St Leonards Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

St Leonards Primary School Number: 391

Partnership: Holdfast

Name of School Principal: _____ Dave Henty-Smith _____

Name of Governing Council Chair: _____ Belinda Tredwell _____

Date of Endorsement: _____ 1/3/18 _____

School Context and Highlights

School Overview and Vision
St Leonards Primary School is a fast growing school located 11 kms from Adelaide and is close to the beach and excellent family orientated facilities. St Leonards Primary School has become 'zoned' due to the pressure of increasing enrolments. Families living within Glenelg North and Novar Gardens are guaranteed placements in the future. St Leonards Primary School has a strong and proud history of success. As educators, we are committed to the educational and social development of our students, aiming for each child to reach their full potential. St Leonards takes pride in its reputation as a welcoming, friendly, child-centred learning community.
Our School Motto: "Learning Together", Vision Statement "Building a community that inspires curious, creative and innovative thinkers", and our value of Respect, Resilience and Readiness drives what we do.
During 2017 the school was externally reviewed and over the next 4 years we will work on three directives
1. Design, implement, review and embed effective and consistent pedagogical practices within and across all learning areas.
2. Strengthen site improvement planning processes by embedding common understandings and practices in the implementation of the three stages of self-review to ensure ongoing improvement for all students.
3 Strengthen student influence on their learning by engaging with feedback in a two-way process
using data and evidence to improve learning.

The school priorities for 2017 have been in the areas of Literacy, Numeracy and Wellbeing, whilst maintaining Information, Communication & Technology (ICT). Student reports are aligned with other partnership schools to reflect assessment of the Australian Curriculum.
Demographic Data
St Leonards Primary School is a Category 6 school and has seen tremendous growth since 2010 with enrolments of 197 students to 394 students currently . Our students are from a wide demographic area and data shows that:
• 16% of students were eligible for School Card.
• 23.40 % of our students were from Non-English Speaking Backgrounds (NESB).
• 13 % qualify for English as an Additional Language or Dialect (EALD)support.
• 2.24% of our students identify as Aboriginal and/or Torres Strait Islanders.
• 6.3% of our students are identified as being a student with a disability.
Our student attendance rates have remained stable with most absences related to family holidays and illness. The attendance rate for 2017 is above 93.4%

Governing Council Report

2017 has yet again been a year of exciting advancements and developments for St Leonards. The school community has continued to support the school with a pleasing level of engagement.
Governing Council Membership
The formal positions for 2017 SLPS Governing Council (GC) were held by: Chairperson: Belinda Tredwell, Deputy Chairperson: Leanne Denneny, Treasurer: Peter Heading: Secretary: Paula Lowe
In total the GC consisted of 15 parent members and 4 staff members (Principal, Deputy Principal, a class teacher representative and an administrative staffer). Meetings are held twice a term (week 3 & 8), AGM term 1 and subcommittee meetings at least once a term. The level of attendance at the GC meetings is very positive with at least 70% attendance rates.
Sub-Committees
The following sub-committees of the GC are formed at the AGM in Term 1 and are made up of staff, GC members and other parents or community members:
Finance, Leadership, Staff, OSHC, Canteen, Fundraising, rounds, Sports, Uniform and Education/Learning
Parents who cannot commit to being on the GC are more than welcome to become a member of a sub-committee.
The meetings at GC and subcommittee have a formal agendas and minutes. The GC includes a review of previous minutes' actions, reports from all sub-committees (i.e. financial report). Additional (new business) topics from meetings this year included topics such as: STEM works, Parking issues around the school (continued from 2016) Communication mechanisms (Facebook, emailed newsletters, SMS reminders) Holdfast Bay, Partnership and Grant applications
Meetings are formally minuted and distributed to all GC members.
Challenges: The STEM building works have presented numerous challenges by way of class placements, disruptions to OSHC and WHS considerations. These challenges have been tackled with professionalism, skill and determination to ensure that the high standards of education are continued for our children.
Successes: Finance-Financial records that are correct, true and reliable, OSHC - Positive funding status,strong numbers for vacation care and before/after care, managing this business unit successfully through STEM works.
Canteen: Special food days managing this business unit carefully due to budget/financial considerations.
Fundraising -Quiz Night,Disco, Special event days - Celebration Night, Sports Day, Father's Day, Mother's Day
Grounds-Veggie garden, Perimeter Fencing. Sport, Education and Uniform Committees also operate.

Improvement Planning and Outcomes

Our Site Improvement Plan in 2017 incorporated the key areas of the Numeracy, Quality Teaching and Learning as well as Student Well-being and Engagement. The key foci of this plan is tracking and monitoring student growth, engaging in a consistent improvement cycle, enacting changes in pedagogical practice and identifying and enacting clear intervention processes. Our focus areas for 2017 were Literacy, Numeracy and Well-being. 2017 has seen the continuation our Site Improvement Team(SIT). The SIT is responsible for monitoring and reviewing our Site Improvement Plan and Yearly Operation Plans.

During 2017 the school, underwent an external review. The key directives which will drive our future work are:
 At St Leonards Primary School, effective teachers actively engage learners and provide diverse challenging tasks. Supportive leadership has provided creative and structured time for ongoing collaborative professional learning.

The Principal will work with the Education Director to implement the following Directions:

1. Design, implement, review and embed effective and consistent pedagogical practices within and across all learning areas.

2. Strengthen site improvement planning processes by embedding common understandings and practices in the implementation of the three stages of self-review to ensure ongoing improvement for all students.

3. Strengthen student influence on their learning by engaging with feedback in a two-way process using data and evidence to improve learning.

Literacy - Our school target is to have 90% of our students achieving the DECD Standard of Educational Achievement (SEA). With a focus on reading. This year overall we had 78.3 % of our students meet this target.

Key Strategic Actions and Success Indicators:

Beginning a review of a "Literacy Agreement" for use within all classrooms.

Implementing the DECD Numeracy and Results Plus; our "Annual Operation Plans" align to this strategy.

Numeracy - Our school target is to have 90% of our students achieving the DECD SEA in NAPLAN. This year 75.9 % of our students achieved this target.

Key Strategic Actions and Success Indicators 2017:

The development of a Partnership Numeracy Agreement incorporating diagnostic assessments and differentiated learning; staff work at tracking every learner's growth through PAT M and NAPLAN through development of a whole school data booklet.

Enacting changes in pedagogical practice; staff have participated transforming tasks workshops and moderation across the Partnership. Three staff were involved in the Holdfast Partnership Tierney Kennedy Professional development sessions.

Wellbeing - Key Strategic Actions and Success Indicators:

Whole School involved in Successful Start and Program Achieve well-being activities; Developed and implemented strategies for early intervention and provided student support as needed; strategies for early intervention are now well developed and adequate student support has been provided.

Staff received professional development in Restorative Practices and student anti-bullying strategies.

Students were enthusiastic about the school with attendance rates at 93.4% and the opinion surveys showing they felt valued and enjoyed being at the school.

2018 priorities include the continued development and implementation Literacy and Numeracy Agreements as well as improving our goal of 90% of our students achieving the SEA in reading and numeracy. Learning Design and moderation will also be a focus area through the STEM subjects.

Tracking of students and targeted intervention for those not achieving the SEA will be a focus during 2018. We have established 5 action teams in the areas of Numeracy, Literacy, Well-being, STEM and Cultures of thinking. These will continue to drive our improvement.

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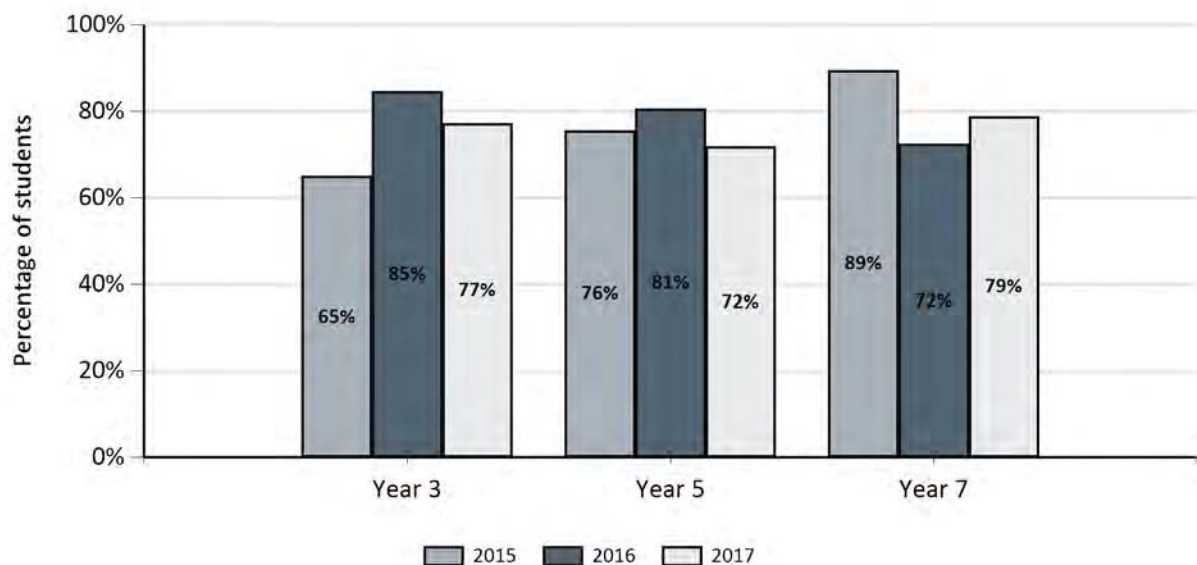
Reading
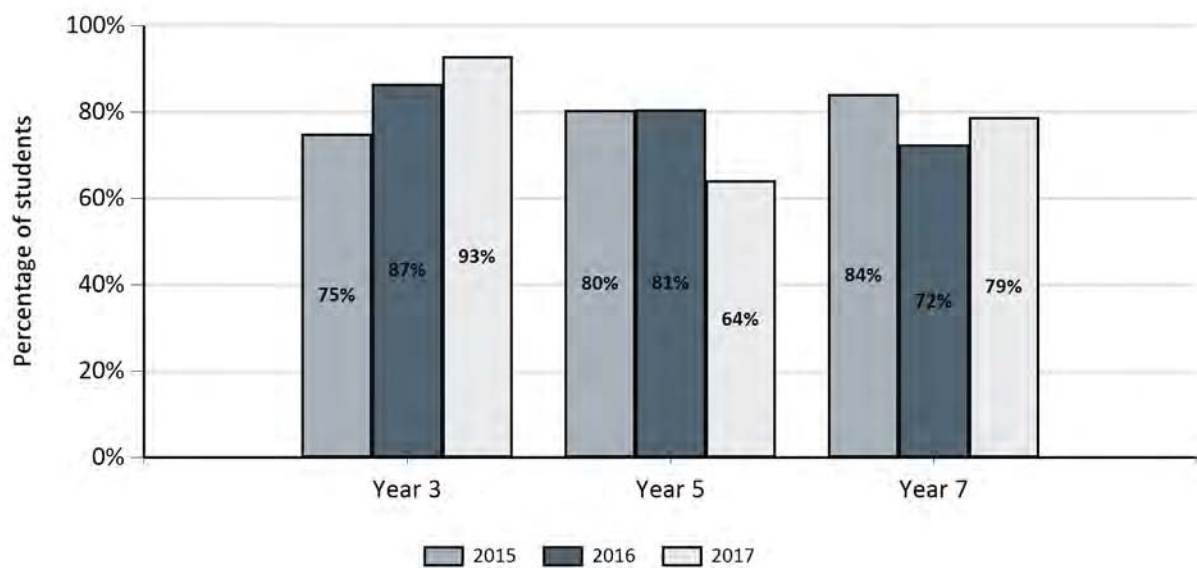
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	10%	26%	25%
Middle progress group	57%	37%	50%
Lower progress group	33%	37%	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 5-7	Year 3-5	State (average)
Upper progress group	15%	19%	25%
Middle progress group	54%	52%	50%
Lower progress group	31%	29%	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	57	57	23	16	40%	28%
Year 3 2015-17 Average	49.7	49.7	21.3	13.7	43%	28%
Year 5 2017	39	39	9	3	23%	8%
Year 5 2015-17 Average	38.7	38.7	13.3	8.3	34%	22%
Year 7 2017	33	33	15	12	45%	36%
Year 7 2015-17 Average	27.0	27.0	8.3	5.3	31%	20%

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 Reading

Reading data has been a slight disappointment in our Year 3 and Year 5 results for 2017over historical levels. Our year 7 group have shown an improvement from recent historical levels in 2017. The Year 7 cohort have shown a 6% increase in overall achievement in reading since their last NAPLAN test in 2015

NAPLAN Numeracy
Numeracy data has shown a slight decrease in Year 3 and Year 5 results for 2017 over historical levels. The Year 7 cohort showed an improvement from 2016 which is attributed to a number of factors. The Year 3-5 cohort progress between 2015 and 2017 has shown a slight decrease. Our site improvement planning processes have identified this as an area for review and restructure in 2018.

NAPLAN Progression rates
In Reading, our Year 3-5 cohort again showed outstanding growth between NAPLAN tests with 90% in the middle to upper growth bands. Our planning again aims to improve this figure over the next few years. Our Year 5-7 cohort showed 63% of students were placed in the middle and upper growth band.
In Numeracy, 71% of our Year 3-5 cohort recording progress in the middle to upper bands. 57% of these students were in the middle growth band. Our Year 5-7 cohort had 69% in the middle to upper growth bands. We are pleased that in this cohort we had improved our percentage of students in the lower band, with only 29% being in this band in 2017.

Upper Band Achievement
Our Year 3 students achieved the state average in Upper Two Bands Achievement on both the Reading and Numeracy NAPLAN tests. Our Year 5 students achieved below the 2015 - 2017average in both Reading and Numeracy. Our Year 7 students achieved well above the averages and historical levels in both Reading and Numeracy. We aim to direct our energy and resources at retaining more students in the upper growth bands.

Running Records
In Term 3, 2017, the Running Records data showed that approximately 7% of students in Year 1 were reading between Levels 1 – 5, 17% of students in Levels 6 – 10, 26% of students in Levels 11 -15, 15% in Levels 16 – 20 and 35% in the higher levels of 21 – 26.
In Year 2, 2% of students were reading between Level 1 - 5, with 5% of students between Level 6 – 10, 5% were at Level 11 - 15, 20% were reading at Level 16 – 20, 71% of students were reading at level 21 – 26.
A rigorous review of our running records identified the cohort of students who had made minimal progress. These students were targeted with specific intervention but will be targeted for intervention both within class and with a reading support coach in 2018.

Attendance

Year level	2014	2015	2016	2017
Reception	93.1%	93.9%	94.2%	94.0%
Year 1	93.7%	94.9%	93.7%	92.3%
Year 2	92.8%	94.4%	95.3%	94.4%
Year 3	95.3%	91.9%	94.8%	94.8%
Year 4	94.6%	93.4%	91.4%	93.0%
Year 5	93.9%	93.0%	95.8%	91.1%
Year 6	93.4%	91.5%	94.6%	93.5%
Year 7	90.8%	90.4%	95.0%	93.8%
Total	93.5%	93.4%	94.4%	93.4%

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

Attendance Comment

Student attendance was once again above the DECD target of 93%. Staff are aware of student attendance and are proactive when an issue may present. Staff meetings are set aside to discuss attendance. Attendance is also constantly monitored using Sentral with students showing concern being highlighted and then referred to the School Counsellor and Principal for follow up. Overall our attendance of 93.4% is pleasing and is in line with our attendance rates for the past 4 years.

Behaviour Management Comment

At St Leonards our student behaviour support is underpinned by the principles of Restorative Justice. As a school, we have worked hard to build an understanding of functional behaviour analysis, trauma and pro- active strategies for students who struggle to manage themselves and need assistance. Our behaviour support practices are focussed on encouraging the use of restorative approaches to manage conflict and tensions, by focussing upon repairing harm and strengthening relationships. We continue to seek opportunities for our learners to participate in and be engaged with learner driven educational practices and student lead activities. Our data supports these methodologies having a significant positive effect on learner behaviour.

Client Opinion Summary

Parent, Student and Teacher Opinion Surveys

Students took part in this on-line survey. Ratings are scaled from 5.0 being excellent and 0.0 being poor. Of the students surveyed, a number of areas stood out for us. These included: 'My teachers expect me to do my best' (4.5), "My teachers motivate me to learn (4.1) and "My school looks at ways to improve.
Areas our students felt were of a concern were: 'Student behaviour is well managed at our school' (3.2), 'I can talk to my teachers about my concerns' (3.6) and 'My school takes students' opinions seriously' (3.5). We will use this data in our improvement planning.

Parents responded to the on-line client opinion survey. Ratings are scaled from 5 being excellent to 0 being poor. Parent feedback was again overall positive. Areas that parents thought was a positive for the school included: 'My child feels safe at this school' (4.7), "My child likes being at this school" (4.7), "The school looks for ways to improve" (4.5) 'Parents at this school can talk to teachers about their concerns' (4.4),

Elements of the survey which were marginally down included: 'Teachers at this school provide useful feedback to my child (3.6), and 'The school works with me to support my child's learning (3.9).

Staff completed the on-line opinion survey. Generally the responses were very positive. Areas that stood out for us were: "The school looks for ways to improve (4.4), 'Teachers at school expect teachers to do their best' (4.3) and 'Teachers treat students fairly (4.3).
Although overwhelmingly positive, areas to look at will include: I receive useful feedback about my work at this school (3.9), 'Student behaviour is well managed at this school' (3.6). This data will be used by leadership to drive improvement at the school as well being used to update policies and procedures.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	13	21.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	21	34.4%
Transfer to SA Govt School	27	44.3%
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

Processes are in place to ensure that all personnel, including volunteers, meet the DECD Criminal History Screening requirements. We have effective record keeping and full compliancy including:
• Sighting and recording clearance information on EDSAS
• Maintaining the accuracy of screening information on EDSAS
• Verifying the identity of first time visiting DECD employees

http://www.decd.sa.gov.au/docs/documents/1/RelevantHistoryScreenin-1.pdf

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	40
Post Graduate Qualifications	14

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	20.4	0.0	5.0
Persons	0	23	0	7

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

Financial Statement

Funding Source	Amount
Grants: State	$142,995.69
Grants: Commonwealth	$41.199.94
Parent Contributions	$201,429.77
Fund Raising	$27,197.56
Other	$48,135.23

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	Teacher employed to support students. Wellbeing team meet regularly.	Implementation of What's the Buzz Program. Improvement in students' wellbeing.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher/SSO employed working in class with students.	EALD students tracked and monitored in line with DECD SEA.
	Improved Outcomes for Students with Disabilities	Special Ed teacher employed to oversee NEPs and ILPs and coordinate the program. SSO support for each verified student.	NEPs written for students and monitored termly.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	APAS Grant used to support aboriginal child in reading program. Reading support teacher employed for R-2 students and SSO support provided.	Student met DECD SEA. Students met appropriate Running Record level.
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	The funding of $19,810 was used to purchase additional numeracy resources, ICT resources and to facilitate professional learning pupil free days. Staff were provided with opportunities to attend a range of conferences.	Staff working towards stretching and challenging students through task design.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	0.2 Counsellor employed. She oversees the Well-being Team including CPW.	Implementation of the What's the Buzz program.