

Ardtornish Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Ardtornish Primary School Number: 1540

Partnership: Modbury

Name of School Principal:

Mark Hansen

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Name of Governing Council Chair:

Danielle Sturtzel

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Date of Endorsement:

20th February 2017

School Context and Highlights

A reconfiguration of classes across the school, at the commencement of 2016, supported our commitment to developing strong team structures and employing resources effectively, to enhance student learning.

In 2016 we consolidated many existing programs and explored new ways of operating. Highlights included:

- Developing an Early Learning Unit for reception students that enabled a greater play based approach to instruction, with APS and Ardtornish Kindergarten staff participating in the Emilia Reggio inspired, Reimagining Childhood Project.
- Grouping the year 6/7 teachers so they could more effectively work in a team situation and develop a new learning environment with greater student ownership and opportunities to work in different settings.
- Coordinating our Read Write Inc, a synthetic phonics program, across all classes from R-3.
- Establishing a one on one Chromebook program for the majority of students in years 5 and 6 that increased their ability to use ICT in ways that enhanced their learning.
- Trialing in two classes an immersive approach to learning Japanese.
- Establishing in Years 1/2 classes the Kathy Walker investigative learning strategies.
- Supporting Year 6 students, as a part of their Economics & Business studies to established Pop Up businesses in Term 3. Over \$800 was raised for charities. Due to their success some year 5's & 6's also ran stalls at the school's fete.
- Implementing the "Fresh Start" Literacy Intervention Program across the upper primary classes.
- Exposing students to the theme of drones, droids and robots during National Science week in August.
- Introducing Coding to all classes. Students began to engage with coding activities with a great deal of enthusiasm.
- Our Festival of Music choir performing in August, and at assemblies and performing at the Australiana Christmas carols at Tea Tree Gully Uniting Church's Christmas Tree Festival and Golden Grove Village Shopping Centre.
- The creation of a whole School Mural - Book Week theme - Australia - Story Country. Each class had 4 frames on which to create collage pictures and sketches based on the theme. It is now displayed in the library.
- Implementing the use of a 'Natural Maths' approach to teaching mathematics across the school from R-7.
- Students engaging in environmental focused camps and excursion: - Year 6 Environment Camp and the Arbury Park and Murray Bridge Aquatics Camp.
- The SRC being highly active this year and running events such as our Enterprise day and discos.
- The extension of our PALS program (Play at Lunch Time) which was very successful as older primary students supported younger junior primary students to engage in a wide range of different play activities during lunch times.

Governing Council Report

Once again, this past year has demonstrated how well the Ardtornish community responds to and embraces change and improvement in many areas across our school.

Some of the changes that Governing Council was instrumental in discussing, approving and putting in place were:

- The very successful trial of the Chromebook program across several classrooms, which has now been reviewed and continued for 2017.
- Introduction of the Qkr! app for easier payment of school related expenses, including canteen ordering.
- Our Fundraising and Community Events (FACE) committee held the Annual Fete, Ladies' Night In, Mother's Day, Father's Day & Xmas stalls which all contributed towards the purchase of electric blinds in the hall.
- Our Grounds committee assisted with the establishment of a Gardening club. Funding was also approved for the very exciting re-design and landscape of our vegetable garden space for use as an outdoor classroom in 2017.
- The Sports committee conducted a review of coaches' information for our many sporting teams and hosted an appreciation night for those involved in the variety of sports within the school.

As always, I would like to thank the Front Office staff as well as the teaching staff and school leadership team, all of whom are a huge support network and very generous with their time and help to our school community. Thank you also to the Governing Council members and their committees for their hard work, dedication and commitment.

This is my final year at Ardtornish after nearly 11 years. It has always been a genuine privilege to represent our school community. I am incredibly proud of our school for so many reasons, not the least of which is the fact that my children have loved their time here and had access to wonderful, caring teachers and the opportunity to participate in a wide range of different activities. They attended our fantastic OSHC service. Before that, it was JF Clark Kindy and the Ardtornish Playgroup. At all times, they have been part of an amazing community and we, as parents, have been included in that.

Although the next stage is very exciting for us as a family, I will truly miss being part of Ardtornish and it will be hard to say goodbye, but I leave knowing it is in great hands.

Thank you.

Leanne Kean (Chairperson).

Improvement Planning and Outcomes

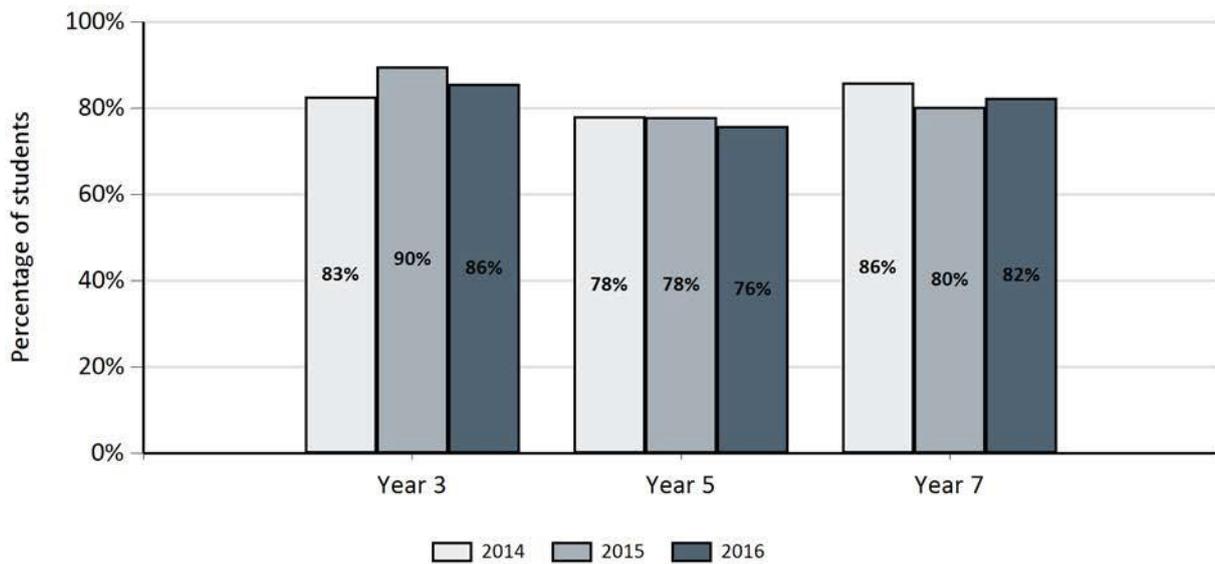
- Reviewed the implementation of the reading agreement to foster consistency of practice across classes and year levels. This led to the Fresh start program being run in the upper years. Students with poor phonic decoding skills were identified and supported to improve their skills. All students involved made significant improvements and gained in confidence as readers
- Read Write Inc. and Spalding Program were run across all classes in the JP and fully coordinated and as a result, our reading mean at year 3 level moved from the 4th to the 5th band.
- Staff undertook T&D in Formative Assessment practices and implemented a range of strategies, which enhanced student progress and supported intellectual stretch.
- Previous base line data for comprehension gathered from the PATR and Reading Recovery Levels was analyzed at the beginning of the year and SMARTA (Specific, Measurable, Attainable, Relevant, Time Bound & Agreed) targets were set for improvement by each teacher. Our staff's Professional Development processes were enhanced and linked to teacher's SMARTA goals. We implemented a system in which staff provided feedback to each other and shared theory practice in relation to school wide outcomes.
- Writing assessment records were kept each term and passed on at the end of the year. These records enabled the moderation of student work. There was a considerable improvement in students' writing skills at the Year 3 level and the mean for students moved from band 4 to 5. This was also true for spelling.
- We provided training to staff and parents in the use of ICT, with a focus on the use of iPads, Blogs and Google Apps. Students undertook training in:
 - Cyber safety – Class Links and SAPOL visit
 - Esmart Digital License for Years 5 - 7
 - Beginning Code - Programming using Scratch
 - Code for Juniors - Code.org account set up and tutorial lessons
 - The use of self-tutorials accessed on Youtube
 - Google – Documents and beyond - Years 3 - 7
 - Google Chromebooks - A direct link to your cloud account.
- Examined and implemented ways for students to become more involved in their own self-assessment, setting SMART goals and reporting on their own learning with a focus on formative assessment processes.
- Tried a one to one Chromebook program in Rooms 7, 8 & 31. This was highly successful and the overwhelming support from parents, means it will be extended in 2017 to the Year 5 – 7 and the 4/5 composite classes.
- An ICT Committee was established to support the effective implementation of ICT across the school.
- The development of a policy on the teaching of Growth and Development fine-tuned our practices and appropriate staff were trained in how to effectively deliver this area of the curriculum.
- Reception teachers participated in the ECHO reimagining childhood project and as an outcome our transition program was enhanced and staff explored a range of play based learning methodologies. The program continues into its second year in 2017.
- All students were explicitly taught about fixed and growth mindsets and the implications they have for learning and the language was used regularly as a part of teacher practice.
- Parents reported through a survey that they felt the 3 way interview processes we were using effectively met their expectations.

Performance Summary

NAPLAN Proficiency

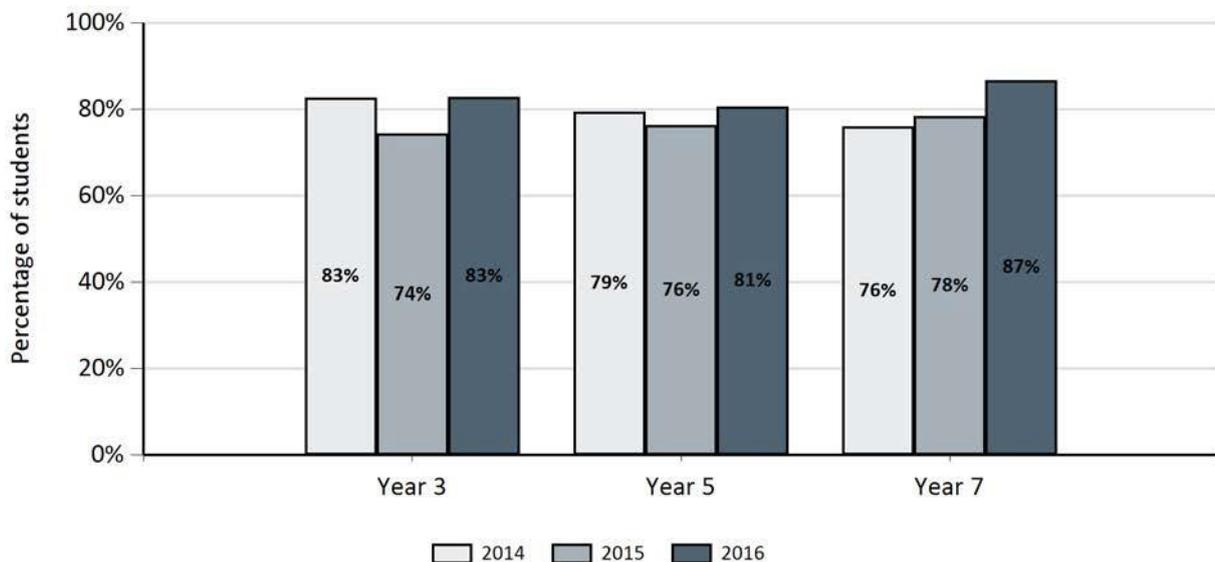
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	29%	22%	25%
Middle progress group	60%	60%	50%
Upper progress group	12%	18%	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	25%	25%	25%
Middle progress group	62%	53%	50%
Upper progress group	13%	22%	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	70	70	39	23	56%	33%
Year 3 2014-16 Average	55.7	55.7	26.0	18.7	47%	34%
Year 5 2016	62	62	21	17	34%	27%
Year 5 2014-16 Average	64.7	64.7	17.7	12.0	27%	19%
Year 7 2016	68	68	12	13	18%	19%
Year 7 2014-16 Average	56.3	56.3	10.0	12.3	18%	22%

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

Literacy:

In 2016 teachers consolidated their RWI skills and fine-tuned their organisation and practice to maximize student outcomes. The improvements in all areas of literacy at the Yr 3 level indicates that the consistent practices we have put in place are being effective.

The significant improvement of writing, at the year 3 level, reflects the focus we have placed on teaching genre writing more explicitly.

While our year 3 results were very pleasing both the year 5 and 7 level NAPLAN results are indicating that we need to keep writing development as a focus in 2017 and an analyse of our results shows a need to support students to use more sophisticated vocabulary and sentence structure in their writing.

In response to the year 7 reading results the school is continuing to place an emphasis on developing students' reading comprehension skills in 2017. Our ability to effectively track students reading rates and improvements as readers, once they become independent readers (after Reading Recovery Level 30), is a goal for 2017. The role of the school librarian in 2017 will focus on supporting staff to develop more effective ways of teaching comprehension skills across the curriculum and we will be revisiting the Sheena Cameron Reading Comprehension strategies.

A lack of phonics knowledge, amongst some students in the upper primary years, impacts negatively on their reading skills. Students transferring into our school from other sites often have poor word attack skills hence we have implemented the Read Write Inc. 'Fresh Start Program' to assist them to develop better skills. Students involved in the 2016 program responded well to the lessons and the program will be further extended in 2017.

Numeracy:

To improve student's mathematical proficiencies, we have continued to undertake training in the Natural Maths approach. Teachers report that students are showing more skill and confidence in undertaking problematised tasks and are demonstrating an ability to use a wider range of mathematical strategies to reach solutions to problems. Improvements in our numeracy results at all year levels are very encouraging as we implemented the use of practices that present students with more problematised mathematical situations.

We are also establishing the use of 'Top 5' goals in mathematics to support students to become more engaged in their own assessment and to make learning goals explicit.

Attendance

Year level	2014	2015	2016
Reception	91.1%	95.0%	94.5%
Year 01	95.1%	94.9%	94.7%
Year 02	92.7%	94.1%	94.4%
Year 03	95.2%	94.0%	95.0%
Year 04	94.6%	95.9%	93.1%
Year 05	95.2%	94.5%	94.1%
Year 06	95.1%	93.9%	94.3%
Year 07	95.5%	95.9%	92.9%
Total	94.4%	94.8%	94.2%

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

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

Attendance Comment

Attendance at Ardtornish is above DECD targets. Effective processes are in place to monitor and manage unexplained absences. One leading factor that impacts on our figures is the high numbers of students who go on holidays with their families outside of official school holiday date.

Behaviour Management Comment

Ardtornish has an anti-bullying policy published on its website along with advice about how to handle bullying

<http://www.ardtornps.sa.edu.au/pages/bullying.htm>

Anti-bullying training is run with all classes at the beginning of each year and appropriate practices are reinforced and reiterated regularly on a class-by-class basis, as well as at whole school assemblies. Several classes and small groups of students participated in a social skills enrichment program, 'What's the Buzz?'

Issues around behaviour and bullying are a permanent section of section of staff meetings. Trend data about behaviour is summarised and examined each term.

An annual "Interpersonal relationship survey" is used by staff with R-5 students to identify levels of bullying. Year 6 and 7 students participated in the DECD Student Wellbeing On-line Survey. This covered Social Emotional Development, Connectedness, School Experiences, Physical Health & Wellbeing and After School Activities.

Bullying is addressed effectively at Ardtornish and students are given support to address any incidents in line with a clearly stated Anti-Bullying policy. Behaviour management feedback is an agenda item at each staff meeting

Any issues of bullying result in teacher intervention as soon as they are reported.

Intervention and support follows restorative justice principles.

Client Opinion Summary

Staff feedback was overwhelmingly positive about the school's culture except in the area of school maintenance. This reflects the fact that much of schools infrastructure is aging and needs to be renewed. Staff most strongly agreed that we are a school that looks for ways to improve.

The parent Survey was sent to all parents and we had 18 respondents.

The feedback was very positive overall with most parents strongly agreeing with the majority of the questions. 83% reported that their children liked being at school and 78 % of parents strongly agreed that they could talk to their child's teacher about their concerns. Parents reflected the teachers' concerns about the maintenance of the school with only 72% of them considering it was well maintained

Student Survey.

Student Survey Results - 128 Responses

The percentage of students who responded in a positive manner to questions:

My teachers expect me to do my best: 95%)	My teachers provide me with useful feedback about my school work: 78%)
My school is well maintained: 73%)	Teachers at my school treat students fairly: Agreed 66% - disagreed 11%)
I can talk to my teachers about my concerns: 67% Agreed - 27% did not have an opinion)	Student behaviour is well managed at my school: 59% Agreed - 32% don't know as most issues are handled confidentially)
I like being at my school: 71%)	(I feel safe at my school: 84%)
My school looks for ways to improve: 81%)	(My school gives me opportunities to do interesting things: 71%)
(My teachers motivate me to learn: 83%)	My school takes students' opinions seriously: 53% Agreed - 12% disagreed)

Students overwhelmingly identified that teachers expected them to do their best and that they feel safe at school. 81% of students recognised that the school looks for ways to improve which is in line with teacher and parent responses. The issue with lowest student support relates to taking student opinion seriously. This is an area that we will explore ways of improving through student voice in 2017.

Intended Destination	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	20.9%
Transfer to SA Govt School	62	72.1%
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

An audit undertaken of our school processes showed we were fully compliant with the DECD Relevant History Screening Summary for Site Leaders document.

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	43
	Post Graduate Qualifications	9

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	0.6	24.4	0.0	12.2
Persons	1	28	0	16

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

Financial Statement

Funding Source	Amount
Grants: State	\$ 3 688 104
Grants: Commonwealth	\$ 21 400
Parent Contributions	\$ 144 200
Fund Raising	\$ 7 000
Other	\$ 16 272

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	Students with major behavioral issues received SSO assistance to keep them on task in lessons and to provide additional instruction. The monitoring of behaviour at play times meant students returned to class without inappropriate behavioural issues needing to be addressed in learning time. Staff worked closely with private agencies (e.g. Autism SA, Disabilities SA) to further support individual students.	Decrease in yard incidents involving supported students. Greater focus in class time and less interruption to teaching and learning.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD students received small group SSO support in Fresh Start, genre writing, guided reading, research skills outcomes:	Increase in L & L levels, assessed annually.
	Improved Outcomes for Students with Disabilities	All students with disabilities had individual learning plans that were effectively resourced, monitored and assessed. SSO provided support for students to give them either 1:1 or small group support. Teachers were released to plan NEPs and ILPs with SSOs & leadership at the start of each semester.	NEPs are regularly updated and student-learning goals are being worked towards/achieved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Aboriginal students with low L & L levels received SSO support. The Australian Curriculum funds were solely directed towards staff training and development and the acquisition of resources to specifically support implementation of the Australian Curriculum in line with our site plan priorities.	Maths and literacy were our main foci and funding enabled us to improve our maths pedagogy and lifted our students NAPLAN results in years 3, 5 and 7.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	This funding was directed toward enhancing literacy learning. The funding supported increased SSO time so that staff could form smaller student groups to which we deliver targeted programs.	Improved learning outcomes for students as a result of additional support. Improved staff to student ratios.
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Deputy Principal is released 0.2 to carry out the school counsellor role. This role however, permeates across the entire week as required. Deputy works in collaboration with our Pastoral Care Worker.	Students have greater access to support. Support is extended to families as required. Connections are made with outside agencies as needed.