



Colonel Light Gardens Primary School

2017 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:

20/1/2018

School Context and Highlights

Colonel Light Gardens is an involved school community, working 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. We plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds. It is important to reflect on the work of the school and all that has been achieved this year with our continuous improvement agenda. I have now completed my first full year as principal of Colonel Light Gardens. After 18 months in the role, I feel very connected to the school and the community it serves.

Our enrolment numbers continue to increase with significant interest from both in zone and out of zone families to become part of our school community. In 2017, we spent time working on the recommendations made in the external school review as part of our site improvement plan priorities and strategic directions. The 2017 data shows we have achieved some significant growth in aspects of NAPLAN and other standardised tests, especially in year 3.

I have particularly enjoyed working in partnership with a dynamic and committed Governing Council. The council is supported by many productive subcommittees and through their efforts a lot has been achieved. Numerous workshops and forums were held including a focus on cyber safety, how we teach mathematics and intervention. The school also embarked on a facility upgrade to better meet the needs of our students.

Highlights of the year included a range of whole school and group specific events including:

- o A host of excursions and incursions for students including Book Week,
- o Picnic in the park - a community celebration held on a Friday night in term 1
- o Special person's day - our biannual concert for our Reception to year 2 classes
- o Sports day - Jackson was the winning team
- o Japan day - the 2nd year of this event designed to highlight and celebrate the teaching of Japanese in our school
- o Mother's day high tea - with 40 mothers being celebrated
- o Father's day breakfast - over 200 fathers and their children attended
- o Every student in year 3 to 7 had the opportunity to participate in a camp
- o SAPSASA and sporting achievements
- o Raising over \$50,000 thanks to the efforts of the fundraising committee.

I feel very privileged to be the principal of this wonderful school.

Rick Bennallack
Principal



Governing Council Report

2017 has been a busy year for the Governing Council and the subcommittees that carry out much of its work. We are fortunate to have a strong and resourceful Principal, and in collaboration with the school's leadership team, we have supported a number of new initiatives, as well as progressing the school's longer-term goals.

Our academic results continue to improve across most areas and year levels. In 2017 the Governing Council approved a significant increase in the budget for teachers' professional development, which reflects our commitment to excellence in teaching.

In addition, in recognition of the important role that the home environment plays in educational outcomes, the Education Committee ran a number of workshops for parents aimed at increasing parent engagement with and understanding of key developments in primary-aged learning.

The physical environment in which our children learn has remained a focus for leadership and the council this year. While most of our efforts have been concentrated on the outdoor environment over the past couple of years, 2017 has seen us plan and commence internal renovations aimed at creating more flexible and contemporary learning spaces. Our ability to invest in these upgrades is due in no small part to the tireless work of our Fundraising Committee, who far exceeded their target.

At the end of 2017 we farewelled Wayne Hunt as Deputy Principal of CLG. Wayne has been a valued member of the leadership team for nine years – one of the few constants in a period of frequent change. His warmth, experience and dedication will be missed by members of the Governing Council, and we wish him all the best for his retirement.

There is a strong sense of the diversity of learning and life experiences offered at our school. The professionalism and expertise of our teachers and leaders is evident. So too, is the commitment of the many parents who invest their time in our students in a multitude of ways. To all of our volunteers, from our canteen regulars, to our sports coaches to our fundraising superstars, I express heartfelt gratitude.

Anna Lee
Governing Council Chairperson

Improvement Planning and Outcomes

2017 concluded the 3rd year of the 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 to attain and maintain high standards of achievement through effective teaching and learning practices.

A one year Site Improvement Plan was developed, targeting one component of each of the 3 priority areas as our core business. The identified components were maintaining our focus on Inquiry, Moderation and Numeracy. Key strategic actions and targets were identified in each priority. This included articulating actions that would be undertaken by groups and individuals within the school. Actions were documented for the leadership team and coordinators, each professional learning team and individual teachers.

One of the major means of developing powerful and expert learners was the ongoing 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 began in 2016 across the partnership and in 2017 involved a number of combined staff meeting and a pupil free day. The outcomes achieved were significant and these opportunities will continue in 2018.

A key component in our efforts to improve numeracy outcomes for students involved developing clear understandings and expectations regarding the teaching of maths. Two pupil free days and a number of staff meetings were dedicated to finalising our whole school numeracy agreement and schedule 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 of embedding the agreements in this document will continue in 2018.

Intervention programs were strengthened through Quicksmart to support identified students with automaticity of number fact recall. Our data shows the students involved have made significant progress. As part of our external review directions, in 2018 a complete review of our intervention and special education processes will occur.

We continued our work on embedding our 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 2nd or 3rd year 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.

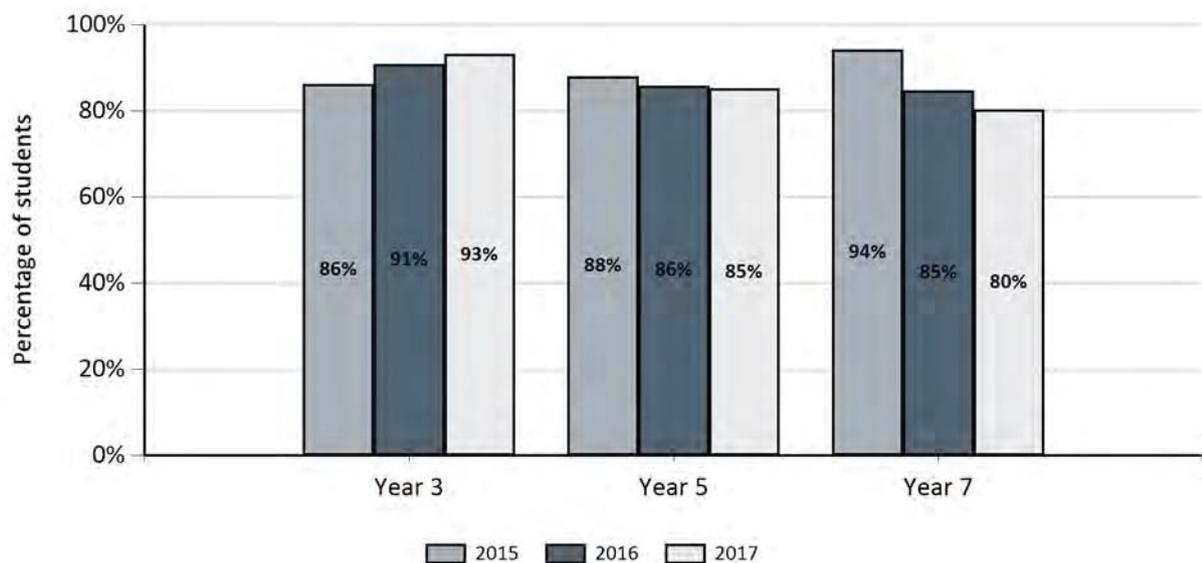
A pupil free day was allocated in term 4 for a rigorous self-review process designed to help our school improve. The time allocated gave staff the opportunity to explore, discuss and make informed decisions about school and student progress, improvement and achievement. We were able to monitor progress 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 2018 Site Improvement Plan.

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.

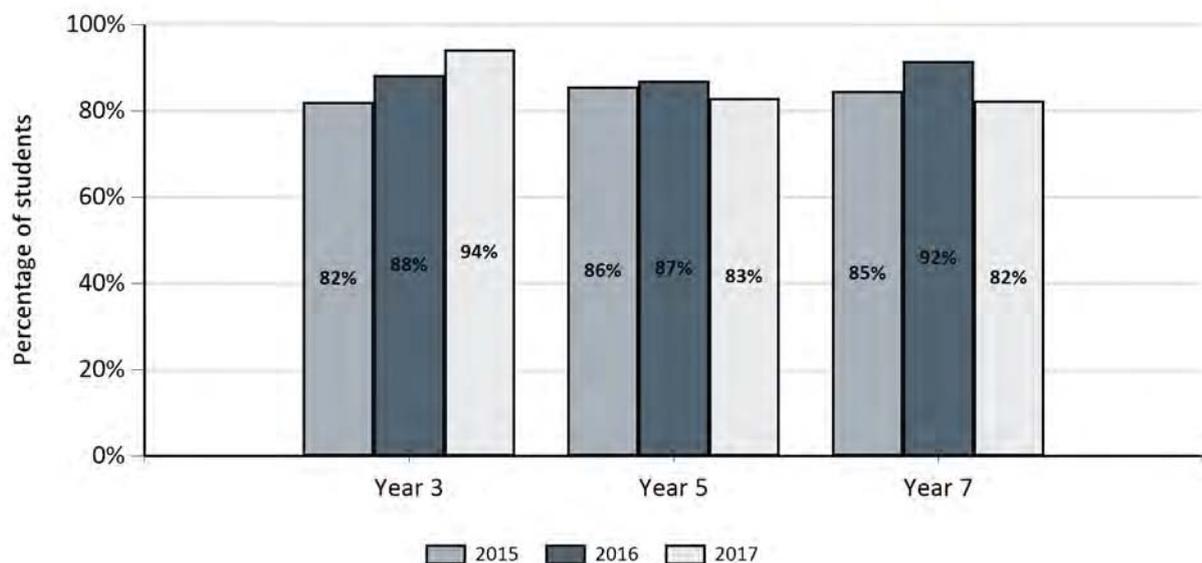
Reading



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 5-7 | Year 3-5 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 27% | 37% | 25% |
| Middle progress group | 48% | 42% | 50% |
| Lower progress group | 25% | 21% | 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 | 27% | 27% | 25% |
| Middle progress group | 62% | 50% | 50% |
| Lower progress group | 11% | 23% | 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 | 104 | 104 | 61 | 54 | 59% | 52% |
| Year 3 2015-17 Average | 92.0 | 92.0 | 49.7 | 39.7 | 54% | 43% |
| Year 5 2017 | 88 | 88 | 30 | 20 | 34% | 23% |
| Year 5 2015-17 Average | 88.0 | 88.0 | 37.7 | 24.0 | 43% | 27% |
| Year 7 2017 | 51 | 51 | 16 | 15 | 31% | 29% |
| Year 7 2015-17 Average | 54.0 | 54.3 | 18.7 | 16.7 | 35% | 31% |

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

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 3 to 5 numeracy.

We had significant improvement in year 3 mean scores across most test areas especially in reading, punctuation and grammar and numeracy. Higher band attainment results showed increases in year 3 in Reading from 48.4% in 2015, 54.5% in 2016 to 58.7% in 2017 and in Numeracy from 29.5% in 2015, 48.1% in 2016 to 51.9% in 2017. The higher band retention from year 3 to year 5 tracks the same students and showed that in reading 63.2% of students remained in the highest 2 bands and 69.6% in Numeracy.

From year 5 to year 7 the results were 55.0% in reading and 63.6% 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. Mean scores in both year 5 and year 7 were lower than the 2016 results in most areas.

Our Running Records data shows that 86.6% of our year 1 students and 72.3% 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 decrease in the year 2 result which will need to be improved.

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 in greater depth in 2018. Anne Pillman, our partnership SLIPP worked with staff in transforming tasks to allow for stretching and higher level achievement.

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.

Staff are being provided increased training and the necessary time to examine and analyse the trend data for:

- o NAPLAN
 - o PAT Maths and PAT Reading
 - o Running Records
- at a school, cohort, class and teacher level.

Attendance

| Year level | 2014 | 2015 | 2016 | 2017 |
|------------|-------|-------|-------|-------|
| Reception | 93.7% | 94.7% | 93.4% | 93.1% |
| Year 1 | 95.5% | 94.4% | 95.2% | 93.9% |
| Year 2 | 94.5% | 94.2% | 94.5% | 94.6% |
| Year 3 | 95.1% | 93.7% | 93.9% | 94.9% |
| Year 4 | 94.5% | 94.9% | 92.3% | 94.2% |
| Year 5 | 95.8% | 93.8% | 93.1% | 93.6% |
| Year 6 | 95.2% | 95.1% | 93.6% | 92.9% |
| Year 7 | 93.6% | 93.4% | 94.4% | 93.0% |
| Total | 94.7% | 94.3% | 93.7% | 93.8% |

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 6.2%, which is slight improvement on the 6.3% achieved in 2016 but still higher than 5.7% in 2015 and 5.3% in 2014. This continues to be significantly impacted by family holidays.

The higher level of absence over the last 2 years can be attributed to 2 families with significant attendance issues. We are confident this will improve in 2018.

Our progress in following up unexplained absence across the school has been significant. This has resulted in a significant decline in our unexplained absence data. We will also be introducing new software to help track and monitor.

Behaviour Management Comment

Overall, we maintain a calm and caring learning environment in both the classroom and the yard. 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.

In 2017, 148 consequences across the year involved being redirected from the class or yard. This was down from 201 in 2016.

Of the 148, 69 consequences were for the Focus Room at lunch, 70 for office time out, 4 internal suspensions and 5 take homes.

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.



Client Opinion Summary

Over 100 parents were invited to complete the 2017 Opinion survey. The responses were graded on a scale of 1 to 5. A score greater than 4 is considered high. In 2017 it was pleasing to see the responses in each of the 14 areas had a score of over 4.

The parent survey was 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. Parents felt strongly that their child liked being at this school 4.7 and felt safe at school 4.6. They also felt the school is well maintained 4.6 and looks for ways to improve 4.6.

The statement with the lowest score was - Teachers at this school treat students fairly 4.2. 87% of respondents agreed or strongly agreed that we do treat students fairly, however 10% neither agreed or disagreed and 3% of respondents disagreed.

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

- o I have confidence in the classroom teachers at CLG - 87%
- o I have confidence in the specialist teachers (Music, Japanese, PE, Art, Special Education, English as a Second Language, Resource Centre) at CLG. - 93%
- o I have confidence in the support staff (SSOs and Admin Staff) at CLG. - 84%
- o I have confidence in the leadership team (Principal, Deputy Principal, Assistant Principals) at CLG. - 93%

When asked overall how satisfied are you with your child's learning and development at Colonel Light Gardens Primary School, 93% of respondents indicated they were either satisfied or very satisfied. The other 7% were neutral.

Staff also participated in a psychological health survey. The results were very positive with the following protective factor positive responses:

- o Supportive leadership - 93%
- o Role clarity - 93%
- o Co-worker interaction - 91%
- o Participative decision making - 91%
- o Goal Alignment - 85%
- o Appraisal and recognition - 84%
- o Employee development - 91%
- o Group morale/distress - 84%

Work demands at 74% was the lowest score and needs to remain a high priority in supporting staff. We try to find the balance.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 6 | 5.6% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 39 | 36.4% |
| Transfer to SA Govt School | 62 | 57.9% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

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

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.

In 2017 we introduced the compulsory wearing of volunteer lanyards and strengthened the use of sign in and sign out books.

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 | 71 |
| Post Graduate Qualifications | 12 |

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 | 0.0 | 34.0 | 0.0 | 6.3 |
| Persons | 0 | 39 | 0 | 10 |

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

Financial Statement

| Funding Source | Amount |
|----------------------|----------------|
| Grants: State | \$5,239,716.50 |
| Grants: Commonwealth | \$7,900.00 |
| Parent Contributions | \$382,885.24 |
| Fund Raising | \$50,224.00 |
| Other | \$121,487.00 |

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 | A renewed emphasis on the school wide social skills and explicit teaching of skills and abilities. | A reduced number of consequences for inappropriate behaviour. |
| | Improved Outcomes for Students with an Additional Language or Dialect | 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. |
| | Improved Outcomes for Students with Disabilities | Identified students were supported individually, in small groups and in class as appropriate to their agreed learning goals as documented in the NEP/IEP. | Students worked towards their agreed goals, achievements shared at NEP meetings. |
| 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 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. | Improved attendance, engagement and learning for our aboriginal students. Support for identified students. |
| Program Funding for all Students | Australian Curriculum | 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. | Site Improvement Plan targets were met. |
| | Aboriginal Languages Programs Initiatives | N/A | |
| Other Discretionary Funding | Better Schools Funding | Funding was used to implement in class support for students at risk. Strong emphasis on early intervention for ensuring students achieved SEA with reading. | A reduced number of students not reaching the SEA reading benchmark. |
| | Specialist School Reporting (as required) | N/A | |
| | Improved Outcomes for Gifted Students | N/A | |
| | Primary School Counsellor (if applicable) | The DP/AP shared the 0.2 working in collaboration with staff/families/PCW/Behaviour Coach to support students to positively engage with their learning and develop/maintain sound relationships with teachers/peers. | Positive support for identified students and greater engagement to learning. |