



Christies Beach Primary School

2021 annual report to the community

Christies Beach Primary School Number: 0921

Partnership: Beach Road

Signature

School principal:

Mrs Catherine O'Dea

Governing council chair:

Mr Alex Ellis

Date of endorsement:

28 February 2022



Government
of South Australia
Department for Education

Context and highlights

Christies Beach Primary is a State co-educational school located in the Beach Road Partnership Christies Beach Primary School proudly hosts one of the highest number of ATSI enrolments in the Southern Area, with robust parent and local community support. We have a strong connection with Taikurrendi Children and Family Centre which is located on our site, and is the main feeder for our Reception enrolments. At Christies Beach Primary we focus on building high self-esteem and a culture of high expectations for all learners. We believe that all children can learn, and we strive to foster in each child a desire to achieve their personal best.

Despite 2021 being a challenging year we continued to offer specialist programs for Performing Arts, PE and LOTE – Indonesian. In 2021 once again we offered a range of extra-curriculum activities including School Choir, Malpa Young Doctors, Instrumental String Lessons, Aquatics and Swimming Programs, and a range of interschool sporting opportunities through SAPSASA. We were also fortunate to have a Carclew Artist in Residence which enabled us to participate in SALA Exhibition with our Coastal Creations exhibition winning overall best primary school in South Australia. Our school also secured a Music in Education Grant which enabled our teachers to receive music education about how to create rhythm and beat using indigenous instruments to assist students with regulation. Over the year our students have participated in many extra curricula activities including: local excursions, Tarnanthi Art Exhibition, Bike Education, camp to Woodhouse Outdoor Adventure Centre, MOD Museum, Dream Big, and a Songlines Workshop with Nancy Bates and Katie Aspell through a CentrEd grant. Our students also participated in Kids on Country, Neporendi Reconciliation Event, Sorry Day Assembly and a special Reconciliation Assembly.

Of particular note this year was the decommissioning of the Eco Room in July. An outdoor cultural learning space was created in its place, with two classrooms also being refurbished as an Aboriginal Community Meeting Room and learning space. We were also pleased to see the upgrading of toilets across our school.

The Reading Club continued to be popular with our students each morning and was assisted by book donations from The Smith Family and United Way. The Breakfast Club was supported by Kickstart for Kids volunteers and Foodbank. Over 80 of our students received Learning for Life Scholarships through The Smith Family. This year our school was also invited to participate in the Smith Family On Par Program which has supported families to engage with external agencies to overcome barriers in education.

Governing council report

Christies Beach Primary School enjoys a proud history of community spirit and achieving goals. The Governing Council together with the school leadership play a vital role in the direction of CBPS.

I would like to thank all our Governing Council members and sub-committee leaders, Tahne Mallie (Vice Chairperson), Ruth Gammage (Secretary, OSHC), Charmaine Saunders (FUNdraising), Monique Garrood Sengpiel (Grounds), Jodie Davidson (Canteen) and all the committee members for their contributions throughout the year.

2021 was as another year of firsts for staff and students at CBPS, including lunch orders through our new external suppliers. This transition has been well received as we roll into the new year.

Charmaine Saunders and the FUNdraising committee facilitated several events in line with safety guidelines and adhering to evolving restrictions as they were announced. Despite being another difficult year for families, this year's Colour Run saw over \$6,500 raised from students.

While parents and families were again restricted from attending this year's Twilight Concert, the variety of entertainment was anything but restricted! From stomping mischievous elves, twinkling decorations and a guest visit from the North Pole, classes were treated to a wonderful end of the year.

We welcomed, Monique the newest member of the grounds committee, who has maintained and improved our school grounds.

We will miss the following teachers in 2022: Jess Baxter, Tyson Currie, Marcus Hemphill, Naomi Ellis, Rachael Bridgman, Sam Hester, Chloe Camporeale, Jasmine Goudie and Josh Maxwell-Davis who have significantly influenced the students and staff at Christies.

We wish to extend a heartfelt thank you to the volunteers and staff who supported The Breakfast Club giving our students the best possible start each day. Reading Club also continued to thrive.

The OSHC committee and Happy Haven have had another bumper year with exciting learning through holiday activities and fun skill building. The professionalism and services they provide for our community has been outstanding.

We celebrated the achievements of the Young ICT Explorers with our school winning first, second and third place. An outstanding effort by all involved and we hope many great things are in store for the digital future.

Thank you all for another great year at CBPS and making it possible for students to engage at their best and rise to great heights. We are hoping for continued positivity and adjustments to overcome the many barriers that COVID has imposed.

Alex Ellis

Governing Council Chairperson

Quality improvement planning

In 2021 we had two goals for our Site Improvement Plan. The first site improvement goal focussed on improving student reading growth R-7. This goal involved continued implementation of InitialLit R-2 and development of a reading comprehension program in Years 3-7 based on authentic reading assessments. Despite the disruptions from COVID-19, we received pleasing student growth as evidenced by our cumulative assessments in InitialLit, NAPLAN Reading in Years 3,5, Year 1 Phonics Screening and PATR.

A Literacy Guarantee Unit Coach worked alongside Junior Primary teachers each week mentoring and coaching to build a deeper teacher knowledge and understanding of phonics, phonological and phonemic awareness aligned to the phonological awareness continuum. We also focussed on creating a consistent approach to the teaching of reading with instructional practices and high impact strategies to support struggling readers.

Teachers across Years 3-7 worked on consolidating their reading programs. Staff training was focussed on improving reading comprehension across whole site with a whole school reading comprehension strategy introduced every two weeks. Of particular note was the improvement in student engagement and enjoyment of reading as evidenced by their increased access to class libraries and the school library. In 2021 we had the highest ever participation in the Premier's Reading Challenge with over 95% of our students taking part. Spelling Mastery was introduced as part of English Years 3-7, with pleasing results.

Our second site improvement goal involved improving student achievement in mathematics, Years 3-7. In 2021 teachers worked collaboratively in Learning Teams focussing on developing assessment tasks for moderation in numeracy, professional learning and transforming tasks. In 2021 we continued to focus on whole school pedagogy in Mathematics, ensuring a common vocabulary in mathematics across the school. Teachers also ensured that learning intentions and success criteria linked more closely to our targets so that students had a better understanding of what they were working towards. In 2022 we will be continuing this improvement journey with a focus on developing a consistent maths lesson structure across the school.

At our Student Free Day in Term 4, staff took time to review and look at directions for the 2022 Site Improvement Plan. Below are the goals that our school will be working towards in 2022:

Goal 1: Increase the number of students achieving year level Bands and Higher Bands in NAPLAN Numeracy.

Goal 2: Increase the number of students achieving in year level Bands and Higher Bands in NAPLAN Reading.

Goal 3: Increase the number of students achieving year level Bands and Higher Bands in NAPLAN Writing.

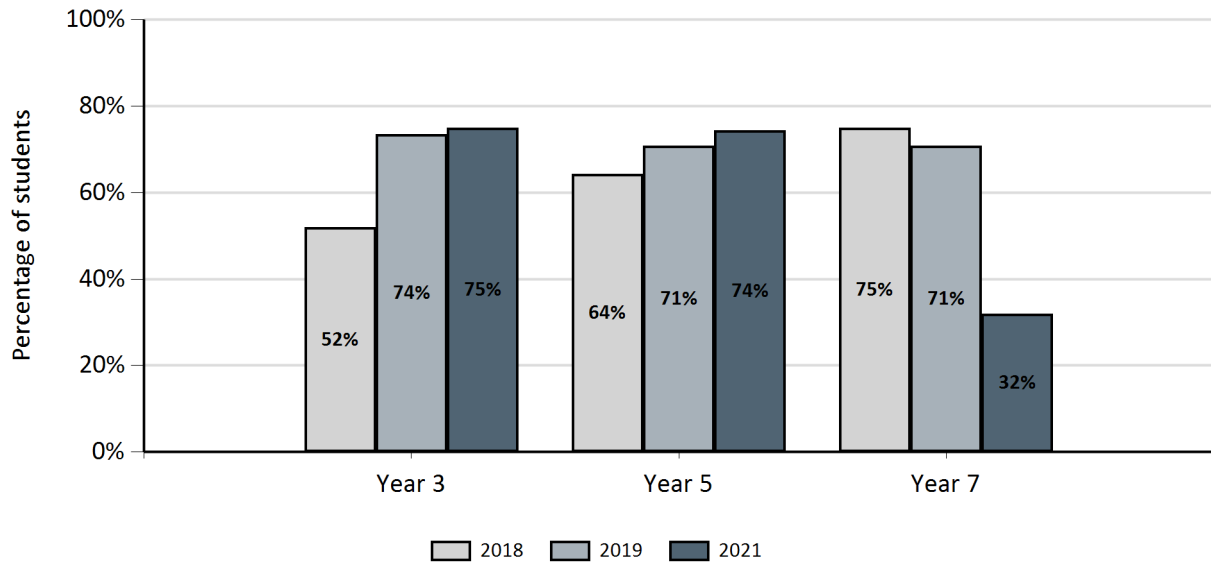
Learning Teams also worked with the Curriculum Lead on improving the documentation of curriculum delivered at Christies Beach Primary School to ensure consistency across the school. Curriculum Overviews have been developed in Learning Teams, mapping curriculum R-6. This will ensure that we begin 2022 with teams ready to share practice and will ensure delivery of consistent programs across the school.

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

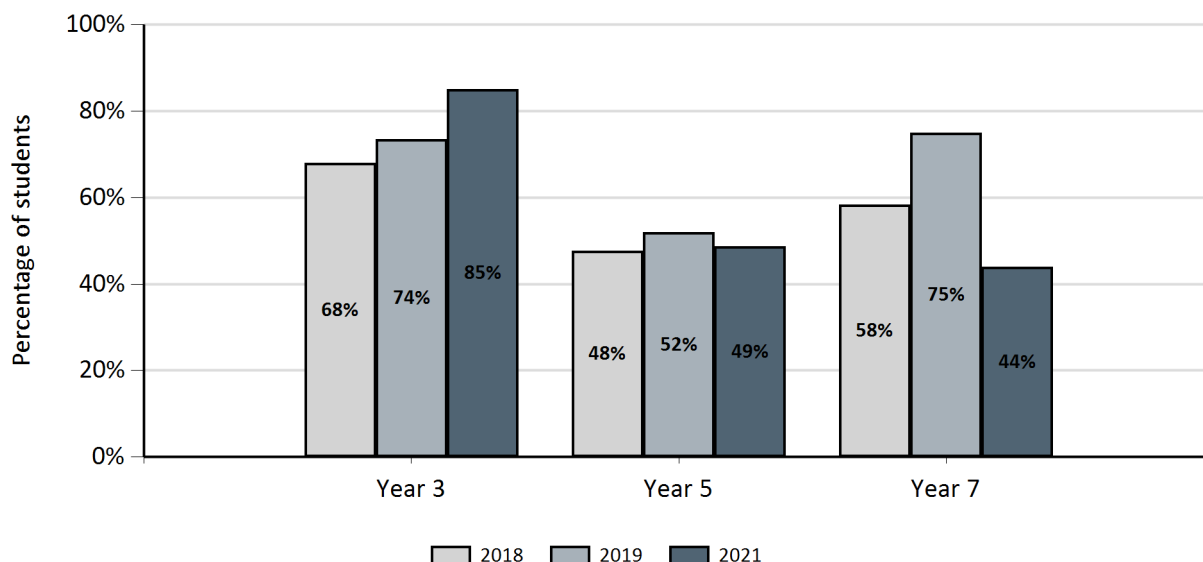


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	24%	*	33%
Middle progress group	50%	60%	48%
Lower progress group	26%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	19%	*	33%
Middle progress group	65%	50%	48%
Lower progress group	*	39%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	20	20	3	1	15%	5%
Year 3 2019-2021 Average	27.0	27.0	6.0	2.5	22%	9%
Year 5 2021	39	39	4	2	10%	5%
Year 5 2019-2021 Average	31.5	32.0	3.0	1.0	10%	3%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

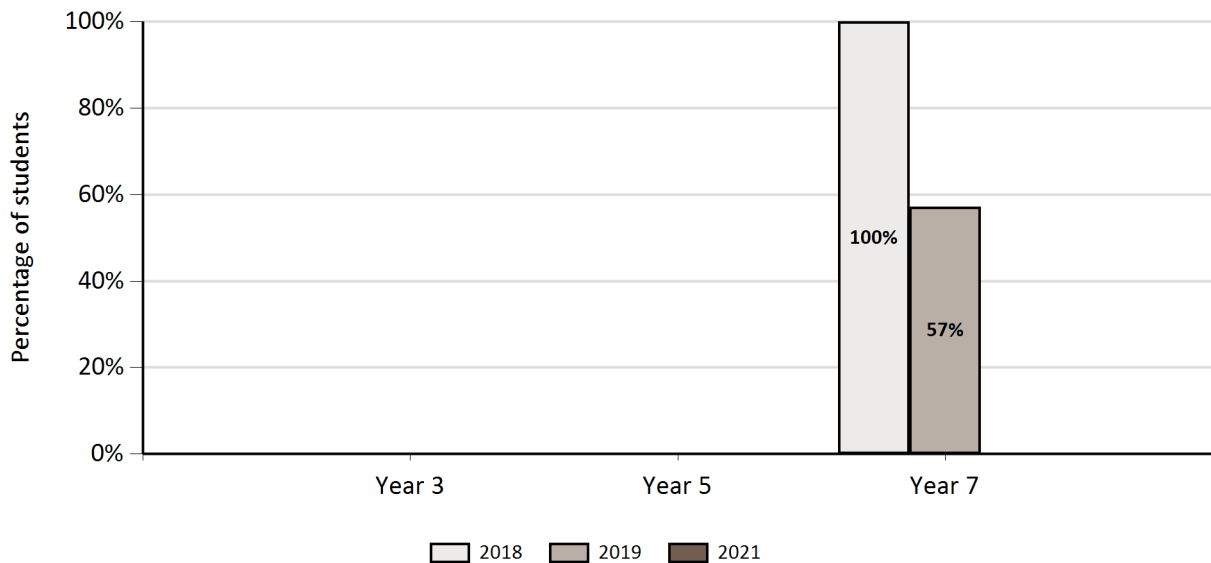
[^]includes absent and withdrawn students.

*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



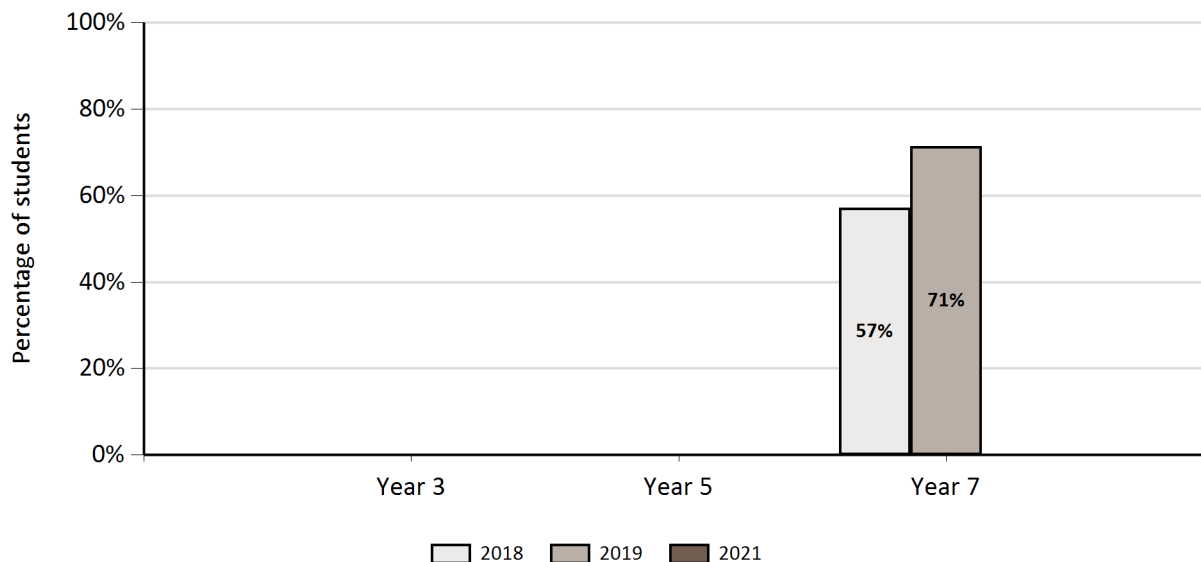
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

More tracking and monitoring of individual students.

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

More targeted support for individual students.

School performance comment

The results from NAPLAN in 2019 demonstrated an improvement across the whole school
The following results can be seen:

2021 NAPLAN: Reading

Year 7: 32% at Standard of Education

Year 5: 74% at Standard of Education

Year 3: 75% at Standard of Education

2021 NAPLAN: Numeracy

Year 7: 44% at Standard of Education

Year 5: 49 % at Standard of Education

Year 3: 85% at Standard of Education

There was an improvement in Year 3 and Year 5 NAPLAN Reading compared to 2019, however there was a significant decline in Year 7 reading results. In NAPLAN Numeracy there was a noticeable increase in the number of Year 3 students reaching Standard of Education with 85% compared to 74% in 2019. In year 5 Numeracy in NAPLAN there was a slight decrease with the number of students achieving Standard of Education decreasing from 52% in 2019 to 49% in 2021.

Year 7 NAPLAN Numeracy results decreased from 75% in 2019 to 44% in 2021. There is still a significant proportion of students falling short of the expected Standard of Education and only a few students achieving in the higher bands.

The following results from Running Records Assessments in 2021 can be seen:

Year 2: 54% of students reached the benchmark by the end of term 3.

Year 1: 52% of students reached the benchmark by the end of term 3.

Reception: 50% of students reached the benchmark by the end of term 3.

Our Year 1 Phonics Screening levels increased from 41% in 2020 to 71% in 2021, which is a significant improvement.

In 2022 our school will be focussing on the following goals for our Site Improvement Plan:

1. Increase the number of students achieving Standard of Education Achievement and Higher Bands in NAPLAN Numeracy.
2. Increase the number of students achieving Standard of Education Achievement and Higher Bands in NAPLAN Reading.
3. Increase the number of students achieving Standard of Education Achievement and Higher Bands in NAPLAN Writing.

Attendance

Year level	2018	2019	2020	2021
Reception	87.8%	87.8%	89.4%	87.6%
Year 1	90.2%	86.8%	83.1%	85.3%
Year 2	89.5%	88.8%	82.9%	86.8%
Year 3	88.5%	86.8%	82.2%	87.0%
Year 4	87.4%	87.2%	84.6%	84.8%
Year 5	89.5%	87.0%	85.8%	84.3%
Year 6	87.7%	89.3%	83.3%	84.8%
Year 7	90.1%	84.7%	86.3%	80.2%
Primary Other	66.6%	80.5%	77.4%	79.1%
Total	88.3%	87.2%	84.5%	84.9%

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

Attendance comment

Attendance in 2021 has increased slightly from 84% to 85%. We still have a number of late arrivals and early departures which we are addressing with individual families. We have a very comprehensive response to non-attendance and or lateness (After 9:00am). We have a clear and detailed policy which is supported by leadership, SSOs and teaching staff. We facilitate home visits and follow up with individual families. Not only do we refer to our DfE Social Worker (Attendance) and Wellbeing Practitioner. We also assist individual families by referring them to external support agencies which has resulted in increased attendance for those families in particular.

Behaviour support comment

In 2021 we continued with Positive Behaviour Learning across our whole school community. The three universals of We are respectful, We are Safe and We are Learners underpin all of our expectations schoolwide. FriYays continued as a positive reinforcement for students who were demonstrating our universals. We continued Whole School Huddle at the end of Recess to bring the school community together to further reinforce our universals and to celebrate achievements of our students. This resulted in our school becoming calmer, where students were more settled and teachers felt more supported when dealing with behavioural issues. Unfortunately this year, five students were excluded to Learning Centres.

Parent opinion survey summary

The Department for Education facilitated the parent engagement survey. There were 47 parents who responded in 2021 to the School Parent Engagement Survey questions

Overall most parents indicated that they were happy with our school and the support that their child receives.

In 2021 parents commented that they were happier with the level of communication they received from the school, however would value more information about what their child is learning each term. Most parents provided positive feedback about the use of Seesaw for communication with their child's teacher.

Several parents also indicated that they would welcome more opportunities for parent / teacher interviews throughout the year so they had more opportunities to hear about how their child is progressing. Several parents also provided feedback in regards to homework, expressing a desire for more set homework for their children so that they could increase their knowledge about what their child is focusing on in class.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	6.8%
NT - LEFT SA FOR NT	2	2.7%
QL - LEFT SA FOR QLD	2	2.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	60	81.1%
U - UNKNOWN	3	4.1%
VI - LEFT SA FOR VIC	1	1.4%
WA - LEFT SA FOR WA	1	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The site ensures that all Working with Children Checks are up to date with an appropriate process in place to monitor and track screenings. In 2021 we provided details to all volunteers regarding the 'Online Responding to Abuse and Neglect' Training and Development. Visitors, volunteers, professionals, trades people and all DfE personnel sign in electronically at the front desk.

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	33
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	0.0	19.2	1.0	19.6
Persons	0	23	1	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$4,131,448
Grants: Commonwealth	\$28,500
Parent Contributions	\$101,823
Fund Raising	\$8,346
Other	\$18,039

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

2021 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 2021 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	Interception Room staffed 1.0 1:0 Wellbeing Leader	Students' well being supported through whole school programs.
	Improved outcomes for students with an additional language or dialect	In class teacher support and release for class teachers to complete EAL/D LEAP levelling.	Students received targeted support in writing.
	Inclusive Education Support Program	SSO support 1:1 or in small groups facilitating targetted literacy (MiniLit, MacquLit), Numeracy(Quicksmart, Big Ideas in Number) and Social Skills (What's the Buzz, Interception)	Increased reading levels as measured by Running Records, Phonics Screening.
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	1.0 Aboriginal Education Teacher working across all classes to explicitly teach writing and grammar.	Some Aboriginal and Torres Strait Islander students made improvements in reading levels R-7.
Program funding for all students	Australian Curriculum	Release for class teachers to map curriculum and develop assessment tasks for moderation.	More consistent delivery of Australian Curriculum across school.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Release for Junior Primary teachers to work with Literacy Guarantee Coach.	Year 1 students Phonics Screening increased from 41% in 2020 to 71% in 2021.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	SSO working with small groups in STEM activities	Students more engaged in curriculum.

