

Augusta Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Augusta Park Primary School Number: 990

Partnership: Port Augusta - Quorn

Name of School Principal:

Bec Mueller

Name of Governing Council Chair:

Leandre Turner

Date of Endorsement:

21 February 2017

School Context and Highlights

Augusta Park Primary School is located in Port Augusta which is approximately 300 kilometres north of Adelaide. The school is situated on Power Crescent and has views of the Flinders Ranges.

In 2016, the school had 13 Reception to Year 7 classes, which includes the Port Augusta Quorn Partnership small special class. At the end of 2016, enrolment figures were 265 students. The student population was diverse with 58% of Aboriginal students, 25% of students are identified as Students with a Disability and 161 families were eligible for school card. Enrolments declined at the end of 2015 due to many families leaving Port Augusta or moving interstate due to the closure of the Power Station and Leigh Creek Coal Mine. Projected enrolment figures remain the same for 2017 however we are expecting the largest intake of Reception students that we have seen in many years.

The staff profile consisted of 6 Leadership members (Principal, Deputy Principal, School Counsellor, Literacy and Numeracy Coach, Special Education Coordinator and Business Manager), 20 Teachers and 21 Ancillary staff as well as a Canteen Manager.

Involvement in community events holds a high priority in our school. They instil in our students a sense of belonging to a community as well as connecting our school to the wider community. The events also provide a platform for our students and our school to showcase students' talents as well as involving family members in the preparation. We are very grateful for the support and ongoing efforts of our schools Fundraising Committee who contribute to these events and help make them a success. In 2016 we held our annual Family Night which brought together the Augusta Park Primary School Community to celebrate the achievements of our students. Other events held during the year include Cultural Week, Reconciliation Week, Book Week, Sports Day, swimming lessons, aquatics, choir, SAPSASA and our annual Fun Run.

In 2016 we provided a range of additional services to students and their families. This included the delivery of programs for families that were facilitated by the Port Augusta Children's Centre. Some of the programs included: Bringing Up Great Kids, Circle of Security and Mindfulness. These programs will continue in 2017.

An additional highlight for 2016 included working with the South Australian Health and Medical Research Institute to ensure all Aboriginal students were screened for rheumatic heart disease.

Governing Council Report

The end of 2016 brings with it another busy & successful year for Augusta Park Primary School.

I would like to thank all involved with Governing Council for their time and dedication to our great school. Thank you also to Bec Mueller & her staff for their continued support. Following is some of the more important points from Council this year.

Composition of Governing Council: Augusta Park Primary School Governing Council consists of 15 members including 12 elected or self-nominated parents; our school Principal; a Staff representative and a representative from Aboriginal Parent Voice Group.

Governance: Council meets twice a term giving a total of 8 meetings for the year. The fundraising sub-committee meet more often as required for event planning such as sports day and end of year family night.

Achievements/Highlights: 2016 has finally seen the commencement of our permanent shade structure over the amphitheatre area. This is the result of the past 3 years of fundraising efforts towards the cost of the structure.

Other highlights for the year included sports day, walkathon and of course our biggest event each year Family Night.

Special/Ongoing Projects: Design approval and subsequent front garden landscaping and the upgrade of the school front office will be ongoing in 2017 as will the continued upgrade of classroom foyer areas so they can be used as an extension of classroom learning areas.

Policy Development: This year Council reviewed the uniform, social media and extreme weather policies. Policies to be reviewed early in the 2017 school year include: mobile phone/electronic devices, head lice and bad debt policies.

Leandre Turner
Chairperson: Governing Council
Augusta Park Primary School

Improvement Planning and Outcomes

The site improvement team is responsible for overseeing site improvement planning and ensuring we met set targets.

In 2016 we continued our commitment to developing student's executive function skills and mathematical thinking by participating in the Empowering Local Learners project and working with Deb Lasscock from Flinders University. All teachers were involved in planning, observing and trialling lessons in their classrooms. Teachers had to reflect and adjust their lessons based on students responses and thinking. This allowed teachers to demonstrate lessons to one another and plan together to create consistency and challenge thinking. The focus in 2016 was to trial developed approaches in a range of subject areas across the curriculum, develop student's growth mindsets and improve assessment strategies.

This year we employed a Literacy and Numeracy Coach. The coach worked with teachers across all year levels. While each teacher had different foci there were general themes that occurred. Outcomes included improved learner independence through task design and classroom management, improved problem solving pedagogies and intentional questioning in mathematics, intentional formative assessment and the use of Sheena Cameron's reading comprehension resources through the primary years. We continued to focus on writing and teachers' trialled approaches to shift student dispositions to writing. Teachers working with the coach showed an increased awareness of their own practice and developed increased intentionality when designing tasks responsive to their students. The recommendation for 2017 is that the Coaching role is continued in order to support improved teacher pedagogy and facilitate learning from the Empowering Local Learners Project and the Collaborative Impact Project.

In 2015 the school was selected for an external school review. One of the recommendations of the review was to develop a student centred and aspirational vision for the school. In 2016 we worked with Katrina Spencer to review our school vision and mission statement in consultation with families, students and staff. As a result we gathered a strong sense from everyone in our school community about what we want our school to be known for and how we can continue to improve.

Vision: Strong culture, strong relationships, strong learners

Mission Statement: At Augusta Park Primary School families, students and staff work together to develop:

- Successful students
- Challenging learning experiences
- Effective learning environments
- Collaborative relationships
- Strong community connections
- Expert staff

I sincerely thank everyone for taking the time to have input into this process. In 2017 we will continue to embed our school vision and mission statement to ensure this guides our work to improve student learning outcomes and continue to build strong relationships with families and the wider community.

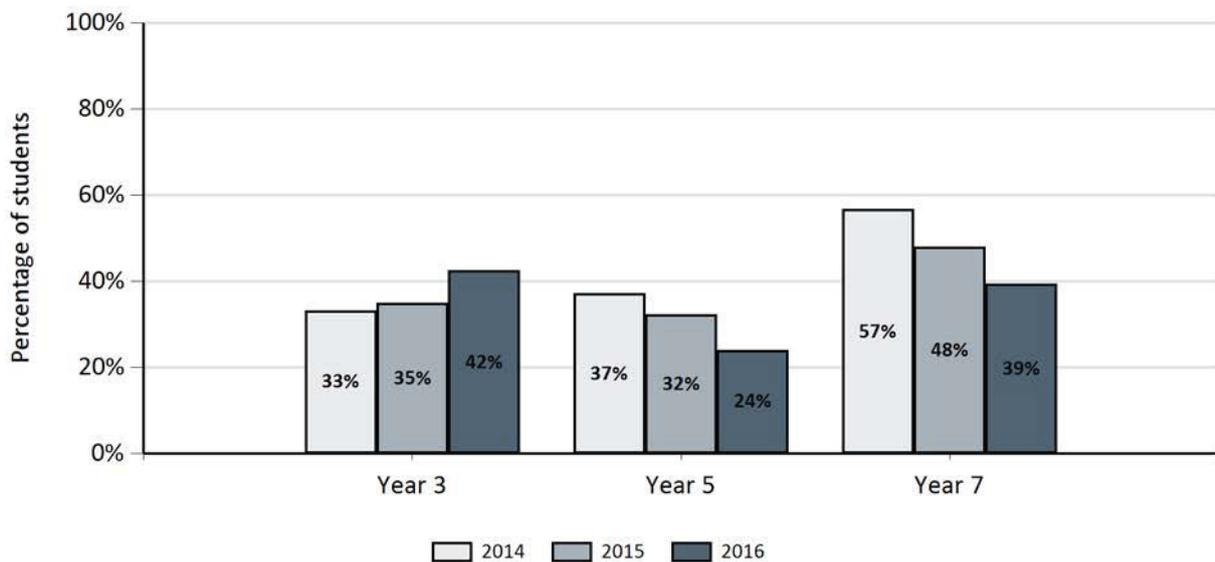
Another recommendation from the external review was to ensure higher levels of student achievement by enabling all staff to easily enter and track information about each student's learning and growth. We purchased Scorelink in 2016 and trained all staff in its use. We also held data analysis sessions during staff meeting to support and build teachers capacity to use data to plan for targeted teaching. Towards the end of 2016 we decided to purchase an integrated data system to support the tracking and monitoring of student achievement data as well as attendance.

Performance Summary

NAPLAN Proficiency

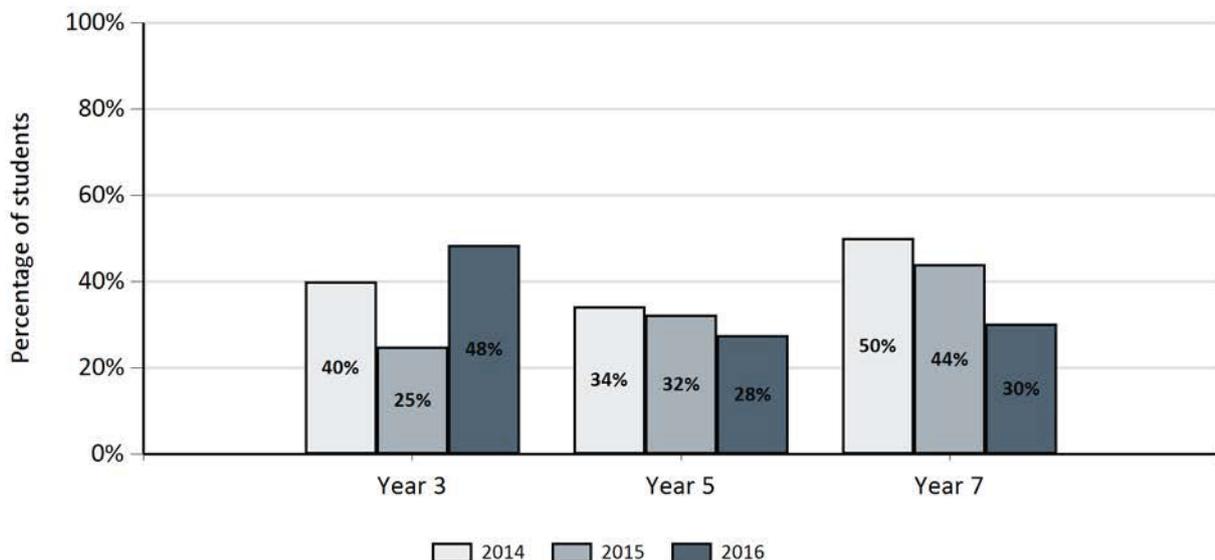
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 39% | 35% | 25% |
| Middle progress group | 44% | 39% | 50% |
| Upper progress group | 17% | 26% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 35% | 41% | 25% |
| Middle progress group | 50% | 45% | 50% |
| Upper progress group | 15% | 14% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands** | |
|------------------------|----------------------------------|----------|--|----------|--|----------|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 3 2016 | 33 | 33 | 6 | 4 | 18% | 12% |
| Year 3 2014-16 Average | 34.3 | 34.3 | 4.7 | 3.3 | 14% | 10% |
| Year 5 2016 | 29 | 29 | 1 | 1 | 3% | 3% |
| Year 5 2014-16 Average | 33.7 | 33.7 | 3.0 | 2.0 | 9% | 6% |
| Year 7 2016 | 33 | 33 | 1 | 1 | 3% | 3% |
| Year 7 2014-16 Average | 29.3 | 29.3 | 1.0 | 1.0 | 3% | 3% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

In 2016 Augusta Park Primary School had an average of 82% student participation in NAPLAN amongst the Year 3, 5 and 7 students. The data shows a positive shift in mean scores for both Year 3 and 5 students and some outstanding individual results. However we are still working towards achieving our schools targets and having all our students reach the DECD minimum Standard of Education Achievement (SEA).

Our reading data for 2016 shows 42% of Year 3 students achieving above the minimum standard which is an increase of 7% from last year. Data also shows 24% of Year 5 students and 39% of Year 7 students reaching the DECD SEA. In 2016 this is an 8% and 9% decrease respectively for our Year 5 and 7 students.

Our numeracy data shows 48% of our Year 3 students achieved above the minimum standard. This cohort again achieved well compared to previous year cohorts with a 23% improvement on last year. Data also shows 28% of Year 5 students and 30% of Year 7 students reached the DECD SEA. This is a decline from previous years with a 4% decrease for Year 5 students and a 14% decrease for Year 7 students. These results show that a number of students are not meeting the DECD minimum standards in both reading and numeracy.

The average scores for our Year 7 cohort are below state averages however there was significant above average growth for this cohort of students, exceeding the state's growth average. Our Year 3 cohort showed improvement from previous years with the highest percentage of students achieving in the upper two bands, an increase of 4% in reading and 2% in numeracy. Both of our Year 5 and 7 student cohorts results declined compared to 2015 in both reading and numeracy. The Year 5's had fewer students performing in the upper two bands decreasing 6% in Reading and 3% in numeracy. The Year 7's student achievement in NAPLAN remained the same at just 3% of all Year 7 students achieving in the upper two bands.

Our PAT analysis supports the NAPLAN results and identifies that we have students who are not meeting the DECD SEA for both reading and numeracy. Further analysis of data was conducted with teaching staff during a student free day. This identified a number of key content areas that we need to focus on.

Running Records: In 2016 33% of Receptions met DECD SEA. As a result we will focus on approaches to reading for school starters. The Year 1 intervention program has shown excellent results with over 55% of our Year 1 students now meeting the DECD SEA targets. Approximately 50% of Year 2 student met the DECD SEA.

Staff made key recommendations to guide learning and direction in 2017. These included further work in developing reading comprehension for students with a focus on vocabulary development through intentional oral language, an increased focus on spatial problem solving in the Early Years. A whole school focus on number sense, place value, decimal and fractions and a continued focus on executive functions to improve learner dispositions. These recommendations will help to guide the 2017 Site Improvement Plan.

Attendance

| Year level | 2014 | 2015 | 2016 |
|---------------|--------|-------|-------|
| Reception | 83.8% | 83.3% | 80.2% |
| Year 01 | 82.4% | 81.3% | 81.4% |
| Year 02 | 81.6% | 81.6% | 82.0% |
| Year 03 | 82.1% | 84.8% | 82.5% |
| Year 04 | 89.8% | 82.9% | 84.6% |
| Year 05 | 89.8% | 88.4% | 78.6% |
| Year 06 | 91.9% | 87.9% | 86.5% |
| Year 07 | 89.1% | 90.0% | 85.1% |
| Primary Other | 87.7% | 89.1% | 71.1% |
| Year 08 | 100.0% | | |
| Total | 86.1% | 85.0% | 82.5% |

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

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

Attendance Comment

In 2016 we revised the schools attendance policy. Student attendance was monitored by teachers, the ACE Team and the School Counsellor. An attendance committee was started and met weekly to monitor attendance and ensure implementation of early intervention strategies to support students and their families. Strategies included daily text messages/phone calls to families with students absent from school; daily home visits; referrals to the school STAR committee and Partnership Attendance and Engagement Officer. We also worked closely with the Partnership Aboriginal Services Engagement Officer.

Behaviour Management Comment

In 2016 there were 36 suspensions, 8 internal suspensions and 26 take homes relating to threatened/actual violence. There were 4 incidents of physical bullying resulting in 3 suspensions and 1 take home; 3 incidents of verbal/written bullying resulting in 2 internal suspensions and 1 take home; 6 incidents of sexual harassment resulted in 3 suspensions and 3 take homes; 4 incidents of racial harassment resulted in 3 suspensions and 1 take home.

Proactive measures include counselling support, participation in Anti-Bullying Day and regular visits by SAPOL to talk to students about harassment, bullying and appropriate use of social media. In 2017 we will review the social skills program, conduct analysis of student wellbeing and engagement surveys.

Client Opinion Summary

PARENT SURVEY: 33 families completed the survey that was sent out. Positive responses included:

- Families feeling they can talk to their child's teacher about concerns they might have.
- Families feeling that their child feels safe at the school and likes being at the school.

Responses that ranked lowest included:

- The school being well maintained
- Student behavior being well managed at the school

Recommendations: In 2017 we have grounds and facilities projects commencing to upgrade the front office area and landscape the school grounds. The social skills program will be reviewed.

STUDENT SURVEY: 100 students from Year 3 to Year 7 complete the student survey. Positive responses included:

- Teachers expecting students to do their best
- Teachers motivating students to learn
- Teachers providing students with useful feedback about their school work.

Responses that ranked lowest included:

- The school being well maintained
- Student behavior being well managed at the school

Recommendations: As mentioned above, this has been identified as a site priority for 2017.

STAFF SURVEY: 30 staff members completed the staff opinion survey. Positive responses included:

- Teachers expect students to do their best
- Teachers treat students fairly
- The school looks for ways to improve

Responses that ranked lowest included:

- The school being well maintained
- Students feeling safe at school
- Staff receiving useful feedback about their work.

Recommendations: As mentioned above upgrading facilities and grounds as well as reviewing the social skills program has been identified as a site priority for 2017. Next year we will also review our performance and development processes to ensure these are implemented as agreed to ensure staff receive useful feedback about their work. We will also be seeking further information from staff to ensure the feedback they receive meets their personal and professional development goals.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 2 | 2.1% |
| Other | 1 | 1.1% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 4 | 4.2% |
| Transfer to SA Govt School | 88 | 92.6% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

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

DECD Relevant History Screening

In 2016 we adhered to the DECD Screening and Suitability - Child Safety Policy and Procedure. As a result we sighted and kept copies of all ancillary staff, volunteers and Governing Council members' relevant history screening checks. These were also entered into EDSAS and/or HRS system as required. This also extended to third party providers, Canteen staff/volunteers and Pre-Service Teachers. The relevant history screening register was checked and updated each term. Staff were reminded of when their relevant history screening was due to expire allowing ample time to reapply.

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 | 36 |
| Post Graduate Qualifications | 7 |

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 1.0 | 22.6 | 4.3 | 14.2 |
| Persons | 1 | 23 | 6 | 19 |

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

Financial Statement

| Funding Source | Amount |
|----------------------|--------------|
| Grants: State | 4,018,512.55 |
| Grants: Commonwealth | 92,516.00 |
| Parent Contributions | 66,701.83 |
| Fund Raising | 9,164.45 |
| Other | 72,326.94 |

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

| Tier 2 Funding Section | Tier 2 Category (where applicable to the site) | Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress towards these outcomes |
|--|---|---|--|
| Targeted Funding for Individual Students | Improved Behaviour Management and Engagement | SSO's were employed to support students social skill development, social inclusion and engagement in the classroom and during playtimes. Mission Australia provided mentoring services to identified students. | Increased levels of engagement and a reduction in suspensions and take homes |
| Targeted Funding for Individual Students | Improved Outcomes for Students with an Additional Language or Dialect | An EALD teacher was employed to support teachers with the EALD process and programming and planning for students. An additional specialist teacher was employed to provide small group support for students in English. | Student ILP's were reviewed each term to determine progress towards goals. |
| Targeted Funding for Individual Students | Improved Outcomes for Students with Disabilities | Students were individually supported by SSO's to develop skills in literacy and numeracy as well as needs identified in their NEP. Special class teacher and SSO was employed for the Partnership small special class. | NEP reviews in Term 4 identified student progress in relation to goals set. |
| Targeted Funding for Groups of Students | Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy | Aboriginal students and families were supported by the Aboriginal Education Teacher and ACEO's to improve attendance and increase engagement with school. Aboriginal students also participated in QuickSmart, and Reading Intervention programs. | 22/71 Aboriginal students met/exceeded PAT R SEA 10/71 Aboriginal students met/exceeded the PAT M SEA 6/29 Aboriginal students met/exceeded running record SEA |
| Targeted Funding for Groups of Students | First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant | Student with Learning Difficulties grant was used to employ a special education teacher to work with teachers in programming and planning for students. The teacher also worked with small groups of students during the English. | |
| Program Funding for all Students | Australian Curriculum | Australian Curriculum funding contributed to the 1.0 FTE employment of the Partnership CPAC. Site based professional learning opportunities in AC were provided for staff. | |
| Program Funding for all Students | Aboriginal Languages Programs Initiatives | Funding was used to employ an Aboriginal staff member to provide advice and support for the delivery of cultural studies and teaching Aboriginal Languages across the Reception to Year 2 classes. | Improved student and staff understanding of Aboriginal Culture and Languages |
| Program Funding for all Students | Better Schools Funding | Funding contributed to the Literacy and Numeracy Coach salary. The coach worked with staff to improve pedagogy and delivered professional development to staff. Staff were also released to work with Deb Lasscock. | Improved task design and intentional teaching, increase pedagogical knowledge |
| Other Discretionary Funding | Specialist School Reporting (as required) | Not applicable | Not applicable |
| Other Discretionary Funding | Improved Outcomes for Gifted Students | Not applicable | Not applicable |
| Other Discretionary Funding | Primary School Counsellor (if applicable) | The Counsellor worked with students, families and teachers to develop proactive strategies to support students behavioural and social/emotional needs. Connecting families with services and student voice was also a focus. | Reduction in student suspensions. Increased service agency support to families. |