

Blair Athol North Birth – Year 7

Annual Report 2015



Blair Athol North
B-7 School



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Blair Athol North B- 7 School	School Number:	1903
Principal:	Lee Sansom	Partnership	Torrens

Blair Athol North B-7 School is a Category 1 Disadvantaged School characterised by our school card numbers 62.5%. We have 60% of our student population is NESB and 15% are Aboriginal learners. Our ESL children represent 41 different languages. 10% of children have been identified as requiring N.E.P's and entitled to Special Education support. 2015 our enrolments were 342 R-7 in the mainstream, 100 Intensive English Language (IELC) & 80 enrolments in the Preschool.

2. REPORT FROM GOVERNING COUNCIL

Last year we had the pleasure to announce that Lee would be staying with us for a further five years as Principal. We were lucky enough to secure a minibus from Variety Club Charities. Redevelopment of the Children's Centre will finally be going ahead this term. Enrolments across the whole school are being maintained. Robotics was introduced into the library , After School sports is as always a big hit. In term 4 we had a group of Swedish visitors which was a huge success. We've had a group of staff from other schools visit our Stephanie Alexander Kitchen Garden program to get ideas on creating the same space at their site.

3. 2015 HIGHLIGHTS

2015 had many highlights and here are a few:

- National Quality Framework assessment and rating of the BANB7 Children's Centre was assessed and received an overall rating of "Exceeding National Quality Standards"
- Reconciliation Week
- 2 day BANB7 conference 'Exploring Intellectual Quality & Growth Mindsets' facilitated by Lisa Burman
- Robotics with Early Years and Primary Years
- Middle School children being involved in the STEM project at Roma Mitchell
- The Variety Bus being donated to the school
- Family Connections Days in Term 1 & 2 became a real highlight for parents, learning advisors and children.
- Sports day
- Aboriginal Parent Coffee mornings
- Wonderful Art piece donated by Felicia Wilson to support the Year 7 Graduation
- Emergent Literacy & Vocab Project for our Early Learning Advisors
- Swedish Visitors
- Festival of Music Concert
- Aquatics/Swimming/Excursions
- Book Week & Author visits
- Rock Band, Drum & Guitar lessons for children
- Boys and Girls participation in the SAPSASA Soccer Knockout competition. Our boys made

- the grand final
- Young Leaders developing the Life Raft Posts
- Whole school focus on Natural Maths
- Yr 6/7 Kitchen volunteers and their Restaurant for staff, AGM and visitors

4. SITE IMPROVEMENT PLANNING AND TARGETS

Site Priority – Literacy, Numeracy and Pedagogy

Literacy Targets:

- **DECD September Levels-Reception** 9-11, Year 1: 17-20, Year 2: 21 – 24
- **PAT R - DECD SEA (Standard of Achievement)** Yr 3: 100 or better, Yr 4: 110 or better, Yr 5: 115 or better, Yr 6: 120 or better, Yr 7: 124 or better
- **NAPLAN - Growth of Children in Reading** Yr 3-Yr 5 & Yr 5 & Yr 7 Lower band - 25% , Middle Band – 50%, Upper Band – 25%
- **NAPLAN At or Above NMS (National Minimum Standard) in Reading:**
 - 90% of Year 3- Band 2(NMS) or above with 50% Band 4 or above
 - 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above
 - 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above

Literacy Key Strategies:

- LA's to focus on levels of questioning and deep structured reflection in Literacy block- Professional Learning in Inquiry teams and peer observations
- During Inquiry Teams LA look at the targets for children, analyse PAT R & Running Records regularly to inform teacher practice & identify kids who are falling through the gaps
- Focus on Vocab- support the explicit teaching of words
- All yr 3-7 staff using CC pensive for goal setting and connecting with comp rubric
- LA's work with Literacy consultant (Lisa Burman) on their particular needs

Literacy Key Recommendations for 2016

1. Goal setting with children
2. Continue with Peer observation and start to get feedback from learners
3. Focus on Text structure, Sentence structure & paragraphing through Bookmaking and Notebook – 6 Traits of Writing and Writers Workshop
4. Use learner progress data regularly in Literacy team planning time to inform teaching & learning to ensure we are intellectually stretching all learners
5. Lisa Burman Professional learning in Literacy to continue
6. Continue Vocab development & PD opportunities.....Early Years- working with Tina Quattucio – Speech Therapist

Numeracy Targets:

- **PAT M-DECD SEA (Standard of Educational Achievement),** Yr 3: 110 scale score or better, Yr 4: 115 scale score or better, Yr 5: 120 scale score or better, Yr 6: 124 scale score or better, Yr 7: 125 scale score or better and Each child to improve 5 scale score
- **NAPLAN At or above NMS (National Minimal Standard) in Numeracy**
 - 90% of Year 3- Band 2(NMS) or above with 50% Band 3 or above
 - 90% Year 5 - Band 4 (NMS) or above with 70% Band 5 or above
 - 95% Year 7 - Band 5(NMS) or above with 70% Band 6 or above
- **NAPLAN - Growth of Children in Reading** Yr 3-Yr 5 & Yr 5 & Yr 7 Lower band - 25% , Middle Band – 50%, Upper Band – 25%

Key Strategies:

- LA's increase their knowledge and understanding of Numeracy through instructional coaching model (plan, teach and reflect on a meaningful and rich (in-depth) two weekly cycle) with Effie (Numeracy Coach) & Ann Baker PD plus work with our Torrens Partnership
- LA's to focus on levels of questioning and deep structured reflection in Numeracy- Professional Learning in Inquiry teams and peer observations
- LA's to focus on questioning strategies in Numeracy
- Use PAT M to inform teacher practice & identify kids who are falling through the gaps
- Leaders attend the DECD Numeracy professional development for leaders program with Torrens Partnership
- Numeracy coach to work with LAs to ensure maths is present in common areas for 'provocations.'
- Develop assessment map for Numeracy

Numeracy Key Recommendations for 2016

1. Professional learning in Mathematics, making connections to priority 2016 areas – intellectual stretch
2. Numeracy coaching in Natural Maths and linked to PLC s
3. Numeracy map → Assessment map
4. Induction information for new staff includes Natural Maths and agreement re Numeracy Block
5. Preschool reviewing and mapping Numeracy key elements

4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding scheme has been provided by DECD to reduce class sizes. We try to start our Reception- Year 2 classes with 20 children and under and preferably around 17 for Receptions. For 2015 we provided the Reception classes each with an SSO (Co-Educator) 4 days a week to support the learning on these young children. This has supported the transition from preschool to school.

4.2 Better Schools Funding

With the Better Schooling funding of \$135, 000 we employed a 1.5 FTE teacher to support the intervention of our learners.

5. STUDENT ACHIEVEMENT

Running Records

36% of NANB7 children in Year 2 reached the DECD Standard of Achievement levels and Year 1 only 14%. The Early Years staff analyzed the data and looked at multiple perspectives to identify the root cause such as attendance, behavior, exiting from IELC, trauma. What is really important to look at is the growth of the children

Year 1 children's levels of improvement in Running Records

We had 28 children who were at BANB7 for 3 or more terms in Year 1 in 2015. The table below shows the growth levels of children. 53% of children in Year 1 progressed at a low growth, 26% at a medium growth and 11% at a high growth.

	Low growth	Medium Growth					High growth	
Improved by Levels	0-3	4	5	6	7	8	9	10 and above
Number of children	15	2	1	3	2	2	0	3

Year 2 children’s levels of improvement in Running Records

We had 32 children who were at BANB7 for 3 or more terms in Year 2 in 2014. The table below shows the growth levels of children. We had 20% of Year 2 children progressed at low growth, 40% at medium growth and 40% at a high growth. This is very pleasing and shows that the longer the children are with us the greater they improve.

	Low growth	Medium growth					High growth	
Improved by Levels	0-3	4	5	6	7	8	9	10 and above
Number of children	6 chn	4	4	0	3	1	2	12

Early Years Recommendations for 2016

We continue the Preschool Emergent Literacy program instigated by our Speech Therapist in 2015. This program will extend to a Vocab Project with Receptions and Year 1 and 2 children.

PAT R (Reading Comprehension) Assessment Year 3 -7

The following information shows how we have tracked children over 2 years of testing with the PAT

Data Results

Year 4 2015 –30 students sat the test

- 40% increased by 5 scale scores
- 3% increased but not by 5
- 0% decreased
- 57% didn’t sit PAT-R in 2014 as they weren’t independent or at BANB7

Year 5 2015- 29 students sat the test

- 45% increased by 5 scale scores
- 17% increased
- 7% decreased

- 31% didn't sit PAT-R in 2014

Year 6 2015- 31 students sat the test

- 35% increased by 5 scale scores
- 13% increased but not by 5
- 13% decreased
- 39% didn't sit PAT-R in 2014 – new in 2015 or IELC 2014

Year 7 2015- 34 students sat the test

- 32% increased by 5 scale scores
- 24% increased but not by 5
- 26% decreased
- 18% didn't sit PAT-R in 2014 – transience

PAT R Questions and Noticings to end 2015:

- Year 7's have increased from last year – but not by 5 scale scores. Is the test more complex and therefore 5 scale scores harder to obtain. Do we need to have different targets for different levels?
- Links with behavior education and other interventions – learners who now have the tools have had huge increases e.g. 1 boy up by over 20 (huge disposition and Behaviour Education focus) and another boy (Multi-lit – now independent reader also has 20 scale score increase)
- Also kids that have had increased trauma or social issues through out the year seem to have decreased slightly
- IELC transition in which affects the percentage of learners sitting the test
- A lot of children moved into the learning community in 2015 that are in Year 5 and 6
- Also connections to learners increasing when they have had the same LA for more than 1 year
- All of the Year 4's that had sat the PAT-R comp test in 2014 and again in 2015 had improved by 5 scale score bar 1
- All 3 learners from Red 5- the boys studio that sat the Pat-R improved by 3-8 scale scores

5.1 NAPLAN

For each year level and for each domain in literacy and numeracy the National Minimum Standard is defined and located on the common underlying scale.

- Year 3, Band 2 is the National Minimum Standard,
- Year 5, Band 4 is the National Minimum Standard,
- Year 7, Band 5 is the National Minimum Standard

Students with results in the band representing the National Minimum Standard have typically demonstrated the basic elements of reading, language conventions, writing and numeracy for that year level. DECD Target is to be above the National Minimum Standard.

Banb7 Targets for 2015 in **READING**:

- **READING target - 90% of Year 3- Band 2 (NMS) or above with 50% Band 3 Above NMS**
- **READING target 90% Year 5 children will reach Band 4(NMS) or above and 70% will reach Band 5 (Above NMS)**

- **READING Targets : 95% Year 7 children will reach Band 5 (NMS) or above and 70% will reach Band 6 (Above NMS)**

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

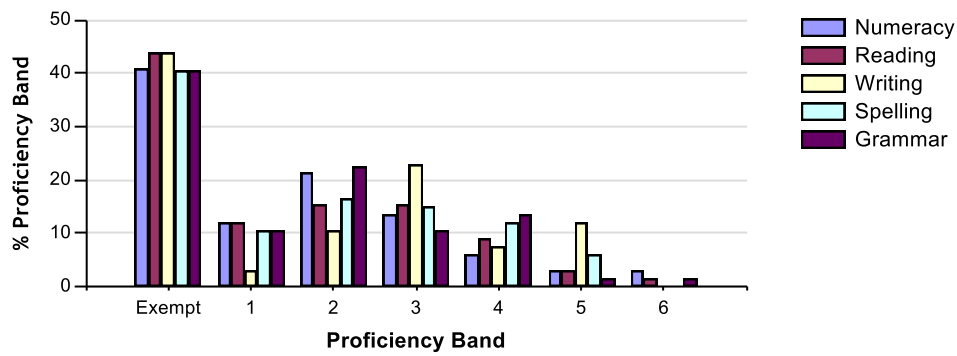


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	40.9	12.1	21.2	13.6	6.1	3.0	3.0
Reading	43.9	12.1	15.2	15.2	9.1	3.0	1.5
Writing	43.9	3.0	10.6	22.7	7.6	12.1	
Spelling	40.3	10.4	16.4	14.9	11.9	6.0	
Grammar	40.3	10.4	22.4	10.4	13.4	1.5	1.5

READING target - 90% of Year 3- Band 2 (NMS) or above with 50% Band 3 Above NMS

- Of the 29 children who were exempt 14 were IELC & 5 NEP's
- We had 42 children sit the test and 2 were NEP's
- We had 71.5 % of children who sat the test reach our National Minimum Standard and above
- We had 47.5% of children who sat the test achieved Above National Standard

Figure 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	37.0	4.3	32.6	15.2	10.9		
Reading	37.0	13.0	17.4	19.6	13.0		
Writing	37.0	8.7	13.0	28.3	13.0		
Spelling	37.0	8.7		34.8	15.2	4.3	
Grammar	37.0	10.9	17.4	23.9	10.9		

READING target 90% Year 5 children will reach Band 4(NMS) or above and 70% will reach Band 5 (Above NMS)

- Of the 17 children who were exempt 16 were IELC & 1 NEP's
- We had 30 children sit the test and 1 was an NEP
- We had 80% of children who sat the test reach our National Minimum Standard and above
- We had 47% of children who sat the test achieved Above National Standard

Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	13.0	8.7	54.3	15.2	6.5	2.2	
Reading	15.6	11.1	33.3	28.9	6.7	2.2	2.2
Writing	15.2	26.1	37.0	17.4	4.3		
Spelling	15.2	15.2	17.4	23.9	21.7	4.3	2.2
Grammar	15.2	28.3	17.4	26.1	10.9	2.2	

READING Targets : 95% Year 7 children will reach Band 5 (NMS) or above and 70% will reach Band 6 (Above NMS)

- Of the 1 child who was exempt 1 was an NEP
- We had 37 children sit the test
- 88% of our children reached National Minimum Standard and above
- We had 48% of children who sat the test achieved Above National Standard

NAPLAN 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%	33.3
	Middle 50%	52.4
	Upper 25%	14.3

This graph & table shows the progression of Year 3-5 children in Reading & Numeracy. Our aim is to have more students in the upper growth level and less in the low growth.

In Reading many students are showing medium growth which is similar to last year. We need to be focusing still on those children in the lower growth to and also move kids up to the upper growth.

Our concern is the high percentage of students in Numeracy at the low & medium growth. Our concern is the high percentage of students in Numeracy at the low growth and less in the higher growth. In the NAPLAN Numeracy test there is a lot of reading so we need to find out whether our children understand mathematical concepts but are having difficulty in comprehending the questions

Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	48.3
	Middle 50%	37.9
	Upper 25%	13.8
Reading	Lower 25%	37.9
	Middle 50%	44.8
	Upper 25%	17.2

This graph & table shows the progression of Year 5-7 children in Reading & Numeracy. Our aim is to have more students in the upper growth level and less in the low growth.

In Reading many students are showing medium growth. Our concern is the high percentage of students in Numeracy at the low & medium growth. Our concern is the high percentage of students in Numeracy at the low growth and less in the higher growth. In the NAPLAN Numeracy test there is a lot of reading so we need to find out whether our children understand mathematical concepts but are having difficulty in comprehending the questions. We also need to ensure that our high achievers are being extended

6. STUDENT DATA

6.1 Attendance

The table below shows our Attendance for 2015 is still below the DECD benchmark of 93%. As a staff we work tirelessly to provide an engaging curriculum, support parents and children with our integrated services in the Children's Centre and then eventually with our Attendance Officers. In 2015 13 children had 70 or more days absent and 5 of those children had 100 days or more absent. Majority of our children have good attendance at school.

Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	85.2	90.2	83.6
Year 1	90.5	89.3	88.6
Year 2	87.8	88.4	89.9
Year 3	91.4	89.0	89.4
Year 4	92.2	90.4	87.4
Year 5	91.8	92.3	92.6
Year 6	88.7	91.3	90.0
Year 7	93.3	91.1	93.2
Primary Other	94.0	95.4	95.0
Secondary Other			66.7
Total All Year Levels	90.8	91.2	90.3
Total ACARA 1 TO 10	90.9	90.1	90.2

6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	15	8.3%	9.8%	9.5%
Other	3	1.7%	4.2%	1.4%
Seeking Employment			2.9%	3.8%
Tertiary/TAFE/Training			1.9%	3.6%
Transfer to Non-Govt Schl	37	20.6%	5.2%	9.8%
Transfer to SA Govt Schl	123	68.3%	59.4%	48.8%

Unknown	2	1.1%	14.7%	20.3%
Unknown (TG - Not Found)				0.0%

My School website

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

8. ACCOUNTABILITY

8.1 Behaviour Management

	2013	2014	2015
Suspensions	99	136	80
Exclusions	6	3	5

The number of suspensions had dropped in 2015. This indicated that the work we have been doing in studios related to Play is the Way, focus on resilience, Reconnect Room strategy, having activities at play times is making a difference. The children undertook a Bullying survey throughout the year. The survey identified a few children that made others unsafe so we were able to individually work with the children and their families. We looked at the spaces that children felt unsafe and tried to develop them into activities spaces or add extra duties there.

Yard play is in constant review and continual improvement cycle so we looked at this data a bit last year when we had meeting related to play.

8.2 Relevant History Screening

All volunteers, consultants, sports providers, music instructors, external providers, Governing Council are required to go through an induction process. As part of this (if the circumstances of their presence on site according to DECD guidelines, requires a History Screening) they are required to provide a Relevant History Screening Certificate or undergo the process of obtaining one. These applications are submitted, monitored and documented by site staff until complete. Copies of certificates are sighted by the Principal and kept in hard copy on site in individual files for each person. Details are entered into EDSAS. You will need to consider the following when using volunteers in your studio.

- Ensure acceptable supervision (line of sight)
- Instruct the volunteer in the work required of them
- Where the volunteer assists with transport ensure appropriate consent has been obtained in writing and that students do not travel alone with the volunteer.
- Organise a checklist that includes:
 - when the volunteer works with students,
 - what students work with the volunteer

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	75
Post Graduate Qualifications	17

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	41.40	.86	11.93
Persons	0	45	1	19

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$6,278,005.13
2	Grants: Commonwealth	\$65,700.00
3	Parent Contributions	\$118,997.25
4	Other	\$106,868.00