

Annual Report 2021

Site name Aldgate Primary School

Site ID 0210

Name of school principal Leah Kennewell

Name of governing council chairperson Mark Osterstock

**Site context and highlights** While a second year of a global pandemic ensured that we continued to practise agility and flexibility, it has been a very successful year for the school.

Five teaching staff participated in the Be Brave and Lead suite of professional development offered to portfolio educators. Examining pedagogical approaches, best practice systems and allowing for trial, reflection and integration, this suite of professional development has, and will continue to have, significant impact on the educational provision at Aldgate. Teacher leaders have collaborated closely with their colleagues, advising, role modelling and suggesting resources and approaches to enhance literacy and numeracy. This work has provided the basis to our 2022 Site Improvement Plan and will shape our ongoing professional development. The principal and deputy also participated in Be Fearless and Lead, undertook the Instructional Leadership course administered by Orbis, and found many elements of them directly applicable to enhance current endeavours at the school.

STEM continues to be a focus, and this year senior students assiduously focused on developing and enhancing insect and bird habitat at the school and kindy by propagating appropriate plants, as well as building insect hotels and bird feeding stations. Plants were propagated and given freely to the local community to increase habitat in the local area.

Physical activity is also important, with students participating in a very wide range of sports and activities, as well as engaging in the Premier's Be Active Challenge, where we were again near to the top of the list of participating schools. After-school fencing began at the school, and some of our students were successful in local competitions.

Year 7 students moving to high school meant that we celebrated our year 6 and our year 7 students equally, with two sets of house captains, two final-year jumper designs, two graduations and two sets of all leadership opportunities. We were very happy with the logistics of the transition processes, both to the high schools and from the kindy, and communication was always good. This change had minimal impact on our staffing, as one of our teachers went to high school, but we did lose a highly valued contract teacher.

OSHC continues to be run successfully, with stable attendances and staffing. Policy development there has been ongoing.

We were fortunate to finally complete the upgrade to our admin area. As I repeatedly said, I wanted it to look more 2021 than 1980, and we certainly achieved that. It has lifted the atmosphere, and made it a much more welcoming and happy place to work.

**Governing council report** The Governing Council report will come.

## **Improvement planning - review and evaluate (school)**

All class teachers engaged fully in the Brightpath Writing Improvement Program. Teachers have applied, assessed and moderated student samples. They have also reflected on the centrally moderated scores and planned teaching points of students. The impact has been that teachers have been able to identify their own gaps in knowledge. Students in upper primary classes have access to the narrative scale and some can identify where they are on it, and their own growth points. We will continue to provide additional professional development for teachers, and continue to provide time for assessment and moderation. Practise will make the process easier for teachers.

Teachers have participated in the Be brave and Lead Literacy suite of professional development. They have had informal and formal opportunities for sharing with their colleagues, including staff meetings and pupil free days. Many teachers have implemented strategies such as quick-writes, daily reading, and daily writing. There is a much stronger focus on quality literature and some teachers have bought a lot of texts, and asked for texts to be bought for the library. Class libraries are now in every class and they have higher quality items in their collections. We had a half-day planning release to plan next steps with the participating teachers. Teachers have participated enthusiastically, trialling pedagogies, sharing with their colleagues and finding success. Teachers sharing leadership with others has been empowering for them, and has made the impact of professional development stronger. Students in the middle primary are identifying themselves as enjoying writing more due to the quick-writes. In fact, one previously reluctant writer now says that he wants to be an author.

Teachers have also participated in the Be Brave and Lead Numeracy suite of professional development. They have had informal opportunities for sharing with their colleagues. They have met in groups, sharing pedagogies that they have trialed. We had a half-day planning release to plan next steps with the participating teachers. Teachers have participated enthusiastically, trialling pedagogies, sharing with their colleagues and finding success. The current participants are likely to continue to lead this work in collaboration with leadership. Behind the SIP there will be a separate plan with actions, nominated responsibility and time lines.

We continued to implement Jo Boaler's positive classroom norms in maths with all teaching staff. Recognising that we did not sufficiently address this, we are putting it as a standing order on our staff meeting agenda. This has been our approach with reinforcing pedagogical approaches through TfEL, and that has been successful.

We have had a focus on growth mindset ideas. This ongoing work had a high focus at the beginning of the year as part of our quality start program, and is actively addressed in all classes throughout the year. Students are able, in an age-appropriate way, to identify their own mindsets in particular situations. Students are unafraid to make mistakes and willing to ask for help. This is likely to be withdrawn from the SIP in 2022, as it is now embedded in school practice. We will continue the Quality Start program during the first two weeks of the school year, as we find it particularly important to focus on the personal and social capability, and the central place of our school values at the school.

**Please indicate which one of the six key elements was focused on as part of school improvement this year?** Data Informed Planning

**What NEW improvement actions were implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement of Aboriginal learners?** In

2021 we continued to support students learning through different programs such as Too Smart Maths, Quick Smart, Macqlit, Extension Reading and Extension Maths. For students in Year 3-7 we implemented the Quick Smart and MacqLit program. Students in Years 1-3 worked with Denny Steer for 4x 30 minute sessions a week on the Too Smart Maths program, which is designed to developed their fluency and automaticity in the 4 operations.

**What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved?** (Including individual student successes) Our Aboriginal students achieve at SEA.

Performance and attendance

School performance comment In NAPLAN Writing:

63% of children in year 3 were in the higher bands and 97% of them met the National Minimum Standard

11% of children in year 5 were in the higher bands and 75% of them met the National Minimum Standard

26% of children in year 7 were in the higher bands and 85%of them met National Minimum Standard

In NAPLAN Reading:

63.3% of children in year 3 were in the higher bands and 96.7% met the Standard of Educational Achievement

44.4% of children in year 5 were in the higher bands and 91.7% met the Standard of Educational Achievement

28.2% of children in year 7 were in the higher bands and 94.9% met the Standard of Educational Achievement

In NAPLAN Numeracy:

40% of children in year 3 were in the higher bands and 83.3% met the Standard of Educational Achievement

25% of students in year 5 were in the higher bands and 80.6% met the Standard of Educational Achievement

51.3% of students in year 7 were in the higher bands and 89.7% met the Standard of Educational Achievement

While these results, and especially the higher bands results, look good on first glance, they do represent a small decline on previous results. When compared to similar schools, our students are not achieving in similar ways. There could be a number of reasons for this that we need to explore, including our changing demographic, the pedagogy we are using for our curriculum delivery, our intervention programs and teacher efficacy. We will have to determine the mix of factors and address them next year. An approach that even better identifies individual students and their learning needs are will be important.

**Running Records:**

79% of students in year one demonstrated the Standard of Educational Achievement, an increase from 69% in 2020

80% of students in year 2 demonstrated the Standard of Educational Achievement, a minimal decrease from 81% in 2020

The increase in the year 1 data is good. Again, we will review our reading programs to determine how we can improve these figures.

**The year 1 Phonics Screening Check:**

69% demonstrated expected achievement, up from 64% in 2020, and from 57% in 2019

31% demonstrated below expected achievement, down from 36% in 2020 and from 37% in 2019

I am pleased that the results are improving over time, but again they could be better. The reception teachers are committed to trialing the Hegarty phonics program, which is a daily, highly scaffolded way to emphasise phonics.

**Attendance comment** This year, 96% of our students attended school more than 80% of the year. This is a figure to be very proud of, particularly during a pandemic. The percentage of students who were absent was 41.2% ill without certificate, 35.7% due to family, social or cultural reasons, 13.9% unexplained, 8.4% with exemptions (for family holidays etc.), 0.5% ill with a medical certificate and 0.3% for disciplinary reasons.

The percentage of chronic non-attenders was significantly less than last year, and this is due to a very small number of students for whom personal circumstances have changed.

Next year, we will aim to reduce the number of unexplained absences, by more directly communicating with parents.

**Behaviour support comment** Most students at Aldgate are able to manage their behaviour well. Our Quality Start program at the beginning of each year clarifies our expectations with an emphasis on our school values, as well as class rules, and consequences when those rules are upheld or broken.

For those students who need additional support, we implement behaviour plans in negotiation with teachers and parents. This year we have had several students with long-term behaviour plans, and several students with short-term plans. The plans have included individual expectations in class, the yard, and when experiencing difficulty. For most students these will be enough. Some students however, because of disability or mental health issues, continue to struggle with school expectations. When that happens we refer to Departmental personnel who can support us with further strategies. The school also provides support to students by resourcing additional supervision from our own budget

**Parent opinion summary** Parent opinion surveys are often mixed, and ours was no different. Parents have polarised views, particularly around communication. Some parents were very happy with our increased use of the Seesaw app, and some parents felt that they were getting too many notifications and reported being unhappy around that. I will add that there has been a universal take-up of the app, and there is a high level of engagement with teacher's posts. Next year we will

work on a communication policy that refines and clarifies what platforms we will use, when we will communicate, and in what format.

Some parents were unhappy that we did not conduct face-to-face 3 way interviews, and other parents described themselves as happy that we had proceeded with the interviews remotely. This was a difficult decision and some families used the opportunity for phone meetings when their technology wouldn't support a meeting that way.

Many parents acknowledged the hard work that teachers did in supporting their children, especially with individual encouragement and help, and they recognised the place of strong relationships in learning. There was a very high level of support for the PE opportunities that students have at the school, and the efforts that a lot of teachers put into that to make it possible.

There was also support for leadership and our willingness to work to improve learning and education for individual students and the school.

Several parents raised concerns about some of the programs that we run, and questioned whether they are adequate to the needs of the students. This is a matter that we will work to address next year.

The Covid restrictions have meant that there have been fewer incidental conversations between parents and staff, and I believe that has had an impact on the sense of togetherness and community at the school. I hope and anticipate that that will be able to change next year.

**Relevant history screening** All external providers are required to show us their current screening checks before they commence work with students. Due to Covid restrictions there haven't been volunteers this year.

#### **Financial statement**

Grants: State	2867039
Grants: Commonwealth	2500
Parent contributions	111330
Fundraising	5525
Other	74864
Tier 2 Funding (part 1)	

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes This was used to provide 1:1 support form teaching and ancillary staff.

Outcomes achieved or progress made towards these outcomes We have seen an improvement in the data collected on individual students.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes We have used these funds to provide 1:1 small group support from teaching and ancillary staff, as well as the purchase of some resources. We have provided release time for professional development as well.

Outcomes achieved or progress made towards these outcomes We have seen an improvement in the data collected on individual students.

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes We have used these funds to provide 1:1 small group support from teaching and ancillary staff.

Outcomes achieved or progress made towards these outcomes We have seen an improvement in the data collected on individual students.

#### Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes These funds have been used to support students who are not reaching expected benchmarks. The support is used both in class and out of class as individual and small group literacy and numeracy support provided by both teachers and ancillary staff.

Outcomes achieved or progress made towards these outcomes We have noted that the results for targeted students has improved, and many students have reached benchmarks.

#### Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes These funds have been used to release teaching staff to work on initiatives such as STEM, phonics programs, NAPLAN and SAPSASA.

Outcomes achieved or progress made towards these outcomes The outcomes have been increased student participation, engagement & achievement

#### Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes We do not have Aboriginal students enrolled at the school.

Outcomes achieved or progress made towards these outcomes NA

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes As with the other categories of funding, we used this to provide additional support in literacy and numeracy to individual and small groups of students, provided by teaching and ancillary staff.

Outcomes achieved or progress made towards these outcomes Student achievement was increased, and most students reached benchmark.