Long Street Primary School
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Long Street Primary School Number: 1133

Partnership: Whyalla

Name of School Principal: Bryan Rotherham

Name of Governing Council Chair: Mel Fisher

Date of Endorsement: 24/01/2016

School Context and Highlights

Long Street Primary School is located approximately 370km North of Adelaide. We are located on Eyre Avenue, Whyalla Norrie and have been open since 1971 and have the boundary fence surrounding 7 acres of land.

During 2016 Long Street has decreased slightly in number to the point where we moved from 14 classes in 2015 to 13 classes in 2016. 6 designated JP classes and 7 designated for Primary aged children. NIT subjects taught at LSPS include: Science, Physical Education, and for the first time in a high number of years Indonesian has been taught by a specialist Indonesian teacher.

Acknowledgement of the outstanding effort and commitment the teaching and leadership staff have performed throughout 2016 has been worth special mention. Their commitment in providing high quality learning opportunities for students has been a significant shift during the year. Led by Senior Leader staff, teaching performance and curriculum knowledge has seen significant improvements to the quality of teaching and learning being provided to our students. Not only classroom management improved for a high number of teachers but improved pedagogy and focus on the learning environment has seen impact on student benchmark achievements for a high number of students.

The demolishment of 2 classrooms during the 2015 Christmas period and the re-using of 2 buildings kindly funded by DECD and supplied by the closed Special School have seen the school environment improve. The new classrooms were serviced late Term 1 and have been well and truly utilized as outstanding opportunities for student learning.

Along with the Partnerships push for Kids Matter and Mind Matters to be included in Whyalla schools, a team of dedicated teachers and leaders embarked on the delivery of the program to staff, culminating in the celebration of a launch day to occur early in Term 4. The organization, work, commitment and dedication performed by a small group of staff were outstanding to say the least. The launch day was held on site in a number of venues across the school. Over 25 Whyalla agencies participated in the day and engaged students in hands on practical activities. The day was also well represented by the school community with over 100 family members attending the program throughout the day. This initiative highlighted support agencies within the community who can support individuals and families with a number of health and well being matters.

One million dollars was also awarded for STEM.

Governing Council Report

Governing Council still remained strong and passionate about the work they committed too throughout the year. The group of elected members were responsible for a number of financial decisions through the year which led to improved facilities being achieved at the site.

The installation of a new footpath from the centre of the school to the external road surrounding the school has meant that students and families can enter and exit the school safely. Council were also responsible for providing funds for external painting which was completed efficiently during Term 3. The inclusion of more play equipment has meant more students can socialize and develop friendships and problem solving skills.

The continuation of our 9 year financial savings process has been a huge success with the school releasing money to projects in line with the agreed schedule during 2016.

Improvement Planning and Outcomes

2016 began with the priorities of: Reading Comprehension, Numeracy (Number) and Attendance as highlighted in our Site Improvement Plan. The Junior Primary Team continued to focus on all areas of the Big 6: Oral language, Phonological Awareness, phonics, Vocabulary, Fluency and Comprehension. A rigorous data collection program continued which outlined what data would be collected. The development of Data Walls highlighted our successes but also highlighted opportunities for individual data improvement through the development of at point rigorous learning opportunities. The expectations of reviewing and planning from this data were developed and agreed upon by all staff. Regular scheduled at points in time conversations were had with staff to ensure that individual students and class cohorts were being delivered curriculum that was challenging, achievable and led to improvement. This data schedule included: Running records, Oxford Sight word, reading and writing of the sight words, Probe testing for students who reached the level 30 benchmark, phonological awareness testing and phonics. SMARTa targets were created and ongoing programs initiated to improve the data results.

During 2016 PATR and PATM testing was completed, analyzed and programs developed to support learning improvement. Coaching and mentoring continued to be a major focus for teacher quality control and teacher improvement. Leadership staff observed and coached and mentored staff in specific learning areas relating to the AITSIL Standards as well as curriculum delivery. This rigorous, relentless push to improve teacher quality has ensured teacher quality has improved and students are receiving a quality, at point curriculum. Other areas of coaching consisted of: classroom management, explicit teaching, differentiation, classroom environment, behavior management, transition, delivery and curriculum knowledge. Staff received immediate feedback and commendations as well as recommendations for improvement. The inclusion of a Play is the Way Coach, Math's Coach and Literacy/ Genre Coach provided staff with the opportunity to access the skills of the identified staff member and participate in co planning and review of their performance.

PATM and PATR DATA were collected during 2016. This collection of data provided staff with the opportunity to review their own performance in relation to student achievement, distance travelled and growth of individuals and cohorts of students.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
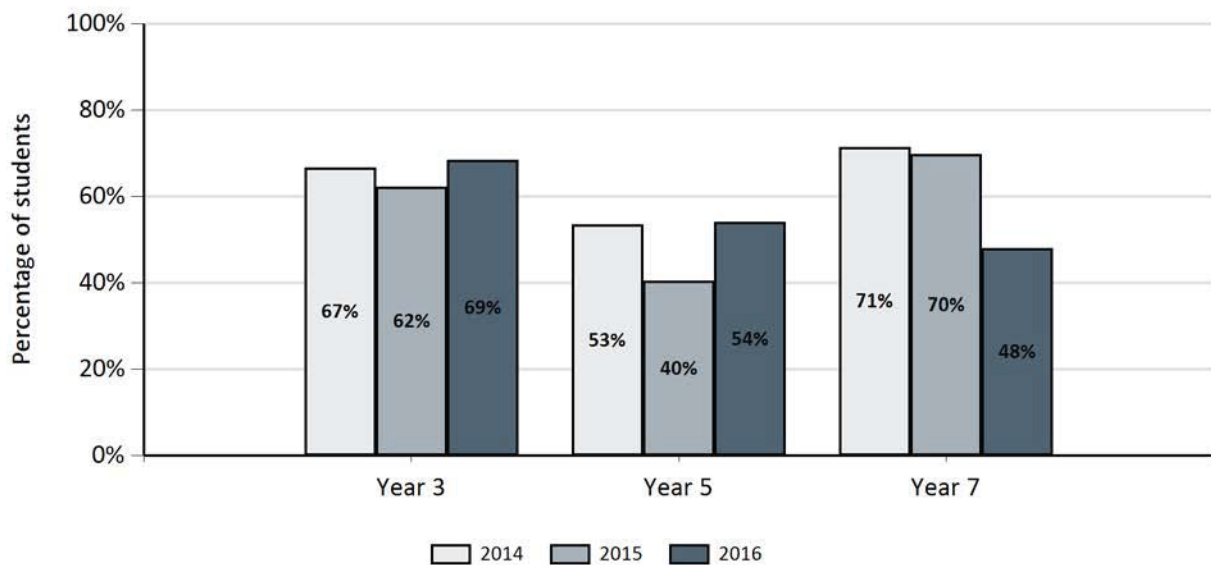
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
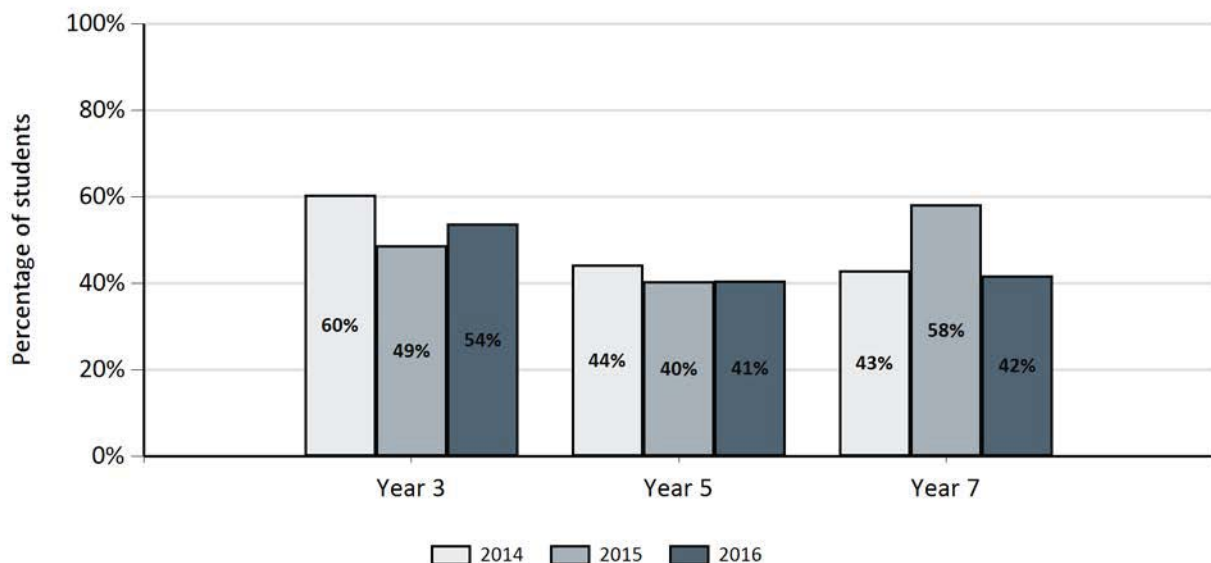
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	33%	35%	25%
Middle progress group	55%	45%	50%
Upper progress group	12%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	41%	31%	25%
Middle progress group	41%	59%	50%
Upper progress group	19%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	54	54	9	2	17%	4%
Year 3 2014-16 Average	46.3	46.3	6.7	2.0	14%	4%
Year 5 2016	37	37	3	0	8%	0%
Year 5 2014-16 Average	42.3	42.3	4.7	1.7	11%	4%
Year 7 2016	48	48	5	1	10%	2%
Year 7 2014-16 Average	42.0	42.0	3.3	0.7	8%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

I am extremely satisfied at the level of participation for our Year 3 cohort of students. All students participated in the testing process for the first time and moved into the test feeling comfortable and ready to try their personal best. Staff needs to be congratulated for providing a safe and supportive environment for this process to be completed.

Three areas for improvement immediately are noticeable through analysis of the data. The percentage of student meeting National Minimum Standard (NMS) in the areas of Numeracy and Grammar are areas in need of attention during 2017.

43% of students did not reach NMS in numeracy which is of concern and an area in need of future improvement. Leadership will diagnose the areas of concern within the curriculum and present their findings for ongoing improvement. Junior Primary staff will work closely with Leaders to ensure the curriculum being delivered is at point and leading to a higher level of mathematical and numeracy understanding.

Problem solving continues to be the major area in need of improvement for student across all year levels. Diagnosing questions and comprehending what the question is asking, then making the appropriate mathematical response in order to arrive at the correct answer is an area of focus for 2017. The comprehension of numeracy needs to be at the forefront of our learning and ongoing improvement. Decoding skills are high but the level of comprehension needs improvement.

I am extremely proud of the efforts achieved in the area of writing. The deliberate push to improve writing has had a very positive impact on student achievement. With a higher level of students achieving NMS as well as moving into higher Bands of achievement is pleasing and provides the building blocks for ongoing improvement.

Outstanding participation rates occurred within the year 5 cohort.

With pleasing percentages of students achieving and succeeding NMS the push for this age group of students will be to provide them with the required skills in order to move them into higher Bands.

Similar percentages of students did not reach NMS in all testing areas and is due in part to all students participating in this test regardless if they are currently on a Negotiated Education Plan. The push for all students to participate and be included in this data is a commendable and an appropriate reflection of the commitment staff has to improving all students.

A small percentage of students did appear in the upper Bands which is a small but pleasing result.

A big improvement in the area of writing when compared to 2015 is once again a very pleasing result. Numeracy has seen a slight decrease whilst reading did improve when compared to 2015 results.

Year 7 participation rates once again were pleasing. The only students who did not participate were the ones who were absent from school during the testing process.

Year 7's only produced a low percentage of students who did not reach NMS with an improved number of students moving into the higher bands.

The comprehension of reading is the area of concern for the year 7's.

Attendance

Year level	2014	2015	2016
Reception	90.5%	91.2%	90.0%
Year 01	89.7%	91.0%	90.2%
Year 02	87.5%	85.9%	91.0%
Year 03	86.8%	89.1%	88.8%
Year 04	87.0%	88.4%	88.0%
Year 05	90.0%	90.5%	86.3%
Year 06	88.9%	91.2%	91.1%
Year 07	90.1%	89.5%	91.5%
Total	88.8%	89.5%	89.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

This year's attendance data has been somewhat disappointing. To decrease from 90.7% in 2015 to 89.6% in 2016 highlights we need to review our current practices and ensure we work closer with the families of Long Street Primary School. Current practices have had success with a high number of students but I feel that individualized strategies need to be developed to cater for the students and families who are chronic non-attenders.

One reason for the percentage decrease could also be put down to the fact that our practices of monitoring student absence has significantly improved.

Behaviour Management Comment

Behaviour modification and monitoring continues to be a priority at Long Street Primary School. With Play is the Way embedded in classroom and school practice, students in the main are making appropriate and improved choices. Consequences for poor decision making are no better or worse than in 2015. A very high percentage of students continue to make appropriate choices and follow classroom and school expectations consistently.

Unfortunately there is a small percentage of students who continue to work against the systems and processes in place for success. For these students every effort has been made to work closely with them, classroom teacher, leadership team and their respective families to provide support.

Client Opinion Summary

Staff Parking Lot Analysis – 4 Key areas for improvement

1. COMMUNICATION – Whilst I support at times communication could be at a higher level there are instances and circumstances where the lack of communication is a must based on the confidentiality of the issues being discussed. Therefore at these times this message still does need to be delivered to staff so they are fully informed that Leadership are systematically working with the concern but cannot share the details of what is occurring.

The way communication is delivered by some staff is also in question and needs to be addressed. The need to treat all students with respect even when the concerns and grievances can become emotional. The level of professionalism and interaction expected will not be deviated from and will be held accountable when dealing with student issues or poor behavior choices.

2. CONSISTENCY OF CONSEQUENCES – Consistency when dealing with student behavior and negative choices is dealt with on an individual basis. The only thing consistent about behavior management is that it's inconsistent in nature. Every situation, grievance or poor behavior choice will be thoroughly investigated and decisions made when staff are fully informed about the situation. The next level is to communicate the findings and make informed decisions if and when consequences are to be applied. This includes ensuring staff, students and families are fully informed about the incident and the outcomes.

3. BEHAVIOUR MANAGEMENT STRATEGIES – Behaviour management always brings attention as all too often staff have differing opinions on the level of consequences being applied to a situation. Expectations based on thorough investigation and providing the time needed to arrive at an end point needs to be the priority. Logical consequences need to be applied at all times and again communicated back to staff, families and students.

4. WALKIE TALKIE CALLS/ AND USE OF – Walkie talkies have provided a higher level of safety and support for staff and students. However the use of walkie talkies has led to a "save" mentality creeping in to the school. Some yard duty staff will not engage in working through issues and will not engage in confronting a situation, instead choosing to use their walkie talkie to call for assistance from the front office at every opportunity. Leadership staff will be developing training and development opportunities around the effective use of intervention when an incident occurs;

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	3.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	7.3%
Transfer to SA Govt School	70	85.4%
Unknown	3	3.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All current staff employed on site have up to date relevant history screening up to date.
All volunteers have current relevant history screening up to date.

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	29
Post Graduate Qualifications	8

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.8	0.9	10.7
Persons	0	20	1	16

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

Financial Statement

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

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Play is the way- Staff were sent to training and programs updated to allow the programn to be used across the site	
	Improved Outcomes for Students with an Additional Language or Dialect	NIL	
	Improved Outcomes for Students with Disabilities	SSO hours were bought to allow students to work 1:1 with a trained adult in their are of need and supporting whole class initiatives and curriculum delivery.	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS funding for identified students. Moneys converted to SSO hours. Aboriginal students accessing AET/ ACEO Numeracy and literacy - targetted spending on resources. Working with Anne Baker and Mike Chartres	
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with difficulties grant: Converted to SSO hours for 1:1 intervention for identified students.	
Program Funding for all Students	Australian Curriculum	Specialist purchasing of resources in order to deliver hands on learning in curriculum areas.	
	Aboriginal Languages Programs Initiatives	NIL	
	Better Schools Funding	Better schools funding was used to decrease class sizes by funding an additional class and funding hours so SSO support is present amongst all classes.	
Other Discretionary Funding	Specialist School Reporting (as required)	NIL	
	Improved Outcomes for Gifted Students	NIL	
	Primary School Counsellor (if applicable)	Employed a Counsellor 1.0 to support student/ staff/ community wellbeing.	