

# Noarlunga Downs Primary School Annual Report 2015

## Context

**Org Unit No:** 1068 **Principal:** Ms. Gaynor Steele  
**School Name:** Noarlunga Downs Primary School **Senior Leader:** Ms. Sheryl MacDonald

### CONTEXT:

Current school enrolment: 148 school students with Males: 89 and Females: 59

Preschool: 18 students.

Number of teachers: 7 mainstream, 1 Special Class, 1 Preschool, 1.6 NIT and 3 leadership (13.6 Total)

Category of disadvantage: Category 2

Enrolment demographics:	Number of Students	%
English as Additional Language Dialect	15	10%
Aboriginal & Torres Strait Islanders	25	17%
Students with Disabilities	30 (plus 8 Preschool)	20%
School Card	94	63%
Primary Special Class	11	

### Governing Council Report:

- Fundraising:** The sub-committee ran 3 discos, 3 stalls, 2 raffles and 2 barbeques for major school events raising \$3500 for the year. 2014 fundraising was allocated by GC to subsidise school camp and excursions.
- Canteen:** This continues to break even and provide a service to families 3 days per week.
- OSHC:** This continues to run at a considered loss and will need careful scrutiny for 2016. (Having an OSHC facility draws enrolment from local professional families.)
- Site Improvement Plan:** GC members considered and contributed ideas to the 2016 plan.
- Parent Open Morning:** Held to showcase literacy and numeracy block.
- Grounds improvement:** Members were surveyed and contributed to our new grounds improvement plans.
- Pastoral Support Worker:** Members endorsed the continuation of Sue Camac our current Pastoral Care Worker employed through the Schools Ministry Group.
- Community Garden Subcommittee:** Members developed a Vision, Agreements about Garden Usage, a Decision-making Process and a Grievance Procedure. They have also met weekly on a Saturday to develop and maintain the garden.

## Highlights for 2015:

The theme for the year was “learning heroes”. It was fabulous to see children engaging heroically in their learning in greater and greater ways as the year progressed.

Literacy and numeracy blocks were introduced with writing the focus in literacy and automaticity the focus in Maths. Students writing began to “sizzle” and “tension was tightened” as they learnt the craft of being authors. This year we achieved our best results in the NAPLAN tests in 8 years which is a testament to our great teachers and wonderful learners. The leveling of all students using the EALD language and literacy levels ensured rigorous and targeted teaching in Written Language. Teacher pedagogy developed to include the gradual release methodology (I do, we do, you do,) and the successful implementation of this learning for teachers prefaced student success.

Robotics and coding were introduced as an exciting supplement to technology lessons.

A very successful sports day and district cross country event were held at the school.

Our Year 5/6/7 choir worked hard with our Music/Drama teacher for three terms and presented beautifully at Festival Choir.

Younger classes R-4 continued learning Auslan (deaf sign language) and older classes in Year 5-7 commenced learning Greek.

The Woodhouse Camp was an exciting and challenging event for the East wings Year 4/5/6/7 students. Year 2/3/4 participated in a camp “snoozing at the zoo” with lions and tigers.

Student Leadership in the school was facilitated by our counselor. This included older students receiving training in leadership and in Play at Lunch where they supervised lunch activities for younger children. The Student Leadership Council organised a number of special days and showed their care for others by contributing funds raised to those in need.

Culture Day events were organised by parents and our ACEO. These Indigenous cultural activities gave our students a greater appreciation and understanding of Aboriginal Culture.

Book Week was a week of fun activities including a dress up parade and a whole school quiz. The questions were pretty tricky but good readers were the winners.

Noarlunga’s Got Talent unearthed some amazing, quirky and interesting talent in the school that was then utilized as a core to our whole school Concert.

Room 8 in consultation with the whole school, designed and commenced building a bike track. They helped move dirt, built “table tops”, lay out “burns” and “rumbles”.

The assistance of our parent volunteers both in classrooms and on committees including a small core fundraising group who do so much work for the school enhanced programs and learning.

## Site Improvement Plan Priorities

### **Writing success: students are joyfully writing for real purposes and real audiences in all curriculum areas.**

- All teachers became conversant with using the Language and Literacy (EALD) leveling and used these to inform their teaching of writing and target student learning needs.
- We established a whole school data wall (Lyn Sharratt) and to compare various data sets, monitor student progress and moderate across the school.
- Differentiation was addressed through the gradual release methodology; “I do, we do, you do.”
- Students increased their writer’s toolkits through learning strategies from Jan McVeity’s: “Seven Steps to Writing Success”, and Sheena Cameron writing strategies.
- 80 minutes of daily literacy occurred across the school with SSOs, Special Education teacher, EALD support and all leaders in classes to coach and support daily and as a proactive intervention strategy.
  - Teachers used English Australian Curriculum for differentiated planning across year levels.
  - A balance of all aspects of the English curriculum was achieved within the block.
- Early Years teachers participated in an Oral Language action research with Vikki Chave (Regional Speech Pathologist) for 3 terms and presented this research to other regional support staff.
- All students participated in the Premiers Reading Challenge.
- APAS funding targeted support for Aboriginal students in literacy block through SSO support being allocated at this time.
- Writing from the students was published all over the school, including publishing writing on-line to be accessed by parents using QR codes.

### **Targets for 2016:**

- Reading will be the major literacy focus with the goal to develop love of reading in all students.
- Work will continue in writing using different genres across the curriculum.
- Continuation in differentiating the learning for Wave1,2,3 students, targeting students “next steps in their learning”.

### **Kidsmatter: Students are happy, safe and supported in the school community.**

- A Kidsmatter Professional Learning Committee was established and they facilitated training for staff.
- All staff completed Component 1 of the Kidsmatter Professional Development and developed personal action plans associated with this.
- All staff completed a Restorative Practice refresher and the implementation of restorative conferences has moderated and resolved ongoing conflict issues between children.

- Classes are using “brain breaks” including “Go Noodle” and “Play is the Way games” to de-stress, to energise and refocus for learning between literacy and numeracy block.
- All staff have completed “Smarter” PD and implement strategies in their practice.
- New staff attended “Play is the Way” PD and utilize games in their “brain break” / fitness time.
- All teachers independently implemented “Child Protection Curriculum” to their classes with minimal assistance from the Counsellor.
- A parent social group was established facilitated by our Pastoral Support Worker.
- ACEO was regularly in contact with Aboriginal families on issues pertinent to Aboriginal students.
- A successful cultural week was the culmination of cooperative work with Aboriginal Families and across sites with Hackham West PS, where students shared and learnt about Aboriginal cultural activities.
- Student Leadership Committee initiated a number of student led activities, including organization of discos, charities days, technology day, and student celebration days.
- Student leaders, PALS students facilitate yard activities for younger students at lunch.
- Community Garden group held regular meetings and has established its Vision, Decision-making, Agreements and a Grievance Procedure.
- Staff and parents have a greater understanding of mental health issues for students and we have commenced developing processes for managing referrals, and accessing support services.

#### **Targets for 2016**

- Focusing students on
  - respectful interactions (anti-bullying)
  - student grit and resilience through Growth Mindset and the 16 Habits of the Mind.
- Continue
  - developing processes for managing students with significant mental health issues,
  - embedding Restorative Practices
  - Build on Student Leadership
- Establish Kidsmatter Action Team including parents, and fostering community engagement and cultural inclusivity.

#### **21<sup>st</sup> Century learning design developing student skills of Collaboration, self-regulation, real-world problem-solving, knowledge construction, skillful communication, and ICT for learning.**

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- The use of ICT as an integral aspect of learning became more visible across the whole school and the laptops were utilized and shared in all classes.
- Three teachers planned using the 21<sup>st</sup> Century learning design process.
- Implementation of the Technology Curriculum occurred as part of teacher non-instruction time entitlement
- Utilising ICT in literacy was pivotal to engaging and improving student literacy skills.
- Robotics cars were purchased increasing student engagement in Technology learning.
- Coding (code.org program) was successfully introduced to students.
- Students designed and built a community bike track as a “real world problem” and in consultation with all classes.
- Student Council took on a greater role in having a voice in the school and solving “real-world school-based problems”.
- Students and families were consulted extensively to re-develop our play spaces and this plan is out to tender.

#### **Targets for 2016:**

- Focusing on “real-world problem-solving” in Mathematics
- Embedding 21<sup>st</sup> Century learning design in the mainstream of learning rather than an add-on.
- Developing the garden and galley program again to integrate literacy and numeracy.
- Re-purposing the garden to a recreational space.
- Continue developing our play spaces.

#### **Staff capacity building and continuous professional learning.**

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- Teachers collected EALD leveling data, administered PAT-M, PAT-R and various other in class testing to determine teaching starting points and to differentiate the learning for their students.
- Data was published on a Data Wall to increase staff sharing of responsibility for improvement in student learning.
- Leadership actioned their Performance Development Plans in line with ACEL standards for leaders.
- Teacher planning and programming was submitted to leaders termly.
- Staff professional learning communities focused on each area of the SIP and teachers and the leader responsible presented professional learning for the rest of the staff.
- Teachers observed colleagues for learning and feedback was immediate in literacy and numeracy block.
- Teacher Performance Development Plans were relaxed while we focused on the establishment of the 80 minutes of literacy and numeracy blocks. Leadership being timetabled into classes during this time has increased teacher accountability and made transparent the learning needs of all students.

- Staff discussion about students, their learning needs and strategies for assisting them to achievement has increased markedly thanks to the transparency of data. Teachers discuss learning, sharing positives and challenges.

### Staff Psychological Health Survey:

The highest areas were 100% of respondents had a clear understanding of their roles and responsibilities, 92% responded positively for staff development and 86% were positive about co-worker interaction and support. The lowest responses were regarding managing work demands, (this one is not surprising considering the significant AEU campaign at the time of the survey), and finally concern was expressed around appraisal of their work. This later is also to be expected in our new way of working in class with teachers where written feedback was not provided as regularly as in previous years. Also there was much new learning for teachers and the challenge of taking on something new can be necessary stress to challenge staff in a way that creates positive outcomes for students.

#### Targets for 2016:

- Growth Mindset PD and implementation including Costa's "Habits of the Mind"
- Differentiation as intervention in the classroom
- Inclusivity of learning: cultural competence, and inclusion of students with disability.
- Staff Performance Development reflect AITSL standards
- All staff will engage in Partnership Professional Learning Communities.
- Moderation ensures consistency with other sites of learning tasks and grading.
- Leaders will participate in Numeracy Leaders PLC

### Junior Primary and Early Years Scheme Funding:

The school chose to reduce class sizes by setting up a further Early Years class.

### Better School Funding:

This funding was used to

- Implement EALD leveling to inform teacher planning and programming for differentiation of learning in classes and for individual students.
- Teachers and SSOs attended training with Jan McVeity
- SSOs attending Oral Language Professional Development.
- It supported the work of our Literacy Coach to release Early Years teachers.
- SSOs were all funded to be in classes for the morning learning block to assist students with special needs
- SSOs assist in the differentiation of the learning and to ensure the gradual release methodology occurred in all classes.

Refer to data in SIP for improvements.

## NAPLAN

**Year 3:** Numeracy 100% of students reached benchmark. 94% reached benchmark in Reading, Writing and Grammar and Punctuation and 88% in Spelling. This is reflective of a strong literacy and numeracy focus in the Early Years.

**Year 5:** Spelling and Numeracy 88% reached benchmark, Grammar and Punctuation 74% reached benchmark, and 58% reached benchmark in Writing.

**Year 7:** 76% students reached benchmark in Reading and Numeracy, 75% in Spelling and Grammar and Punctuation and 59% in Writing. A positive aspect in Year 7 was the percentage of students who had improved growth in the higher bands from their 2013 test.

#### Targets for 2016:

- Reading as it underpins all literacy and spelling as a component.
- Improving our Year 5 students over their next two years to lift their data in year 7.
- Focus on Year 3/4 students to maintain growth in the higher bands for those tested in Year 5.

### Student Proficiency Bands

Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			35.3	29.4	17.6	17.6	
Reading		5.6	11.1	22.2	38.9	16.7	5.6
Writing		5.9	5.9	58.8	23.5	5.9	
Spelling		11.8	23.5	35.3	23.5	5.9	
Grammar		5.9	5.9	23.5	41.2	11.8	11.8

**Table 2: Year 5 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	8.3	8.3	41.7	33.3	8.3		
Reading	7.7	15.4	38.5	15.4	7.7	15.4	
Writing	8.3	33.3	16.7	25.0	16.7		
Spelling	8.3	8.3	25.0	33.3	16.7	8.3	
Grammar	8.3	16.7	25.0	41.7			8.3

**Table 3: Year 7 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	17.6	5.9	11.8	47.1	5.9	11.8	
Reading	17.6	5.9	17.6	29.4	23.5	5.9	
Writing	17.6	23.5	23.5	5.9	23.5	5.9	
Spelling	18.8	6.3	18.8	18.8	31.3	6.3	
Grammar	18.8	6.3	18.8	31.3	18.8	6.3	

**Mean Scores**

Mean Scores by Test Aspect	Year 3			Mean Scores by Test Aspect	Year 5			Mean Scores by Test Aspect	Year 7		
	2013	2014	2015		2013	2014	2015		2013	2014	2015
Numeracy	336.6	322.3	350.7	Numeracy	463.1	423.6	423.7	Numeracy	473.3	482.5	499.9
Reading	315.8	343.4	381.9	Reading	461.8	420.7	431.8	Reading	484.4	490.9	508.4
Writing	354.8	324.7	352.2	Writing	402.5	356.8	414.1	Writing	471.6	467.4	453.5
Spelling	310.0	309.3	338.3	Spelling	484.7	428.3	448.9	Spelling	515.4	483.1	517.8
Grammar	331.8	294.3	393.4	Grammar	462.0	436.3	439.9	Grammar	491.6	464.7	497.8

**Growth**

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	55.6
	Middle 50%	33.3
	Upper 25%	11.1
Reading	Lower 25%	33.3
	Middle 50%	55.6
	Upper 25%	11.1

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	30.8
	Middle 50%	46.2
	Upper 25%	23.1
Reading	Lower 25%	23.1
	Middle 50%	38.5
	Upper 25%	38.5

## Student Data

### Attendance

Despite concerted effort on the part of teachers and the counsellor there was minimal shift in attendance data. Year 3/4/5 although well connected to school were impacted by two children with significant health issues that meant extended absences. One family failed to attend apart from the first week of school despite repeated attempts by school, Regional Support Staff and Families SA to persuade the family to alter this.

#### Targets for 2016:

Focus on attendance improvement by targeting children's engagement through implementing

- Growth Mindset and Habits of the Mind
- Student choice in learning and problem solving tasks.

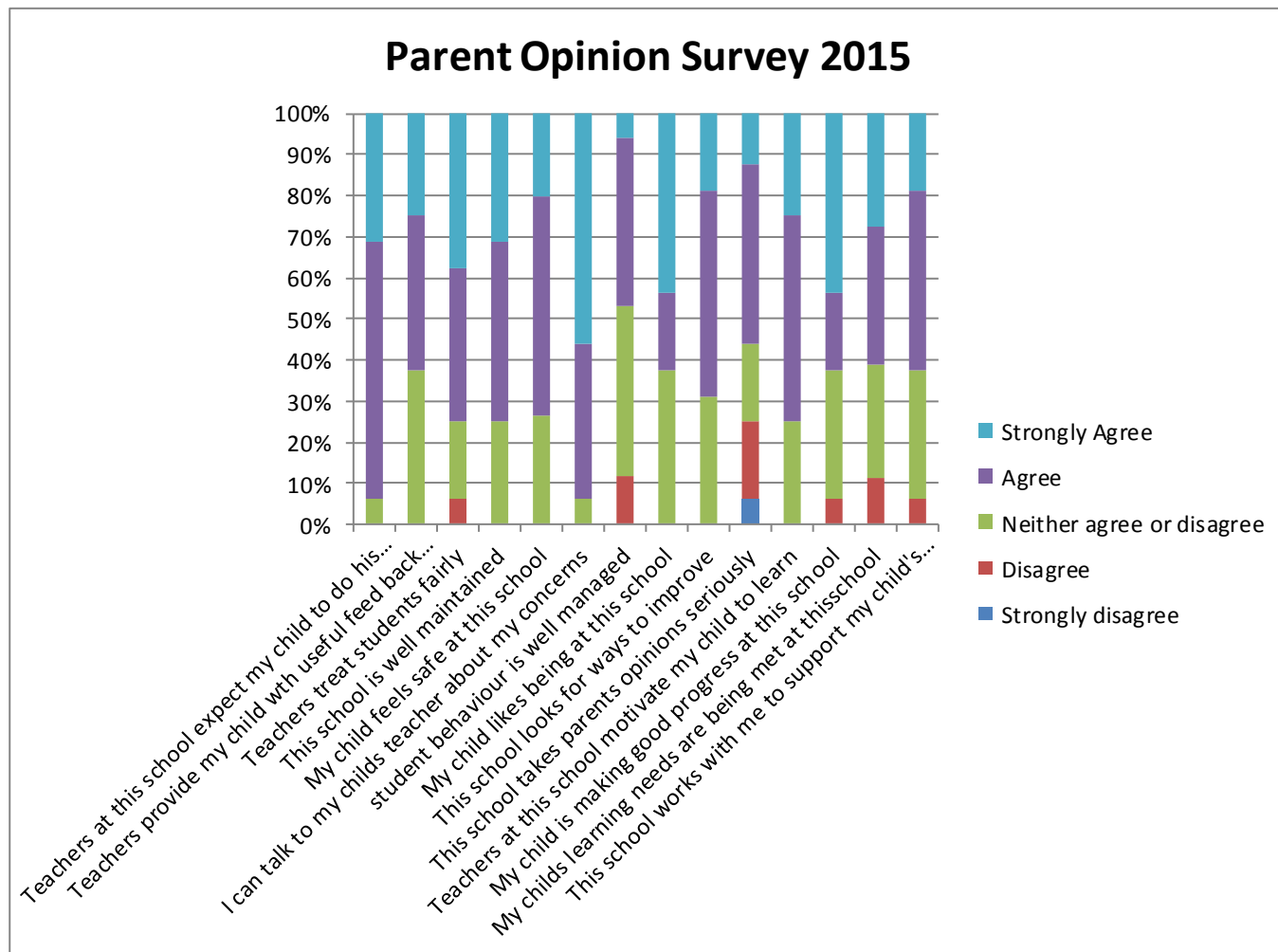
Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	92.3	93.7	91.9
Year 1	91.8	92.6	93.6
Year 2	91.0	87.0	92.0
Year 3	93.4	89.4	87.5
Year 4	92.3	90.6	87.5
Year 5	85.1	91.5	92.3
Year 6	77.2	87.5	87.7
Year 7	91.1	86.3	91.3
Primary Other	85.3	82.6	84.2
Total All Year Levels	89.6	89.3	89.5
Total ACARA 1 TO 10	89.7	89.4	89.8

### Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.4%	2.9%
Interstate/Overseas	1	2.1%	7.6%	9.5%
Other			2.6%	1.4%
Seeking Employment			5.7%	3.8%
Tertiary/TAFE/Training			4.6%	3.6%
Transfer to Non-Govt School	4	8.5%	6.5%	9.8%
Transfer to SA Govt School	42	89.4%	53.3%	48.8%
Unknown			16.2%	20.3%
Unknown (TG - Not Found)			0.0%	0.0%

## Parent survey:



20% of parents were surveyed by phone to give feedback for improvement to the school and in relation to student learning. These parents were also asked for any further comments.

- There were 14 comments that referred positively to aspects of the school including the quality of the teacher to parent relationships, learning support for their children, care for their children, being informed and kept up to date, and their happiness with the schools work with their children.
- The major issue of concern raised was 6 comments referred to bullying. This indicates a significant issue requiring addressing in 2016.

## Student surveys:

**Student TFEL surveys** were completed for partnership and this highlighted a significant problem with students indicating a fixed mindset in regards to learning. A high percentage stated that they were born with a particular intelligence and really could not change this.

### **Kidsmatter surveys:**

**Student Surveys:** confirmed their "teacher encourages them to take on new challenges as well as helping students who are worried or upset".

**Parent Surveys:** 70% parent want their children to know who and where to go for help

Want activities to promote positive relationship between children.

85% confirmed that teacher here care about the children, and they are comfortable talking to the teachers about their children.

### **2016 developing**

- Developing student self-confidence and belie, (Habits of the Mind).
- Developing their skills and abilities in helping other children who might be feeling worried or upset, (in-school networks)
- Focusing on ways to deals with bullying and harassment.
- More broadly advertising to parents about services they can access, Community Connections newsletter
- Parent PD on how they can manage challenging behaviour and dealing with bullying of their child.
- Recognise and acknowledge the variety of cultures represented in the school community.

**Behaviour data:**

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This year our data indicates a 50% reduction in harming incidents compared to the same period of time in 2014. We have also seen a 25% reduction in behavior incidents overall.

<b>2015 Behaviour Data</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term4</b>
Persistent and willful inattention	1	1	1	1
Threatened the good order	9	18	18	14
Threatened safety or wellbeing	14	31	12	23
Violence threatened or actual	8	39	10	19

**Relevant History Screening:**

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Having been audited in 2014 and found to be 100% compliant thanks to efficient processes being in place we have continued with these for 2015 and are confident that we are in compliance with DECD requirements including filing copies of all the relevant required documents for all personnel on site both permanent, contractors, and volunteers. All mandatory certification for all staff is currently up to date and hard copies are filed on site.

**Teacher qualifications:**

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All teachers are fully qualified with 2 Diplomas of Teaching, 10 Bachelor of Education and 1 Bachelor of Education Honors. Our SSOs have the relevant qualifications of 3 with Certificate 3s and 5 with Certificate 4s. All qualifications have been uploaded to DECD. All teachers are currently registered with a number re-registering for 2016.

**Workforce Compositions:**

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Currently there are 13 teachers working at the school, 3 males and 10 females. There is 9 support staff 2 males and 7 females. There are 1 GSE, 1 canteen manager, 1 Pastoral Care Worker and 1 ACEO.

**Financial Statement:**

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This will be incomplete until 2016 but the school has a carryover of approximately \$350,000.

**SIGNATURES**