Ardtornish Primary School
2017 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_____

Name of Governing Council Chair: _____Danielle Sturtzel_____

Date of Endorsement: _____13th February_____

School Context and Highlights

n 2017 we consolidated many existing programs and explored new ways of operating.

Highlights included:
- Further developing our Early Learning Unit for reception students with a focus on effectively integrating play based learning into the class program. The APS and Ardtornish Children's Centre staff participated in the Emilia Reggio inspired, Reimagining Childhood Project. A "Bookmaking" program was introduced to the reception students to develop their belief in themselves as authors. They examined what authors do and how they develop their ideas and skills.

- Beginning to develop a vegetable garden program that supports students to use the garden space to learn in a range of ways across the curriculum.
- Jane Moore, the school librarian became the first recipient of the APPA Scholastic "Readers Leaders Award" for the outstanding work she does encouraging students to read independently. Our "Writers' Week" was a great success with well known authors and illustrators visiting the school and teaching students writing and drawing skills.
- Extending our one on one Chromebook program for all students in years 5 and 7 and some year 4s. This increased their ability to use ICT in ways that enhanced their learning.
- Implementing across all Year 1/2 classes "Investigative Learning" strategies with a focus on HASS and social and emotional development.
- Running the "Fresh Start" Literacy Intervention Program across the upper primary classes.
- Consolidating the implementation of '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
- Further implementation of the 'Natural Maths' approach to teaching mathematics across the school.
- Enhancing Digital Technologies by incorporated the use of: Lego Robotics, BeeBots, OSMO and Code.org

- SRC organising and running a successful "Childrens' Week" in which students engaged in fun activities. SRC raised over $3000 dollars for the school and charities. The SRC was highly active and increased student "voice."
- Involvement in the Kiva program to broaden students' view and understanding of the world and how to help others
- The redevelopment of our garden area so that it could become a resource to be effectively used across the curriculum.
- The Skillantics and 'Fun and Games' programs designed to develop the abilities and confidence of students needing greater gross motor skills.

Governing Council Report

This past year demonstrated how well the Ardtornish community responds to and embraces change and improvement in all areas across our school.

The trial for Chromebooks continued in 2017 and was implemented across more class rooms and will continue for 2018.

Qkr was introduced in 2016 for easier payment of school related expenses, including canteen ordering. Parents are utilising QKR on a regular basis and it is certainly making life a little easier on a busy school morning.

Our Fundraising and Community Events (FACE) worked tirelessly to raise money for our school with various raffles and fundraising events. Mother's and Father's Day stalls and a Christmas stall, were successfully run for the enjoyment of the children and families. Our Annual Fete as always was a lovely day for all to enjoy our school community. This is our schools opportunity to be involved with the wider community and to show how proud we are of our school and students. A great day was had by all and the committee is looking forward to doing it again in 2018 with even better results.

The Education committee looked at different ways to survey parents and students to gain an insight into what people were interested in either improving or learning about. All of our committees are open to new members and involvement of any kind is always welcome.

The Sports committee continued to support sports within the school, including Pedal Prix, which had a great year.

The Grounds committee, and especially Sharon McAskill, Liz Gehling, Jane Moore and Paul Day worked tirelessly, organising some very successful working bees, which established our fantastic looking new vegetable garden. A special thank you to those, who went above and beyond to help ensure these things happened and who care about contributing to our community.

I would like to also thank the front office staff as well as teaching staff and the leadership team, all of whom form a huge support network and so generously give extra time to help our school community. I would also like to thank the Governing Council members and their committees for their hard work, dedication and commitment - Danielle Sturtzel.

Improvement Planning and Outcomes

The 2017 Site Improvement Plan focused on Literacy and Numeracy Development as well as ways of improving the quality of teaching and learning across all subject areas.

To improve reading outcomes we:
- Reviewed and monitor the implementation of our reading agreement to develop a consistency of practice.
- Used the Fresh Start program with older under-performing readers who lacked phonological awareness.
- Grouped students for reading instruction using "Read Write Inc." so they were match to relevant texts.
- Implemented the Sheena Cameron approach to teaching comprehension into reading instruction programs.
- Had the librarian focus her role on supporting the further development of classroom reading programs.

As a result of this work
- 92% of Reception students achieved the Rec RR standard. Of these 38% met or exceeded the Yr 1 standard and 18% were at or above the Yr 2 Level.
- Students with reading difficulties, from Yr 4 onward, demonstrated increased progress as a result of using the Fresh Start Program.
- Students are now better matching themselves to books and monitoring their own reading progress.

Writing was strongly focussed on in 2017 and the school was involved in the 'Brightpath Writing Assessment Tool' Trial. Over the year staff collected samples of student writing and assessed them against exemplars. Staff then explicitly taught students the skills they needed to write more effectively in then narrative genre.
As a result
- Yr 3 had 61% of students in top 2 bands up from 56%
- Yr 5 had 20% in the top 2 bands up from 8.2%
- Yr 7 18% of students were in the top 2 bands up from 9%

The school is committed to implementing a "Natural Maths" approach to teaching mathematics. In 2017 staff recieved further training in the use of this technique. As a result of their work in maths:
- 49 % of students in Yr 3 performed in the top two bands and our mean score improved to 422 up from 395
- Year 5 results were in band 6 and Progress from Yr 3 - 5 in the upper band was 28% compared to 12%. in 2016
- In Year 7, 20% of students performed in the top 2 bands. We want to lift this percentage in 2018.

To improve the quality of teaching and Learning:
- staff learnt how to transform traditional tasks, to provide students with greater intellectual challenge, and they implemented a range of changes in their classrooms
- students, in different curriculum areas, benchmarked their learning and set SMARTA goals
- ICT was used more effectively to support student learning as Chromebook use was integrated into many subjects
- formative feedback and intellectual challenge was embedded across the curriculum.
- students engaged in the technologies curriculum and learned coding
- students in the JP were engaged in more play and investigation based learning.
- students were involved in the development of the school vegetable garden and nature space in ways that supported their learning in a range of curriculum areas.
- students continued to learn about the concept of "Growth Mindsets" and used this knowledge to improve their learning.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
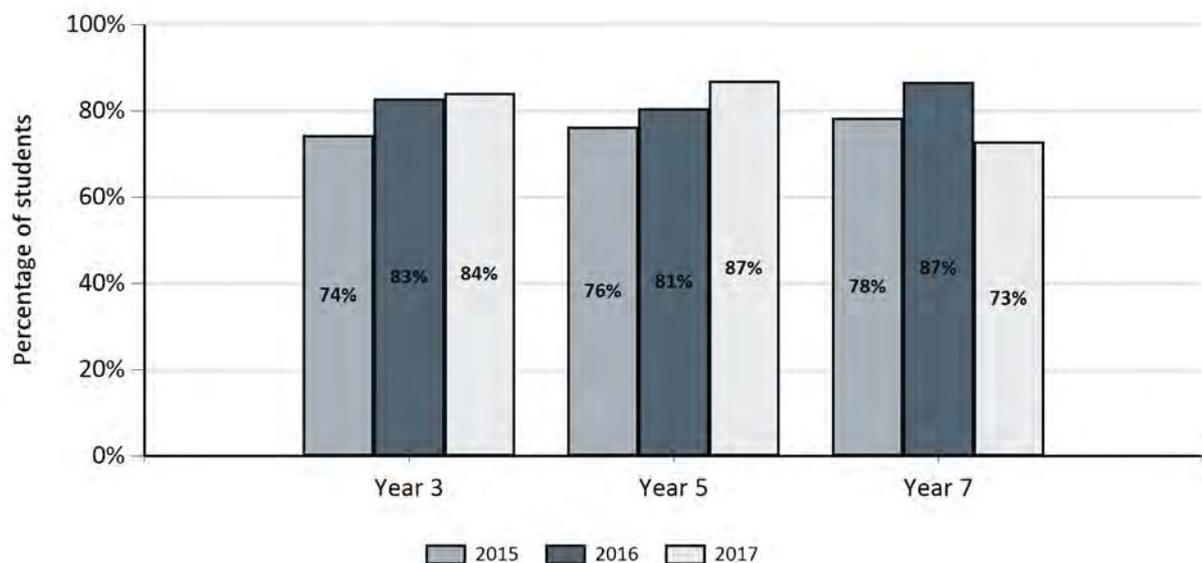
Reading
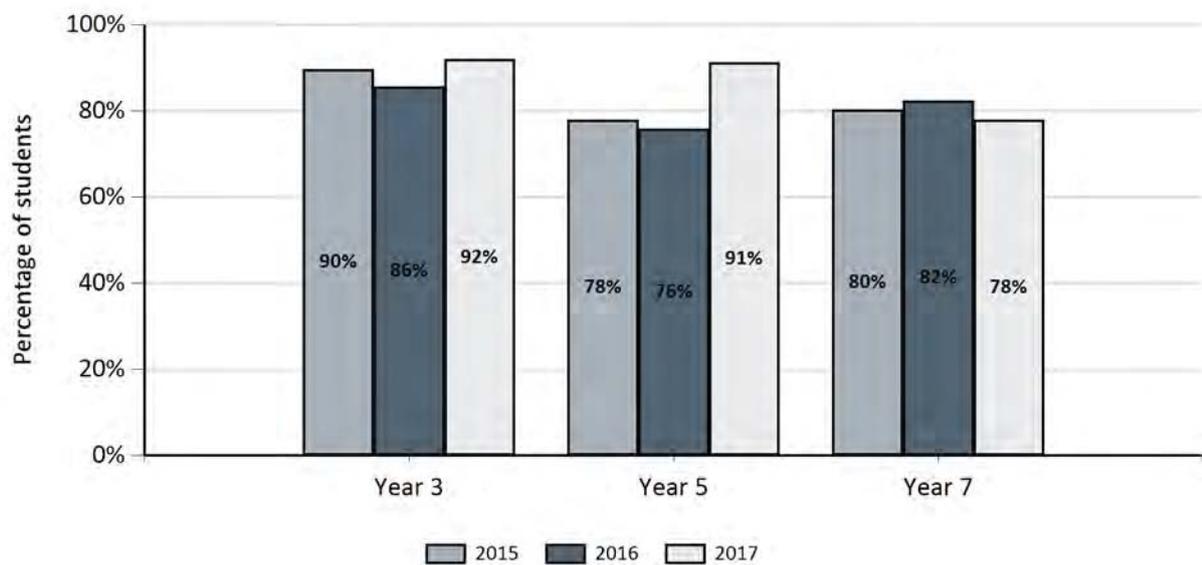
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 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	33%	27%	25%
Middle progress group	53%	54%	50%
Lower progress group	15%	19%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	28%	14%	25%
Middle progress group	55%	58%	50%
Lower progress group	18%	28%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	63	63	36	31	57%	49%
Year 3 2015-17 Average	57.3	57.3	29.7	22.0	52%	38%
Year 5 2017	46	46	17	12	37%	26%
Year 5 2015-17 Average	55.7	55.7	18.7	13.3	34%	24%
Year 7 2017	59	59	12	10	20%	17%
Year 7 2015-17 Average	59.3	59.3	10.7	11.0	18%	19%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

Literacy:

In 2017 teachers consolidated their ability to deliver the 'Read Write Inc' program 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 Year 3 reading results continued the overall upward trend we have had for the last 5 years since we implemented the Read Write Inc program in the school. The Yr 5 improvements are linked to the greater emphasis we put on independent reading and the support we gave to students by the use of the Fresh Start program. This program gives students with poor phonic knowledge opportunities to improve their skills. Lower Year Seven results have prompted us to implement a more rigorous reading program in year 6 and 7. As a part of this program we are going to more closely monitor the types of books students are engaging with and how well they are match to them.

The role of the school librarian in 2017 focussed on supporting staff to develop more effective ways of teaching comprehension skills across the curriculum and the work done in teaching students to read "Just Right" books in years 3 and 4 will be extended into years 6 and 7.

Numeracy:

To improve student's mathematical proficiencies, we have continued to undertake training in the 'Natural Maths' approach to teaching mathematics. This 'problem based' method of teaching students is supporting the upward achievement trend in Years 3 and 5.

Students are showing a greater ability to approach mathematical problems using a range of strategies. The lower results in Year 7 appear to be linked to some students not having fully developed some key foundational concepts. Our concern about this is encouraging us to learn more about teaching mathematical concepts through a problem based approach so students can become more flexible in how they go about solving problems.

In 2018 the use of 'Top 5' goals in mathematics, to support students to become more engaged in their own assessment, and to make learning goals more explicit is one of our major priorities. We are supporting students to more fully embrace the 'Growth Mind' set philosophy and to be more willing to recognise "failure" as an opportunity for growth.

Progression rates in Yrs 5-7 were not as strong in numeracy as they are in literacy, where we have had consistency in our reading instruction for the last 5 years. By embracing the 'Natural Maths' approach to teaching Maths, and becoming more consistent in our use of research based methodologies, we hope to keep more students in the top bands. Our priorities in 2018 are to use PAT Data to better identify areas of mathematics that need to be developed, and to have students reflect more on their mathematical thinking.

Attendance

Year level	2014	2015	2016	2017
Reception	91.1%	95.0%	94.5%	94.1%
Year 1	95.1%	94.9%	94.7%	94.4%
Year 2	92.7%	94.1%	94.4%	94.9%
Year 3	95.2%	94.0%	95.0%	94.0%
Year 4	94.6%	95.9%	93.1%	94.8%
Year 5	95.2%	94.5%	94.1%	93.9%
Year 6	95.1%	93.9%	94.3%	94.2%
Year 7	95.5%	95.9%	92.9%	92.3%
Total	94.4%	94.8%	94.2%	94.1%

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 dates.

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.

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 school's infrastructure is aging and needs to be renewed. Interestingly, the majority of parents and students did not report the same concern. A $5 milion upgrade has been announced for the school and will see most of our old portable buildings replace in the next few years.

Staff most strongly agreed that we are a school that looks for ways to improve and are supportive of each other. Ardtornish is a school where people regularly comment on the friendliness of staff and students alike.

Staff work very well in collegial teams and there is openness and transparency in all our administrative processes.

Forty four parents out of over 300 families responded to the Parent Survey which was sent, in a digital form, to all caregivers in our school community.

Of those people who did respond, their feeback, along with that of their children, acknowledged to a very high degree that staff care about students, motivate them to learn and expect them to do their best.
Students have a postive view of teachers and enjoy learning at Ardtornish. They feel they are treated fairly and that their teachers care about them.

Parents also felt that staff were open to feedback and responded well to their concerns.

While most parents, who responded to the survey, felt that behaviour management was well handled at the school this was an area where 5 parents reported they disagreed. We continually strive to improve student wellbeing programs and behaviour management processes but unfortunately, because of the confidential nature of some aspect of behaviour management it can sometimes be difficult for parents to be fully aware of all the actions we take to address issues, and be fully confident about our actions, especially as we take a 'Restorative Justice' approach to behaviour management that focusses on teaching students how to make things right and interact more positively with others in the future, rather than on punitively punishing them.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	5.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	4.4%
Transfer to SA Govt School	76	84.4%
Unknown	5	5.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We are fully compliant with the DECD Relevant History Screening requirements.

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	46
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	23.8	0.0	12.0
Persons	1	27	0	17

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	3935746
Grants: Commonwealth	52352
Parent Contributions	248661
Fund Raising	37363
Other	99932

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

2017 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 2017 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 supported students to interact well.	Decrease in yard incidents involving supported students. Greater focus in class.
	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.	NEPs are regularly updated and student-learning goals are being 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 improvement our maths pedagogy and lifted our students NAPLAN results in years 3, 5
Program Funding for all Students	Australian Curriculum		
	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.
Other Discretionary Funding	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.