



Augusta Park Primary School 2018 annual report to the school community



Government
of South Australia
Department for Education

Augusta Park Primary School Number: 990

Partnership: Port Augusta - Quorn

Name of school principal:

Bec Mueller

Name of governing council chair:

Carah Curley

Date of endorsement:

4 March 2019

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 2018, the school had 14 Reception to Year 7 classes, which included the Port Augusta/Quorn Partnership Small Special Class and Primary Special Class. At the end of 2018, there were 245 students enrolled. The student population was diverse with 62% of Aboriginal students, 31% of students were identified as Students with a Disability and there were 170 students eligible for school card. Projected enrolment figures remain the same for 2019. Leadership positions in 2018 were Principal, Deputy Principal, Student Wellbeing Leader and Teaching and Learning Coach. The school had 21 Teachers and 22 Ancillary staff as well as a Canteen Manager and Grounds person.

At Augusta Park Primary School we continue to be guided by our vision of: strong culture, strong relationships, strong learners. To achieve our vision we work in partnership with families, students and staff to develop and promote collaborative relationship, expert staff, effective learning environments, challenging learning experiences, successful students and strong community connections. Commencing in 2018 we developed a detailed mission statement inclusive of family, student and staff voices to clearly communicate to our community and the general public our purpose and vision for the future. Both our vision and mission statements are now readily accessible on our newly designed website which was launched in August.

A highlight for 2018 was our involvement in community events. They instil in our students a sense of belonging as well as strengthen our connection to the wider community and provide a platform for our students and school to showcase students' talents. We are very grateful for the support and ongoing efforts of our school Governing Council who contribute to these events and help make them a success. At the start of the year we held our Family Afternoon Tea where families were invited into the school to visit their child's classroom as well as indulge in some scones, jam and cream. We were overwhelmed by the number of families who joined us for this event and also got involved in classroom activities during their visit. At the end of the year we held our annual Family Night which brought together the Augusta Park Primary School Community to celebrate the achievements of our students.

Governing council report

Firstly I would like to thank each member of Governing Council for volunteering their time to attend meetings and offering support and suggestions for the continual improvement of Augusta Park Primary school, your contributions are so valuable and I have appreciated the dedication everyone has shown. Special thanks to Bec Mueller and all the staff - especially Donna Irvine for the support and commitment they have shown throughout the year.

The Governing Council for 2018 was made up of 13 members, 10 elected parents, the school principal, a staff representative and a representative from Aboriginal Family Voice. Meetings were generally held twice a term however at times before events we were required to meet more frequently.

The separate fundraising sub committee was terminated at the beginning of this year however due to a lack of fundraising achieved this year it will possibly be reinstated next year with a focus on recruiting extra members to focus solely on different and unique fundraising opportunities. There was a substantial decrease in donations from the community and businesses this year for our Christmas raffle, however with the help of staff we still managed to pull together 8 amazing prizes and raise a significant amount at family night.

Highlights for 2018 included Sports Day, with a successful BBQ stall - thank you Georgia Irvine for your efforts as well as the drink and cake stall. Family night was also a major highlight, again with a BBQ, drink and cake stall. A Mother's/Father's Day stall was suggested to Governing Council by a parent, this suggestion was taken on board and a Father's Day stall was able to be organised by Tash Sghirripa where children were able to come and purchase small gifts. This was extremely successful with numerous students and parents commenting on the event which will now be continued each year for both celebrations.

There have been several large projects which have been approved however are yet to commence. These include landscaping the side of the school along Barry Street, the upgrade of the Library and the security fencing to enclose the school grounds.

Thank you again for the commitment and contributions of Governing Council members and the staff and students of Augusta Park Primary School.

Carah Curley
Chairperson Governing Council Augusta Park Primary School

Improvement planning and outcomes

In 2018 we continued to focus on tracking and monitoring every learners growth which included the publishing of the APPS student achievement data book, data wall displays and regular analysis of student achievement data. The whole school assessment schedule was reviewed to align with the Partnership. The PROBE assessment tool was introduced in Term 3 and all primary students who were independent readers were assessed using PROBE. Data analysis identified a need to focus on vocabulary development and comprehension.

As a result of our involvement in the Principal as Literacy Leaders (PALL's) project and Aboriginal Reading Project reading speech/oral language was a focus throughout 2018. The school employed a Speech Pathologist who worked closely with staff to build their capacity and understanding in oral language and speech development in students. They also provided 1:1 clinical sessions with identified students. Implementation of the 'strive for 5' approach proved effective in increasing the quality of oral communications with students. To improve student's access to books we established class libraries and a school book swap. Additional reading resources such as decodable texts were purchased. We also introduced the Mini-lit and Macqlit reading intervention programs.

In 2018 we continued to employ a Teaching and Learning coach to support teachers to develop their knowledge and understanding of pedagogical practices based on current research. The Coach is the Impact Coach for the Collaborative Impact (Visible Learning) Project. A team from Corwin Australia conducted a School Capability Assessment and noted significant improvement in teachers being inspired and passionate as well as knowing their impact.

Implementation of a whole site approach to teaching social skills through Play is the Way commenced to develop students personal well-being as well as increase students capacity to solve problems, act appropriately, be resilient and treat others with respect in order to maximise their learning opportunities. Whole school agreements were developed in order to support and establish the implementation of Play is the Way.

The key recommendations for 2019 are:

Increase student achievement in Year 3 reading. We aim to achieve this by rigorously and explicitly teaching phonological awareness, phonics, oral language and vocabulary as part of a structured and sequential English block. Key actions to be undertaken are: establishment of a data management team; screening of all Reception to Year 2 to determine reading readiness and early intervention strategies; professional development for teachers; explicit teaching of phonics; use of literacy progressions and teachers designing and teaching a structured English block.

Increase student achievement in writing in Years 3 and 5. We aim to achieve this by implementing a common approach to explicitly teaching daily writing which incorporates oral language, vocabulary and text knowledge. Key actions to be undertaken are: VCOP walls in every class; explicit teaching of daily writing using the Big Write approach; bi-termly assessment and moderation of students writing using the Big Write criterion scale; staff professional development as well as development of a writing scope and sequence.

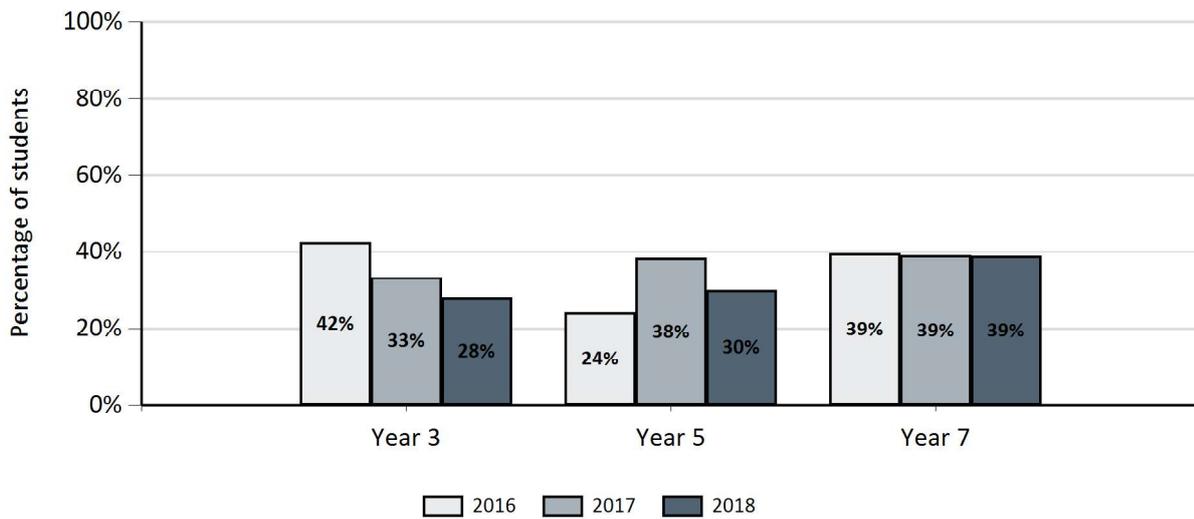
Increase student achievement in mathematics, particularly in the number strand. We aim to achieve this by developing a common approach to teaching 'Trust the Count' and 'Place Value. Key actions to be undertaken are: explicit teaching of trust the count and place value; implementation of structured and rigorous mathematics blocks; assessment and moderation of mathematics tasks; use of numeracy progressions; review resources and staff professional development.

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.

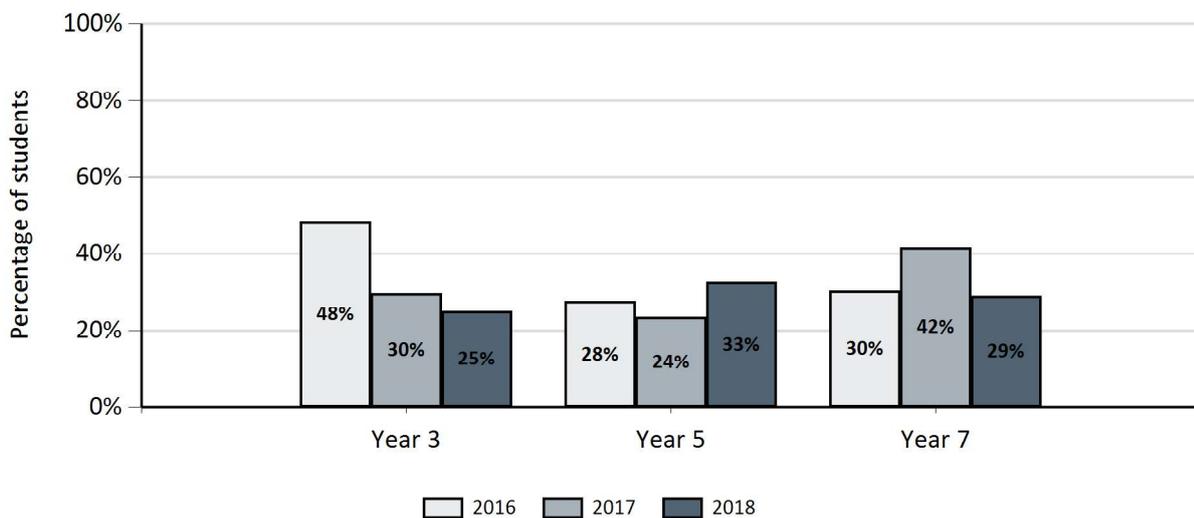
Reading



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	11%	12%	25%
Middle progress group	68%	41%	50%
Lower progress group	21%	47%	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	11%	7%	25%
Middle progress group	59%	57%	50%
Lower progress group	30%	36%	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	32	32	2	1	6%	3%
Year 3 2016-18 average	30.7	30.7	2.7	2.3	9%	8%
Year 5 2018	40	40	3	2	8%	5%
Year 5 2016-18 average	34.3	34.3	1.7	1.7	5%	5%
Year 7 2018	31	31	2	0	6%	0%
Year 7 2016-18 average	33.3	33.3	1.7	0.7	5%	2%

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

In 2018 Augusta Park Primary students had very low participation rates in the NAPLAN testing. When examining reading results, 2018 saw a decrease in the percentage of students reaching the Standards of Educational Achievement (SEA) across years 3 and 5 as a percentage when compared to previous years. The year 7 cohort have maintained the percentage achieving the SEA. When examining cohorts of students across years, 3-5 and 5-7 we saw a large proportion of these students demonstrating a medium amount of growth, while students showing upper levels of growth was significantly lower than state averages. There were a number of students that were identified as having lower levels of progress.

Numeracy results showed our highest percentage of students meeting SEA in year 5 numeracy for the last three years. The cohort of Year 3 students showed a 5% decrease when compared to the previous year's achievement while the Year 7 cohort reported a 13% decrease on the previous year's results. The downward trend for our year 3 numeracy has prompted a review of current practices. As a result of the review 'trusting the count' has been identified as an area of focus for 2019.

Augusta Park is oriented on growth and works to achieve high growth rates. This year shows that the largest area of growth was in the middle progress bands across years 3-5 and 5-7 however there were still large percentages in the lower progress bands. This data will support teachers to identify cohorts of students who didn't make desired growth and target their specific needs as this data tracks the same group of students over a two year period.

More students achieving in the top achievement bands is something we are striving for at Augusta Park Primary School. This year in reading we had 2 Year 3 students achieving in these bands, 3 in Year 5 and 2 in Year 7. Even fewer students achieved in the higher bands for numeracy. In term 4 significant work has been done to identify students' individual levels of achievement and identify targeted teaching strategies to support students to demonstrate higher levels of progress and support students already showing high levels of achievement to maintain their achievement in literacy and numeracy.

Teaching staff performed a detailed analysis of the 2018 NAPLAN results and identified trends across the school. This then led to recommendations for 2019 and supported the development of the Site Improvement Plan. Key elements include a focus on skills to support reading and numeracy development in the early years i.e. phonological awareness, synthetic phonics and 'Trust the Count'. A continued focus on vocabulary and oral language will support all learners across the school.

Attendance

Year level	2015	2016	2017	2018
Reception	81.1%	79.7%	84.9%	81.0%
Year 1	79.7%	80.5%	76.7%	83.0%
Year 2	79.1%	81.5%	78.4%	76.6%
Year 3	83.7%	83.0%	80.5%	79.8%
Year 4	80.1%	84.0%	85.7%	77.4%
Year 5	88.1%	79.8%	81.3%	80.0%
Year 6	86.8%	86.4%	75.8%	77.7%
Year 7	89.2%	86.1%	83.3%	70.1%
Primary other	86.2%	69.5%	69.2%	73.1%
Total	83.5%	82.5%	80.6%	78.0%

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

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

Attendance comment

Student attendance was monitored by the attendance ACEO and Student Wellbeing Leader through weekly meetings to monitor students of high risk and regular non-attendance. Early intervention strategies were used to improve attendance. This included daily text messages and phone calls as well as home visits to families where students had missed more than 3 consecutive days of school. We also worked closely with the DECD Attendance and Engagement Officer and other non-DECD service providers to support families and put in place strategies to ensure students reengaged with school.

Behaviour management comment

In 2018 there was 1 exclusion, 133 suspensions, 4 internal suspensions and 84 take homes relating to threatened or actual violence. There were 2 incidents of physical bullying resulting in 1 exclusion and 1 suspension; 18 incidents of verbal/written bullying resulting in 11 suspensions, 1 internal suspension and 6 take homes; 4 incidents of racial harassment resulted in 4 take homes.

Proactive approaches included working with SAPOL's Community Constables who delivered sessions about harassment, bullying and Cyber Safety. The Student Wellbeing Leader worked with Year 6/7 students to implement the Play at Lunch program. We also implemented the Interoception program in Term 4.

Client opinion summary

PARENT SURVEY: 20 families completed the survey that was sent out.

Positive responses included families feeling:

- The school is well maintained
- They can talk to their child's teacher about concerns they might have and that the school works with them to support their child's learning
- Their child feels safe at the school
- Their child likes being at the school
- The school looks for ways to improve

Responses that ranked lowest included:

- Student behaviour being well managed at the school
- Families feeling like their child's learning needs are being met and teachers are providing children with useful feedback.

Recommendations:

In 2019 we will continue to focus on 'Play is the Way' to develop student's social skills as well as creating an inclusive environment where our vision of a "strong culture, strong relationship, strong learners" is at the core of everything we do. In 2019 we will focus on improved communication and feedback to families and students about students learning through the implementation of our work as part of the Collaborative Impact Project. In addition we will ensure we are targeting the individual needs of students to support improved student learning outcomes and that this information is communicated to families to enable them to have input and provide feedback to us and their child.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	7.2%
Other	5	6.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	2.4%
Transfer to SA Govt School	70	84.3%
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

In 2019 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 and volunteers 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	5

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	3.0	22.4	4.4	14.1
Persons	3	23	5	20

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

Financial statement

Funding Source	Amount
Grants: State	\$4,643,481.68
Grants: Commonwealth	\$145,129.00
Parent Contributions	\$69,348.91
Fund Raising	\$2,750.94
Other	\$36,232.42

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	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.	Reduction in incidents and increased engagement levels for identified 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. Class teachers were also provided with release time to undertake the EALD moderation processes.	Student ILP's were reviewed each term to determine progress towards goals.
	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 teachers and SSO were employed for the Partnership special classes.	OCOP reviews in Term 4 identified student progress in relation to goals set.
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	Aboriginal students and families were supported by the AET and ACEO's to improve attendance and increase engagement with school. Aboriginal students also participated in QuickSmart and Reading Intervention programs. Students with Learning Difficulties grant was used to employ a special education teacher to work with teachers in programming and planning for students and developing One Child One Plan's (OCOP) for every student. Australian Curriculum funding contributed to the 1.0 FTE employment of the Partnership SLIP Coordinator. Site based professional learning opportunities in AC, moderation and assessment were provided for staff.	23/93 Aboriginal students met/exceeded PAT R SEA 18/73 Aboriginal students met/exceeded the PAT M SEA 10/49 Aboriginal students met/exceeded running record SEA
Program funding for all students	Australian Curriculum		
	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 7 classes.	Improved student and staff understanding of Aboriginal Culture and Languages
	Better schools funding	Funding contributed to the Teaching and Learning Coach salary who worked with teachers to improve pedagogy and delivered professional development to staff. All staff participated in the Collaborative Impact Project.	Improved task design and intentional teaching, increase pedagogical knowledge.
Other discretionary funding	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable
Primary school counsellor (if applicable)		Worked with students, families and teachers to support students behavioural and social/emotional needs. Connecting families with services was also a focus. Facilitated the implementation of Play is the Way	Increased service agency support to families. Implementation of Play is the Way