



# Colonel Light Gardens Primary School

## 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Colonel Light Gardens Primary School Number: 723

Partnership: Mitcham Plains

**Name of School Principal:**

Rick Bennallack

**Name of Governing Council Chair:**

Anna Lee

**Date of Endorsement:**

20/3/2017

## School Context and Highlights

2016 was a year of transition at Colonel Light Gardens Primary School. After 3½ years in the role, Sue Woollard retired as principal at the end of term 1 to begin her next adventure. Sue's career with DECD and contribution to the school was acknowledged and celebrated by students, staff and parents.

Through a merit selection process, Rick Bennallack was appointed as principal for the next 7 years. The work of the school in 2016 highlighted that CLG is an involved school community. Stakeholders work in partnership to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development, for a productive and fulfilling future. Staff plan and facilitate teaching and learning experiences for all 625 students, representing many cultural groups in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds.

In term 1 the school was externally reviewed by personnel from DECD. Staff, students and parents were all involved in the 2 day process. Teaching, learning and data sets were thoroughly analysed against state and national standards. Pleasingly, the review panel found that CLG consistently demonstrates growth in student achievement that is at or above what would reasonably be expected of a school in a similar context.

CLG continues to achieve high academic results compared to state and national standards as reflected in NAPLAN and other standardised tests. The school also excels in providing opportunities in Japanese, sport and the performing arts.

There were many highlights during the year. The biannual Lighting Up the Arts concert at the Adelaide Town Hall was a celebration of the arts for students in years 3 to 7 with over 1000 members of our school community attending. We enjoyed our annual celebrations including Sports Day, the End of Year concert and the year 7 graduation.

Maintaining and improving the quality of teaching is a priority. We have many outstanding educators at Colonel Light Gardens committed to excellence. There is a strong work ethic and collaborative culture in place. Professional learning was targeted to support our ongoing work in inquiry, moderation and numeracy.

There is a real sense of goodwill and belonging at Colonel Light Gardens. Staff are keen to work together in the best interest of students and their families. As 2016 demonstrated, when we work in partnership we can make a difference.

Rick Bennallack  
Principal



## Governing Council Report

2016 saw us welcome a new principal to Colonel Light Gardens.

At the end of Term One we farewelled principal Sue Woollard, whose retirement came after 40 years of service to public education. Sue's leadership led to many improvements across the school, perhaps most notably a consistent, rigorous and data-driven approach to teaching and learning across all year levels.

Mr Rick Bennallack joined us at the beginning of Term Two bringing with him a wealth of experience as a principal and significant expertise in a range of pedagogical approaches. In the short space of time he's been with us, Rick has established himself as an open approachable leader, with a determination to create an environment in which everyone can excel.

Term Two also saw the completion of the second phase of our grounds redevelopment, which provides multi-purpose outdoor areas for our middle and upper primary school students. We will continue to improve the school's physical environment in 2017 both inside the classroom and in our outdoor learning spaces.

Our school is characterised by strong community spirit, reflected in the high proportion of parents and carers who share their time, skills and energy for the benefit of our students. From reading with junior primary students, to coaching and managing sports teams, to planning large-scale fundraising events, our volunteers' efforts enrich students' experience immeasurably.

Our staff, too, are generous with their time, putting in many additional hours to strengthen and deepen student learning across the arts, physical education and life skills.

So in addition to acknowledging the work of the Council and its sub-committees, I would like to express a heartfelt thanks to everyone who finds the time to contribute to our school and its students. It is your efforts that distinguish Colonel Light Gardens as such a positive learning environment for our children.

Anna Lee  
Governing Council Chair

## Improvement Planning and Outcomes

Under the direction of the previous principal, the school developed a 4 year strategic plan covering the years 2015 to 2018. As articulated in the document, the school's focus is to develop powerful learners and attain high standards of achievement through effective teaching and learning practices and providing supportive learning environments. The 5 key priorities in the 4 year strategic directions document focus on: Pedagogy, Assessment, Differentiation, Australian Curriculum Implementation and Supportive Learning Environments.

During term 2, after the arrival of the new principal, a one year Site Improvement Plan was developed, targeting one component of each priority as our core business for the remainder of 2016. The identified components were Pedagogy - Inquiry, Assessment - Moderation, Differentiation - Data, Australian Curriculum Implementation - Numeracy and Supportive Learning Environments – Behaviour. Key strategic actions and targets were identified in each priority to deliver on the school's goal to develop powerful learners.

One of the major means of developing powerful and expert learners was the strengthening of teacher professional learning teams through high and consistent expectations. Teachers met in teams to work and plan together to deepen their pedagogical learning through collaborative planning, discussions and deconstruction of student data sets.

As a partnership we expanded this team focus and undertook collaborative moderation in Maths as staff worked with colleagues from other local primary schools. This work across the partnership will continue and be strengthened in 2017.

A key component in improving numeracy outcomes for students involves developing clear understandings and expectations regarding the teaching of maths. Two pupil free days and a number of staff meetings were dedicated to the beginning stages of developing a whole school numeracy agreement and schedules of explicit teaching of year level specific strategies. We have been able to work together to document our beliefs about effective teaching and learning in maths. The beliefs were then unpacked into statements of action. This important work will continue in 2017.

Intervention programs were strengthened with the introduction of Quicksmart to support identified students with a gap in automaticity of number fact recall. Our data shows the students involved have made significant progress.

The focus on early literacy attainment will continue to be a priority as we strive to embed the agreed literacy practices and assist more students in reaching the SMARTA targets particularly related to reaching the benchmarks in reading levels (as assessed through running records data and the DECD SEA). Coherence in delivering on the high yield strategies outlined in our whole school literacy and the developing numeracy agreement is a priority.

Progress was made in achieving some SMARTA targets set in the Site Improvement Plan. Many of the strategies in place are in their infancy and it will take time to experience the growth expected. Data analysis shows achieving greater consistency across and between classes needs to be a key priority and is a key component in our improvement agenda.

A pupil free day was allocated in term 4 for a rigorous self-review process designed to help our school improve. The time allocated gave staff the opportunity to explore, discuss and make informed decisions about school and student progress, improvement and achievement. We were able to monitor progress against the standards, and to review the effectiveness of improvement and intervention strategies. From the work undertaken on the day, decisions and recommendations were made that have influenced and shaped our 2017 Site Improvement Plan.

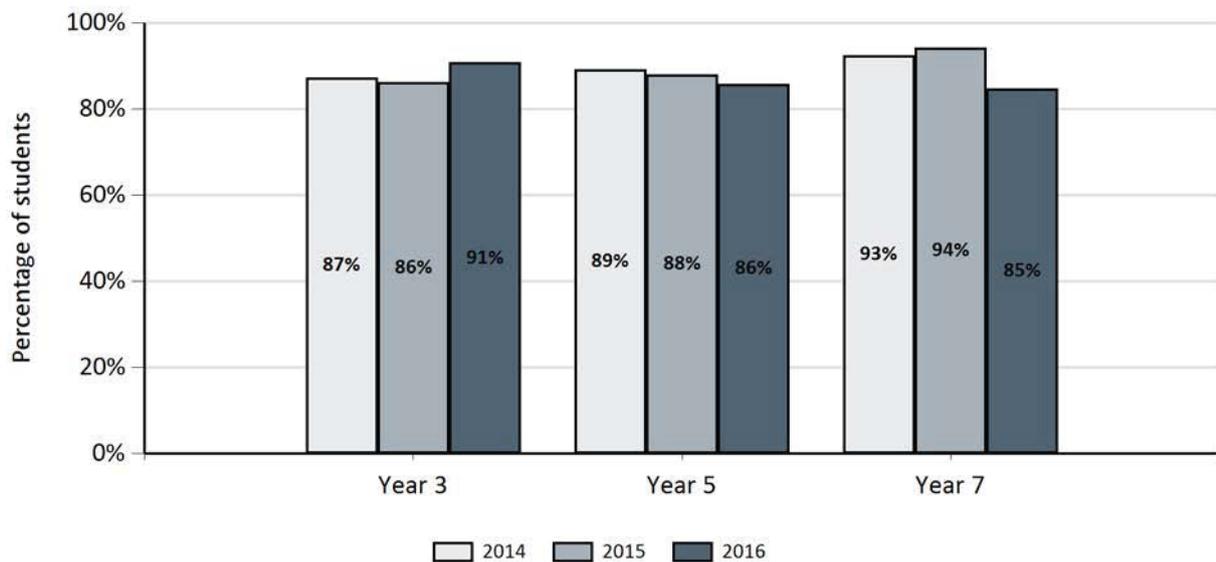


## Performance Summary

### NAPLAN Proficiency

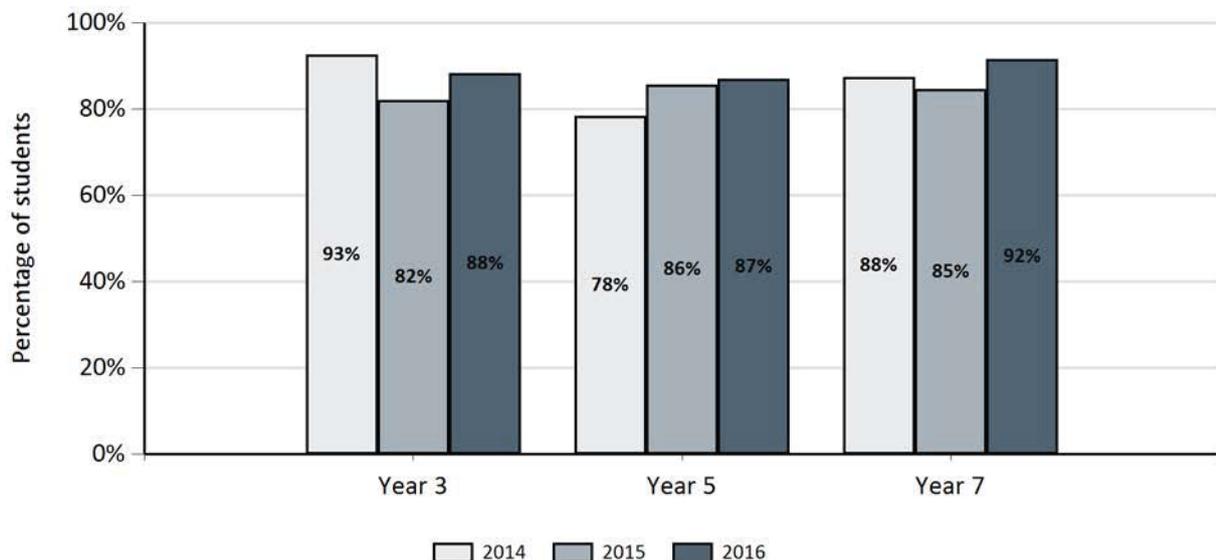
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	16%	35%	25%
Middle progress group	48%	36%	50%
Upper progress group	36%	29%	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	26%	11%	25%
Middle progress group	48%	57%	50%
Upper progress group	27%	32%	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	77	77	42	37	55%	48%
Year 3 2014-16 Average	89.0	89.0	45.3	37.3	51%	42%
Year 5 2016	92	92	45	22	49%	24%
Year 5 2014-16 Average	83.3	83.3	38.0	23.7	46%	28%
Year 7 2016	59	60	23	20	39%	33%
Year 7 2014-16 Average	50.3	50.7	18.0	15.3	36%	30%

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

NAPLAN results from years 3 to 5 and 5 to 7 show overall strong growth in both Reading and Numeracy, with students in both cohorts making equal to or in most cases greater middle or upper growth from their previous result, compared to the state average of 75%. The most pleasing growth was in years 3 to 5 reading and in years 5 to 7 numeracy.

Higher band attainment results showed increases in year 3 in Reading from 48.4% in 2015 to 54.5% in 2016 and in Numeracy from 29.5% in 2015 to 48.1% in 2016. The higher band retention from year 3 to year 5 tracks the same students and showed that in Reading 80.4% of students remained in the highest 2 bands but only 47.7% in Numeracy. From year 5 to year 7 the results were 70.0% in Reading and 76.5% in Numeracy. The trend data shows improvement in years 3 to 5 in both Reading and Numeracy but no real improvement in years 5 to 7. Although our school loses a significant number of our students in year 7 to the private system, these results need further analysis.

Our Running Records data shows that 88.7% of our year 1 students and 86.0% of our year 2 students demonstrated the expected achievement as defined through the DECD SEA (Standard of Educational Achievement). The year 1 percentage is similar to the 2015 result with a slight improvement in year 2.

Whole of school agreements and the use of evidence based programs such as Jolly Phonics and natural maths strategies support staff and promote consistency. Teachers spent time analysing previous results at the beginning of the year, and focused on areas of weakness to provide a team approach to improvement.

The Mitcham Plains Partnership focus on Collaborative Moderation enabled conversations with other primary schools to moderate pieces of work, and initiate strategies to allow students to move into upper bands. This work will continue with more depth in 2017. Anne Pillman, our partnership CPAC worked with staff as we reviewed our school results with like Category 6 schools. These sessions were extremely useful in helping staff see the need for stretching and moving our students from C's to B's and B's to A's.

PAT Maths and Reading tests results confirmed those students at risk and we used these results as a basis for Intervention support with Quicksmart Maths and Reading. Intervention programs are targeted and closely monitored to ensure resources are maximised to deliver the best outcomes possible. Groupings are reviewed and adjusted as needed.

With the new leadership team in place, plans are being developed to spend the necessary time and effort to examine and analyse the trend data rather than just the 2016 data for:

- NAPLAN
- PAT Maths and PAT Reading
- Running Records

at a school, cohort, class and teacher level.

## Attendance

Year level	2014	2015	2016
Reception	93.7%	94.7%	93.4%
Year 01	95.5%	94.4%	95.2%
Year 02	94.5%	94.2%	94.5%
Year 03	95.1%	93.7%	93.9%
Year 04	94.5%	94.9%	92.3%
Year 05	95.8%	93.8%	93.1%
Year 06	95.2%	95.1%	93.6%
Year 07	93.6%	93.4%	94.4%
Total	94.7%	94.3%	93.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

Our absence rate is 6.3%, which is slightly higher than 5.7% in 2015 and 5.3% in 2014. This is significantly impacted by family holidays.

Some of this increase can be attributed to a family of 3 with significant attendance issues. We have worked with the family and DECD personnel with limited success. Our efforts will continue in 2017.

Our progress in following up unexplained absence for students across the school has been significant. This has resulted in a significant decline in our unexplained absence data.

## Behaviour Management Comment

Overall, we maintain a calm and caring learning environment in both the classroom and the yard at Colonel Light Gardens. The link between quality teaching and student engagement is critical. Helping students learn to make positive choices in their attitude and behaviour are significant factors in student success.

Monitoring behaviour data by the school's leadership team is essential in ensuring ongoing improvement. Key information and recommendations are taken to staff and the Governing Council for discussion and feedback.

In 2016, 201 incidents across the year (5 per week average) involved leadership. This included 1 suspension. The breakdown between class and yard incidents was not differentiated but will be in the future.

## Client Opinion Summary

Students and parents completed the 2016 Opinion survey. The responses were graded on a scale of 1 to 5. A score greater than 4 is considered high and a score over 3 is satisfactory.

The student and parent surveys were based on the standard DECD school survey, asking parents and students their level of agreement with key statements regarding expectations, the school environment, communication and the quality of the teaching and learning. We had over 80 parents respond along with a random sample of 40 students in years 3 to 7.

Parents felt strongly that their child felt safe at school 4.4 and liked being at this school 4.4. They also felt the school is well maintained 4.2 and looks for ways to improve 4.2.

The two statements that highlighted the lowest scores were, my child's learning needs are being met at this school 3.6 and the school works with me to support my child's learning 3.6. In both of these areas over 60% of respondents were still positive about the school's efforts in these areas, however these are the areas to focus on.

Other statements included and responses given in the parent survey were:

- I have confidence in the classroom teachers at Colonel Light Gardens Primary School. 77%
- I have confidence in the specialist teachers (Music, Japanese, PE, Art, Special Education, English as a Second Language, Resource Centre) at Colonel Light Gardens Primary School. 75%
- I have confidence in the support staff (SSOs and Admin Staff) at Colonel Light Gardens Primary School. 82%
- I have confidence in the leadership team (Principal, Deputy Principal, Assistant Principals) at Colonel Light Gardens Primary School. 80%

Students indicated that their teachers expect them to do their best. 4.7. They feel safe at school 4.4 Their teachers motivate them to learn. 4.4 and the school gives them opportunities to do interesting things. 4.4

Behaviour could be better managed 3.5 was the greatest concern for students.

The full reports will be discussed with School Council and staff.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	12	13.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	15.6%
Transfer to SA Govt School	64	71.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Volunteers working across our school working with students other than their own children are required to undergo DCSI police clearances. The school is compliant with the DECD requirements. Volunteers undergo mandatory Responding to Abuse and Neglect training.

## 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	65
Post Graduate Qualifications	15

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	34.9	0.0	6.6
Persons	0	38	0	9

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

## Financial Statement

Funding Source	Amount
Grants: State	\$36,166.83
Grants: Commonwealth	\$20,381.00
Parent Contributions	\$35,742.11
Fund Raising	\$25,806.35
Other	\$116,702.88

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	Students were identified according to need and targeted support was provided by the EALD teacher working along side classroom teachers.	EALD students received targeted support.
Targeted Funding for Groups of Students	Improved Outcomes for Students with an Additional Language or Dialect Improved Outcomes for Students with Disabilities Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Identified students were supported individually, in small groups and in class as appropriate to their agreed learning goals as documented in the NEP/IEP. Aboriginal students were supported as needed with attendance, learning, social skills and engagement. The learning difficulties grant targeted students at risk not receiving any additional support. They worked with a teacher in small group sessions. Australian Curriculum funding supported teacher release to collaborate with colleagues to program units of work in a range of curriculum learning areas, developing rich assessment tasks, moderate student work and participate in training and development in small groups. The teachers highly valued having quality time to deepen their understanding and application of the Australian Curriculum.	Students worked towards their agreed goals, achievements shared at NEP meetings. Improved attendance, engagement and learning for our aboriginal students. Support for identified students. Site Improvement Plan targets were met.
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	Funding was used to implement in class support for students at risk. Strong emphasis on early intervention for ensuring early years students achieved SEA with reading.	R to 2 reading saw a reduced number of students not reaching the SEA benchmark. Positive support for identified students and greater engagement to learning.