Aldinga Beach Primary School

2022 annual report to the community

Aldinga Beach Primary School Number: 222

Partnership: Sea & Vines

	Signature
School principal:	Miss Amanda Badcock
Governing council chair:	Faith Spalding
Date of endorsement:	**21 February 2023**

Government
of South Australia

Department for Education

Context and highlights

Aldinga Beach Primary School is a category 4 school consisting of 416 students to commence the 2022 year. With nearly 40 enrolments across the year and a number of students heading across the state or interstate, our numbers went to 430 at one stage before returning to approximately 418. This created enrolment pressure within our Year 2 and 3 cohorts in 2022. This was the first year after the opening of the new school Aldinga Payinthi College and operating under the new capacity management plan, where we reside in a shared zone, meaning all students throughout the year were directed to our school as APC were unable to take them. It places the school in an unpredictable position for enrolments across the year and balancing class numbers. The school has 10% ATSI students, 6% students with verified disabilities and 8% of students from a non English speaking background.

2022 saw the commencement of a 5 year tenure for new Principal, Amanda Badcock. This has brought stability to the leadership after a period of change. With the reduction of student numbers and the additional space, the staff focused on setting up new learning spaces, with Specialists now in their own rooms. This gave us an opportunity to give the school a good clean out. We are really proud of the change in our spaces.

The students faced a staggered start to the year due to Covid and this also meant limitations on our school community. Drop offs and pick ups at the gate and limited access to teachers. In place of our Meet & Greet we created little introduction videos and shared our revamped spaces.

As restrictions started to ease and we were able to hold events outside with our community, we welcomed them back with an Arts Showcase night led by our Arts team. The Blue unit was transformed into an amazing interactive art gallery. Shortly after this we had Book Week and our very first disco in a long time. This was a massive student highlight. Term 4 saw a very successful Sports Day and the return of the Twilight Concert. Restarting some of these events and getting our community back on the grounds has definitely been a highlight after many years of restrictions.

Many new initiatives commenced in 2022, including two new playgrounds, set to be installed in 2023. We also upgraded our Purple Unit screens to interactive TVs at the end of the year. These have the ability to mirror our new student laptops as well, creating endless possibilities.

There was a strong focus across the year in setting up new systems, structures and procedures within the school, taking advantage of the change in student numbers to reset. Overall, there has been a really positive response to changes from staff, students and the community.

Governing council report

Once again, we started the year interrupted with COVID 19, only students of essential workers or children at risk were allowed onsite for learning for the first 2 weeks. All of the other students participated in home learning utilising technology to interact with their teachers and peers. This coincided with our new principal Amanda Badcock starting at the school and what a crazy time this would have been for her.

This year saw the school reduce in numbers due to Aldinga Payinthi College opening and the introduction of Year 7 into high school settings. The change around the school was welcomed and provided the children more free space to enjoy. This also meant that the Governing Council had to make changes to the Constitution resulting in less parents needed to be on the council.

We had some wonderful fundraising events throughout the year, including bringing back the discos and Twilight Night. All the sub-committees worked well together and were able to meet up and discuss relevant issues. The drop in numbers meant a drop in children using OSHC but with the help of the director, assistant director, Amanda Badcock and Governing Council the service is running smoothly.

As a governing council we are looking forward to 2023 school year and hope for a less affected year COVID 19 related. It will be wonderful welcoming back families for welcome night and throughout the year.

Faith Spalding

Quality improvement planning

Starting 2022 with a new leadership team, it was important to develop a Site Improvement Plan that acknowledged the work already undertaken and clearly defined the path forward. We also felt strongly about including staff in the process and developing clear points across the year for review and contribution. Time was spent unpacking the proposed plan with staff at the beginning of the year and clearly outlining teacher and leader responsibilities. Training and Development was planned and outlined in either staff meeting, student free days or PLC focuses, meaning everybody knew the journey ahead and when things were happening.

We were fortunate to be assigned an Literacy Guarantee Unit Coach to assist with significant changes to our Junior Primary phonics instruction. We commenced the year focusing on the instructional routine and the key element of Review. 7 teachers attended Orton Gillingham training in the July school holidays (including three Year 3 teachers). This led to an agreed scope and sequence, re-aligning decodables, creating assessments whilst focusing on the quality and content of the instructional routine. This work was supported by our LGU coach and largely lead by the R-2 teachers through their PLC as a self directed learning inquiry. Teachers led their own learning and planned release time. The remaining 3 teachers from R-3 attended the same training in Term 4 Week 10.

It was decided to change from CIT (collaborative inquiry teams) of mixed year leveled teachers to Professional Learning Communities (PLCs) within like year levels to focus in on Literacy SIP goals. Some PLCs found the 'reflect, learn, trial' cycle challenging at first to drive their own learning however further success was had as 2022 continued and they have started 2023 strong in their directions. This was a successful way of using staff meeting time to target an area of the SIP.

Year 3-6 PLCs focused in on vocabulary and the explicit teaching and use of tier 2 and 3 language. The Year 3 PLC focused in on Dialogic Talk, organising their own professional development days.

Our B2 Curriculum AP led work on developing A-E rubrics within mathematics and Specialist areas with a focus on designing open ended tasks to demonstrate A-E understanding. On her leave, the Deputy Principal took over this work and we were fortunate to secure a Project Officer to assist with our Numeracy focus in Years 3-6. Along with an A-E focus, she led teachers through Learning Intention and Success Criteria development and building their capacity to plan for and teach an instructional routine in mathematics lessons. This included co planning and observations. The PO supported all staff with a Big Ideas in Number (BIIN) refresher to support staff in collecting data for Trusting the Count assessments. She worked with a select few staff and leaders to analyse the data. Our 2023 focus continues with the instructional routine and, collecting and analysing BIIN data to inform planning.

Data Literacy was a greater focus in Term 4, where all staff underwent training using Power Bi, the NAPLAN browser and ACER data with the support of our Principal Consultant. At the commencement of the year, staff engaged in a Know Your Learner process as part of our changes to tracking and monitoring all students. This additional training has increased their ability to triangulate data, look for trends or areas of interest and use data to inform planning.

Intervention and Support was significantly changed in 2022. Support Staff (SSOs) were trained in Macqlit, Minilit, Too Smart, Quicksmart and Zones of Regulation. Previously, SSO support was only to students within the classroom on funded hours and was not planned or intentional. There was no clear referral process or support plan in place for student below SEA who didn't have funding. Training of staff has increased their confidence both within the classroom and in small groups. This is the first stage of moving to a model where each child has intervention to suit their individualised needs. This could involve in class support or out of class support in either a remedial or preteaching approach.

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.
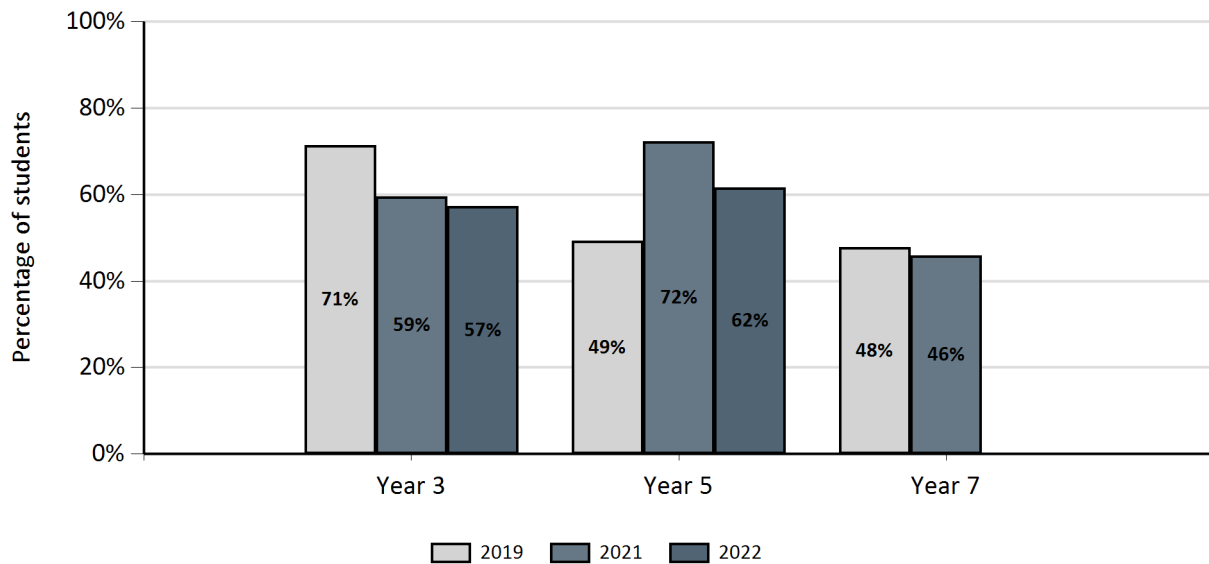
Reading
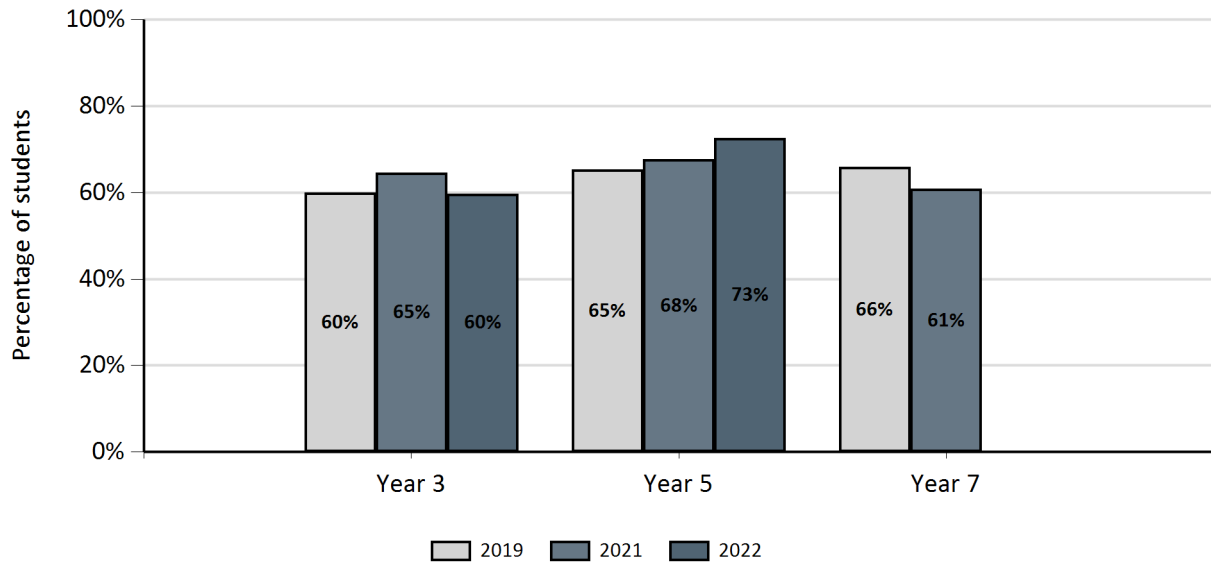
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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 03 2022	82	82	25	9	31%	11%
Year 03 2021-2022 Average	80.5	80.5	22.5	8.5	28%	11%
Year 05 2022	73	73	12	4	16%	6%
Year 05 2021-2022 Average	69.0	69.0	11.5	3.5	17%	5%
Year 07 2021-2022 Average	74.0	74.0	6.0	6.0	8%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
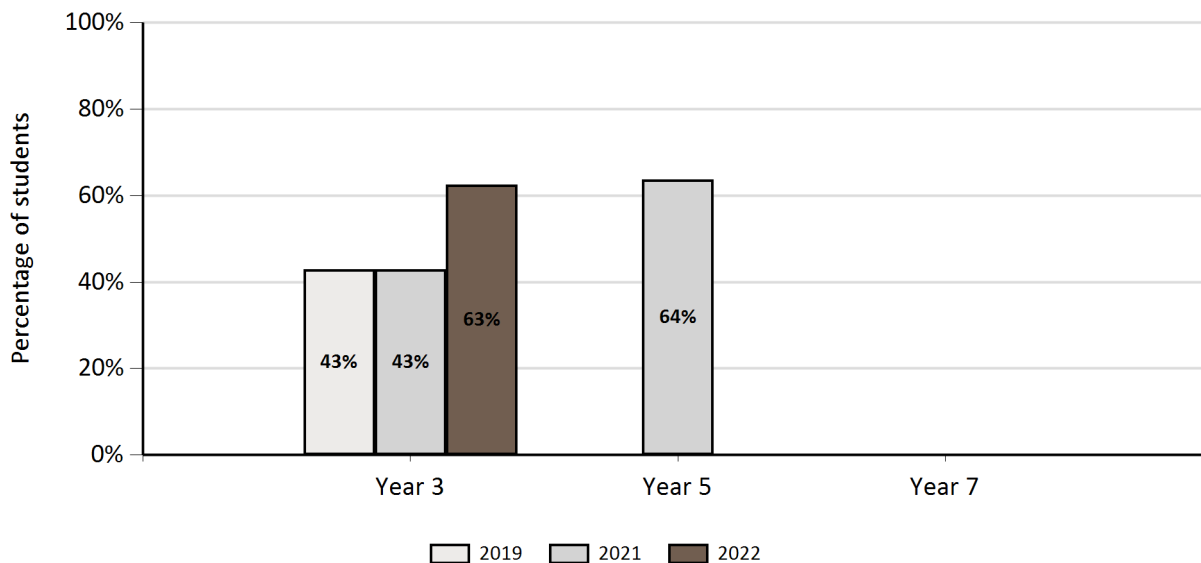Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
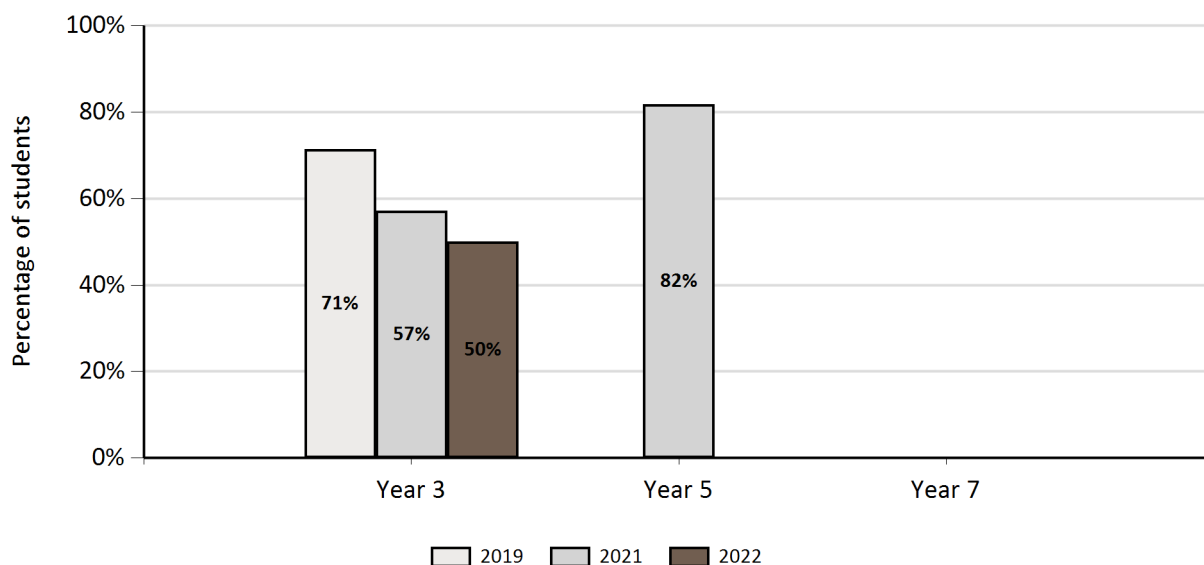Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	8	8	3	1	38%	13%
Year 03 2021-2022 Average	7.5	7.5	3.0	0.5	40%	7%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	6.0	6.0	1.5	0.0	25%	0%
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

The key element the school focused on from the ALALR was Element 2 – Tracking and Monitoring Growth and Achievement. We recognised that we had already commenced initial tracking and monitoring of Aboriginal learners through a collaborative case management approach, regularly meeting to monitor progress, however, more work was needed to analyse outcomes and determine strategies responsive to the needs of individual Aboriginal learners. The school recognises there are improvements to be made around setting learning goals that are data informed. At present, our AET is developing an improved model of support, where teacher capacity is developed to set appropriate data-informed goals, that are regularly reviewed with teachers and Aboriginal learners. Improvements were made around the specific roles and responsibilities of the AET and ACEO in schools so that targeted support could be given to Aboriginal Learners and their families, increasing attendance and school engagement and therefore allowing time for intensive support to be given where needed in Literacy and Numeracy.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Literacy and Numeracy data for Aboriginal learners showed some steady improvements.
In NAPLAN, Reading results for Yr 3 cohort of Aboriginal learners went from 43% (2021) to 63% (2022) students achieving SEA.
38% of Aboriginal students in Yr 3 achieved in upper two bands for Reading. Reading results for Yr 5 Aboriginal students shows 25% sitting in upper two bands.
In Numeracy, 82% of our yr 5 Aboriginal learners achieved SEA, an increase from past years. 13% of yr 3 Aboriginal learners achieved results in the upper two bands, an increase of 5% from the previous year.

Other improvements achieved in 2022 include:
Increasing data literacy of all staff - specific PD using Achievement Profiles, PAT, Phonics, BIIN, NAPLAN, Education Dashboard data with a lens on cohorts and Aboriginal Learners and strengthening data analytics. Continuing to build the capacity of teaching staff to interpret data and identify the next steps in learning.
Providing release time and staff meetings to reflect on every child's one plans and ensure the goals are directly aligned to the data, including planned times for tracking and monitoring with staff alongside learners.

School performance comment

Phonics Screening Check -

After significant changes to our phonics instruction in the Junior Primary years in 2022, including consistent instructional routines, a strong focus on review, new scope and sequence with alignment to decodable readers we have seen growth in our PSC results breaking historical trends. Previously the school PSC has not achieved above 51% SEA. In 2022, our Year 1s achieved 64% SEA. We are continuing our work in this area and are keen to see 2023 data to determine if changes made in 2022 and beyond are the reason for significant growth.

Reading -

Our Year 3 cohort achieved 60% SEA with half of these students achieving in the HB meaning 30% actually sit in the SEA bracket. Therefore, with 40% below SEA, a stronger focus needs to be on bringing this cohort up to SEA.
Our Year 5 cohort achieved 73% SEA, an increase in historical data, however as NAPLAN was not undertaken in 2020, we do not have growth data from our Year 5 students as this was their first NAPLAN testing cycle. Year 5 HB was at 16% slightly lower than our predictions.

Numeracy -

Our Year 3 cohort achieved 57% SEA with 11% in HB. This is consistent with previous trends.
Our Year 5 cohort achieved 62% SEA and 5% in HB. This a drop in cohort trend data for SEA however, again, we do not have growth data from 2020 NAPLAN.

Absence due to Covid was an issue and all attempts were made to catch students up.

Our PAT achievement was as follows:

PAT M -
Year 3 - 48 out of 70 achieved SEA (or higher) = 69%
Year 4 – 27 out of 54 achieved SEA (or higher) = 50%
Year 5 – 44 out of 63 achieved SEA (or higher) = 70%
Year 6 – 32 out of 53 achieved SEA (or higher) = 60%

On analysis of the PAT M data, there is a significant deficit in Place Value across the majority of year levels making this a strong focus in 2023.

PAT R -
Year 3 - 48 out of 69 achieved SEA (or higher) = 70%
Year 4 – 41 out of 53 achieved SEA (or higher) = 77%
Year 5 – 50 out of 62 achieved SEA (or higher) = 81%
Year 6 – 37 out of 53 achieved SEA (or higher) = 70%

On analysis of the PAT R data, error trends are significant in the ability to retrieve stated information. In 2023 our focus will be on the Question Answer Relationship (QAR) strategy site wide.

In 2022, we introduced case management meetings in leadership to track and monitor all learners with a particular focus on students with disabilities, ATSI students and those students historically below SEA. Staff were taught how to use Power Bi, engage in the Snapshot notifications, create more effective One Plan goals including tracking them, monitor all students in their class and discuss with their LM in meetings.

When looking at cohort growth, our previous 2021 data was inclusive of students who are no longer at ABPS due to the large cohort that moved across to Aldinga Payinthi College. It is therefore important that we go deep with our data analysis to the individual student analysis, another benefit of the tracking and monitoring processes we have put in place and building the data literacy of our staff in 2022.

Attendance

Year level	2019	2020	2021	2022
Reception	90.7%	87.3%	87.4%	83.3%
Year 1	88.0%	86.9%	87.7%	87.0%
Year 2	89.8%	83.5%	88.4%	88.1%
Year 3	89.7%	84.6%	84.4%	85.5%
Year 4	88.3%	82.7%	87.0%	82.7%
Year 5	89.9%	83.5%	86.9%	84.1%
Year 6	87.6%	82.8%	83.4%	82.2%
Year 7	89.9%	82.9%	79.4%	N/A
Total	89.3%	84.4%	85.7%	84.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2022, we began a new case management system for responding to student absences. This has enabled the school to have a more collaborative, team approach to supporting students and families with non-attendance. COVID-19 remained an issue with some families with a raft of changes to the isolation requirements throughout the year. Now that governmental requirements have stabilized, we expect this to be less of an impact throughout 2023. Referrals to Social Work – Truancy increased in 2022. This has proved to be a slower process for receiving support due to the caseload of that service with a number of students not allocated for support until the end of 2022 and start of 2023. The process for responding to student absences by teachers has improved and this has led to fewer extreme cases of student absences and a reduction in the extremity of current cases.

Behaviour support comment

The circumstances for behaviour and wellbeing shifted dramatically in 2022 due to the change in school context – specifically the transition of year 7 to high school and the opening of a new school significantly reducing the numbers of students at ABPS. The process for the use of the reconnect room was modified to consolidate its purpose into purely a regulation space with tier 3 behavioural support being redirected to a new phone line supported and managed by leadership. This has allowed reconnect to better support students by being focused only on assisting students to regulate whilst allowing a more direct response to student behavioural issues. Suspensions across the school have dropped significantly over 2022 with internal suspensions preferred over external, allowing support to be offered during the internal suspension rather than after a suspension has occurred. This has enabled students who get suspended to receive appropriate support to adjust their behavioural responses to challenging situations. These changes have shown a significant improvement in student responses in the Wellbeing and Engagement data collection with increases measured across all key areas.

Parent opinion survey summary

The Parent Survey in 2022 received 72 parent responses. Viewing data across a time span of 2020 - 2022, all areas had an increase of agree/strongly agree responses, most of these a significant % increase on other years. Hence the disagree/strongly disagree responses saw a decline in %. This is a positive response.

Overall, the growth point for the school based on the feedback is the communication of learning to home, particularly through our Seesaw app. Whilst there were mixed opinions regarding general communication, with some feeling there was not enough and others too much, the inconsistency between teachers and the Seesaw app to communicate where students are in their learning and how to assist them further, was evident in both selected data and written text responses.

The school started the use of 'Snapshots' in 2022 around a similar time to this survey data being collected. Snapshots is a mid term process where teachers communicate home to families of students who are not meeting benchmarks in English and Mathematics. This is recorded through our Sentral system to better assist with tracking and monitoring students. An improvement to this model based on this survey feedback would be to ensure teachers are giving more effective learning at home tips and support.

The school is looking to move to an ongoing reporting model in 2023, utilising Seesaw learning journals as a way to report and show 'Evidence of Learning' throughout the year and not just at semester report times. This, along with descriptive reporting with comments and rubrics, should also assist in ensuring parents know where their child is at academically and how to further support them.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	28.1%
NS - LEFT SA FOR NSW	5	15.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	53.1%
VI - LEFT SA FOR VIC	1	3.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The school has been developing more comprehensive and compliant processes around recording and archiving history screening documentation. Current staff employed at the school are monitored by the Department and TRB for compliance screening and the school is notified of any upcoming screening checks about to expire. School administration also notifies the employee and monitors the progress of new screening checks, updating employee information when screening is done. Any staff member who does not comply with requirements are not allowed to enter/work on site until relevant screening checks are completed. New staff or prospective employees are required to provide proof of relevant documentation from the TRB and DfE to commence work on school grounds or with students. Administration staff provide checks of required documentation and store it securely on site. It is also entered on EDSAS. Volunteers working with or supervising students in any capacity, are required to undertake an induction process that includes obtaining the relevant history screening documentation before commencing any activities with students.

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	84
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	2.8	38.4	1.2	16.4
Persons	4	49	2	26

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$5,324,023
Grants: Commonwealth	$11,263
Parent Contributions	$123,624
Fund Raising	$15,956
Other	$78,900

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

2022 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 2022 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 wellbeing and engagement	SSOs staffing school regulation space (reconnect) SSO and Specialist teacher training in Zones of Regulation Implementation of Zones of Regulation intervention to target support for students needing to develop regulation skills Began engagement with PBL program - representation from each unit and SSO staff	Decreased behavioural issues Decreases suspension data Increased positive responses in all areas of school WEC data
	Improved outcomes for students with an additional language or dialect	Teacher delivered intervention to students based on LEAP levels. Individual goals set and reviewed.	Writing goals achieved and further goals set.
	Inclusive Education Support Program	SSOs supported students to achieve individual SMARTAR goals and set Speech and Language Programs. SSO providing 1:1 student support. SSO implementing intervention programs to support Literacy, Numeracy and Social Skills. Dedicated IESP B1 Leader	Student achieved SMARTAR goals. Speech programs were implemented/reviewed. Some students closed to support services during the year.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Literacy Intervention: MiniLit Sage: SSO implementing small group intervention to support Year 1-3 students. MacqLit: SSOs implementing small group intervention to support Year 3-6 students. Skills Narrative: SSO support to deliver Skills intervention to Year 2-4 students. SSO supported by Speech Pathologist throughout the year. Heggerty JP Intervention: SSOs implementing small group intervention to preteach/expose R-2 students to phonological awareness skills. Numeracy Intervention: QuickSmart: SSOs implementing QuickSmart intervention with 10 Year 4 students. TooSmart: SSOs trained - delayed due to Covid. Intervention to begin in 2023.	R-2 students closed the gap in phonological awareness. Students in MiniLit and MacqLit increased fluency at sound, word and sentence level. Students in Skills showed improvement in vocabulary, comprehension, construct and telling a story. Students in QuickSmart showed an increase in fluency and accuracy.

Program funding for all students	Australian Curriculum	Staff participated in a number of professional development trainings in Literacy and Numeracy: Junior/Middle Primary teachers had 5 days intensive training in Orton Gillingham structured Literacy approach that develops systematic, sequential lessons focused on phonics. All teachers (R-6) participated in DfE Units of Work workshops with a focus on Mathematics. Literacy Guarantee Unit (LGU) worked alongside the JP PLC as they developed activities and assessment tasks that target SIP priorities. Michelle Kershaw (DfE Project Officer) worked alongside yr 3-6 teachers, developing instructional routines in Maths lessons, focusing on LI and SC and	A consistent, sequential phonics scope and sequence is being used R-2, with an increase in phonics screening data within 6 mths Units of Work provided the scaffold for implementing learning intentions and success criteria across all math lessons, Task design was developed to target tier 2 vocabulary and increase problem solving. Teachers were released to work with Michelle to develop consistent approaches to teaching numeracy through collaborative planning sessions Teachers/Leaders can manipulate data from Power BI to collate specific data for their class/cohort to inform future planning.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Funding put towards intervention and support to include students below SEA and from lower socio economic households. This included intervention programs such as minilit, macqlit, quicksmart and zones of regulation groups.	All programs now operational. Good progress being seen. Feedback from Support Services happy with changes made at site.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	Teacher professional development provided to focus on intellectual stretch in learning programs and task design.	Increased capacity. Continued focus for 2023