

Instructions for Using the School Annual Report Template

This School Annual Report template has been provided to aid in the development of your school annual report. It has been designed to meet all the requirements detailed in **National Education Agreement, Schedule E – Student Reports and Annual Reporting to the School Community** as well as legislated requirements under the Australian Education Act 2013.

Full details of the requirements can be obtained from the **Essential Requirements 2015** document at <https://myintranet.learnlink.sa.edu.au/operations-and-management/information-and-records-management/assessments/departamental-reports>

Please note: The data for your report will be available in SPeRS early November 2015. To assist leaders, SPeRS will also provide selected data reports for your own site. Sites are encouraged to copy and paste the charts and tables from these reports to ensure that all the Essential Requirements 2015 are included in the site's Annual Report.

<Deleting comments>

Please note all highlighted <comments> in red **MUST** be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also **delete this instruction page** from the template. You will need to replace 'School Name' on the front page of the report with your school name.

Data for your Reports

- Data for your report can be found in the **SPeRS** report **Data for Annual Report**. It has been formatted so you can simply copy and paste the tables and charts you require from this document to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS. NAPLAN data may also be sourced from the Student Data Warehouse.
- A separate report for **Teacher Qualifications and Workforce Composition** data will be available from the Reports section in SPeRS. The text in black in the Teacher Qualifications section in the template must remain in the report. No other comments are required for these sections.
- **Finance data** will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.
- **Opinion Survey** data will no longer be available in SPeRS. For those using the national survey tool reports will be available in that system for use in your annual report. <https://myintranet.learnlink.sa.edu.au/operations-and-management/information-and-records-management/student-and-parent-satisfaction-systems>
- Senior Secondary data will need to be sourced from your school data.

Hints and Tips for Formatting your Report

- More information on how to copy and paste charts and tables or move text around them is available from the Annual Report Template Tips document at http://www.decd.sa.gov.au/accountability/files/links/SPERS04_Annual_Report_Tips.pdf
- For copying and pasting from PDF documents e.g. Running Records please see the following document http://www.decd.sa.gov.au/accountability/files/links/SPERS02_Copying_from_PDF_v.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data Management and Information Systems:

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Elizabeth Grove PS Annual Report 2015

Respect ~ Honesty ~ Community



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name: Elizabeth Grove PS

School Number: 0897

Principal: Dan Jarrad

Partnership Elizabeth

School Profile: Elizabeth Grove Primary School is part of the Elizabeth Grove Community Campus, consisting of Elizabeth Grove Primary School, Elizabeth Grove Out of School Hours Care, Elizabeth Grove Children's Centre and Kids 'n' You Family Services. Our learning is closely aligned to the values of our school, which include **Respect, Honesty and Community**. We aim to work in partnership across the Elizabeth Grove Community Campus and build with all staff and leaders a strong and seamless relationship across all levels of schooling and care. We believe that every child has the ability to learn, can be successful through achieving their personal best and will make valuable citizens within the community. Building a strong partnership with parents/caregivers underpins our school value of Community. When parents and caregivers are involved in the learning process for a child, increased learning outcomes can be achieved. Parents and Caregivers know their child better than anyone and the information that is shared with your child's teacher is invaluable, likewise, when parents understand what they can do to support the school we strengthen the learning process for children. Specialist programs include Physical Education, Positive Psychology, Kitchen Garden Program, After School Football, SAPSASA and Choir. Elizabeth Grove is a category one school under the index of disadvantage.

Student Profile (as of August 2015)

Student Profile	2014	2015
English as a Second Language (ESL)	34.5%	36%
Disability	12%	11%
School Card	74.1%	70%
Aboriginal / Torres Strait (ATSI)	12%	9.5%
Non English Speaking Background (NESB)	22.5%	26%

2. REPORT FROM GOVERNING COUNCIL

Portfolio groups convened by council members included 21st Century Learning Spaces (Grounds and Facilities), Outside School Hours Care (OSHC), Community Development, Education, Canteen, Sports and Finance. Council members could co-opt other community members onto their groups. These groups had input into all facets of school life and influenced decisions to set the directions for the school.

The Governing Council identified the following as key achievements for 2015:

- Increased engagement of parents and caregivers on Governing Council and Sub Committees.
- A strong and informative working relationship between our School Principal, staff representatives and Governing Council members.

- Significant involvement from the Education Sub Committee in reviewing and developing the Home Learning Policy (Homework) and proposal to increase learning opportunities for Parents / Caregivers in the area of home reading.
- Significant contribution from the Community Development Committee in organizing successful events across the school year, including Mothers and Father's Day Stall, Sports Day, Music Concert and Easter Raffle.

The school is extremely grateful to all our Governing Council Members and volunteers who not only give their time to the important job of taking our school forward, but to all the other jobs they undertake that ensures a safe and caring learning environment for our students.

3. 2015 HIGHLIGHTS

Community Engagement and Participation:

- Students presented an end of year Music Concert which followed a community dinner. We had over 250 parents and caregivers attend the evening which was a huge success and over 90% of our students performed in the concert.
- We celebrated our Multicultural Day. The sessions with different presenters from different cultures were interesting and informative. The Kitchen Garden Program cooked food from different cultures and shared them with the whole community.
- We achieved our target of reaching 100% of our families through Parent/Teacher Interviews, this was a great team effort by all staff. We received strong feedback from families that they wanted to know more about student learning and be part of school life.
- 'Night On The Green at the Grove' was well attended by families and had a positive atmosphere. Through the Passport system families walked through learning areas and were introduced to their child's teacher.
- This year our Breakfast club went from strength to strength with an average of 25 students accessing the program each day. Students helped to wash dishes, serve others and be a part of a growing community.
- National Family Day was held with our families being invited to attend a shared lunch and shared games. The games were supplied by Playford Uniting Communities.
- This year we went all out for Book Week and invited students to come in dressed as their favourite character. This was well received by families and children and a great vibe was created with a real sense of fun and creativity.
- A very successful Sports Day was held with the introduction of our new house chants for each team being well received by the community. We congratulate Playford Nungana the overall winner for the Sports Day and Sampson Kuala for their exceptional sportsmanship.



Professional Learning

- **4 Pupil Free Days:** 2 days which have focussed on the Literacy Block specifically Guided Reading & Daily Five, setting goals in reading & assessment against the Australian Curriculum Achievement Standards - English. 1 Joint Pupil Free day with Elizabeth South & Elizabeth Vale 'Moderation Matters' – English Achievement Standards at EDC and 1 day for our Annual Review and School Improvement Planning.
- Ongoing professional learning through PLTs & afterschool sessions were provided by site based leaders in aspects of Literacy including assessment of reading, analysis of PAT-R, Language & Literacy Levels & review of Literacy Block progress.
- A voluntary, afters hours, Professional Learning Community with a focus on Formative Assessment in Reading was facilitated by the Leader of Learning. This was a joint PLT with staff from Elizabeth Grove and Elizabeth Vale attending. Five staff members from Elizabeth Grove regularly attended.

- Joint Professional Learning sessions with Elizabeth Vale Primary School was provided by site leaders with R-2 teachers attending Phonemic Awareness, Yr3-7 teachers attending Words their way & Specialist teachers attending Formative Assessment.
- 2 staff participated in the Elizabeth Partnership professional development- Maths in Action with Mike Chartres as well as attending Hub groups at Elizabeth South PS.
- 3 teachers attended Natural Maths/Ann Baker professional development in the school holidays as well as attending Hub groups at Elizabeth South PS.
- 3 teachers & 2 leadership staff participated in Module 1 & 2 of the DECD Leading Numeracy Improvement modules.
- All staff completed RAN Training.
- SSOs participated in a Mindfulness workshop with Elizabeth Vale staff during Pupil Free Day.
- Introduction to the Aboriginal Cultural Studies Moodle and Teaching and Learning Moodle with a focus on Aboriginal Education – these resources with links to the Australian Curriculum, TfEI and The Australian Professional Standards for Teacher will enable staff to plan units of work and access a wide range of resources to embed Aboriginal perspectives throughout all curriculum areas.

Learning Spaces – 21st Learning Environments

Outdoor Spaces

Kaurna Garden:

- The garden has been open every lunch play time. Students have been eagerly caring for the garden by planting, weeding, renewing paths, cleaning up messy sections and watering the plants.
- Nature play in the garden has been a focus, whereby students have been encouraged to build tee-pees and cubbies. Many students have been involved in imaginative play using various loose objects found in the Kaurna Garden, which has been especially appealing to our younger students.

Kitchen Garden:

Chicken Coop

- Another initiative of the Grove Greenies has been a real success. The chicken coop has been built and has been a home to a number of chickens. Children have been collecting eggs, feeding the chickens and during playtimes observing the animals which generated positive comments and conversations among students.

General School Grounds:

- Much of the student artwork has been put up around the school. Currently, Year 7 graduation mosaics are displayed at the front of the school as well as the Harmony day sign which students worked on in small groups.
- There has been an increase in areas where students can play with the Kaurna Garden being open on a daily basis. Toy boxes in the sandpits have been filled with toys students use in newly refilled sandpits.
- The cricket pitch and football goal upgrade has been completed.

Nature Play Planning:

- Student Leadership Technology Committee met a number of times and researched nature play concepts and surveying students during break times in order to find out what EGPS students would like to see in their playgrounds. Major concepts were then used to come up with a draft plan of a nature play area.
- Applied for a grant and was successful at receiving \$1500 towards the project to be used in 2015.
- Introduction of logs and straw for children to play on further reinforced the need for nature play playgrounds.
- Meetings with landscape designers and planning and development of the master plan in readiness for construction in 2016 has been completed.

Aboriginal Education 2015 Key Highlights:

- Nunga Café - providing an opportunity for families of Aboriginal students to meet together over a meal and get to know staff and other families.

- Community Partnerships Agreement launched involving staff, students, parents and the Aboriginal community.
- Cultural Awareness Training for staff run by Janet Doolan and Jasna Kelly providing an opportunity to reflect on what we know and how we can grow, change and support one another.
- Aboriginal and Torres Strait islander histories and culture in the curriculum – at least half of the classes utilized Janet, Jenny or Sandy to plan or provide input into their units of work.
- ALPI – Aboriginal Languages Program Initiative – provided opportunity for Kurna language to be explored and practiced in Yr 4-7 classes, plus Kurna songs with most JP classes.
- APAS – Aboriginal Programme Assistance Scheme – 3 SSOs providing extra individual learning support in literacy and/or numeracy for Aboriginal students who were below DECD Running Record/NAPLAN requirements
- Reconciliation Week was a great success. Janet provided an informative and reflective workshop on 'Time to Change it Up' with all classes. We also hosted 2 family movie nights, viewing Rabbit Proof Fence and Manganinee.

Future Recommendations 2016

- Ongoing Cultural Awareness training for all staff.
- Implementation of the Community Partnership Agreement with all Aboriginal students and families to increase school attendance and engagement.

OSHC Report (OSHC Director Report):

Thankyou to Anne-Marie for her support of OSHC and myself throughout the year, to our advisory committee of Hallie, Kerry, Debbie, Kay and Anne-Marie for the work they have put in supporting OSHC and also Kids'n'You, for their co-operation while the garden was being upgraded.

STAFF

We still run as a single staff service with the Director but numbers have slowly increased from around 3rd term which allows for an additional Educator one day per week. Our Qualified staff, Sarah and April are teachers, so we have been lucky to have them relieve me this year when needed and also to have them available for the pupil free days so we can provide this service to the community.

PUPIL FREE DAYS

Following on from last year and having a minimum of 15 children to open and maintaining the \$60 fee, we have been able to open for all Pupil Free Days this year. We have been able to cover the day with 2 supervisors and 1 educator which has worked well.

FUNDRAISING/ GRANTS and DONATIONS

Along with the grant from last year, Holden's has again supported us by donating a huge amount of blank computer paper that we were able to share with the Children's Centre. We won a \$4000 grant from the Bendigo Bank and the Telstra Kids Fund for \$1500. We fundraised through the People's Choice lottery with all ticket money- \$620, coming back to OSHC and we currently have the annual toy catalogue running which will see 15% of sales coming back to us in credit for new resources next year.

PLAY AREA

We have been able to start the redevelopment of the yard. The grass is in and has established itself very well. The children love taking their shoes off, dancing, rolling around and having picnic's on it. We are awaiting the half barrels, soil and some plants for the garden beds. This will be on the agenda for term 1, 2016.

FAMILIES

We have been able to support all our families with their working needs, including with shift work rosters, emergency care, critical care and additional days when required.

PROGRAM

Once again the children voted to have the chickens return! We have used Henny Penny's educational life cycle program this year and it was a great success, with more chickens, programed hatching and better viewing of

both hatching and brooder box. The children loved naming them - Sprinkles, Cupcake, Nugget and Rainbow to name a few. We were able to sell all 15 chickens that hatched, with the children making \$75.00 towards our garden. They were homed with our OSHC families.

QUALITY ASSURANCE

Please see full report and certificate via the schools website.

BUDGET

Kerry and I will be meeting in the next few days to discuss the budget for 2016.

We cut back as much as possible for this year and based our numbers on the lowest possible. I'm pleased to say they have increase from term one with before school care having more children than after school care at times!

This year we have been able to access the Special Child Care Benefits for families suffering financial hardship. This has allowed us to support the families with the care they need and give the fee relief they require and the service still receives the child care benefit payments. This is a win/win situation for both parties and can help for up to 13 weeks within any financial year.

Maintenance has been a major cost this year with the replacement of the office computer, new microwave, office chair, printer, dishwasher and back doors (due to vandalism) but it should set us up well for next year!

2016 Focus

- Development of the sustainable garden, stage 3 and 4 of the project.
- Increase usage rates.
- Focus on additional grant applications.
- Linking policies to Regulations and Legislation
- Pursuing fundraising opportunities for sausage sizzles.
- Incursions during Pupil Free Days

Sandy Pengeley
EGOSHC Director

4. SITE IMPROVEMENT PLANNING AND TARGETS

Literacy Direction

An embedded whole-school approach to teaching of reading comprehension with consistent reading expectations and practices.

Strategies

Pedagogy

- Consistency in pedagogies and strategies used from Reception to Year 7 to teach the Big 6 (Early literacy experiences (concepts of print) and oral language, phonological awareness, letter-sound knowledge, vocabulary, fluency and comprehension) – Guided Reading used to teach reading and comprehension skills; scaffolded pedagogy used to teach text types; Daily 5 structure used as the main structure of Literacy Block.
- Uninterrupted Literacy Block for R-4 and 5-7 with set compulsory components of explicit teaching, Guided Reading with teacher and support staff, reflection at the end of the lesson and Daily 5 skills structure for learning activities.
- Set individual smart goals for students in reading aiming to increase reading level by 6-8 levels per year and celebrate progress through data wall, PLT reflections and Student Review Meetings.

Professional Learning

- PLT's to share resources, experiences, new learning and successes
- Formative and Summative assessment strategies include:
 - ✓ Self-assessment and peer-assessment / Student reflections and Questioning
 - ✓ Learning intentions made clear to students with clear criteria and expectations for set learning tasks
 - ✓ Just in time feedback
- PLT's will analyse agreed data sets (running records, PAT-R) and plan for differentiation of learning.
- Induction for all staff including TRT's, SSO's and Contract Teachers in the area of Literacy Pedagogical Approach.

Assessment and Reporting

- SPA, Concepts of Print, EALD Language and Literacy levels, PAT-R data is systemically collected and used to inform teaching of the Big 6.
- Collecting, analysing and using data to differentiate the curriculum and set individual learning goals for all students. This is inclusive of NEP's, ILP's and ELP's.
- Implement Jolly Phonics program R-2 and Words Their Way Years 1-7 depending on student ability within the Literacy Whole School Agreement.
- MiniLit as our targeted intervention program for Years 1-7

Evaluation Measures

- Each member of staff to meet with PLT and School Leaders to share learning, student progress and reading strategies that 'make the difference'. This is facilitated during PLT meetings and Annual Review Day.
- DECD and school based Data collection in April and September.

Summary, Findings and Recommendations

There is a strong connection between a student's ability to engage successfully and confidently in all literacy tasks and consequently their behaviour throughout this learning. Ensuring we differentiate the curriculum for our students and teach explicitly the skills that allow students to engage successfully will remain a key priority in 2016 and beyond. We have made significant progress in focusing on the learning agenda as opposed to student behavior. We have achieved a whole school approach to Guided Reading through the introduction of 'Daily Five' Pedagogy.

Key outcomes that were achieved throughout 2015 included:

- 'EGPS Reading Success Wall' was created showing each class reading data, student photographs, reading level, reading accuracy percentage and any learning needs students may have. This data wall was updated at the end of each term and used as a tool for leading learning conversations.
- Valuable information was gained through professional learning conversations held with each staff member. The focus of these conversations was student reading achievement, progress and teaching strategies. Progress of each student was tracked based on DECD Educational Achievements Standards.
- Improvement in staff ability to track and monitor student progress, leading to greater differentiation of learning.

The key recommendations that drive our improvement agenda in 2016 include:

- Further coaching of staff in using student achievement data, specifically Pat-R and Running Records to support curriculum differentiation in planning and programming.
- Increase the range of formative assessment strategies used and introduce goal setting with students.

Student Wellbeing & Behaviour Education

Direction

1. Develop a culture of whole school positive behaviour that reflects our school values of Respect, Honesty and Community.
2. Construct a whole school positive language approach by developing agreement of school expectations.
3. Improve student attendance

Strategies

Student Attendance

- Building strong relationships with students through 'Knowing Your Students' and differentiating learning for them. These relationships extend to parents / caregivers through phone calls, home visits, consistent whole school communication process, parent / teacher interviews, three-way interviews, attendance awards for classrooms and individuals at assemblies and information through class and school newsletters.
- Interventions actioned that reflect upon school attendance data and developed from processes such as student review meetings, regular meetings with DECD attendance counsellor and other external agencies, weekly analysis of attendance data, class and cohort profiling.
- Regular and relentless conversations with all stakeholders, using data to inform 'next steps', celebrating successes and in partnership with stakeholders construct 'pathways' for improved student attendance.

Positive Education (A transformational behaviour change agenda)

- PERMA model implemented and tracked, integrating Positive Education, Child Protection Curriculum and EGPS Learning Code. Positive Education embedded as a Specialist Area for students.
- Child Protection Curriculum explicitly taught each week using the co-constructed yearly overview.
- Acknowledging and celebrating our multicultural background at EGPS through understanding the meanings of celebrations, targeted deployment of BSSO's for learning intervention, pathways through Sport, Dance and Food.
- 'Back to School' programme explicitly taught each term with an emphasis on problem solving, school and class routines, expectations and student voice.

Wellbeing For Learning

- Consistent Whole School language approach using Learning Code and PERMA to underpin key principles for learning.
- Differentiation of curriculum in Literacy and Numeracy implementing agreed pedagogical approaches. Strongly connected to student achievement data, established learning goals and learning plans (NEP's, ILP's, ELP's). and or in all curriculum areas learning code displayed, referred to, imbedded in all aspects of school life Back to School programme explicitly taught each term, including problem solving, routines and expectations Planning in PLT's -curriculum overviews Professional Learning.
- Student Leadership Framework implemented and inclusive of all Middle School students which provide for a range of pathways and opportunities for learners.

Summary, Findings and Recommendations

Working in partnership with families will be the key to achieving our set targets, along with developing a consistent and whole school approach to Behaviour Education. Many opportunities have been facilitated to work with our school community in designing a new model of Behavior Education at EGPS, including our communities Vision Building Day, Multicultural Information Day, School Surveys and student forum discussions. A strong partnership approach has been adopted with the Elizabeth Grove Children's Centre to achieve the desired outcomes.

Key outcomes that were achieved throughout 2015 include:

- The development of our new 'Learning Code' reflecting our School Values of Respect, Honesty and Community.
- Introduction of Positive Psychology (PERMA) at EGPS as a specialist area and establishing partnerships with other local schools.
- Remodelling of all Behaviour Management processes to ensure a restorative approach, transparency and consistency of understanding across the school.
- The strengthening of the breakfast club which targets healthy eating and a good start to the day, lateness and school attendance.

The key recommendations that drive our improvement agenda in 2016 include:

- Inclusive yard play program focusing on active play, socialisation and use of natural play spaces.
- Whole staff training in the Internationally recognised Non Violent Crisis Intervention Training for teachers.

Numeracy

Direction

1. Develop whole school Numeracy approaches with consistent expectations and practices which include assessment and lead to the development of Numeracy Practice Agreements.
2. Develop further resources for Mathematics/Numeracy teaching, including classroom kits.

Strategies

Pedagogy

- Align Maths Learning Intentions & Success Criteria to the AC through sharing and conferencing with students.
- Display vocabulary (word wall) & maths question prompts in classrooms (highly visible) and incorporate in the learning program.

- Develop automaticity with number facts (eg through explicitly teaching the Natural Maths secret code & providing students with a context in which to apply procedures to solve problems).
- All teachers use evidence based teaching practice & lesson structure from Ann Baker and Mike Chartres. Numeracy Committee to research and present agreement.
- Develop a whole school Numeracy block approach/lesson framework.
- Audit current resources & purchase new resources as required, with classrooms having kits of basic Maths equipment accessible.

Professional Learning

- All teachers using the AC Achievement Standards, Content Descriptors, Proficiency Strands & Numeracy Continuum to design learning for students that is differentiated.
- Develop a resource for staff of agreed vocabulary, pedagogical approach, calculation methods, question/scaffold prompts & problem solving processes.
- Unpack NAPLN/PAT-M questions in PLTs and incorporate weekly in the learning program to build confidence around mathematical language.

Assessment and Reporting

- Consistent use of formative & summative assessments to track student achievement as part of PLT's learning.
- Develop and implement a whole school consistent approach to tracking & monitoring students' progress including in the area of mathematics.

Summary, Findings and Recommendations

Numeracy continues to be a focus across the school with a number of staff engaged in Anne Baker – Natural Maths training and Mike Chartress. Staff involved had the opportunity to share with colleagues from cluster schools and ours the ideas, strategies and key teaching points in maths. The Numeracy SIP Committee identified a need to increase accessibility to 'hands on' concrete learning material and equipment for students within the classroom. A Maths Action Learning Team has been formed to lead all staff through the implementation and learning agenda in this area.

Key outcomes that were achieved throughout 2015 included:

- 'Hands On' resources audited across our school and made accessible.
- Ann Baker PD for identified staff (4 x 1 Day Workshops).
- Leaders and Teacher Leaders attended Maths Learning Workshops in Term 3 and 4. These workshops have provided the platform for further research and planning at EGPS in the area of Maths.
- Student Attitudinal Survey conducted focusing on the level of a child's growth mindset in the area of Maths.

The key recommendations that drive our improvement agenda in 2014 include:

- Unpack and understand further the DECD Numeracy Strategy and develop clear developmental expectations across our site in the area of Mathematics for student learning.
- Identify the strengths and areas of focus for staff in the area of Maths and design a differentiated learning program for all staff to engage in.

4.1 Junior Primary and Early Years Scheme Funding

As a category 1 school we received additional funding to reduce class sizes in the Early Years. Throughout 2015 our R-2 class sizes maintained an average of 21 students or less. Classes with Year 3 students also were on average 24 students or less.

4.2 Better Schools Funding

A leadership position was established with a focus on Leading Learning. In a joint partnership with Elizabeth Vale PS a Pedagogical Coach is in place (2014-2017). The Leader of Learning works half time in each site, implementing a coaching and mentoring model. The focus of the role is guiding and developing high quality teaching and learning through building the capacity of staff.

Funding was also utilised to implement the MiniLit Intervention Program, operating from Year 1 to 5 delivered by SSO's and coordinated by our Special Education Teacher.

5. STUDENT ACHIEVEMENT

Student Learning : Running Records

This table shows the number of students on Running Record levels in Term 4 of 2015. It also shows the percentage of students that have achieved the SEA (Standard Education Achievement) Benchmark as well as the percentage of students who have demonstrated the expected 12 months of growth in learning.

Term 4, 2015 Running Record Data by Year Level (Year R-6)							
Year	Total Students	Students on RR	DECD SEA	Below	%	At or Above	%
R	35	35	5+	7	20	28	80
1	32	32	15+	23	70	10	30
2	28	27	21+	11	41	16	59
3	32	31	30	14	45	17	55
4	25	21	30	16	76	5	24
5	28	22	30	16	73	6	27
6	22	12	30	6	50	6	50
ATSI R-2	8	8	L5-21	6	75	2	25
ATSI 3-6	7	5	30	3	60	2	40
EALD R-2	27	27	L5-21	7	26	20	74
EALD 3-6	29	20	30	12	60	8	40
Students who are not represented in this table are currently on Lexiles.							

Students that have reached level 26 in Running Records have been placed on Lexiles and have undertaken a test and obtained a Lexile Score. The Lexile Score guides students in choosing books at their comprehension level. EGPS staff have used a Lexile Conversion Chart to map student success. The high profile around reading continues to be championed by school leaders and will continue to be a high priority in 2016.

Successes

- Regular Running Record data collection and Literacy Pro (Lexile) scoring continued throughout 2015. Every student was either on Running Records or had a Lexile Score which guided students in borrowing books at their comprehension and reading level as well as provided teachers with an insight into student reading abilities and needs.
- 'EGPS Reading Success Wall' continued to be updated at the end of each term and used during planning sessions and student review meetings.
- PLTs spent planning time gaining valuable student learning information through data analysis, professional conversations with other staff members and through Professional Development sessions. Large portion of this learning focused on identifying groups/cohorts of students to target specific reading skills through Guided Reading.
- 'Student Review Team' met each term to discuss and monitor student progress. Data from Running Records and Lexiles was used as basis for many of the conversations. Teachers identified students, discussed concerns and teaching strategies that may aid student progress socially, emotionally and academically.

This table below shows the number of students on Lexiles in Term 4 of 2015. It also shows the percentage of students that have achieved the SEA (Standard Education Achievement) Benchmark as well as the percentage of students who have demonstrated the expected 12 months of growth in learning.

Term 4, 2015 Lexile Data by Year Level (Year R-7)								
Year	Total Students	Students on Lit Pro	Below	%	At	%	Above	%
R	35	2	0	0	1	50	1	50
1	32	0	0	0	0	0	0	0
2	28	9	2	22	5	56	2	22
3	32	32	20	63	11	34	1	3
4	25	21	11	52	10	48	0	0
5	28	27	15	55	11	41	1	4
6	22	22	11	50	10	45	1	5
7	25	25	15	60	5	20	5	20
ATSI	20	10	6	60	3	30	1	10
EALD	59	35	17	48	16	46	2	6

2016 Future Directions & Recommendations include:

- Continue with professional development for staff in areas of undertaking Running Records through use of Fountas and Pinnell System 1 and 2 Assessment tool; analysing Runnign Reocrds and using the data to plan for intentional teaching.
- Consolidate our Literacy Block structure which includes explicit and modelled teaching, small group teaching, students working in small groups and reflection time at the end of each lesson. This structure reflects that of the Daily 5/Daily 3 literacy classroom management where students are taught skills to work independently. Small group teaching will largely focus on explicit teaching through Guided Reading.

PAT-R Student Achievement Data

Successes

- Every student enrolled at Elizabeth Grove PS 1-7 has sat a PAT-R test.
- PLT's have spent a number of weeks learning to analyse PAT-R tests and gain valuable information about student comprehension skills and abilities.
- PLT's have used this data to set intentional teaching goals for cohorts of students in order to improve their comprehension skills.
- PAT-R stanine has been used to track student achievement from year to year.

PAT-M Student Achievement Data

Successes

- Every student enrolled at Elizabeth Grove PS sat either PAT-Maths or I Can Do Maths.
- PLT's have spent a number of weeks learning to analyse PAT-Maths tests and gain valuable information about students' mathematical skills and abilities.
- PLT's have used this data to track student achievement from year to year.

5.1 NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

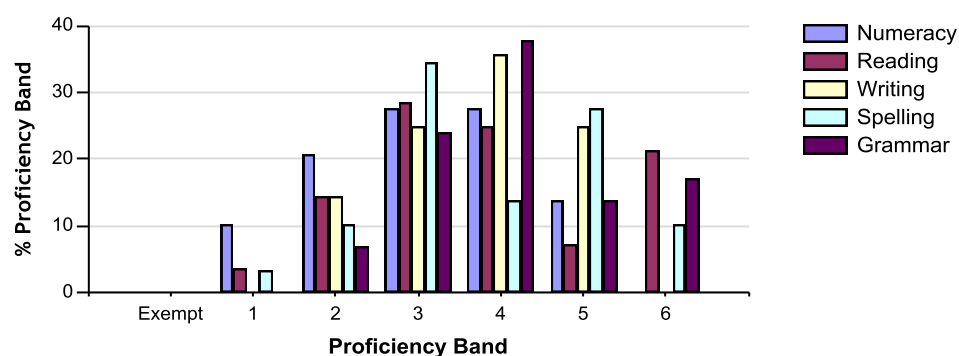


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		10.3	20.7	27.6	27.6	13.8	
Reading		3.6	14.3	28.6	25.0	7.1	21.4
Writing			14.3	25.0	35.7	25.0	
Spelling		3.4	10.3	34.5	13.8	27.6	10.3
Grammar			6.9	24.1	37.9	13.8	17.2

Figure 2: Year 5 Proficiency Bands by Aspect

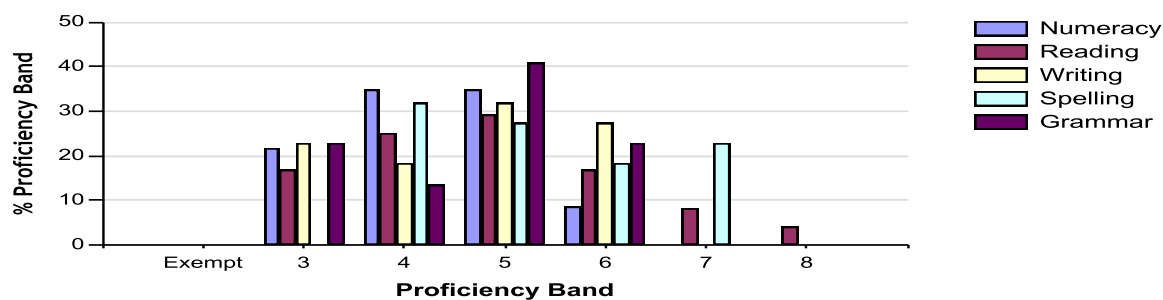


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		21.7	34.8	34.8	8.7		
Reading		16.7	25.0	29.2	16.7	8.3	4.2
Writing		22.7	18.2	31.8	27.3		
Spelling			31.8	27.3	18.2	22.7	
Grammar		22.7	13.6	40.9	22.7		

Figure 3: Year 7 Proficiency Bands by Aspect

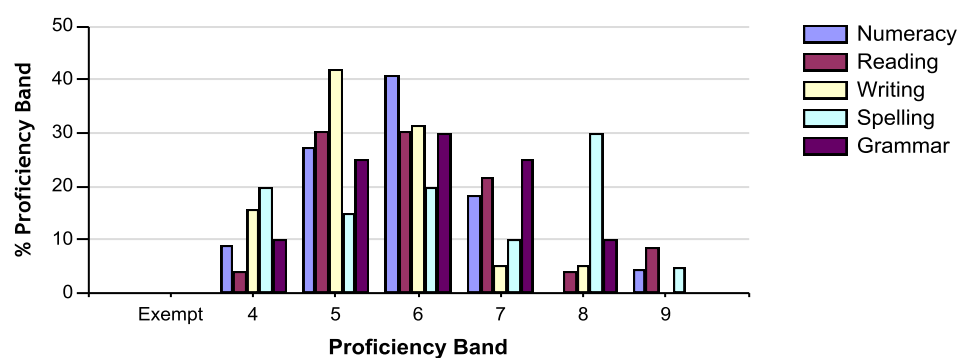


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		9.1	27.3	40.9	18.2		4.5
Reading		4.3	30.4	30.4	21.7	4.3	8.7
Writing		15.8	42.1	31.6	5.3	5.3	
Spelling		20.0	15.0	20.0	10.0	30.0	5.0
Grammar		10.0	25.0	30.0	25.0	10.0	

Student Mean Scores

Figure 4: Year 3 Mean Scores

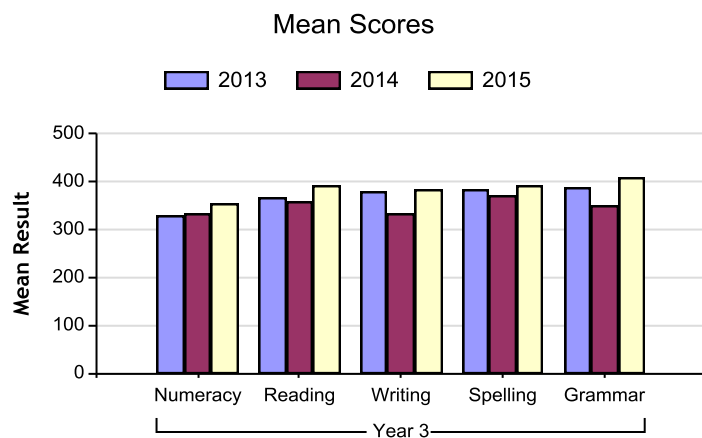


Table 4: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	327.3	334.0	352.7
Reading	366.6	357.6	392.9
Writing	379.6	331.8	384.7
Spelling	384.5	370.2	391.1
Grammar	389.0	350.0	408.0

Figure 5: Year 5 Mean Scores

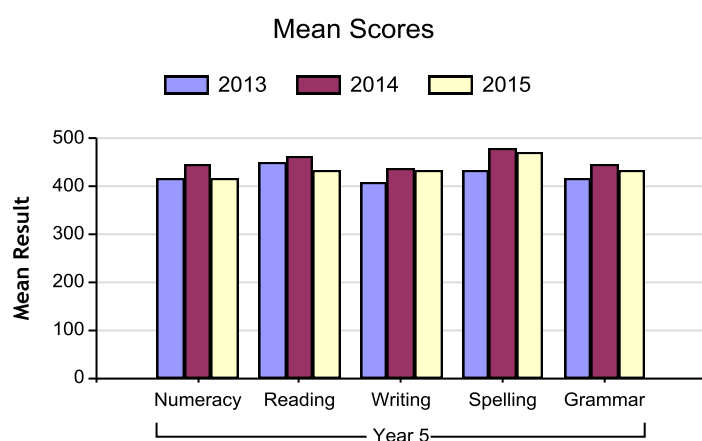
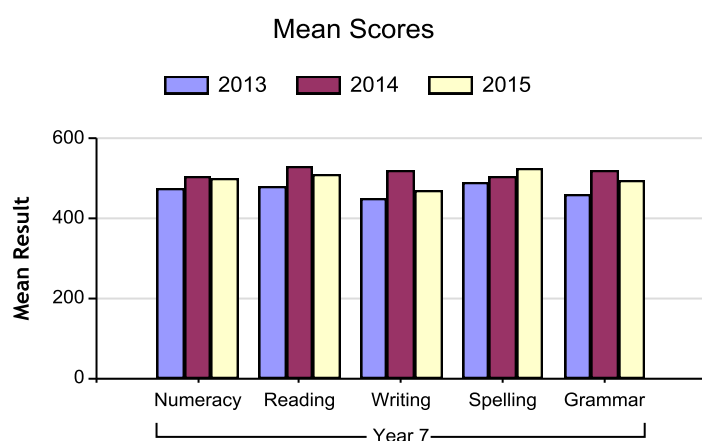


Table 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	415.8	445.9	417.3
Reading	452.5	464.3	435.6
Writing	408.8	438.7	432.8
Spelling	432.8	478.4	472.7
Grammar	418.9	446.8	431.8

Figure 6: Year 7 Mean Scores



Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	477.3	504.0	499.8
Reading	479.1	531.1	511.2
Writing	449.2	521.6	470.7
Spelling	489.4	506.0	526.5
Grammar	462.5	523.1	497.0

Table 6: Year 7 Mean Scores

Growth

Figure 7: Year 3-5 Growth

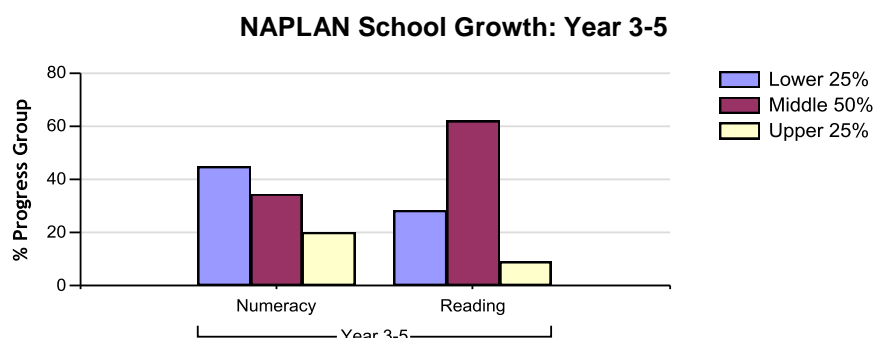


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	45.0
	Middle 50%	35.0
	Upper 25%	20.0
Reading	Lower 25%	28.6
	Middle 50%	61.9
	Upper 25%	9.5

Figure 8: Year 5-7 Growth

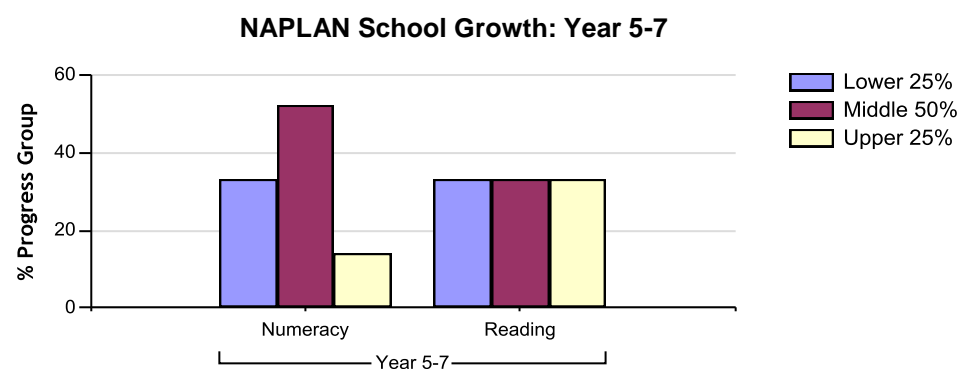


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	33.3
	Middle 50%	52.4
	Upper 25%	14.3
Reading	Lower 25%	33.3
	Middle 50%	33.3
	Upper 25%	33.3

2015 NAPLAN data is one form of student achievement data used to determine key site improvement targets in areas of Literacy and Numeracy. Data from Running Records, Pat-R and Pat-M along with NAPLAN is used to set future directions around our learning agenda. 2016 will see a focus on developing staff's capacity to use and understand this data and how it can inform planning and programming to lead to differentiation of curriculum for students. Our data indicates that our focus areas continue to include:

- Reading and Comprehension
- Spelling with the specific focus of transferring spelling knowledge into writing.
- Numeracy – 4 Proficiencies of Fluency, Problem Solving, Understanding and Reasoning

6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

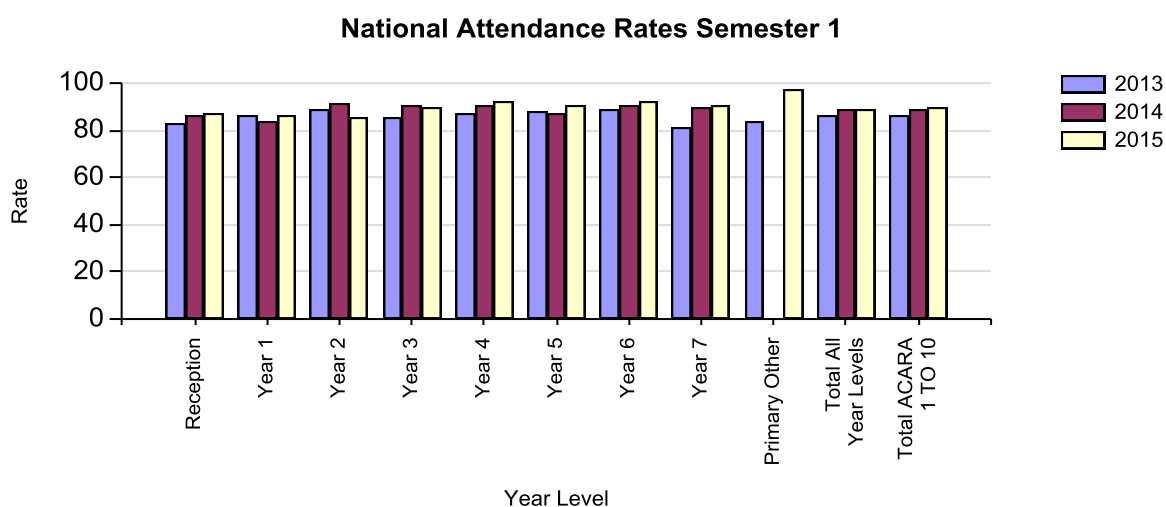


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	83.2	86.6	87.3
Year 1	86.7	84.2	86.5
Year 2	89.3	91.4	85.7
Year 3	85.3	91.0	89.7
Year 4	87.3	90.4	92.2
Year 5	87.8	87.6	90.8
Year 6	89.0	90.7	92.4
Year 7	81.3	89.9	90.6
Primary Other	83.8		97.9
Total All Year Levels	86.2	88.9	89.2
Total ACARA 1 TO 10	86.6	89.2	89.5

Table 1: Whole School Attendance for each Year

	2013	2014	2015
ATSI	75.2%	81.2%	81.0%
EALD	85.2%	88.9%	92.6%
Disability	75.7%	82.1%	86.3%
Male	83.8%	85.9%	87.5%
Female	87.2%	90.4%	89.5%
Whole School	85.3%	88.7%	88.5%

Table 2: Whole School Attendance for each Year level

	2013	2014	2015
R	83.6%	85.5%	87.4%
1	86.3%	84.7%	85.2%
2	87.2%	89.6%	84.5%
3	82.9%	91.7%	88.8%
4	86.3%	90.3%	91.5%
5	87.9%	88.4%	91.3%
6	88.1%	91.5%	91.4%
7	80.8%	89.6%	88.2%
Whole School	85.3%	88%	88.5%

Table 1: Whole School Unexplained Absences Year Level

	2013	2014	2015
R	9.2%	7.6%	5.1%
1	7.0%	6.4%	4.8%
2	6.8%	2.2%	4.6%
3	10.4%	3.3%	4.1%
4	9.0%	4.5%	4.3%
5	7.0%	5.3%	5.6%
6	7.4%	3.1%	3.0%
7	15.5%	4.6%	2.6%
Whole School	9.1%	4.7%	4.4%

Summary, Findings and Recommendations

The reason for non-attendance is often very complex and is associated with compound disadvantage, transience, family issues and crises such as domestic violence, mental illness, isolation, custody issues and trauma. We have targeted our school attendance improvement agenda in 2015, overhauled current school practices that were ineffective and realigned all staff to our core business of improving student attendance through quality relationships, education and care.

The key recommendations that drive our improvement agenda in 2016 include:

- Training of all staff regarding Roll Book procedures (correct entering of codes) and follow up expectations. This is ongoing.
- Publication and promotion of our school attendance policy within our school community.
- Relentless follow up of families that are habitual non attendees to influence patterns of non attendance.
- Whole School recognition and celebration of whole school attendance, eg promoting classes, students whole school targets at assemblies, building a culture of successful attendance.
- Regular and formalised review processes established to identify area of improvement and need for attendance.

6.2 Destination

Table 10: Intended Destination

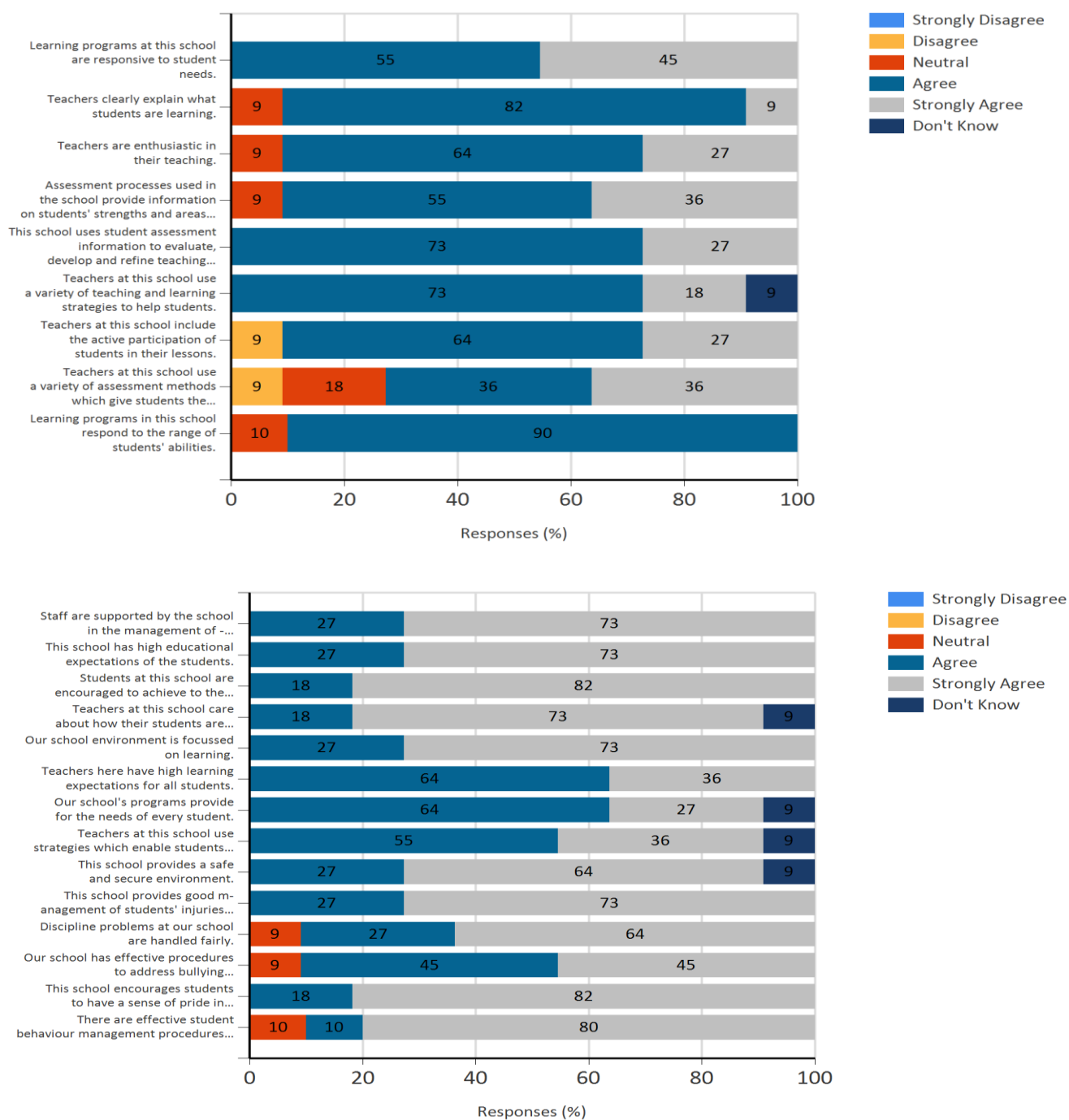
Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	1	1.4%	9.8%	9.5%
Other			4.2%	1.4%
Seeking Employment			2.9%	3.8%
Tertiary/TAFE/Training			1.9%	3.6%
Transfer to Non-Govt Schl	8	10.8%	5.2%	9.8%
Transfer to SA Govt Schl	65	87.8%	59.4%	48.8%
Unknown			14.7%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION

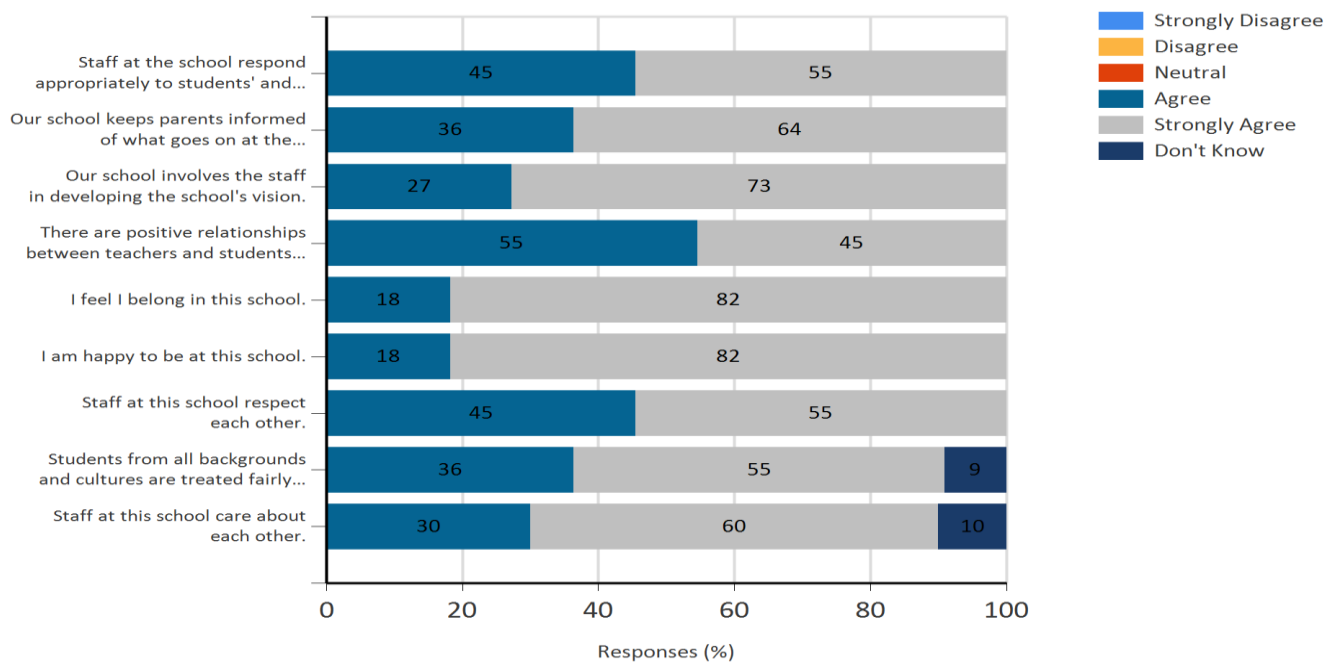
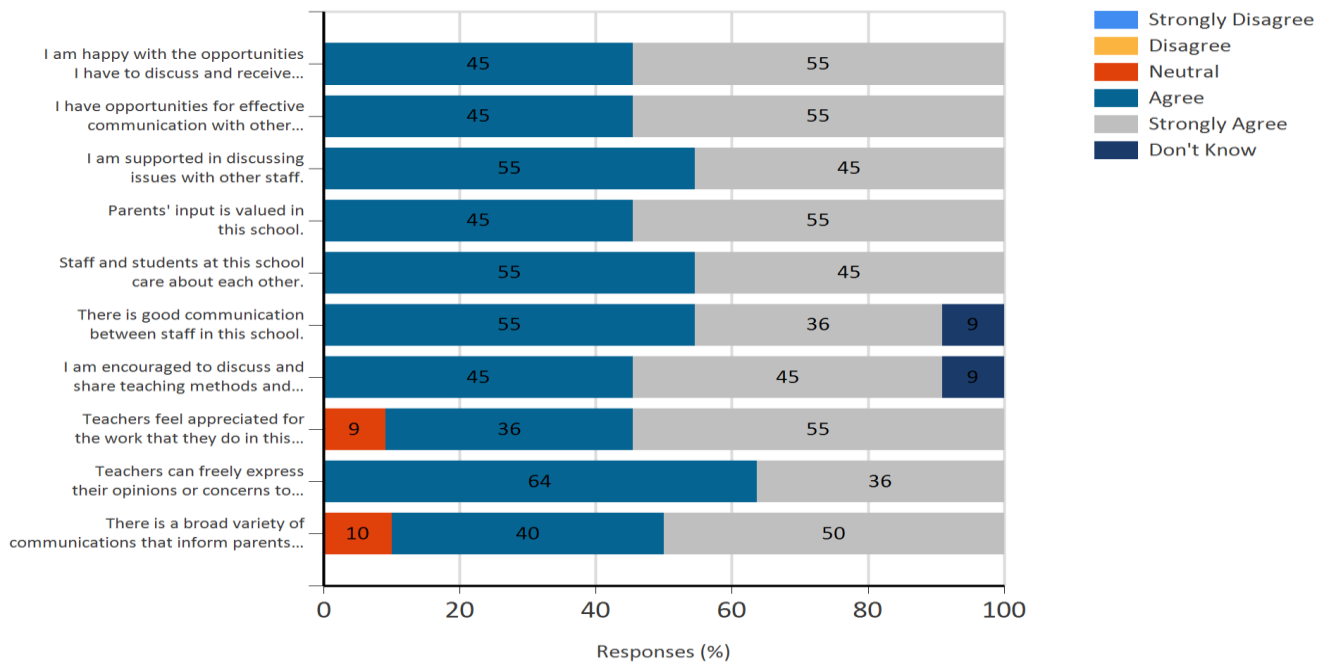
Parent Opinion Survey will be carried out in 2016.

Staff Opinion Survey is provided below in table form, reflecting the types of questions asked and responses. The survey was carried out in November 2015.

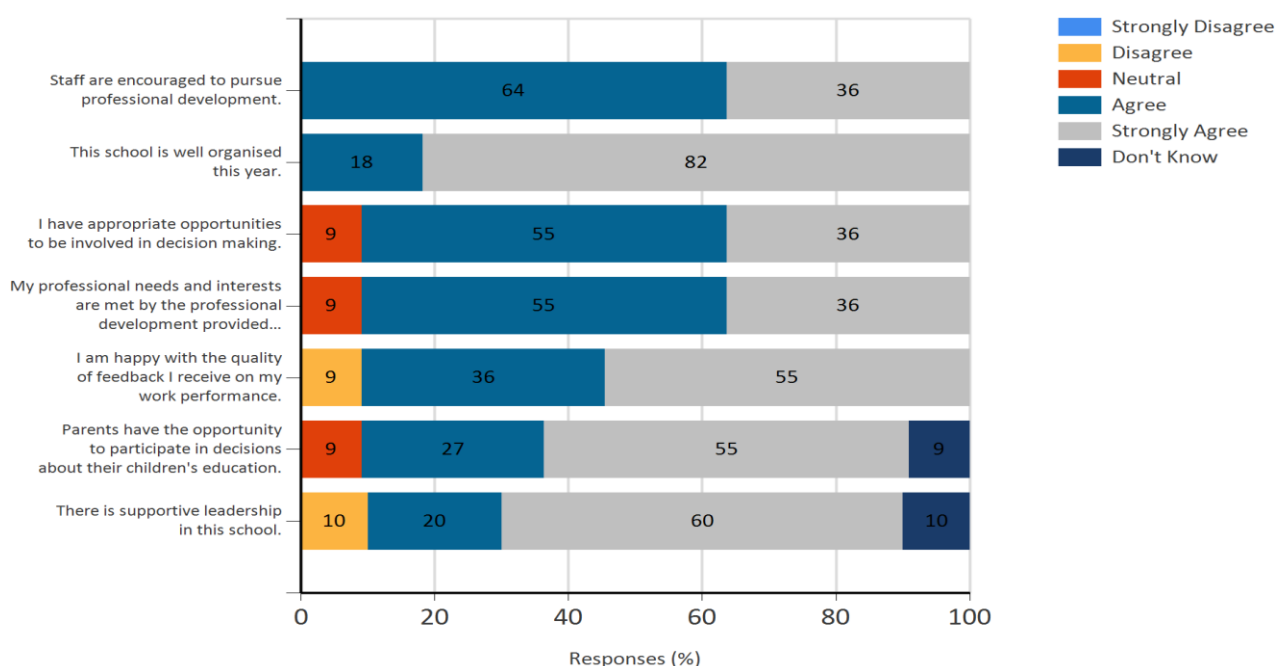
Learning Environment



Working Environment



Leadership & Management



My School website

<http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

Student Behaviour Data

It was clear from the comprehensive feedback from students, staff and the community that a safe school environment without violence was the number one priority identified. Working in partnership with families will be the key to achieving our set targets, along with developing a consistent and whole school approach to Behaviour Education. 2015 has seen a strategic approach to challenging medium level behavior such as refusal of learning or following fair and reasonable instructions which has resulted in an increase in suspensions from school. This has enabled the expectations to remain focused on learning with staff being able to teach and students to learn. The following table represents our internal student behavior response data.

Table 1: Whole School Behaviour Data			
	2013	2014	2015
Time out Admin	795	282	375
Take Home	52	110	112
Suspension	61	89	151
Exclusion	6	4	4

8.2 Relevant History Screening

The school has complied with all processes in regards to all employees and volunteers having a current Criminal History Screening clearance. The Principal sights all clearance letters and copies are retained in personnel files.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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	9

Please note: Staff that 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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	17	1	7
Persons	0	19	1	9

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$2,898,798.59
2	Grants: Commonwealth	\$24,281.79
3	Parent Contributions	\$58,854.60
4	Other	\$38,388.20