



Long Street Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Long Street Primary School Number: 1133

Partnership: Whyalla

Name of school principal:

Bryan Rotherham

Name of governing council chair:

Mel Fisher

Date of endorsement:

09/01/2019

School context and highlights

Long Street Primary School is located approximately 370km north of Adelaide on the Eyre Peninsula. Our physical address is 40 Eyre Avenue, Whyalla Norrie. the school has been open since 1971. Our school is situated on 7 acres of land.

During 2018 our numbers saw the school operate 11 classrooms: 5 JP and 6 Primary classes. NIT subjects include: Physical Education/ Health, The Arts and languages (which included Indonesian for semester 1 and Italian for Semester 2 due to maternity leave being taken by the Indonesian staff member).

We acknowledge and celebrate the effort and commitment of our teaching staff, support staff and leadership staff throughout 2018; their efforts have provided our students with high quality learning opportunities and experiences. Our teaching staff are led by 2 Senior Leader 1's (one for JP and one for primary staff). Through this leadership structure we have seen great improvements not only in academic achievements, but also in behavioural and social achievements. Teachers have delivered quality pedagogy and have sculpted and improved their own skills during the year with support and guidance provided by Leadership. Visible Learning and assessment opportunities has been successfully implemented by staff as is required by The Whyalla Partnership. Regular, at point feedback has also been delivered and success celebrated throughout the year. We have seen many students make significant improvements across all curriculum areas, as well as in their social interactions.

The opening of our new STEM space has allowed our teachers to offer a more hands on program in the areas. we have seen students engagement increase during these sessions, as well as seeing our students become more investigative learners and more willing to take risks in their learning. Each class were rostered a double (90 minute) lesson each week in the STEM Learning Centre where we observed lots of new learning experiences occurring.

Our classes in Foyer A also began implementing the Kathy Walker Play Based Learning pedagogy. This saw the students in these rooms participating in investigations each morning. Teachers would set up a variety of activities; the students would then choose activities they were interested in and would then learn through play. Each day the teacher set the focus of the activities and the students would share their experience and learning directly to the teacher who would also question the child as to what and how they completed the task.

Governing council report

This year the Council welcomed 4 new elected members. They brought some outstanding ideas and strategies to keep the school moving forward.

This year's council were proactive around the needs of students and staff and ensured they supported recommendations that would lead to student progress and growth. This included the authorisation to purchase and erect an Covered Outdoor Learning Area. This project, although still in its planning stage, is on target for an early completion date in 2019.

Other significant outcomes for Council were: External painting to Administration building, inclusion in designing the new STEM space, purchasing new play equipment for the students to enjoy and reviewing and endorsing policy updates and changes.

I would like to thank this year's council for their hard work and dedication.

Improvement planning and outcomes

Our priorities for 2018, according to our Site Improvement Plan were Reading (decoding and comprehension), numeracy (problem solving) and Number comprehension and Visible Learning.

Our teaching staff had a focus on The Big 6 (Oral language, Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension). We followed our sites data collection plan, particularly in the areas of reading, number and spelling. Staff continued to review and plan from the data they had collected. This took place individually but also within learning groups where they challenged and supported each others planning. senior Leaders continued to guide teachers in improving assessment tasks to ensure that they were fair and gathered the information required for further learning improvement. We modified our expectations regarding progressing from Running records to PROBE, meaning that any student who was reading at a level 26 was progressed onto PROBE for further challenge and learning of comprehension.

The site undertook a year 1 Phonics screening test, which highlighted a deficit in this area. This test was administered to all students across our site with surprising results. Overall we saw that students were generally unable to read pseudo words. SMARTAR Targets were created to research into different programs. The site administered PATM and PATR testing in order to analyze data and improve at point curriculum opportunities. The data highlighted the areas we were succeeding in and more importantly what areas were in need of further improvement. This testing also provided the opportunity for staff to self review their own performance in line with Staff PDP's.

Classroom observations and mentoring/ feedback sessions continued during 2018, particularly in the area of reading. The feedback provided was in line with AITSL standards as well as curriculum delivery and pedagogy. This process has allowed teaching staff to grow and improve their pedagogical delivery of curriculum and improved classroom management. It also highlighted and improved improved ways of working with identified students to ensure they were receiving the required curriculum.

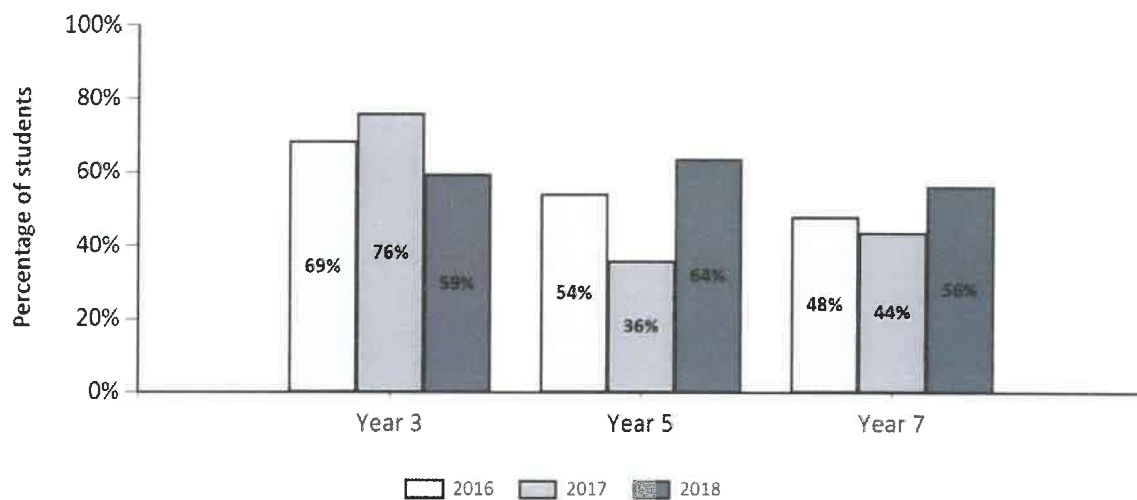
We continue to work towards improvement in all areas. We will continue to implement Visible Learning and continue to moderate student work.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

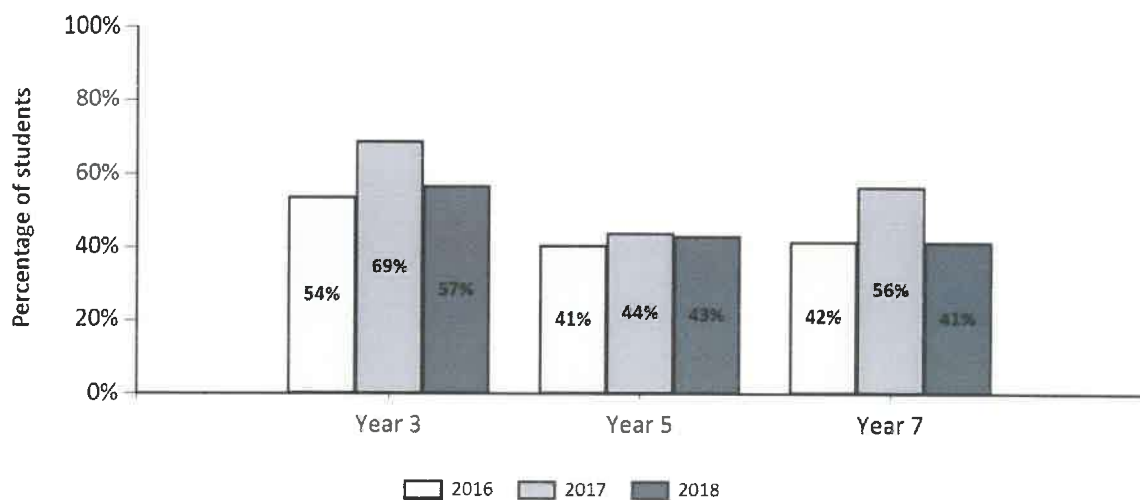
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	3%	15%	25%
Middle progress group	69%	50%	50%
Lower progress group	28%	35%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	5%	15%	25%
Middle progress group	62%	53%	50%
Lower progress group	33%	32%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	37	37	4	0	11%	0%
Year 3 2016-18 average	40.0	40.0	5.7	1.3	14%	3%
Year 5 2018	44	44	6	0	14%	0%
Year 5 2016-18 average	35.3	35.3	3.0	0.0	8%	0%
Year 7 2018	41	41	1	0	2%	0%
Year 7 2016-18 average	42.7	42.7	3.0	0.7	7%	2%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

The year was highly successful in many ways. the year began with new to site staff of which 4 were new graduates to teaching or in their second year of teaching. Two new staff were introduced to leadership through the merit selection process. This presented challenges but also opportunities for the school to continue to improve student outcomes.

NAPLAN results were not entirely where we envisaged they should be. many students did not record solid results and some showed continual growth from undertaking the process 2 year's prior. Participation rates were extremely positive as we as a site encourage participation from all students. This process allows the school the opportunity to gather evidence of where retention is strong and where we need to provide more learning opportunities. it also provides the site with data when compared to like schools and benchmarks and identify where individuals sit in relation to national results. We acknowledge we have work to do to push students into higher bands. A heavy focus on systematically working through our School Improvement Planning Cycle where improvements in reading (comprehension) and numeracy are highlighted as our core business.

Once again students participated in PATM testing where students participated in the online process. A heavy focus was on the preparedness of the testing process ensuring students were comfortable and informed of how and when testing was to occur. the environment was prepared and all computers were pre checked to ensure students could access the test the first attempt. This had a significant affect on how comfortable the students felt going into and during the test. Students were this year more inclined to "have a go" and spend the time answering and working through problems. Results highlighted in the main that our students require more emphasis on problem solving. it falls down to the comprehension of numeracy or the literacy associated with numeracy. reading the question, understanding what the question is asking, then adopting the required mathematical process to answer the question. more wok will be done in 2019.

Jolly phonics data this year did show significant progress for as high number of students. For students who did not achieve significant growth and progress; intervention strategies were deployed to support their individual development. This was done in the form of a teacher being employed through the Literacy and numeracy First grant to work 1:1 with identified students. The strategy produced growth and progress in the areas of decoding and comprehension for all students working within this program. Future such programs will continue into 2019 with an intervention teacher being employed 0.4 to provide in depth rigorous literacy and numeracy intervention.

Running Records data also showed positive improvement for the majority of children. Many students graduated from this program and moved into PROBE which concentrates on comprehension development. Success was celebrated for each child and strategies were developed for ongoing growth and progress.

Attendance

Year level	2015	2016	2017	2018
Reception	90.0%	88.9%	88.0%	86.4%
Year 1	90.3%	90.0%	90.0%	86.6%
Year 2	85.4%	91.1%	90.3%	87.2%
Year 3	88.6%	88.3%	89.4%	87.9%
Year 4	87.8%	87.0%	88.0%	86.7%
Year 5	89.5%	86.0%	86.9%	90.7%
Year 6	90.1%	90.6%	83.2%	86.1%
Year 7	88.5%	91.1%	89.3%	84.7%
Total	88.7%	89.2%	88.2%	87.2%

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

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

Attendance comment

The site continues to refine their attendance practices and is being highly proactive and working with families to improve attendance. Working closely with identified staff and partnership Attendance officers, all absences are investigated and appropriate codes are matched to each and every absence. Strategies are provided to families to support their children to attend school on a regular basis. This consistent relentless approach is beginning to make a difference especially to chronic non attendees.

Behaviour management comment

Behaviour support has continued to be a priority at Long Street. We have seen a great deal of improvement in the number of major behaviour incidents this year. We have now moved away from Play is the Way and returned to a step process. the main issues we dealt with this year have been general defiance to engage, instead of violent outbursts. A high percentage of our students continue to make strong , positive choices and follow class and site behaviour expectations consistently. Again, there has been a small percentage of students who continually push against our expectations for success. These students have been closely monitored and procedures put in place to provide them with the opportunity to be successful. Parental support has also improved.

Client opinion summary

1. CONSISTENCY IN BEHAVIOUR MANAGEMENT

issues were raised by staff as to the consistency of behaviour management consequences. Staff felt that the same consequences should be applied every time to similar incidents. They saw this as inconsistency and asked questions. Leadership response was around the fact that the only thing consistent with behaviour management is that it's inconsistent. It was also discussed that leadership when investigating incidents have the time to thoroughly investigate and interview all involved. This alone provides a new lens on what in most cases was a different incident than was first thought.

2. COMMUNICATION

Communication at times (agreed) could be more forthcoming. However there are always circumstances where information and or conversations are confidential and need to remain as a needs to know basis. this at times has caused frustration to staff. Communication styles have been reviewed and options to better improve the way messages and information is shared amongst staff are being developed.

3 SUPPORT

Staff were overwhelmingly positive about the level of support being provided by leadership. They felt leaders were available and offered high levels of support both personally and professionally. This supports the strong culture we have developed over many years.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	3.8%
Other	1	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	7.6%
Transfer to SA Govt School	68	86.1%
Unknown	1	1.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All staff working with children and volunteers have relevant and current 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	39
Post Graduate Qualifications	8

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	22.0	0.9	11.0
Persons	0	22	1	17

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	to be sent when scho

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

2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Play is the Way continued during 2018 but was being phased out. PALS Play at Lunch Times/ Student Voice	
	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 area of need and supporting whole class initiatives and curriculum delivery.	
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	APAS funding for identified students. Moneys converted to SSO Hours. Aboriginal students accessing AET/ ACEO The use of an intervention teacher to work with students who do not meet site benchmarks. Numeracy and literacy - targeted spending on resources. Numeracy and Literacy First grant used to fund teachers salary to support intervention 1:1 for students not meeting site benchmarks.	
	Australian Curriculum	Site word intervention with SSO. Quicksmart program. Primary learning improvement. Purchasing resources and teacher training opportunities.	
Other discretionary funding	Aboriginal languages programs initiatives	NIL	
	Better schools funding	SSO support for aboriginal students. Paid for SSO's to support in class learning in small groups/ individuals Part of this grant also covered the Interventions teachers salary.	
	Specialist school reporting (as required)	NIL	
	Improved outcomes for gifted students	NIL	
	Primary school counsellor (if applicable)	Employed a School Wellbeing Officer 1.0 to support student/ staff/ community well-being.	