



Blakeview Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Blakeview Primary School Number: 1854

Partnership: Uleybury

Name of School Principal:

Brenton Conradi

Name of Governing Council Chair:

Rick Slattery

Date of Endorsement:

21 March 2017

School Context and Highlights

Context

Opened in 1992, we currently have 515 students, constructed of 20 mainstream and two Disability Unit classes. Our extensive facilities include a large modern gym, high quality classrooms, specialised Performing & Visual Arts rooms as well as a separate Resource Centre.

Our community has high expectations of both student behaviour and academic achievement.

Our school values of RESPECT, HONESTY and RESPONSIBILITY underpin all of our relationships, as well as our Values Education program.

Staff maintain a strong focus on Literacy, Numeracy and Student Wellbeing and Engagement whilst continuously promoting Student Voice and Student Leadership opportunities R-7.

Highlights -Introduced this year!

-Pedal Prix team, School Band, Wakakirri and School Magazine;100% participation in Premiers Be Active Challenge and school wins \$1000 ; Pedal Prix Quiz night; Teachers trained & What's The Buzz taught across all rooms; Blakeview School Bag ,School Diaries and Communication Bags introduced ;Staff trained in You Can Do It keys for success and taught across the school ; Yr7 School Leaders; Weekly Principal Assemblies ;House teams ticket scheme ;School Vision and Yard Expectations documented ; Split Lunch; PAL and Drum Beat programs; Student Support Centre ;Termly meetings with staff, parents and students introduced for all students on Negotiated Education Plans ;Kitchen, Garden and Orchard; Butterfly garden planned; New playgrounds in Disability Unit & Primary School; School Murals constructed;5 Star Work; School tours led by School Leaders; ICT upgrade- Computer room established, new laptops and iPads purchased for all rooms
-98% of students completed Premiers Reading Challenge, compared to 60% last year; Great Early Years Assemblies with the Kindy and Reading Awards Assemblies ;Friendship bench built; Right Bite Canteen Menu; Enrolment Folder.
-Gym large screen installed; Upgraded library -new carpet,airconditioning and painting!

Ongoing Highlights

-Super OSHC and Vacation Care program; Super End of Year Concert;Lunchtime Clubs and Mentors;Great Student Commission expanding across all classrooms;Super SAPSASA and Sports Day;ACEO achievements. All students on plans, super excursions and celebrations for Reconciliation Week, bush tucker garden established
-Great Mothers Day and Fathers Day stalls, open afternoons and afternoon teas!
-Car Park upgraded
-Choir performance at the Festival Theatre
-Student Led conferences and Reading For Success

Governing Council Report

Blakeview Primary School

2016 has been a year of change for Blakeview Primary, we welcomed new Principal Brenton Conradi.

With finances available we approved spending to install a Stephanie Alexander Kitchen/Garden, new playground, projector and screen in the gym and more IT for students.

Blakeview over 2016 has pushed forward with a strong focus in Reading Comprehension,Maths,Science,E-Learning, The Arts and Physical Education.

Thankyou to all the leadership, teachers, SSO's, all staff and especially the students that helped make Blakeview a school we can all be proud of.

OSHC

OSHC moved forward increasing our licence to 75 users and passing accreditation. Thanks to our Director,Assistant Director and all the staff that has made it possible.

Canteen

Canteen now follows the Right Bite strategy and is doing well cooking and preparing alot of its own food, along with more special lunch days giving better stability for the service. Thanks to our Manager and volunteers.

Closing Thankyou's

I would like to take this opportunity to thank the members of Governing Council and Advisory Committees for their support and assistance throughout the year.

Finally,it is with heart-felt gratitude that I acknowledge the assistance, dedication and hard work of all the volunteers. Your efforts are greatly appreciated by Governing Council, staff and students.

Rick Slattery
Governing Council Chairperson

Improvement Planning and Outcomes

Literacy

Literacy Targets

-Students achieving National Mean

Yr3-Reading-84%, Writing-92%, Spelling-87%, Grammar & Punctuation-82%

Yr5-Reading-75% Writing-80 %, Spelling- 82 %, Grammar & Punctuation-80 %

Yr7-Reading-83% Writing- 86 %, Spelling- 81 %, Grammar & Punctuation-83 %

-All students setting Literacy goals and review each 5 weeks ; Literacy committee upgraded Literacy agreements ; All students participated in Guided Reading groups three times per week ; Data walls used in classrooms and in staffroom representing whole school cohorts; Staff learnt to use PAT R, analyse and plan; SMARTAR goal training for all staff; Assessment Plan developed; PLC time provided to allow teams to collaboratively plan, examine data, set targets and moderate.

-100% participation in Premiers Reading Challenge; Wild Readers Pupil Free Day; Reading For Success and Round Table Conversations parent-student-staff learning meetings occurred.

Pat R-(At or above SEA) Yr 3-30/59, Yr4-51/66, Yr 5-24/39, Yr6-35/40 and Yr 7 -22/36

2017 Literacy Directions

-Intensive Literacy programs be trialled to address student needs-Multi-Lit, Mini Lit and LLI.

-Speech , Language and Coordination programs be introduced to address student needs.

-Daily Community reading be introduced; Literacy support packs be introduced for parents; Daily Literacy block be established with two staff per room. Focus on Big 6 and specific Reading strategy instruction :Whole school Non-Negotiables be enacted.

Numeracy

Numeracy Targets

-Students achieving National Mean -Yr3- 86% Yr 5-76% Yr 7-80%

-Students set goals, reviewed each five weeks; PAT M training for staff to analyse and plan using the data ; Maths Kits established; Continuation of Natural Maths teaching; Enterprise Education introduced into Upper Primary

-PAT M data showed students growth from the year before. Students at or above their year level-Yr 3-15, Yr4-18, Yr5-6, Yr6-13 & Yr 7-11.

2017 Directions

-Maths mentor Tierney Kennedy to provide training for staff around addressing student learning needs

-STEM training to be introduced to the school.

Engagement and Well Being

Targets

-Whole school policies and procedures established around You Can Do It, Whats the Buzz, Behaviour

Management , Vision , Motto & Values. Tied into this Weekly Principal Assemblies; Yr 7 Leaders & Student Commission

-Community building and student-parent-staff team learning-Pedal Prix, Wakakirri, Kitchen & Garden , Lunchtime

Clubs, Band, Community Events, Choir, Magazine; Joint committees-ICT, Blakeview 25; Split lunch introduced and Student Support Services office.

2017 Directions

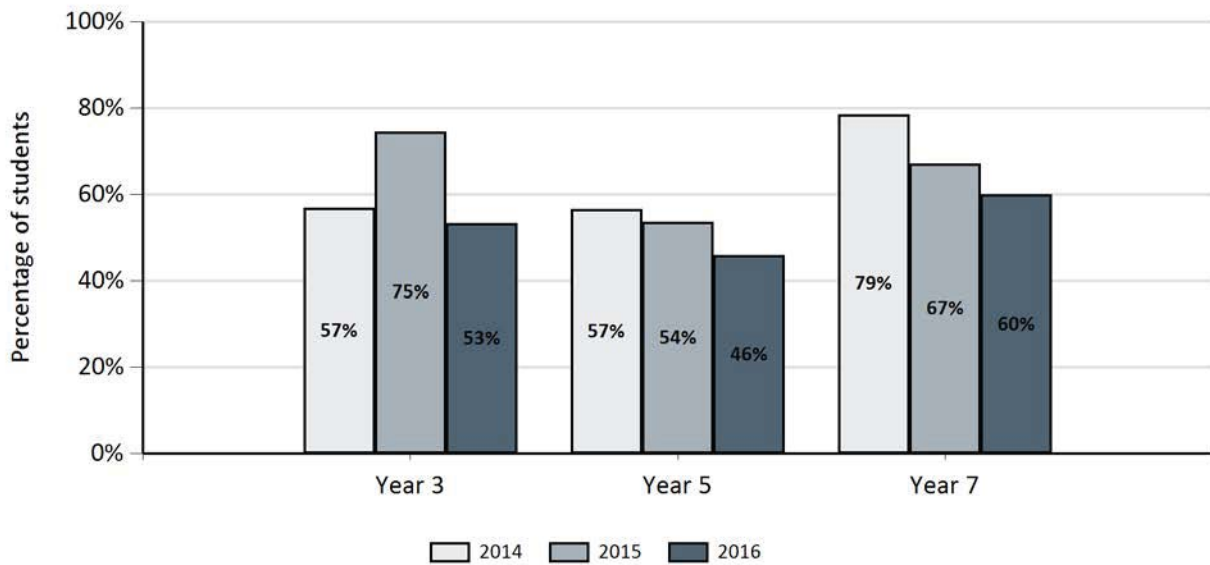
-Setting Up For Success to continue, Rock and Water program and Yoga to be introduced. Student Services to be continued, Pastoral support officer to be employed from grant success

Performance Summary

NAPLAN Proficiency

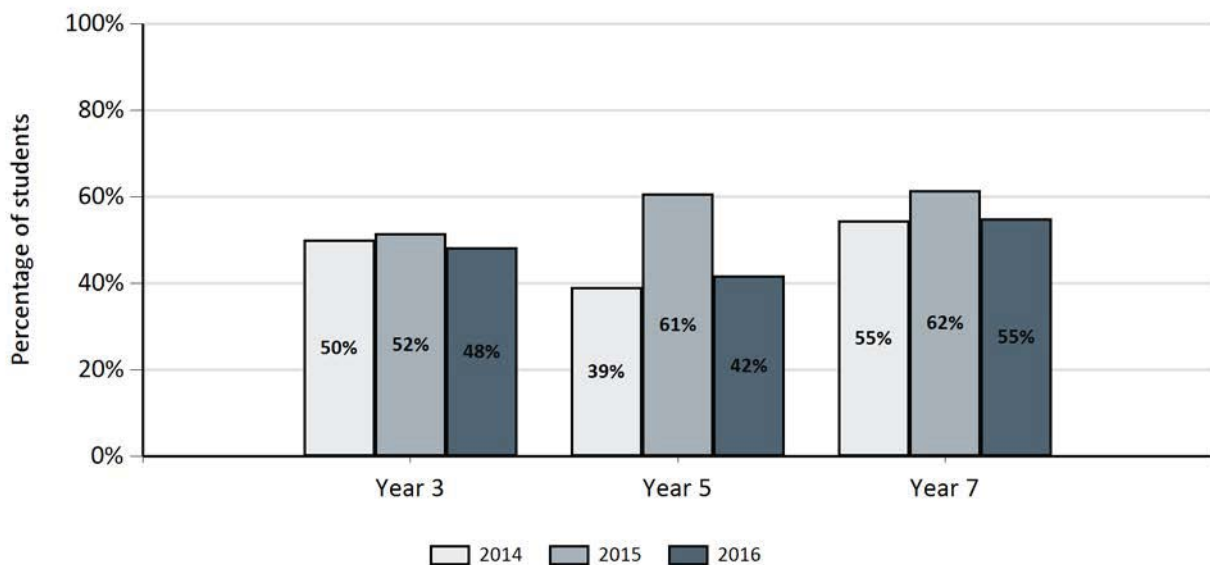
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	50%	37%	25%
Middle progress group	41%	43%	50%
Upper progress group	9%	20%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	54%	42%	25%
Middle progress group	43%	42%	50%
Upper progress group	3%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	60	60	9	4	15%	7%
Year 3 2014-16 Average	58.0	58.0	10.0	7.0	17%	12%
Year 5 2016	48	48	6	0	13%	0%
Year 5 2014-16 Average	50.0	50.0	6.3	1.3	13%	3%
Year 7 2016	40	40	3	2	8%	5%
Year 7 2014-16 Average	53.3	53.3	4.0	2.3	8%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Please note being a new Principal to the school these NAPLAN results were collected after one term at the school. I have used this report to outline practises which have been put in place term 2,3&4 of 2016.

Staff meeting time is given to review NAPLAN results each year. This is done on each individual student and as a year level cohort. From this staff list student and cohort need areas. These needs are then documented and are incorporated into teacher programs.

Leaders also review NAPLAN results and list cohort needs and incorporate these needs into staff meeting training.

This year intensive work went into training staff how to access PAT R and PAT M data. Staff were taught how to interpret individual and year level trends. Staff meeting and PLC time was provided to allow staff to program in teams to meet year level needs. Staff were also taught how to use the PAT Support Centre to target their teaching to address the learning needs indicated by the PAT R and PAT M testing.

The school has a large percentage of students with significant learning needs which impacts on the NAPLAN DATA. We have 156 students with Learning Difficulties (28%). To address these students' needs individual folders are kept on these students containing their Negotiated Education Plans or individual learning plans. Data sheets are used to record their sight word acquisition, jolly phonics progress and oxford word knowledge.

Scorelink is used to record student progress. Staff learnt how to upload student assessments and then how to read the Scorelink reports. Again time was provided in staff meeting to allow staff to develop these skills with colleagues of similar year levels.

SEA is a measurement staff are being exposed to and further work in 2017 will be led by the Director of Curriculum and Student Review Teachers to build staff capacity.

Running Records are used across the school with teachers collecting levels. Reception students 44/67 achieved at or above the benchmark, Yr 1 62/89 achieved at or above the benchmark. Yr 2 32/75 achieved at or above the benchmark.

Oxford Words-Reading & Spelling. Year level targets are set for the Reading and Spelling of Oxford words. This allows staff to work towards ensuring the maximum amount of students meet the benchmark or exceed them.

Jolly Phonics and Jolly Grammar are the basis of our Junior Primary Years.

Performance Management documentation is based around the SIP, student and teacher learning needs. Staff and Leaders worked together each term to discuss programming, analyse data and collaborate around effective teaching strategies, Student wellbeing and learning needs underpin many conversations.

AIMS FOR 2017

-Teachers plan and analyse data twice per term to measure student progress using Running Records and PAT R and PAT M data

-Literacy Block be implemented with two staff per class following the schools Literacy agreement based on the Big 6.

-NAPLAN learning focus around practicing multi step questions, multi step problems, questions which involve interpreting and identifying as well as inferring.

Attendance

Year level	2014	2015	2016
Reception	88.5%	91.7%	92.7%
Year 01	84.6%	91.6%	91.1%
Year 02	88.4%	89.0%	88.5%
Year 03	85.4%	90.8%	88.1%
Year 04	88.9%	82.8%	88.3%
Year 05	89.0%	89.5%	83.2%
Year 06	87.8%	88.8%	90.1%
Year 07	89.2%	88.0%	91.6%
Primary Other	100.0%	85.7%	82.4%
Total	87.7%	89.2%	89.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Overall we have maintained attendance figures from the previous year from 89.3 in 2015 to 89% in 2016 with increases in attendance for our Receptions, year 4, 6 and 7's. We have worked towards achieving our goal of 93% finishing the year with 89% attendance. Strategies we have used to improve attendance include increasing parent communication through attendance meetings and home visits. We began working with the Child Well-Being practitioner who is supporting families who represent a significant proportion of absences at the school. The school has broadened its involvement with DECD

Behaviour Management Comment

Anti-Bullying surveys are completed twice yearly, results shared with staff ,students and Governing Council.Agreed actions and targets set and measured from the data collected. Splitting lunchtime has resulted in a drop in inappropriate yard behaviour.The establishment of supervised playroom has resulted in more children having successful play periods. This year we set up Student Services,at the request of staff to ensure consistent learning environments were maintained. Student Services is staffed by an SSO and two leaders.This has supported students and teachers to learn with minimal interruptions. Behaviour is also addressed more consistently across the site with parents,students and staff. Improved tracking of data has also been an outcome

Client Opinion Summary

Paper and electronic surveys were provided to all families to access. More than 200 paper surveys were distributed and 40 responses received.

Areas of strength included 98% indicated this school expects my child to do their best,97%indicated the school looks for ways to improve,95%indicated students feel safe at school,95%indicated their child is making good progress at school.

Areas of focus for 2017-Managing student behaviour

Staff were surveyed and 44 replies were received out of 65 staff

Areas of strength-93%indicated leaders trust staff,91% indicated leadership is effective,93%indicated leadership is supportive

Areas of focus for 2017- Communication across the site,induction & work demands

Students surveys this year included the MDI for Yr6/7 students,Anti-Bullying Surveys and Students Values interviews

Areas of strength-

Areas of focus for 2017-Student commission across all classes, increasing opportunities for students to showcase their learning to families, build community skills to support students learning and increased co-designing of success criteria and rubrics to allow for higher learner attainment.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	23	12.7%
Other	1	0.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	22	12.2%
Transfer to SA Govt School	130	71.8%
Unknown	5	2.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All screening is undertaken as per DECD guidelines re staff , volunteers and visitors to the site.
 All volunteers are inducted and SAFE school workshop completed before volunteering can begin.
 All volunteers receive an induction pack and are required to sign a register.
 Every time volunteers commence work they sign in and wear a badge.

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	47
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	31.6	0.7	18.2
Persons	0	35	1	28

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	4818671.89
Grants: Commonwealth	23818.18
Parent Contributions	150986.69
Fund Raising	7035.05
Other	nil

Data Source: Data Source: Education Department School Administration System (EDSAS).

2016 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 2016 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	Training of staff to run Rock and Water program. Establishment of Student Support Centre and staffing of SSO-25hrs per week. SSOs in yard to teach play skills Training of all staff in Whats the Buzz and You Can Do IT.	All students trained in You Can Do It and Whats the Buzz
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	BSSO staff employed to assist student English language acquisition. Intervention Support Teacher employed to manage EALD students and their learning	EALD now receiving small group intervention via Reading groups
Targeted Funding for Individual Students	Improved Outcomes for Students with Disabilities	20 HRS Online training for staff in Autism .TRT release to allow teachers,SSOs,students and parents to meet each term to review student NEP SMARTAR goals.Smartar Goal training all staff Reading groups, one on one support	100% staff trained Staff now using smarter goals each term with students NEPs.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	ACEO employed to work with students,staff and families. AERT teacher works with all Aboriginal students. Cultural Learning opportunities provided as well as Individual Learning Plans established for all students in consultation with students,staff and families. Literacy and Numeracy goals reviewed each term.	All students now have Individual Learning Plans
Targeted Funding for Groups of Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Students with Learning difficulties- 3 part time teachers employed to run guided reading groups with targeted students three times each week.	LLI program addressing student reading levels
Program Funding for all Students	Australian Curriculum	All staff trained in Design and Technology and Digital Technologies. Staff released for training using PAT R and PAT M data. Staff released for moderation training in English	Staff introduced coding to students. Resources purchased
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Establishment of Stephanie Alexander Garden Kitchen program, staff and facilities. Provision of staff to assist student learning in Literacy Block in the Early Years. Staff training and resources-Whats the Buzz	Kitchen and Garden established. Running Record increase All students trained
Other Discretionary Funding	Specialist School Reporting (as required)		
Other Discretionary Funding	Improved Outcomes for Gifted Students		
Other Discretionary Funding	Primary School Counsellor (if applicable)	Runs Student Commission and Senior SRC Provides support to families and students linking them to support agencies for learning and health/social needs.Provides support for teachers programs and student learning	Attendance policy upgraded Internal play established.