Aldinga Beach B-7
Annual Report
2014
1. CONTEXT

School Name: Aldinga Beach B-7 School  
School Number: 0222  
Principal: Lyn Langeluddecke  
Partnership: Sea and Vines

ENROLMENTS

- Our enrolments remain strong in that we continue to grow.
- This year census data (week 2 term 1) indicates 654 children were enrolled forming 27 classes: 12 junior primary and 15 primary.
- The implementation of the single starting date has resulted in fewer Reception enrolments, hence lower numbers overall.
- This year has seen over 126 transitions with 70 enrolments in to the school (excluding receptions) and 56 transfers out of the school.

Enrolment trends:

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<td><strong>Junior Primary Total</strong></td>
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<td><strong>Primary Total</strong></td>
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<td><strong>388</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
<td><strong>681</strong></td>
<td><strong>654</strong></td>
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**Statistical data 2014**

Enrolments and Staffing: 654
Total enrolments: Girls: 284 / Boys: 370
Full-time equivalent enrolments: 654
Teaching staff: 48
Full-time equivalent teaching staff: 45
Non-teaching staff: 26
Full-time equivalent non-teaching staff: 8.5

The core business of Aldinga Beach R-7 School is to provide an inclusive, quality education for students R-7. This is provided through the teaching of skills, knowledge and understandings within the eight required areas of study in a supportive learning environment. Literacy, Numeracy and Student Wellbeing are our areas of focus.

The school has a range of structures in place to support children from a range of diverse backgrounds, including a full time Counsellor, Christian Pastoral Support Workers, an Aboriginal Community Education Officer and a Mentoring Program. Special Education Support is provided and significant allocation of School Support Officer hours provides support to children across the school. The Aldinga Breakfast Club Program runs three mornings a week.

**General characteristics:**

- Students that attend the school come primarily from the local Aldinga area and from Sellicks Beach.
- The school has a diverse socio economic-structure. Index of Educational Disadvantage: Category 3
- The school is a category 3 school.
- Student enrolments have steadily increased and the levels of diversity and need have also increased.
- 8% transience, though this has decreased significantly due to the school enjoying a better reputation
- 2.75% Aboriginal (22 students) 1 AET (0.4) and ACEO (15 hours)
- 35% students with learning difficulties
- 5% NEP students
- 0.6%: Student language background other than English
- Attendance Rate 90%
Can it really be the end of 2014 already? Apparently Father Christmas believes so and is gearing up to visit Aldinga in a few short weeks. The year has once again been very full and saturated with our school name being confirmed as Aldinga Beach Birth-7, new learning, new routines and none as big as having to work out where to drop our children off as is the current state of Quinliven Rd!! I think you’ll mostly agree that the term ‘kiss & drop’ has had its meaning altered significantly! We as a Governing Council have been pleased to be a part of advocating for this redevelopment on behalf of the school, to ensure that our children’s safety was kept at the forefront of planning. A big thank you must go to David Dewar for all the consultation and meetings that have gone towards this improvement.

In April we welcomed the opening of the brand new and delightfully designed Aldinga Children’s Centre to our campus. We are enjoying developing the partnership with the centre and are also looking forward to strengthening these relationships further as we move forward together. Credit must go to Jane Moore, Lauren Jew and the team for such positive action in community development for the kids of Aldinga. The environment that has been created within & without brings such a lovely feel for the families that attend. We are very proud of all that you’ve brought to ABB-7.

It was our pleasure to host Chris Picton (April) and Jennifer Rankin (November) on separate occasions this year. We thank them for their advocacy for Aldinga and especially for the interest shown in our school.

2014 has seen the following working parties in action with the following highlights:

- **Fundraising** - Yr 7 outside settings and plaques, thanks to the Aldinga Men’s Shed for their assistance with this. Facilitating the discos and developing a great working relationship with the young leaders have proven to be of great success.
- **OSHC** - the opportunity to go over the position description for the Director was taken early in the year and interviews held. Gaynor Mayfield was successful in securing the position and the Council have been thrilled with the passion and forward planning that she has brought to the role in 2014. We look on with great anticipation for the new adventures that 2015 will bring.
- **Community** - it has been such a pleasure to have David Dewar head up the community working party once again this year. Having someone who knows how to go into bat for the needs of the school and can advise Governing Council on facility requirements has been an asset.
- **Education** - there has been a lot of work around the vision, values and motto and we congratulate them on putting in the hard yards to establish a direction for future years that builds on the strong foundations already in place.
- **Sports** - have seen the sports policy this year to bring the school up to date on all requirements. Thanks to all those who had input into this, your efforts are truly appreciated.

The Parent Network continues to be a successful venture for bringing people together after dropping their young ones off. In the last few months all reports indicate that this is a growing and thriving group of passionate individuals - we thank you for your dedication to being “linked in this way, and would encourage the
parent body to continue this endeavor. It is an important part of building community and bringing support to the school!! To all those who volunteer in classrooms, please continue to be welcoming to new parents and know that your support does not go unrecognised. Thanks also to all the extra parents who assisted with the working bee...your contribution really added value to the school and has not gone unnoticed.

Teachers at ABB-7 are a very dedicated bunch! Please know that your above and beyond efforts have brought so much to the student body in 2014 and has enriched the families of Aldinga. From organising excursions to class preparation and everything in-between we say congratulations on a fantastic year!

To the Senior Leadership group - your vision and guidance to the school has once again seen some brilliant inroads made and many connections for the future for our children. The passion you bring to your work and the giftedness of coming together as a team, with such positivity, helps us as Governing Council to want to come alongside and work towards a better school for Aldinga with you. With the opening of the Children's Centre in April and the new strategies being implemented throughout the school with regard to the learning environment, we all agree that Aldinga Beach B-7 has had a phenomenal year and is proving to be a thriving hub for learning and community.

**Retiring and Continuing Members of Governing Council 2014**

**2014 Resignations (2 years tenure completed)**

- Noelene Moffatt (10 years service)
- Priah Dean (2 years service)
- Emily Barber (2 years service)
- Derry Torney (2 years service)
- Tania Billingsley (10 years service)

**Continuing for 2015**

- Sharon Wilding
- Jessica Sweet
- Jenny Carter
3. LEADERSHIP REPORT

Increasing every child’s level of engagement is at the core of our work at Aldinga. This is an imperative as we are challenged as educators to equip children with the skills for their future (jobs that don’t exist yet, technologies that haven’t been invented, for which competition will be global) Our journey this year has led us through an inquiry around 21st century pedagogies. What we know is that traditional methods alone will not get us there and that children stand to gain a lot more from more personalized learning approaches with greater control over their learning. This has implications for teacher’s work as they take on different roles as mentor, coach and leader of self-directed learning programs.

Some of the key elements that are challenging our thinking are:
- The way we think about the physical space and the furnishings within the space.
- The way we integrate technology into learning.
- The way we personalise learning so that children are doing work that matters to them (underpinned by frequent assessment that ensures children are learning concepts they need to know and are attaining mastery) i.e. project based learning and passion driven learning.

This new thinking is bringing about small changes to the way we teach and structure the learning for our children.
Throughout this report, we will highlight some of the strategies that are contributing to our growth.

Developing the leadership team:
- Welcoming new team members in Jane Moore (Director-Children’s Centre), Mel Justice (Senior leader middle years) and Kris Mott (senior leader early years), bringing additional strengths and expertise to the leadership of the school.
- Allocating curriculum priorities to each leader with documented action plans and expectations.
- Ensuring that our knowledge is cutting edge through Professional Learning Conversations (PLC), attendance at Futures Conferences, articles and readings, research data and involvement in state projects and committees to lead change and to support staff in their work.

Building the capacity of our staff:
- Allocating $80,000 for staff professional learning for attendance at conferences, release for collaborative planning and Professional Learning Conversation (PLC) work.
- Teachers having a performance plan aligned to National Standards for Teachers and receiving feedback about their work.
Co-learning with staff and leaders through undertaking new learning in innovations and learning technologies at national conferences: Edutech and Future Schools and with national and international speakers at local conferences (Guy Claxton and Ann Baker).

Utilizing staff strengths in mentoring and coaching programs.

Aligning teacher’s practices with TfEL (personalised learning) and the Australian Curriculum (AC) (Geography, Science and Mathematics).

Professional learning in numeracy involving PLC, observation, modeling, reflection and group problem solving using Ann Baker Natural Mathematics which centers on investigative and problem based experiences. Leadership support from Wendy Silvestri (Numeracy coordinator).

Authentic alignment to the teaching of literacy through CAFÉ/Daily 5 across the school. Leadership support from Fiona Takos (reading teacher)

Reading improvement through a case management process where teachers share learner data and collaboratively devise strategies to build learner skills.

Developing a broader view of play based learning across the early years.

Supporting inquiry based projects through collegiate collaboration in PLCs.

Developing deprivatisation of teaching through shared practices: team teaching, class swapping and curriculum sharing.

Sharing practices and highlighting innovations through the staff meeting structure.

Utilising the AC implementation officer (Carolyn Mildrum) and Partnerships AC facilitator (Sarah Kavanagh) for staff learning.

Leadership support to staff in a planning, modeling and feedback cycle.

**Connecting the learning for children**

- Differentiating the learning so that every child’s learning is scaffolded at their ability level.

- Developing personalized learning approaches that provide greater learner voice and develop skills of inquiry and collaboration i.e. project work and passion learning.

- Setting up provocations to arouse children’s curiosity and develop a sense of wonder with learning.

- Ensuring consistency of curriculum and pedagogy across classes and year levels.
• Tracking children’s learning and providing intervention support for children whose progress is minimized (Refer intervention strategies below).

• Utilizing natural resources in the outdoors and local resources to enhance learning, including local visits to places of significance: Rock pools, reef, Ochre caves/cliffs, wash pools, scrub, wetlands, Kuipo forest and historical places.

• Providing authentic experiences through Wakakirri, Choir and Tournament of Minds.

• Supporting enrichment programs for children to excite and extend their thinking through: involvement with The Science and Maths School (inquiry projects), working with Flinders Uni on career and life aspirations and attending Uni for a day, research projects with the Onkaparinga Council (skate park), links with VOLT Youth program, Aldinga Community Centre and Shed program for senior students, Civics and Citizenship learning through the Canberra Camp.

• Connecting children with real life skills in gardening and cooking through the Stephanie Alexander kitchen garden program.

**Early Years**

This year has seen an excellent year in the JP classes. Classroom learning environments are inviting with strong curriculum and play in practice.

• The reception team has been studying the Reggio approach, which requires children to be seen as competent learners. The teachers have planned together using a child-centered approach to curriculum. Using provocations and class discussions, children learn through interaction with others.

• Teachers worked in self-selecting learning teams (PLC) to develop an aspect of their practice, some studying mindfulness, children as researchers, the child as a competent learner and ongoing learning with Daily 5 and CAFE. There have been exciting changes from all of these learning experiences.

• In term 2 our student free day centered on ‘The Child as a Competent Learner’ and the importance of play. We plan to continue this learning next year.

• Fiona Takos has been our Reading Teacher and has encouraged and supported all our staff with Daily 5/CAFE. This is bringing about improved literacy learning for our children. Fiona has skillfully integrated technology through the use of a bank of IPADs, which are used in all classrooms to promote reading.

• The JP team was lucky enough to be given a grant for $10,000 for play equipment and have refurbished the play centre creating very exciting new play areas for children.
Three JP teachers attended maths training with Anne Baker and reflected on their teaching approaches in maths and numeracy. There are some exciting outcomes in classrooms with programs encouraging problem solving, reasoning, fluency and understanding.  

(Report prepared by Kris Mott)

Our "Primary Years Team" continues to go from strength to strength. This year we welcome two new members to our team. Kylie Brennan, who took a year 4 class and Aleesha Parsons who took over from Belinda Bradford currently on maternity leave.

We would also like to acknowledge the work of Lorraine Hailstone. Lorraine has worked in a number of classes for an extended period due to illness. There have been many highlights throughout the year.

Some of these include:

- The Stephanie Alexander Kitchen Garden program is one of the best in the state. We welcomed Claudia Peoples, Kate Washington as our garden specialists and Tamara George as our Kitchen specialist. The team in conjunction with the teachers provided a rich learning environment for students and provided real life skills that students will have for life.

- Daily 5 and Cafe have been adopted in all classrooms leading to improved reading results throughout the year levels.

- Anne Baker maths has also been a focus this year, with the team working with Ann on a number of occasions as well as our numeracy coordinator Wendy Silvestri.

- The Primary year’s professional learning community (PLC) have focused on the passions of students and inquiry questioning.

- Excursions have been plentiful including trips to the desal plant, Bunnings, SA Water, recycle plants, photography exhibitions and beach just to name a few.  

(Report prepared by Dave HS)

Middle Years

The focus for the middle years staff and learners has been on the development of powerful learners who are able to work independently, collaborate, problem solve and develop a curiosity within our learners that sees them researching and inquiring on a global scale. This has led to an exploration of the pedagogies we use and a commitment to bringing greater learner voice into what and how they learn. Teachers have begun to develop knowledge and expertise in CAFÉ pedagogy and Daily 5 Literacy block structure. They have also started to explore SOLE - self organized learning environments, passion hour, problem based and project based learning. Again, all of these require the learners develop the skills of collaboration, creative problem solving and critical thinking.
To nurture these powerful learners the Middle Years teachers have entered into a partnership with The Australian Science and Mathematics School (ASMS). Year 5/6/7 learners have attended the school each Thursday for the Adventure Space program where they have been mentored by year 11 students in inquiry learning. Our learners have undertaken inquiries into robotics, 3D printing, the intersection of Science and Art, Science and Cooking, Mathematics, Sports and Medicine and History.

Involvement with ASMS has led to learners experiencing a different learning environment and how the design of the learning space changes depending on whether the learners are collaborating, needing individual focused learning spaces or involved in explicit teaching as a whole class.

Another strategy we have introduced is the Passports to Success. These are aimed at acknowledging the skills that the learners develop on their journey towards becoming a powerful learner. The learners move through levels of passports from 3 to 5 star with increasing levels of independence awarded.

This year a partnership was established with Flinders University and the year 7 students worked with Flinders Students Access Team to build and widen their life aspirations to include tertiary education- to bring the option of university into their world. This involved working with Flinders Staff to map their ‘River Journey’ or life to date and beyond. This is then followed up by being a uni student for a day during which the year 7 learners attend university lectures and tutorials and become Flinders Uni students for the day.

The middle years have been involved in a raft of learning experiences this year including Wakakirri, Festival Choir, Tournament of Minds and Aquatics- all of these were aimed developing and nurturing creative and collaborate powerful learners.

Excursions were all linked to the Australian Curriculum and were another important strategy aimed at immersing students in different learning environments. Excursions this year have included the Canberra 5 day camp, Burns class 4 day camp to Victoria, Elsie Klocke’s overnight camp at Monarto along with a range of day excursions in the local area and beyond.

We held our first Middle Years Conference which included Active Ed running a day of challenges that demanded collaboration, creative problem solving and critical thinking. This will be expanded in 2015 to include Active Ed, Flinders Uni, Local Police.

(Report prepared by Mel Justice)

Increased parent caregiver and community partnerships
We are very committed to the partnership with parents/carers and community and the diversity and richness this provides for our staff and children. Community confidence in our school continues to grow and is strengthened through positive involvement of families and wider community.

- Regular training sessions for volunteers (school policies and ethical behavior, DCSI clearances, RAN training).
- 120 approved volunteers on our data base.
Partnering with the Governing Council (GC) and committees to strengthen parent voice in decision-making and in determining pathways for school policy and programs. GC Committees have been active in driving improvements across all sectors (finance, fundraising, sport, education, canteen and OSHC).

Ongoing support to teachers and children through class support, reading, library assistance, one on one tutoring, support at camps, discos, canteen and community events.

25 classes having a class parent rep and 10 regulars at meetings once/term. This has led to more families feeling connected to the school and each other, assisting at functions, disseminating information and providing better feedback.

Coffee and chat mornings continue to connect families in an informal way.

Linking with the local churches through mentoring activities, games and cultural activities.

(Report prepared by Lyn Langeluddecke)

Mentoring
2014 has seen approximately 90 students progress through the Aldinga Beach R-7 Mentoring Program.

- 50 students have participated in the R-5 program.
- 40 students have participated in the 6-7 program.
- 15 mentors have participated.
- 6 new mentors (clay, guitar, woodwork, active boys, scrabble and life skills for juniors).
- Activities – Life Skills / crafts, woodwork, active boys, Boys and Blokes, film / dance, photography, clay, guitar, scrabble and intergenerational mentoring for junior boys.
- All year 7 students have had the opportunity to participate in the off-site Generations Together Mentoring Program at the Aldinga Beach Community Shed.
- High quality products such as tool boxes, stools, glass jewelry and ceramics were produced. This is of high school standard and complexity. The addition of a potter’s wheel has added an additional challenge for the students.
- $3,000 secured from the Aldinga Beach Community Bank, a branch of the Bendigo Bank, to fund the Generations Together Program for terms 2 and 3 after the expenditure of the previous NAB Bank funding, which has funded the program for the last 3.5 years.
• $8500 + GST secured from ICAN (Innovative Community Action Network) to resource the program in 2015.

• A focus on peer education in the Generations program in 2015.

• 10 Year 5 boys visited the South Talk Men’s group on Commemoration Day for a shared lunch, a presentation from a Paramedic and a chance to discuss living through a war with some of the group members who have experienced war.

(Report prepared by Shane Scott)

Partnerships with neighboring sites
The way of the future has seen a restructuring of all sites, both kindies and schools (13 in total) into cooperating geographical Partnerships. Aldinga B-7 and Children’s Centre is part of the Sea and Vines Partnership and although in its infancy, site leaders have been meeting regularly to develop a vision for how our sites will work together collectively to improve the learning for all of children. This model will see resources allocated to the Partnership according to need. Site leaders have identified ‘powerful learning’ in numeracy as the focus for 2015, which will see a professional program in place for leaders across the 13 sites. This in turn will bring about a whole school approach to numeracy across sites.

Children’s Centre and links with School
Although much of the landscape and design elements of the Children’s Centre were developed before the appointment of the Director, Jane Moore, it is through her leadership that the birth to 7 vision has been enacted strengthening the quality of education we offer the children of Aldinga. Recent comments from families through the kindy transition program emphasised the convenience of care and education all being in the one place. Certainly school partnerships were seen to be a helpful factor in ensuring continuity for children’s learning across both sectors with reception teachers linking the curriculum with the work of the kindy program. Other advantages are the improved parenting opportunities provided by the health sector and the provision for early intervention for children. The leadership connection with Jane’s work crossing over into the school has supported a strong B-2 approach and although evolving still, is already evident through joint activities between teachers, classes and programs.

Other highlights include:
• Our Big Back Yard Project which won the Children’s Week Award
• Cuppa for Heart Kids raised $2000 and supported local families. This was a joint project with the school, Children’s Centre and Aldinga Community Kindergarten
• CEFPI International Architecture conference visit by leading world architects and educators
• Commencement in term 2 with 40 kindergarten families and 90 Occasional Care Families
- High attendance at parenting program’s and other services e.g. Financial counseling and mental health counseling

(Report prepared by Jane Moore and Lyn Langeluddecke)

**Improvements in Information Communication Technology (ICT)**

ICT has undergone some significant backend enhancements that should see major improvement throughout 2015. Our ultimate goal is to have technology seamlessly integrated into all classrooms throughout the school. This will be in the form of BYO devices and portable technologies.

Some achievements in 2014 include:

- Taking a group of Teachers to Edutech (Brisbane) looking at the latest trends in ICT in education. We are seeing changes in practices as a result.

- Appointment of Kieran Moors as ICT coordinator, working alongside teachers in the use of ICT in classrooms.

- Trailing of iPad in junior primary classes.

- Establishing our school Facebook page.

- Creating our new school website.

- The use of Edmodo as a communication tool for teachers and some classes.

- Establishment of class blogs.

- Use of robotics to engage students.

- Development of the school BYO device policy.

- Establishment of second wireless network Replacement of teacher computers.

- The contracting “Economic Outlook” who are responsible for the upgrading and maintenance of our networking infrastructure.

During 2015 the school will be using a new web based software system Sentral to track student progress, write reports, manage absence and establish improved parent communication structures.

2015 looks like it will be a very exciting year.  

(Report prepared by Dave H-S)
**Special Education summary report 2014**

Our commitment to supporting students identified as having learning difficulties and/or disabilities has seen some intensive programs implemented this year.

During 2014 we assisted approximately 50 mainstream NEP (negotiated education plan) reception – year 7 students, identified as requiring ‘additional support’ following speech and language, psychology and/or autism assessments. These students received varying supports including:
- Participation in cooking groups, craft groups, speech, language and articulation programs, fine and gross motor programs, and numeracy and literacy enhancement programs.

These students were also supported to participate successfully within their mainstream classes, by documenting relevant class-based accommodations. During the year we also supported many students, identified as demonstrating significant numeracy and/or literacy difficulties (learning difficulties).

We used:
- the Quicksmart numeracy program with 16 year 6/7 students,
- the Multilit literacy program with 54 year 3-7 students, and
- the Minilit literacy program with 40 Reception – year 3 students.

Each of these programs provided the identified students with intensive (1:1, 2:1 and small group) intervention, 2-3 times per week. Students moved through the programs until ‘completion’.

*(Report prepared by Jill Harvie)*

**Aboriginal Cultural Programs 2014**

- We released our 2nd film “It’s Not the Colour of Your Skin” at BlackScreen at Hopgood Theatre Noarlunga during Reconciliation Week in May.
- Weekly tutoring for all Aboriginal students.
- Anika Bradshaw tutoring JP and Burda Sanders (AET) tutoring years 4-7.
- Parent / family support by Russell Milera (ACEO).
- "Inspire" project funded by Simon Hatji.
- 5 student/parent/family/community evenings or afternoons with inspirational Aboriginal speakers - Allan Sumner, Aboriginal musician and artist, Jared Thomas - Aboriginal author, Matt Osborne - Aboriginal marine biologist, Janice Rigney - Aboriginal basket weaver, Clem Newchurch - Aboriginal ASETO.
- Cultural awareness lessons for every class in the school - run in the Culture Room.
- Excursions for many classes to sites of significance to the local Kaurna people.

*(Report provided by Burda Sanders)*
Student Voice
Lee Adams and Mel Justice have coordinated the Young Leaders Program this year and for the first time 2 Young Leaders from 2013 were rolled over into the same positions in 2014. This meant that these experienced leaders could mentor the new executive. Young Leaders have been crucial in their role this year and have raised funds for Smith Family, Bandana Day, Heart Kids and 40 Hour Famine. They have also led a number of special events including the disco, the Minister’s visit, Remembrance Day and end of term assemblies. The Young Leaders were instrumental in ensuring that we held another Twilight Festival this year as they voted unanimously for this to continue. The Young Leaders Executive attended leadership training in term 1 and continued to build on these skills throughout the year. We have already enrolled in next year’s leadership development course and with 3 of our Year 6 executives rolling over they will be able to provide mentoring to our new executives in 2015.

(Report prepared by Mel Justice)

CONCLUSION
The 2014 Annual Report outlines our school’s progress towards achieving the improvement priorities detailed in the Site Learning Plan. The inclusion of a range of reports indicates the journey we are on and confirms our strengths and future priorities.

Our greatest resource is our staff who continue to expand their repertoire of skills as they look for new ways to challenge and engage our learners. The magnitude of their work is seen daily as they skilfully work with children with diverse needs, yet craft their expertise to make the learning exciting and meaningful.

The support of our administration team and student support staff (SSOs) are equally as skilful and conscientious. Together we make the difference. Our students need to be acknowledged for their enormous effort in reaching their academic potential and taking an active part in the myriad of special opportunities that the school has offered.

The Governing Council and staff have worked in partnership to ensure the provision of quality programs for students and service to the school community. We congratulate the work of our Governing Council this year in driving and supporting school improvements. Their involvement is critical to our forward journey and we greatly appreciate their interest and ideas.

We thank everyone in our school community for their confidence and support in making Aldinga Beach B-7 School a vibrant and dynamic learning place. Together we lead the learning for all students to achieve their potential.

We look forward to continuing to build this strong relationship in the future.

Lyn Langeluddecke, Dave Henty-Smith, Jane Moore, David Dewar, Mel Justice, Kris Mott and Nicky Clark
(Leadership Team)
4. SITE IMPROVEMENT PLANNING AND TARGETS

TARGET AREA: WELLBEING
PROJECT MANAGER: Nicky Clark and Lyn Langeluddecke

1. TARGETS
   - Reduction in student absences (aim for 93% attendance).
   - Reduction in number of children with documented suspensions, exclusions, violence and threatening behavior.
   - Increased number of children involved in interschool/community events.
   - Decrease in bullying statistics.

2. KEY STRATEGIES USED
   - Staff review attendance data each term and actively seek support to intervene with chronic non-attenders: referral to Counsellor and DECD Attendance Officer.
   - Staff updated in child protection curriculum (CPC) training, and providing explicit classroom teaching of CPC.
   - Engage families with support services i.e. FSA, Children’s Centre, Uniting Communities, Centacare.
   - Intervention support to children through programs that build relationships including What’s the Buzz?, Buddy Classes and Peer Mediation.
   - Staff providing weekly social skills lessons: circle time, building restorative practices, student voice.
   - Create a classroom culture of increased tolerance aligned to school values.
   - Focus on positives, strength based approach, intrinsic motivation, encourage optimism.
   - Develop pedagogy to engage children with social/emotional challenges.

3. PROGRESS TOWARDS IDENTIFIED TARGETS
   - Improved student attendance data by 0.7% since last year (89.3% 2013 to 90% 2014).
   - Expansion of interschool & community events including SAPSASA, Choir, and Wakakiri.
   - Bully behaviour surveys (see detailed results below).

4. FUTURE PRIORITIES
   - Recognise children who attend school regularly.
   - Individual and whole school attendance data provided to children with individual targets set for improvement.
- Reinstate Play is the Way as the core program.
- Develop ‘Beginning of the Year’ program around PITW rules.
- Allocate a leadership focus in 2015.
- Expand on relationships with Children’s Centre services and community organisations.

**Bully Behaviour Surveys (Comparative Summary)**

During Week 8 Term1 2014 an online survey was offered to all students at our school, in conjunction with the promotion of the National Day of Action Against Bullying & Violence. The survey was repeated during Week 2 Term 4 2014 using the same questions but by personally interviewing 1 male and 1 female from each classroom. In summary, Term 1: Term 4 comparative results for the years R-3 surveys indicated that:

- 34% of those surveyed had been talked about in a mean way at school in the last week, compared with 42% in Term 4
- 35% of those surveyed had been pushed, shoved or kicked at school in the last week, compared with 37% in Term 4
- 38% of those surveyed had others not let them join in on play at school in the last week, compared with 46% in Term 4
- 50% of those surveyed experienced the bullying behaviours in the playground, 69% on the oval, and 19% in the toilets, compared with 46% on the playground, 2% on the oval, 0% in the toilets, and 25% in the classroom, in Term 4.
- 76% of those surveyed reported that they usually feel safe at school, compared with 67% in Term 4.

In summary, Term 1: Term 4 comparative results for the years 3-7 surveys indicated that:

- Approximately 48% of students reported that they had been made fun of, called names or insulted at least once in the last week at school, compared with 38% in Term 4
- 11% of students reported that they had rumours created about them at school in the last week, compared with 19% in Term 4
- 39% of students reported to have been pushed, tripped or spat on in the last week at school, compared with 29% in Term 4
- 14% of students had their property destroyed on purpose during the last week, compared with 14% in Term 4
- 30% of students reported to have been left out of activities on purpose in the last week, compared with 19% in Term 4
- 11% of students reported to have had hurtful things said about them in the last week, compared with 10% in Term 4
- 42% of students reported experiencing these bullying behaviours in the classroom, 32% in the playground, 61% on the oval, and 3% in the toilets, compared with 19% in the classroom, 38% in the playground, 24% on the oval, and 43% in ‘other’ areas in the school in Term 4.

Most of the results were similar across the year. If we continue to use the same survey questions in coming years we should get an indication as to whether our anti-bully interventions are having an impact for our students.
TARGET AREA: Numeracy
PROJECT MANAGER: Wendy Silvestri

1. TARGETS:
   - Students will develop automaticity and accuracy
   - Students to move from mathematical to numerate
   - Improvement in NAPLAN (All students moving up a band)
   - More students showing growth between years 3-5, 5-7

2. KEY STRATEGIES USED
   - Quicksmart intervention for targeted students to improve automaticity
   - R-7 teachers use problematized situations regularly
   - Use a problem as a diagnostic assessment tool
   - Use second problem as a formative assessment tool
   - Implementation of S.T.A.R to support the teaching cycle

3. PROGRESS TOWARDS IDENTIFIED TARGETS

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Numeracy</td>
<td>337.2</td>
</tr>
</tbody>
</table>

Slight increase over the last three years. Although a bigger increase would be nice
   - Our growth from Year 5 – 7 is getting closer to the norm of 25% lower, 50% middle and 25% upper
   - Greater resilience and confidence in approaching the NAPLAN test
   - Pat-M and Quicksmart results are supporting that growth is happening

4. FUTURE PRIORITIES
   - Pat-M data taken at the same time so that we get more accurate data
   - Teachers being part of the analysis of PAT-M data (exploring the misconceptions)
   - Continue with problematized situations
   - Explicit teaching of problem solving strategies such as draw, make a table, try it two ways, etc.
   - Reflection built into maths lessons
   - Deep questioning techniques
   - Further professional learning
TARGET AREA: LITERACY
PROJECT MANAGER: Mel Justice

1. TARGETS:
   - 100% of staff implementing Daily 5 Literacy Block structure and using CAFÉ pedagogy for the explicit and personalised teaching of reading.
   - Students achieve at or above National Minimum Standard in Reading.
   - All R-2 learners on track to reach level 24 by the end of year 2

2. KEY STRATEGIES USED
   - Assessed school literacy policies and continued to develop these to meet the needs of our students and also meeting DECD requirements
   - Continued use of NAPLAN, PAT-R and Running Records to identify whole school, year level, cohort and individual learner priorities in reading
   - Reading Support Teacher and Literacy Coach supporting staff to develop deep understanding of the daily 5 and CAFÉ
   - Whole staff PD on Daily 5 and CAFÉ
   - Focused training of how Running Records fit into Daily 5 structure and CAFÉ pedagogy
   - Continued training in THRASS and Jolly Phonics
   - Continued collection of reading data to map all students onto the wave diagram to identify levels of intervention.
   - Introduction of Reading Case Management year level meetings 3 times/term
   - Individual goals set for every learner in reading. Revised regularly.
   - Every learner knowing the reading goal they are working on.

3. PROGRESS TOWARDS IDENTIFIED TARGETS
   - All teachers have received staff meeting PD in Daily 5 and CAFÉ. Most teachers have received coaching support with the implementation of daily 5 and CAFÉ.
   - Reading Case Management Meeting have been established with the discussion for each child focusing on the CAFÉ strategies they are working on in their personal goals; and teachers sharing expertise in the teaching of reading and how they can cater for the reading needs of all learners. This has aided towards a whole school responsibility for every child.
   - More rigorous collection and analysis of NAPLAN, PAT-R and Running Records data has started to be used to inform teaching practice, strategies to support engagement including intervention programs to enhance learning of all learners.
   - Most teachers have started to use a pensive to keep records on learner goals, achievement and reading behaviour.
   - More regular collection and analysis of running record data for ALL students reading level 28 or below R-year 7.
   - 68/94 Year 3 learners are achieving at NMS or above in reading.
   - 39/71 Year 5 learners are achieving at NMS or above in reading.
• 45/58 Year 7 learners are achieving at NMS or above in reading.
• Greater than 44.7% of year 2 learners achieved the target of level 24.
• Over 56% of Year 1 learners have achieved over level 16. They are on target to achieving level 24 by the end of year 2.
• 56.7% of Reception learners are achieving at level 6 or higher in reading. They are on track to achieve level 24 by the end of year 2.

4. FUTURE PRIORITIES

• Investigating the implementation of an uninterrupted literacy block daily.
• Continuation of 3 year commitment and emphasis on embedding Daily 5 and CAFÉ.
• Rigorous and regular interrogation of data by whole school.
• Linking of the Daily 5 to TfEL, AITSL.
• Review of the whole school literacy agreement.
• Continue to embed ICT across literacy.
• Develop of whole school plan on technology linking this with the AC General Capabilities (ICT).

5. STUDENT ACHIEVEMENT

Tens of thousands of Australians struggle with Numeracy and Literacy. QuickSmart Numeracy addresses this situation through an extensive research program aimed at narrowing the achievement gap. QuickSmart works by improving basic academic skills in literacy and numeracy. This year 12 of our students were involved in a QuickSmart numeracy program through our involvement in the ILNPP. QuickSmart involved students undergoing 3-30 minute sessions a week in an intensive math’s program. Two of our SSO s underwent training in the program and have been implementing it throughout the year. Each student on the program has made significant improvement throughout the year. We look forward to continue QuickSmart on during 2015.

5.1 RUNNING RECORDS

All classes in Junior Primary take running records to collect data and assess children’s reading skills in comprehension and fluency. Running records inform the teacher about what strategies the student needs to focus on and what skills the teacher needs to instruct and guide them to next develop next. These ongoing tests help to provide valuable information for supporting Daily 5 and CAFÉ.

This year our Reception classes have 56.7% of students above level 6. Over 56% of our year 1 students have achieved above level 16. This means that the students in reception and year 1 are on target to achieve the DECD year 2 target of level 24. Over 44.7% of students in year 2 achieved the target of level 24 to date in 2014.
Daily 5 has boosted the importance of running records for staff. They now take running records regularly to move children on and to encourage and celebrate progress. Daily 5 has improved the running record data in year 1 as these classes have begun Daily 5 with rigout. Year 1 students have achieved an average growth of 9 levels this year.

We have used a three wave model to identify students who are “at risk”, have “mild” reading ability, those who are “on track” and/or achieved past the recommended reading level for their current level of schooling. This is based on the DECD guidelines that a student should reach level 24 by the end of year 2.

To support our “at risk” students they have been participating in Minilit. This has included 17 year 2 students who have all made progress.

Minilit is a literacy support program. All of these students have increased their reading skills, have increased their phonemic awareness skills, comprehension skills, sight word knowledge and strategies to decode words. We have supported year 1 and 2 students through this program. This has included 17 year 1 students and 13 year 2 students who have all made progress.

Regular attendance for Minilit students has made the most impact.
5.2 NAPLAN

NAPLAN Data is used by staff to assist in the identification of strategic actions, site improvement priorities and whole school, year level, cohort and individual targets. Analysis has found that learners have a good knowledge of number and mathematical facts but struggle to use this knowledge when presented with problem solving. In literacy it has been found that our learners are able to find information stated directly in texts but struggle to infer and interpret.

Student Proficiency Bands

Year 3

- 60% of our learners in numeracy are above NMS
- 68.8% of learners are above NMS in reading.
- 57% of our learners are above NMS in writing.
- 56.6% are above NMS in spelling and 66.4% of learners are above NMS in grammar.
**Table 1: Year 3 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Numeracy</td>
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<td>23.2</td>
<td>17.1</td>
<td>25.6</td>
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<tr>
<td>Reading</td>
<td>18.1</td>
<td>13.3</td>
<td>13.3</td>
<td>18.1</td>
<td>21.7</td>
<td>15.7</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>17.1</td>
<td>23.2</td>
<td>39.0</td>
<td>7.3</td>
<td>12.2</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>14.5</td>
<td>28.9</td>
<td>7.2</td>
<td>25.3</td>
<td>13.3</td>
<td>10.8</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>18.1</td>
<td>15.7</td>
<td>20.5</td>
<td>18.1</td>
<td>13.3</td>
<td>14.5</td>
<td></td>
</tr>
</tbody>
</table>

**Year 5**
- Almost 50% are at NMS or higher in Numeracy
- 52.8% are at NMS or higher in Reading
- 57% are at NMS or higher in Writing
- 68.1% are at NMS or higher in spelling
- 55.3% are at NMS or higher in Grammar

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

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>16.4</td>
<td>34.2</td>
<td>24.7</td>
<td>23.3</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>22.2</td>
<td>25.0</td>
<td>15.3</td>
<td>20.8</td>
<td>12.5</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>26.4</td>
<td>16.7</td>
<td>40.3</td>
<td>11.1</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>9.7</td>
<td>22.2</td>
<td>30.6</td>
<td>22.2</td>
<td>13.9</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>22.2</td>
<td>22.2</td>
<td>23.6</td>
<td>19.4</td>
<td>9.7</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>
Year 7
- 62.2% of learners are achieving above NMS in numeracy
- 67.8% of learners are achieving above NMS in reading
- 72.7% of learners are achieving at NMS or above in writing
- 68.9% of learners are achieving above NMS in spelling
- 87% of learners are achieving at NMS or above in Grammar

Figure 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
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</tr>
<tr>
<td>Reading</td>
<td>6.9</td>
</tr>
<tr>
<td>Writing</td>
<td>27.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>15.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Analysis of our achievement across the year levels reveals that reading must remain a whole of school priority, along with numeracy. Continued support of teachers in developing expertise in the explicit teaching of reading using CAFÉ pedagogy and explicit teaching of problem solving strategies in mathematics will ensure improved outcomes for all learners. We need to set targets aimed at increasing numbers of students in higher proficiency bands at all year levels as most of our learners are currently achieving at or just above NMS.

Student Mean Scores
Mean score analysis across all year levels has seen little growth in mean scores and in some cases there has been a slight decrease. This suggests the need to continue to develop aligned practice in Literacy and Numeracy and the refinement of whole school agreements to ensure a seamless transition from R-7.
Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>337.2</td>
<td>345.8</td>
<td>350.2</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>359.1</td>
<td>362.4</td>
<td>379.2</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>349.2</td>
<td>348.2</td>
<td>328.5</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>363.0</td>
<td>365.2</td>
<td>360.9</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>354.4</td>
<td>370.7</td>
<td>355.2</td>
</tr>
</tbody>
</table>

Figure 5: Year 5 Mean Scores

Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>434.9</td>
<td>433.5</td>
<td>430.9</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>455.3</td>
<td>485.0</td>
<td>444.4</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>405.1</td>
<td>411.1</td>
<td>422.9</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>448.3</td>
<td>455.0</td>
<td>449.5</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>430.8</td>
<td>456.4</td>
<td>433.7</td>
</tr>
</tbody>
</table>
Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>491.5</td>
<td>504.2</td>
<td>497.0</td>
</tr>
<tr>
<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar</td>
<td>507.8</td>
<td>489.1</td>
<td>499.0</td>
</tr>
</tbody>
</table>

Growth
Analysis of growth data for year 5 and 7 learners supports the need for continued support of staff to develop pedagogy and expertise as we have too many learners demonstrating low or medium growth in both year levels for numeracy and reading. This data also reveals the urgency for personalized and targeted teaching so that every learner demonstrates growth. CAFÉ pedagogy will ensure personalized and targeted explicit teaching of reading whilst taking our learning deeper with problem solving in numeracy will ensure greater numbers of learners showing medium to upper growth. Targets should also be set for low, medium and high growth.

Figure 7: Year 3-5 Growth
NAPLAN School Growth: Year 3-5
Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>34.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>54.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>10.9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>34.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>52.2</td>
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</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>13.4</td>
<td></td>
</tr>
</tbody>
</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>30.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>50.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>19.6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>27.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>56.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>16.7</td>
<td></td>
</tr>
</tbody>
</table>

Summary of NAPLAN Data Analysis

Analysis confirms:
- the need to develop expertise in explicit teaching of reading and numeracy.
- The need to continue with Reading Case Management meeting based on learner achievement data
- Consider the introduction of Numeracy Case Management meetings
- Alignment of Literacy and Numeracy pedagogy and structures R-7
- Re-instatement of uninterrupted Literacy Block
- Rigorous and regular whole school analysis of data in literacy and numeracy

_Report prepared by Mel Justice_
6. STUDENT DATA

6.1 Attendance

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>90.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>86.1</td>
</tr>
<tr>
<td>Primary Other</td>
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</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.6</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.4</td>
</tr>
</tbody>
</table>

The above data shows us that our whole school student attendance has improved compared with last year, from 89.3% to 90.0%. Our year level figures show that our lowest attending year levels during 2014 were year 7’s, followed by year 1’s and Receptions. Our best attending year levels were year 3’s, followed by year 6’s and year 2’s.
A closer look at 2014 by term shows Term 1 with our best attendance at 90.5%, Term 2 at 89.1%, Term 3 our lowest at 86.8% and Term 4 at 89.5%.

Data for Southern Adelaide DECD primary schools also shows a small increase in student attendance, from 92% in 2013 to 92.03% in 2014.

This year our interventions to improve attendance have included week 0 staff presentation to staff by Karyn Williams (DECD Student Attendance Counsellor), termly class data review at staff meetings, and the use of MGM, our automated text message system. We make contact with the families/carers of chronic non attending students by telephone, meetings, or home visits, and we also refer these students to the Student Attendance Counsellor. Next year we will be adding to these interventions by providing a flyer of attendance information to all families at the start of Term 1, by providing students and their families with printed data on their attendance patterns, and by offering incentives to students improving their attendance.

### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>4.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>21</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>148</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
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</tbody>
</table>
7. CLIENT OPINION

The school surveyed the 3 major stakeholders at school to garner their opinions about the operation of the school. We have divided the results into the three groups. Parents, Students and Staff

Parent Survey

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Our Parent survey identified two areas that we will need to address over the upcoming year. They identified the management of student behavior, the maintenance of the school and listening to parent opinion as issues that had some concern to them. The parents were impressed at the way they are able to talk to the teachers about concerns they have with their children. Parents were pleased at the progress their children were making and also the high expectations teachers have of the students in their class.
Our students had some concerns over the way student behaviour was managed at school and also felt that their opinions were only at times, taken seriously.

The students overwhelmingly were quite positive overall with standout areas including, my Teachers expect me to do my best, my teachers motivate me to learn, and the school looks for ways to improve.
### Staff Survey

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Teachers identified 2 areas that were of concern. The way student behaviour was managed and that staff had their opinions listened to. On the whole however, there were positive outcomes in the areas of teachers expect students to do their best, teachers at the school treat students fairly and the school looks for ways to improve.

In summation, all three groups identified “Behaviour Management” as a concern and something the school will address in the future. The other area that scored a little lower in the survey was around the valuing of opinions from all three groups. Overall however school fared really well in the areas of expecting all students to do their best, teachers that are really motivating and the giving of feedback to all of our stakeholders.

8. ACCOUNTABILITY

8.2 Criminal History Screening

The school has around 120 approved volunteers who have completed the required Criminal History Screenings and have attended our volunteer training and mandatory training sessions which we have held each term.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>86</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</td>
</tr>
</tbody>
</table>

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>39.96</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>46</td>
</tr>
</tbody>
</table>
9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$5,411,806</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$20,934</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$221,836</td>
</tr>
<tr>
<td>Other</td>
<td>$681,165</td>
</tr>
</tbody>
</table>

10. OSHC

PROJECT MANAGER: Gaynor Mayfield

I am really excited to write this report this year as we have had a really positive albeit transitional year. I left and then I returned and I am grateful for the break that I had as it highlighted an important life philosophy for me and my team and that is that the grass is greener where you water it…this essentially means that if we are unhappy with something then we need to take the steps to make changes to improve it. We have really taken this on board and have made changes to our structures and routines to improve the quality of the care that we provide.

I would like to thank the school’s leadership team who have been very supportive of us during the transition and a big thank you to Sharon who has worked tirelessly to maintain the OSHC accounts and work with me to ensure that we are running to budget.

KEY ACTIONS
What improvements have we made?

Maintaining a high standard of care
As a staff team we have continued to strive to offer high quality care. We continually reflect on our practices and seek to make improvements where needed. We have had a lot of positive feedback and are confident that we will continue to offer high quality care into the future.

Developing the use of MTOP
We have embedded the OSHC learning framework into our practice and believe that we are meeting the educational needs of our students during their time in OSHC. Student voice is of high importance and we follow on from their interests and ideas. Staff have undertaken training on the framework and the principles and practices in the guide underpin our practices.

Reading with receptions
We decided at the beginning of the year that we needed to work with families to assist reception children during morning routines. We felt that it was valuable for the children in OSHC to read each day in their classroom with an OSHC educator. We wanted to improve their literacy levels and also further develop relationships with the children and early years educators.
Senior space
We have developed a senior program where our students in years 5, 6 and 7 have access to a separate space. We have noticed an improvement in engagement for our older children. They are enjoying having their own space and in the forthcoming year we will make further improvements to the organisation of this space.

Further developing our backyard space:
The extension of the backyard has been really welcomed by the OSHC. It is used daily and we feel that the natural focus that this play space has, has positively benefited the quality of play interactions that take place.

Images of the new and improved backyard.

Increasing Utilisation
We have not increased utilisation, but we have remained steady which is positive. We have had a number of new enrolments and feedback from families continues to remain positive.

Developing an awareness for fairness and social responsibility in our students
We have created several opportunities this year for us to develop the sense of fairness and global awareness in the children who use our service. We have tackled issues such as being more water aware and acknowledging the people around the world who don’t have access to clean drinking water and the devastating effects that lack of water can have. We also looked at ways that we can help and created changes to the OSHC routines to save water and become more sustainable. We have recently been fundraising and raising awareness for children’s cancer and brain cancer. The children planned and ran a cake stall for Cup Cakes for a Cure that raised over $300 for childhood cancer. We are currently midway through a ‘Treadmill Trek’ to Melbourne trying to raise awareness and money for brain cancer where the children are aiming to walk to Melbourne in one month and raise $1000 and lots of awareness in the process. For more information about the walk to Melbourne, or if you would like to donate please check out the following link:

We feel that the learning involved in all of these projects is extremely valuable in creating children who are socially aware and responsible and in developing a ‘can do’ attitude and the knowledge that they do have the power to create change. These philosophies fit really well in the OSHC learning framework MTOP.

**Improving the aesthetics**

We have worked really hard this last year to continue to improve the appeal of the OSHC room. We have changed the layout of the room and purchased new equipment to improve the look and feel of the room.

**Retaining Staff**

We have gone another year with the same team and the staff team is a real asset to the program. We have worked together to remain a positive and strong team that works well together. We have had consistency with rosters and are working with staff to ensure job satisfaction. Our core team has been together for 8 years which is a long time for an OSHC team as typically OSHC is a quite transient work force.

**MEASURES OF SUCCESS**

- The space is much more inviting
- A wonderful, well utilised backyard area
- Better use of school facilities
- A really well utilised OSHC room; coffee with parents, sheltered play and various community or special interest programs use our room
- Happier, more engaged children
- Retainment of staff
- Excellent feedback from family and children’s surveys
- Positive feedback from staff

**FUTURE PRIORITIES**

*Increase our utilisation, particularly in the 9 -12 age group.* To do this we intend to create special programmes that cater to their interests and abilities. We have commenced on this and have seen an increased enjoyment for those aged children

Increasing our use of the local community, we need to utilise our area more. Aldinga Beach is a diverse community that offers a lot of vendors and community groups that we could utilise better.

Building stronger relationships with school leadership, we need to continue to develop and strengthen our relationship with the leadership of Aldinga Beach R-7 to ensure that OSHC is well represented.

Increasing utilisation, we will need to keep a steady number of children and increase term by term.

Increasing the profile of OSHC throughout the school, we need to be in every newsletter with picture and up and coming events. We also need to make sure that we are represented at school events to build and strengthen our part of the school community.
Retaining staff we need to ensure that we continue to maintain a happy staff team as we have had consistency in our staffing for some time now and this makes a very positive impact to the children.
Twilight Celebration
November 2014

School raised over $1,900. This money will be spent on school projects in 2015.