students scored in the higher bands (HB) for reading, this is a significant number but as the data reflects over time this number drops by 50% in year 5 and then 66% in year 7. Again this reveals the need to ensure all students are engaged in learning through greater differentiation and stretch. The 30 students in HB in year 3 and 13 students in HB in year 5 have been identified and teachers will set individual goals and targets for these children to ensure that they continue to grow and retain HB status when they reach year 5 and 7 respectively.

NUMERACY

This aspect continues to be a priority area for our school and in 2018 only approximately 50% of students at years 3, 5 and 7 met SEA- this means at each year level half of the students do not have the mathematical proficiencies and knowledge needed. Deeper question level analysis reveals that a deep and flexible understanding of number remains a problem as students do not demonstrate strong understanding of place value and are stuck or fossilised in thinking additively, that is they are not thinking multiplicatively or the capacity of our students to work flexibly with the concepts, strategies and representations of multiplication as it occurs in a wide range of contexts. Our data also reveals low levels of achievement in higher bands (HB), with only 11 students at year 3 and 3 students at years 5 and 7 achieving at this higher level. Again analysis of our data has identified every students at defined levels of achievement in NAPLAN- well below SEA, below SEA, just below SEA, just in SEA, SEA, just below HB, just in HB and HB- and regularly reviewed goals will be set for each individual to ensure targeted differentiation and stretch for all

Attendance

Year level	2015	2016	2017	2018
Reception	89.8%	90.3%	88.8%	87.6%
Year 1	89.8%	88.4%	88.5%	89.2%
Year 2	87.3%	89.6%	87.6%	90.0%
Year 3	89.8%	88.3%	88.4%	89.1%
Year 4	89.3%	90.0%	86.2%	90.0%
Year 5	91.0%	89.2%	89.5%	87.8%
Year 6	89.6%	90.8%	87.7%	90.7%
Year 7	87.3%	87.6%	88.7%	85.0%
Primary other			75.2%	
Total	89.2%	89.2%	88.2%	88.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our school continued to work closely with Attendance and Engagement in 2018. We have had a push to improve our school climate in 2018 which we expect to translate to improved attendance. Some of the barriers to attending school often include student anxiety, transport issues, familial disruption and peer/social relationships. We work with families and services in the local community to address or assist with these barriers. 2019 will see the implementation of a new attendance review process which will assist in early intervention for students and families struggling with attendance issues.

Behaviour management comment

In 2018 we have focused on continuing to develop coherence amongst staff, students and families around the school's behaviour management processes, including the Re-Connect Room. There has been a reduction in recorded incidents but a focus in 2019 is to ensure the communication to parents regarding these incidents is consistent and supportive. Suspension data also increased with 74 suspensions. However, 44 of these came from 9 students. This has been part of a wider case management process to support these students with their behaviour and learning. Incidents of physical and verbal bullying decreased with a 20% and 10% increase in students reporting in the high band.

Client opinion summary

For students please see the positive education content.

In 2018 we had a record number of responses with 101 parents/carers participating in the survey. The response showed extraordinary positive growth in the perception of our school as having high expectations for their child (37%), in our teachers being approachable (40%) and in their children feeling safe at this school (39%). When we combine the strongly agree and agree these responses reveal even more positive data:

High expectations: 81%

Teachers being approachable: 82%

Children feeling safe at school: 67%

The other area with noting is that parents/carers reported that 78% of their children like being at this school.

All of these improvements reflect a major shift in the culture of the school and the work we are doing on building belonging and building our understanding of trauma informed practice.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	23	14.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	8.3%
Transfer to SA Govt School	121	77.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

The school has 150 approved parent/caregiver volunteers and 20 mentor volunteers who have completed the required Criminal History Screenings (DCSI) and have attended our volunteer training and mandatory training sessions which we held in Terms 1 & 2 in 2018.

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	81
Post Graduate Qualifications	14

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	1.0	38.6	1.4	14.3
Persons	1	47	2	22

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$6,073,649
Grants: Commonwealth	\$1415,043
Parent Contributions	\$199,827
Fund Raising	\$4258
Other	\$73075

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

2018 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 2018 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 behaviour management and engagement	RAAP and challenging behaviours funding was used to support the successful educational and social inclusion and engagement of students in classroom and school	students receiving this funding were able to engage in mainstream school
	Improved outcomes for students with an additional language or dialect	1:1 SSO withdrawal and in class support was provided for these students	development of personalised writing and reading strategies
	Improved outcomes for students with disabilities	1:1 SSO withdrawal and in class support was provided for these students for example sensory programs, literacy and numeracy intervention/support	development of personalised writing and reading strategies, greater engagement
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Learning difficulties grant was used to develop targeted and specific speech and language programs and personalised literacy and numeracy intervention by teaching and SSO staff	development of personalised writing and reading strategies, improvement in articulation Teachers continued to build greater understanding of the AC
Program funding for all students	Australian Curriculum	Australian Curriculum funding facilitated the release of teachers to work with the CPAC, Numeracy coach, external and internal literacy and numeracy consultants. I	
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Funding supported the development of the Interception room strategy which was staffed by site counsellors and leadership and an SSO, it was also used to fund a Numeracy Coach to work with students at risk including ATSI	Increased efficacy in student resilience, regulation and choice
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Primary school counsellor funding was used to provide 1 a 1.0 Student Well-being Leader.	Increased efficacy in student resilience, regulation and choice