

Aldgate Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Aldgate Primary School Number: 210

Partnership: Mount Lofty

Name of school principal:

Leah Kennewell

Name of governing council chairperson:

Date of endorsement:

School context and highlights

This year has marked the beginning of a number of changes. Nic Strevens won the position of science/STEM teacher and has continued to bring his passion for these areas to students and staff. His leadership of students entering the Oliphant Science Awards led to a record number of participants and category winners. The new health and PE teacher Cam Grigg has revitalised the focus on healthy activity and movement. Cam has been working with the students on the full range of their movement skills, and addressing some pre-existing gaps in student knowledge and understanding. We refreshed our Big Business entrepreneurship program. Increasing the focus on marketing and sustainable production, groups of students created their own webpages to advertise their products. Manufacture according to orders placed reduced wastage and distribution was successful. To preserve the hands-on money-handling and customer service, the students also devised stalls in term 4. These stalls were largely games and competitions based on the chance and probability learning that the students had been doing in class.

Our wellbeing coordinator Paula Raymond negotiated a program for vulnerable students at the local men's shed. This highly successful program helped boys to learn practical skills from some older mentors and practised the skills of persistence, design and careful measuring and cutting. Although the members of the men's shed have been wary about taking girls, they have indicated that the behaviours of the boys, and their own confidence has built so that they are happy to have girls participate in the program next year.

The STEM Bridge project, which sought to improve transition and increase ties between the collocated kindy and the school has been finalised. The learning that we have garnered through this project will be integrated into our ongoing relationship to support children and families.

Teachers have been invited to use the Seesaw app to improve communication with parents. Where this has been used it has been viewed very positively by parents. We are considering extending its use to an expectation for all teachers next year.

SRC has changed.

We have also begun work in our grounds. We have painted two murals. One was done by a local professional painter and one was designed and painted by students. We have bought in expertise to teach all of the students about growing plants and veggie gardening. We have planted a mix of fruit trees and native shrubs and ground covers.

Governing council report

It's a time for reflection and appreciation of the rich, diverse and engaging learning opportunities our children have at Aldgate Primary School. There have been many highlights across the year: Our state-of-the-art STEM room and science education with Mr Strevens, makes us the go-to STEM school in the hills – something to be really proud of!

In term 1 we had Sports Day – which just keeps getting better and better. Greenhill Living Gardening program – continuing on the legacy of Joe's garden, growing some wonderful produce, learning some really important skills and having heaps of fun.

We've seen some great improvements to our facilities, from the all-important toilet upgrade, to the stunning murals and playground improvements we see around the school.

Our choir took part in the festival of music and have entertained us beautifully.

The weekly volleyball training with Mr Huff has been fantastic, and has really helped develop the kids' skills – many of them have been accepted into the nationally renowned volleyball program at Heathfield High School.

Big Business took on a different form this year – building 21st century business skills, and was a great success.

And of course the many excursions and camps.

This is a school that gives every child the opportunity to be their best – and we have seen some outstanding achievements from our students this year:

- The knockout netball team made it to the SA grand final at Priceline Stadium – thanks to Ms Cazz for coaching the girls so well.

- We've seen excellent sporting achievements in swimming, mountain biking, athletics, hockey, soccer and more

- We've had students excel in chess, numerous commendations and prizes in the Oliphant science awards

- And, there have been some outstanding academic achievements, in the ICAS tests, and in NAPLAN

All this great stuff doesn't just happen, and there are many people to thank.

Thank you to the Governing Council members, for representing the school community and for your constructive input into the direction and focus of the school.

Our SSOs, our social worker Paula, Fiona our finance manager, the admin and IT team, grounds staff, volunteers – we say thank you, for all you do to make this school run so well

Samantha and the OSHC team – who look after our kids in the mornings, afternoons and school holidays.

Leah and Robyn – our principal and deputy, whose outstanding 21st century leadership encourages and enables staff and students to be their best!

Improvement planning - review and evaluate

The school has been trying in vain for some time to develop whole school agreements in English/literacy and maths/numeracy. This year we succeeded. We also developed a whole school agreement in STEM. This was accomplished by the staff collaborating in teams during staff meeting time and in their own time. We will implement these whole school agreements next year and modify using collaborative protocols as appropriate.

In English/literacy the particular professional development focus this year has been on the Brightpath assessment tool. Being new, there were some protocols that we should have emphasised. In particular, that both the first piece of writing and the second piece of writing need to be completed under the same conditions for the data to be valid. In maths/numeracy the focus has been on authentic problem solving as a lead to learning. Two teachers led the staff through a range of authentic problems during our pupil free day and that experience had a big impact on teachers. Robyn Neale led the collection of data on maths dispositions and the working group each had individual goals with regards to these. The data collected at the end of the year identified significant positive changes to the students' dispositions in maths, and expressly their willingness to make mistakes as well as persevere. The leadership of the STEM working group has supported teachers to continue to refine their understanding of STEM away from something similar to design technologies and much closer to the engineering design process. That process leads students to find authentic problems, design, trial and modify authentic solutions, and reflect on the multiple processes they have used. These areas will continue to be a focus next year as we build on our current successes.

Leadership has also continued to provide feedback on the teacher's term overviews in order to develop cohesion amongst the teaching staff. In particular, the expectation that the overviews align with the Australian Curriculum, and describe the learning sequence over the year. Including pedagogical approaches has also increased after explicit feedback. Including the desired amount of detail while resisting making the documents too long or impenetrable will be an ongoing balance we seek. This will continue to be a focus next year.

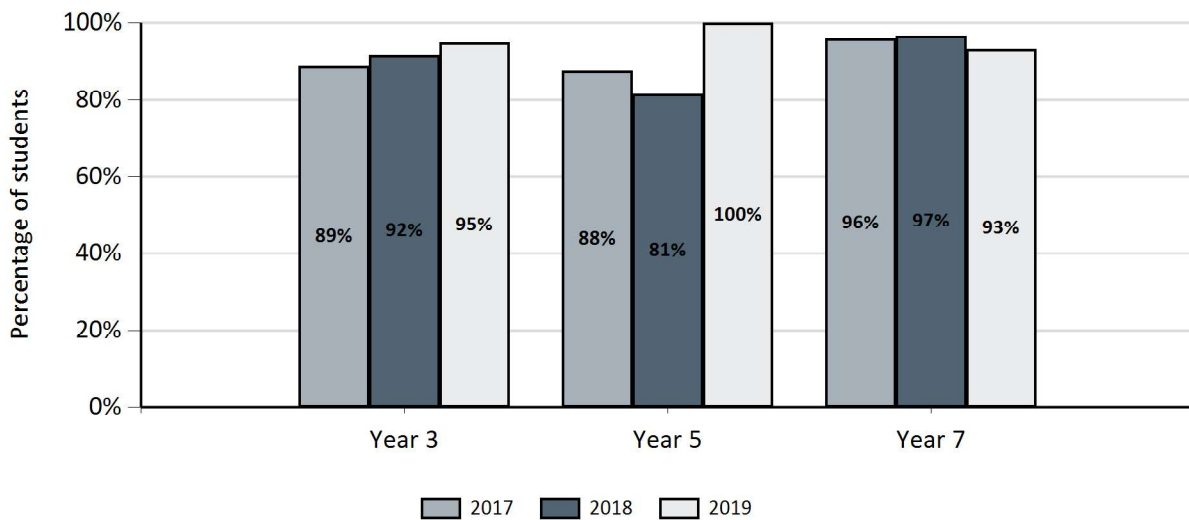
We trialled including students in the traditional parent-teacher interviews. Students were supported to lead the conversations in an age-appropriate way. We also increased the length of time of these meetings. On review, a third of the parents were very positive (because they appreciated hearing from their own children) a third of the parents were negative (because they wanted to have private conversations about concerns for their children) and a third of the parents were unsure (largely dependant on the capacity of their children to describe their learning). We are as yet unsure how we might improve our processes next year to build a more universally positive experience for families, but we will do our best to persevere.

Performance Summary

NAPLAN Proficiency

The Department 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.

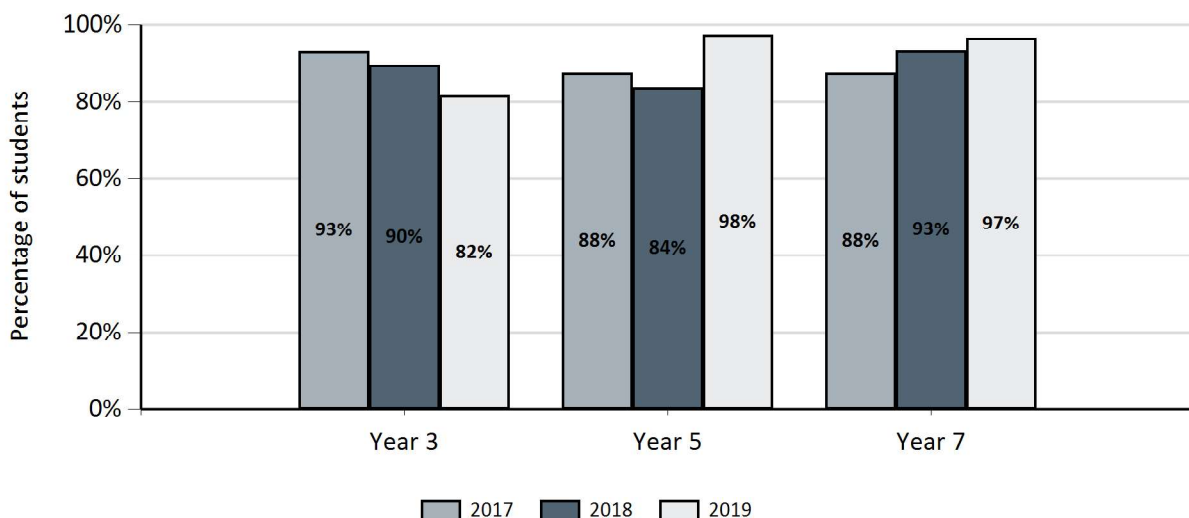
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	28%	24%	25%
Middle progress group	51%	45%	50%
Lower progress group	21%	31%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	31%	32%	25%
Middle progress group	54%	39%	50%
Lower progress group	15%	29%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	38	38	19	13	50%	34%
Year 3 2017-19 average	43.3	43.3	29.3	22.7	68%	52%
Year 5 2019	40	40	23	13	58%	33%
Year 5 2017-19 average	38.3	38.3	20.0	13.0	52%	34%
Year 7 2019	29	29	10	15	34%	52%
Year 7 2017-19 average	27.7	27.7	9.0	11.7	33%	42%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

With regard to the number of students achieving the SEA, I am very pleased with the results in the year 5 reading and numeracy improvements of 19% and 14% respectively. 100% of students reached SEA in reading and 98% reached SEA in numeracy. I attribute this to excellent collaborative teaching, as well as ensuring that students understood the genres of the tests, and allowing them to develop their own strategies for answering questions. While the year 3 reading test has a very small (3%) increase and a trend increase, the year 3 results in numeracy are 8% down over the previous year. It will be very important to determine what is the cause of this and act to counter it quickly. The year 7 test results in numeracy continue a small (4%) increasing trend in numeracy, yet there is an equivalent downwards trend in reading. Close examination of our classroom practices, and exploration of our pedagogy, including high impact teaching strategies will need to be pursued, as well as implementing appropriate differentiation to build increased success. I believe that all students, unless they have a diagnosed disability (and perhaps even then) should be supported to attain the SEA.

In examining the progression data, in reading there has been drops in both the upper and middle progress group of 4% and 6% respectively. In numeracy, the upper progress group remained stable, at the happy level of 32%, there has been a drop in the middle progress group and a subsequent increase in the lower bands group. How we continue to build motivation, have high expectations and differentiate to increase the high success that are students deserve, and are capable of, needs to be examined with renewed vigour.

With regard to students achieving in the upper bands, the year 5 average has held in numeracy and the year 7 average has held in reading. There has been an increase of 6% in the year 7 reading (over the average) and a 10% increase in numeracy over the 3 year average. I attribute these to the excellent collaboration of the teachers who use their strengths to support each other and their willingness to differentiate to support students. There has been an 18% decrease over the average in the year 3 test in both reading and numeracy. There may be some cohort impact here, yet I believe it needs much closer examination.

Aligning to the sequence of learning in the Australian Curriculum, best-practice pedagogical approaches, high impact teaching strategies, collaborative planning, differentiation and high expectations all need reinforcement as we move forward. Professional development, professional feedback through observation and explicit support, as well as alignment to our whole school agreements will be used as vehicles for improvement.

Attendance

Year level	2016	2017	2018	2019
Reception	93.4%	92.1%	92.6%	90.7%
Year 1	93.9%	94.5%	93.5%	93.2%
Year 2	93.7%	95.5%	94.0%	95.6%
Year 3	93.4%	92.4%	94.1%	94.0%
Year 4	94.5%	93.9%	93.4%	93.8%
Year 5	94.8%	94.8%	93.8%	94.7%
Year 6	94.1%	92.2%	92.9%	92.9%
Year 7	93.4%	92.8%	94.1%	93.0%
Total	93.9%	93.6%	93.6%	93.4%

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

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

Attendance comment

Attendance at the school remains stable at between 93.9% and 93.4% over the last 4 years. We will continue to monitor attendance and aim to reach 94%.

Behaviour support comment

Behaviour has not been a significant issue at the school this year. There has been a suspension for violent behaviour in term 1 and that seems to have made a significant positive impact on that student. There were a number of minor incidents that needed to be dealt with by leadership.

Client opinion summary

The opinion surveys reflected the full range of views about operations at the school. From communication being a strength to communication being a weakness, the responses reflect individual's experiences of the school.

Parents were very happy with the use of the Seesaw app in those classes where it was used. Parents felt that they gained useful insights into what their children were learning and that the information could support conversations at home about what had happened during the day. An issue was where it was used extensively in one year level or class, and not used for the sibling's year level or class. The disparity was noted a number of times. This then highlighted the different levels of communication from different teachers. For some families, the perceived lack of information about learning was an issue. Added to this, some parents found the 3-way conversations about student achievement limited the 'honest' conversations that they could have with teachers about student learning. We have highlighted that parents and carers can make appointments to meet with teachers outside the parameters of our formal reporting protocols.

There was a great deal of positive comments about teachers and ancillary staff. There was recognition of the strong work ethic of many of the staff, and how individual students were catered for. Parents noted that many teachers worked to ensure that the learning was engaging, relevant and hands-on. There were some comments about unnamed staff who were perceived to be non-communicative, unfriendly and unhappy in their chosen profession.

Comments from staff likewise reflected a wide and diverse range of opinions. Many staff indicated that they felt well supported, could share their learning programs and trusted the leadership team to make good decisions in collaboration with them. There was general assent that professional development was well targeted, and a recognition that we can't provide all the professional development that we might like to in any calendar year.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	10.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	18.8%
Transfer to SA Govt School	34	70.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

This occurs whenever it is needed.

Qualifications held by the teaching workforce 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	25
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	0.0	16.6	0.0	5.5
Persons	0	20	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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

2019 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 2019 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		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities		
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 Learning difficulties grant	Individual students have received ongoing learning support that is responsive to their needs. That has ranged from speech support to literacy and numeracy support through a cooking program. Eligible students are receiving direct interventions in literacy and numeracy, with a focus on addressing specific areas of identified need for each child.	We are seeing improvement in individual performance and confidence in attempting new learning.
Program funding for all students	Australian Curriculum	This has been used to fund professional development in literacy, numeracy and STEM and to provide additional resources to teachers.	Teachers are better equipped to strategically meet the needs of students.
	Aboriginal languages programs initiatives		
	Better schools funding		
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		