STURT STREET COMMUNITY SCHOOL

Annual Report 2015
Context

<table>
<thead>
<tr>
<th>School Name</th>
<th>Sturt Street Community School</th>
<th>School Number:</th>
<th>1881</th>
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<tbody>
<tr>
<td>Principal:</td>
<td>Darrin Briggs</td>
<td>Partnership:</td>
<td>Adelaide / Prospect</td>
</tr>
<tr>
<td>Site Name:</td>
<td>Sturt Street Children’s Centre</td>
<td>School Number:</td>
<td>4161</td>
</tr>
<tr>
<td>Early Childhood Director:</td>
<td>Anne-Marie Shin</td>
<td>Governing Council Chairperson:</td>
<td>Damien LeClercq</td>
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</tbody>
</table>

Sturt Street Community School is a unique Birth to Year 7 site situated in the South West sector of the Adelaide CBD. The school caters for the needs of families who live, work or study in the Adelaide CBD as well as being a school of choice with families attending from 64 suburbs. Sturt Street Community School has a proud history and is underpinned by strong community partnerships that promote a family atmosphere. The heritage site has been carefully designed with learning areas adjacent to each other to assist children make a smooth transition from the Early Learning Centre, to Preschool, School and Out of School Hours Care. The recognition as a Children’s Centre for Early Childhood Development has paved the way for developing stronger community partnerships with the Adelaide City Council and health and family support services.

Cultural diversity is a feature of the school’s proud past and present history where children identify with more than 29 cultural backgrounds. The school supports families from nearby Aboriginal housing and an Aboriginal Community Education Officer works with students and staff to develop a strong cultural identity and inclusion across the school. The teaching of Greek language and culture is an integral part of the curriculum. Sturt Street Community School is accredited to deliver an International Student program and the site is also extensively used by a variety of language schools across the weekend.

Report from Governing Council

Thank you to our Governing Council which consists of 15 dedicated members representing the School, Early Learning Centre, Preschool, South West Community and Greek Orthodox Community. Success is demonstrated by the high level of commitment shown by Councilors to provide equitable advocacy across the school community.

Thank you to all the teachers for their hard work throughout the year and for providing an interesting, challenging and creative learning environment for our children. Once again it has been a busy year. Some of the highlights of the year include:

- The completed redevelopment of the Early Learning Centre / Preschool /School Outdoor Learning Area. This major initiative was completed during 2015 and has impacted on the site as a whole. The development has created flexible learning environments for use by all children across the site.
- Further implementation of the Australian Curriculum.
- Continuation of the Way2Go Road Safety Program which includes the Pedestrian Crossing on Gilbert Street due for completion in March 2016.
- Another successful Sports Day
• An amazing end of year whole school production “Mighty Murray Musical” held at the Royalty Theatre.
• Inaugural and hugely successful Year 6/7 trip to Canberra
• Festival of Music choir participation.

Unfortunately there have been delays in the redevelopment of the O’Brien Street Building but this will be an exciting project for 2016.

There are some special thanks and goodbyes to acknowledge. At the end of 2015 we said goodbye to Early Years Director, Anne Marie Shin and I would like to acknowledge Anne Marie’s many years of dedication to our site, especially in Early Childhood Education. I would also like to thank Damien LeClerq who has been a long standing member of Sturt Street Community School’s Governing Council and Chair for the past 2 years.

On behalf of the Governing Council, I would like thank everyone that has contributed and supported the School throughout the year. We are lucky to have a very capable team of staff and many dedicated volunteers. Thank you for your continued interest in and support of our children’s educational community.

Angela Gordon Deputy Chairperson

2015 Highlights

QUALITY TEACHING AND LEARNING

• Upgrade and swap of the Early childhood learning areas in our children’s centre has offered quality teaching and learning areas which are more suitable for the age groups than our previous configuration; the 0 – 3 children have a purpose built outdoor area with ease of access from indoors to outdoors. The Kindy room for 3 – 5 age group relocation from Maxwell Street to the main school building has built continuity between Preschool and the Reception Classroom.
• Outdoor learning has been a focus in the children’s centre due to the development of both the 0- 3 and the Pre-school outdoor area. Children are accessing natural spaces and experiences with great outcomes for learning including problem solving, mathematical thinking, scientific opportunities and great contexts for both social learning and gross motor challenges and risk taking.
• Premiers Reading Challenge was successfully run again with high participation.
• Electronic Reports and an online Parent Portal were introduced as part of our integration of SENTRAL School Management System.

• Teacher Training and Development:
  o Pupil Free days were held for teachers that focused on Moderation of the Australian Curriculum.
  o Anne Baker: “Natural Maths”. Mathematician in Residence. This was a partnership year long initiative that requires teachers to learn and reflect on their teaching practices.
  o Growth Mindsets: Teachers attended 3 workshops hosted by James Anderson who introduced them to the work of Carol Dweck.
• 1 to 1 Ipad Program was successfully run and administrated with high engagement of students participating. Teacher pedagogy and classroom applications continue to develop.
LEARNER ENGAGEMENT AND WELLBEING
• For the first time in 2016 the senior choir consisting of students from Year 7 led by teacher Judy Crisp participated in the Festival of Music Performance at the Festival Theatre.
• Sturt Streets instrumental music program continued to grow with a number of students learning woodwind and brass instruments. Students had a number of opportunities to attend music camp and to perform as a band throughout the year. With parent support the school held a musical evening at the end of term 3 to highlight student’s achievements with instrumental music.
• Students from Year 7 attended advanced leadership courses at the start of the year.
• Students participated in the national ride to school day as well as a Way2Go Bicycle Education program as part of our Road Safety Awareness Education Program supported by DPTI.
• School Sport: Students had the opportunity to participate in the schools Soccer and basketball teams. Gymnastic was offered to the students by specialist providers during Term 2. Students attended a volleyball tournament at Glenelg. A range of after school sports were offered through OHSC after a successful application.
• Sports day was held in 3rd term which was a great success.
• Students attended wide variety of excursions: Military Museum, State library, museum, zoo, Art Gallery, Hallett Cove Conservation Park.
• Canberra Trip: The inaugural trip to Canberra by our Year 6/7 students was a great success. Students researched planned and raised money throughout the year. It is anticipated that we will take this trip every 2 years.

FUTURE OPPORTUNITY
• Obrien Street Redevelopment Whilst this has been on the plans for a number of years it has been delayed due to a combination of physical space constraints and the opportunity to develop our outdoor play spaces through government initiatives in 2015. Continued planning and tendering processes are in place through our school facility managers.
• Major roofing restoration is due to take place on the main building during the January school holidays.

BUILDING COMMUNITY CONNECTIONS
• The Japanese Cultural visit and workshops organized by Adelaide High School for Year 5-7 students.
• Mighty Murray Musical: Whole School performance was held for the first time at the Royalty Theater. This year long undertaking took significant planning, rehearsals and participation from staff, parents and students. This community collaboration showcased individual student’s talents for drama and music, while also allowing the whole school to be involved. Children’s confidence in performance grew and their comments after the show demonstrated the significant learning and confidence building which had developed through the experience.
• Students from R-7 attended the opening of the Come-Out Arts festival as well as attending a range of performances from visiting artists.
• The year began with significant voluntary work from the Children’s centre parent community and local community members to paint the exterior, move furniture and fittings, work in the garden and renovate furniture to enable to swap of the 0 – 3 and 3 – 5 spaces. Community breakfasts were held to celebrate the both the opening of the 0 – 3 Maxwell Street building and garden and also the Pre-School outdoor learning area.
• Over the year connections with other agencies and services within the city community have been developed and strengthened. Collaboration with Adelaide City Council, Baptist Care, Families SA, Common Ground, Housing SA, Anglicare, Gilles Street Primary School and others has meant that families have been able to access a range of supports and services smoothly and thoughtfully. The use of venues in the community have made children’s centre programs accessible to a wider range of parents in the wider Adelaide Community and surrounds. In 2015, having our Family Services Coordinator as part of the Children’s centre team has increased our
capacity to support parents and families both at our site and in the wider Adelaide community.

• Community Picnic was successfully held at Princess Elizabeth Park to celebrate National Families Week.

• Teddy Bear Hospital: Junior Primary students participated in a range of activities held by Flinders Medical Students.

• Stephanie Alexander Kitchen Garden Project was run in Room 5. This involved a number of parents who assisted in cooking and gardening throughout the year.

• The opening of the upgraded Princess Elizabeth Playground has been a great success and benefit to the school. Students also participated in an Art project to paint fence murals surrounding the playground.

Site Improvement Planning and Targets

Site Priorities
Teaching and Learning
At SSCS we recognise that strong literacy and numeracy skills lay the foundation for all students to be successful across the curriculum and in life.

In 2015 R-7 teachers will focus to strengthen literacy & numeracy skills for all learners through engagement with the Australian Curriculum, the Early Years Framework, and through improved pedagogy.

Key Strands
1. Literacy Improvement
Focus Area
1.1 Reading Running Records – Increase number of students achieving DECD SEA standards of Educational Achievement for Years 1 and 2 at the Term 3 Enrollment Census.

1.2 Data shows growth Year 2-7 over time for students at or above expected DECD level according to PAT R Standards of Educational Achievement.

1.3 Data show growth over time in students Lexile Level Years 3-7.

1.4 SPELLING Data shows growth over time for students Years 2-7 at or expected age appropriate level for Westwood’s diagnostic.

1.5 Develop agreed assessment tools for recording Jolly Phonics.

1.6 WRITING Data shows growth over time for students Year 1-7 on the EALD Language levels.

1.7 NAPLAN Increase the number of students whose NAPLAN results demonstrate that they achieve the DECD Standards of Educational Achievement for literacy.

1.8 Increase the number of students who attain NAPLAN scores in the higher Bands in Year 3 Literacy

1.9 Increase the number of students who having attained NAPLAN scores in the higher bands in Year 3 Literacy maintain their higher band achievement as they progress through their schooling years.

Strategies
• Diagnostic analysis of RR data at end of Term 1, Term 2 with intent to inform teaching.

• Literacy blocks organised across the JP

• Junior Primary teachers refine assessment tools and record data from Jolly Phonics program.

Adelaide Prospect Partnership:
• Whole school engagement in “Writing” professional development facilitated by Sheena Cameron.

• All Teachers engage in Moderation Matters P&D in Literacy

• Years 1-7 Moderated Writing Assessment using Language and Literacy Levels (EALD) as per Literacy Assessment and Reporting Timeline 2015. Students work moderated twice per year.

• Deepen Jolly Phonics / Grammar knowledge through further training R-7.

• Continue the introduction of consistent systems of instruction for Phonics, Grammar and Spelling.
  • Jolly Phonics
  • Jolly Grammar
  • Reading Eggs
  • Soundwaves

• Students graduating from Running Records participate in Scholastic Lexile / Literacy Pro
and collate data. Lexile library book collection increased.

• ILP’S written for every identified students
• Parents and Caregivers of identified students are regularly informed of their program and progress. Review and training for SSO’S and AECW
• Data is used by teachers in Professional Learning Teams to discuss individual students and target a range of intervention programs matched to needs.
• Parents and Caregivers are regularly informed of class program, assessment results and standards.
• Monitoring Student Literacy Assessment Plan 2015 is implemented and data recorded in SENTRAL
  • PAT R
  • Westwood Spelling
  • NAPLAN
  • Running Records
  • Lexiles
  • EALD
• Trial and collect baseline data from ACER Spelling
• Perception data is collected using the TFEL framework and online compass.

Results and Analysis

DECD Expected Achievement

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Receptions</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>5 or above</td>
<td>15 or</td>
<td>21 or</td>
</tr>
<tr>
<td></td>
<td>above</td>
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Performance of your school:

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<thead>
<tr>
<th>Number Basis</th>
<th>Baseline lower bound</th>
<th>Baseline upper bound</th>
<th>Previous Result</th>
<th>Latest Result</th>
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<tbody>
<tr>
<td>Running Records - Number of students who demonstrated expected achievement (DECD) (EA)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Reading Year 1</td>
<td>28.3</td>
<td>29.1</td>
<td>17 of 29</td>
<td>21 of 21</td>
</tr>
<tr>
<td>Year 2</td>
<td>28.4</td>
<td>26.1</td>
<td>17 of 20</td>
<td>16 of 19</td>
</tr>
<tr>
<td>Percentage Basis</td>
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<tr>
<td>Running Records - Percentage of students who demonstrated expected achievement (DECD) (EA)</td>
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<td></td>
</tr>
<tr>
<td>Reading Year 1</td>
<td>88.7%</td>
<td>70.8%</td>
<td>65.4%</td>
<td>55.3%</td>
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<tr>
<td>Year 2</td>
<td>78.5%</td>
<td>65.7%</td>
<td>65.8%</td>
<td>64.2%</td>
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Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

1.1 In 2014, 75% of Reception students achieved Reading level 5 or more by the end of the year. At the start of Term 4 42% of Reception students had achieved Reading level 5. **Strategy:** Introduce broad banding, develop take home packs for summer break, consistent, targeted approach to intervention.

In 2014, 85% of Year 1 students achieved Reading level 15 or above by the end of the year. In 2015 95% of students achieved level 15 or above by end of Term 3. **Strategy:** Maintain progress by focussing on reading comprehension strategies and broad banding to widen reading choices.

In 2014, 90% of Year 2 students achieved Reading level 21 or above by the end of the year. In 2015 84% of students had achieved level 21 or above. **Strategy:** Increase achievement by focussing on reading comprehension strategies and broad banding to widen reading choices. Four students in Year 3/4 are still on reading levels.

1.2 Year 3: Data shows growth in Years 3-7 over time for students at or above expected DECD level according to PAT R Standards of Educational Achievement

84% (16/19) of students achieved DECD benchmark
16% (3/19) of students were below benchmark
31% (6/19) of students achieved at benchmark
53% (10/19) of students good/high achievement
31% of Students improved their Percentile Scores compared to 2014

Year 4
80% (25/31) of students achieved DECD benchmark
19% (6/31) of students were below benchmark
38% (12/31) of students achieved at benchmark
53% (13/31) of students good/high achievement
48% of students improved their Percentile Scores compared to 2014

Year 5
73% (14/19) of students achieved DECD Benchmark
26% (5/19) of students were below benchmark
31% (6/19) of students achieved at benchmark
42% (8/19) of students good/high achievement
21% of students improved their Percentile Scores compared to 2014

Year 6
100% (9/9) of students achieved DECD Benchmark
0% (0/9) of students were below benchmark
44% (4/9) of students Achieved Benchmark
55% (5/9) of students Good/High Achievement
55% of Students improved their Percentile Scores compared to 2014

Year 7
100% (12/12) of students achieved DECD Benchmark
0% (0/12) of students were below benchmark
33% (4/12) of students Achieved Benchmark
66% (8/12) of students Good/High Achievement

58% of Students improved their Percentile Scores compared to 2014

Analysis
Students in 2015 sat the test under exam conditions. We believe this has significantly skewed the data from previous years. Small cohorts of students have been identified for intervention. Detailed analysis of individual test questions has begun to inform teachers next steps and programing.

1.3 Implementation of Literacy Pro occurred in 2015 with teachers and students still in the early adoption phase. Baseline data has been collected and will be useful for 2016.

Strategy: Continue implementation of Literacy Pro in 2016 and the building of resources and teacher strategies / knowledge.

Recommendations
Intervention support for all Junior Primary students identified at risk (STAR) will continue in 2016. Intervention will be targeted to student needs and consistent with current classroom practice. Support staff have been trained to provide relevant support to students. Students in Year 3+ will continue being assessed using Running Records until they have achieved Level 30.

Spelling

1.4 Student's Westwood Spelling results from 2014 were compared to 2015 results.
Year 2 students showed an improvement in the number of students moving from below spelling age to at or above (37% below in 2014, 26% below in 2015).
Year 3 students showed a slight decline in the number of students moving from below spelling age to at or above (21% below in 2014, 26% below in 2015).
Year 4 students showed a slight decline in the number of students moving from below spelling age to at or above (26% below in 2014, 30% below in 2015).
Year 5 students showed an improvement in the number of students moving from below spelling age to at or above (40% below in 2014, 35% below in 2015).
Year 6 students showed an improvement in the number of students moving from below spelling age to at or above (11% below in 2014, 0% below in 2015).

Year 7 students showed a slight decline in the number of students moving from below spelling age to at or above (16% below in 2014, 21% below in 2015).

**Recommendations**

Students below spelling age have been identified for targeted support in 2016. Students will continue to be monitored to ascertain exact spelling needs throughout the year.

1.5 Junior Primary staff collaborated to develop and implement an assessment tool for Jolly Phonics and Jolly Grammar in 2015. Baseline data collected during Term 1 was used to provide targeted support to students throughout the year.

2015 data from these assessments showed that 15% of Year 1 students required support throughout 2015. End of year data showed improvement with only 7% of Year 1 students requiring targeted support in 2016.

31% of Year 2 students required support throughout 2015. Follow up data shows improvement with only 15% of students in Year 2 requiring support in 2016.

**Recommendations**

Monitoring of Jolly Phonics/Jolly Grammar program to continue throughout 2016. Targeted, early intervention to occur for students identified as needing support. Updated training to occur for teachers.

**Writing**

1.6 In 2015 all students were moderated against the EALD Scales. 89 identified EALD Students (R-7) were scaled.

12 students recorded no change in level (34 in 2014)
41 students recorded a change in level of +1 (26 in 2014)
17 students recorded a change in level of +2 (2 in 2014)
3 student recorded a change in level of +3 (1 in 2014)
1 student recorded a change of level of -1 (3 in 2014)
0 students recorded a change in level of -2 or more

**Writing Strategies Outcomes**

- All teaching staff participated in training with Sheena Cameron as part of the Adelaide –Prospect partnership focus on improving writing.
- EALD teacher provides support across the school to improve writing outcomes for all students.
- All staff have been trained in Jolly Phonics and Jolly Grammar. The Jolly Grammar program will be implemented into Year 3 in 2016 to continue this learning with students.
- Jolly Phonics and Jolly Grammar assessments will continue to occur to track the progress of students engaging with this program.
- Reading Doctor app was downloaded on a few iPads for support staff to use with students as an intervention program. It links well with Jolly Phonics. Training for support staff occurred in Term 4 2015.
- Reading Eggs program supplements teaching for Reception – Year 2 students.
- Soundwaves spelling program used with Year 3- 7 students.

**Recommendations**

- Allocate time at the start of the year for training and development in Language and Literacy levels and how they link to the English Curriculum
- Ongoing T & D throughout the year focussing on moderation of text.
- All classroom teachers continue using the EALD Language Levels and assess and analyse texts for all students in order to gain greater insight and understanding into how to progress students’ writing.
- Particular emphasis and use of EALD teacher to look at what are the student’s outcomes at the next level and what teaching / differentiation needs to be reflected in their practice.
• Teachers refer to the agreed Overview of Text Types Teaching and Skill Development
• Specialist EALD teacher employed part time to support teachers and students

NAPLAN 1.6, 1.7, 1.8
2015 NAPLAN Writing results show:
89% of Year 3 students achieved National Minimum Benchmark for writing. 88% in 2014
84% of Year 5 students achieved National Minimum Benchmark for writing. 93% in 2014
100% of Year 7 students achieved National Minimum Benchmark for writing. 100% in 2014

Analysis of those who didn’t reach benchmark:
Two Year 3 students did not achieve the benchmark. One is an EALD student, and the other is targeted for support.
Three Year 5 students did not achieve the benchmark. Two are EALD students and all receive SSO support.
All Year 7 students achieved the benchmark.

2015 NAPLAN Spelling results show:
100% of Year 3 students achieved the benchmark for spelling in NAPLAN.
84% of Year 5 students achieved the benchmark for spelling in NAPLAN. Two students did not achieve the benchmark. One of these students has an ILP and both students receive SSO support for spelling.
100% of Year 7 students achieved the benchmark for spelling in NAPLAN.

Recommendations
Continuation of Soundwaves Spelling Program in Years 3-6. Review of Year 7 Soundwaves suitability and greater integration of Year 7 spelling into writing.

2. Numeracy Improvement
2.1 Numeracy
Data shows growth Year 2-7 over time for students at or above expected DECD level according to PAT M Standards of Educational Achievement.

2.2 NAPLAN
Increase the number of students whose NAPLAN results demonstrate that they achieve the DECD Standards of Educational Achievement for Numeracy.

2.3 Increase the number of students who attain NAPLAN scores in the higher Bands in Year 3 Numeracy

Strategies
Adelaide Prospect Partnership:
• 5 teachers involved in a yearlong Mathematician in Residence programme facilitated by Anne Baker
• All Teachers engage in Moderation Matters P&D in Numeracy.
• ILP’S written for every identified students
• Develop more effective intervention programs for identified students
• Automaticity of number facts with a focus on mental maths across all year levels in direct correlation with the Australian Curriculum,
• Problem solving focus in all year levels
• Monitoring Student Numeracy Assessment Plan 2015 is implemented and data recorded in SENTRAL
• Data is used by teachers in Professional Learning Teams to discuss individual students and target a range of intervention programs matched to needs.
• Collect perception data at the end of the year to monitor attitude and engagement.
• All students use Mathletics and teachers implement it as a differentiated learning tool. Mathletics T&D for staff, workshop for parents, enhanced student use.

Results and Analysis
2.1 Data shows growth in Years 3-7 over time for students at or above expected DECD level according to PAT M Standards of Educational Achievement.

Year 4
100% (12/31) of students achieved DECD benchmark
38% (12/31) of students were below benchmark
51% (16/31) of students achieved at benchmark
9 % (3/31) of students good/high achievement
61 % of students improved their percentile scores compared to 2014
Year 5
57% (11/19) of students achieved DECD benchmark
42% (8/19) of students were below benchmark
47% (9/19) of students achieved at benchmark
10% (2/19) of students good/high achievement
47% of Students improved their percentile scores compared to 2014.

Year 6
88% (8/9) of students achieved DECD benchmark
11% (1/9) of students were below benchmark
66% (6/9) of students achieved benchmark
22% (2/9) of students good/high Achievement
77% of Students improved their percentile scores compared to 2014.

Year 7
91% (11/12) of students achieved DECD benchmark
8% (1/12) of students were below benchmark
33% (4/12) of students achieved Benchmark
58% (7/12) of students good/high achievement
50% of students improved their percentile scores compared to 2014.

2.2 In 2014, NAPLAN numeracy results showed:
Year 3 – 88% achieved benchmark
Year 5 – 86% achieved benchmark
Year 7 – 93% achieved benchmark

In 2015 100% of students in Years 3, 5 and 7 achieved the National Minimum Standard for numeracy.

2.3 Data indicates that 100% of Year 7 and 67% of Year 5 students recorded a growth in the medium or upper quartiles of the NAPLAN Numeracy test from their previous tests.

Key Strands
3. Australian Curriculum

Focus Area
3.1 By the end of 2015 all published learning areas of the Australian curriculum are being taught, assessed and reported as per the DECD Curriculum, Pedagogy, Assessment and Reporting Policy for Reception to Year 10.

Strategies
• Primary Australian Curriculum Coordinator works closely with staff in areas of need. Staff are released once per year to work with the CPAC on a personally identified aspect of the curriculum.

Results and Analysis
3.1 All teachers worked throughout the year with the schools Primary Australian Curriculum Coordinator. They attended joint T&D with other partnership schools which involved a school closure. Additional at site level they attended a workshop outlining the technology curriculum. The CPAC position to support the Australian Curriculum will not be available in 2016 due to DECD restructure.

Key Strands
4. 21st Century Innovative Practices – developing powerful expert learners. Powerful Learners “Students who are engaged and motivate, want to be at school, have higher expectations, display a positive mindset and a willingness to tackle and challenge learning.”

Guy Claxton
• Innovative teaching and learning practices.
• Extension of learning beyond the classroom
• Creation of an ICT rich learning environment
• Flexible learning spaces

Focus Area
4.1 TfEL Compass used to collect perception data in learning.
4.2 Years 3-7 participate in the ELLI data collection to collect baseline data on mindset and resilience
4.3 Redevelopment of outdoor play space through Nature Play Grant
4.4 Redevelopment of O’Brien Street
Strategies

• Collect baseline data as part of the teaching for effective learning Pilot on student engagement and intellectual stretch across a range of cohorts.
• Continued Implementation of a 1 to 1 iPad program across Years 3-7
• Development of a Learning Culture in which all students integrate ICT across all required areas of study as part of their everyday learning strategies and processes.
• Pupil Free Day to concentrate on the structure & implementation of the AC Technology Curriculum
• Collect data on the impact of the 1 to 1 iPad Program.
• Each term all teachers design, teach and share inquiry learning topics.
• Continued Implementation of School and Student Management software SENTRAL
• Staff engage in professional Learning Teams to share learning and teaching experiences.

Results and Analysis

4.1 Observations included: Growth Mindset – one third of students have a fixed mindset in this partnership. This is better than the DECD average.

Learner Disposition – Students generally have a positive disposition to learning, with neutral responses for these questions. This is consistent with findings of other partnerships.

Pedagogy responses – Domain 2 (create safe conditions for rigorous learning) is well developed – 30-40% students indicated the highest possible response.

15-20% students indicated ‘don’t know’ for Domain 3 (expert learners) and Domain 4 (personalise and connect learning)

Teachers and all year levels participated in the TfEL pilot program. This consisted of working closely with the TfEL coach (Vicky Bitzios) in a PLC structure to focusing on Literacy to inquire into student engagement, pedagogy and intellectual stretch. Selected students Years 1-7 were surveyed using the TfEL compass to gather attitudes to the teaching of literacy. From this data teachers formulated their own inquiry questions to investigate their own teaching practices. During the year teachers were released for teacher observations and feedback relating to their inquiry question. Additionally, in the PLC structure the staff attended a series of workshops and T&D on Growth Mindsets conducted by James Anderson.

4.2 This didn’t occur due to the timing and dates of the survey.

4.3 An extensive redevelopment of the outdoor play spaces occurred as part of a $350,000 state government initiative to introduce Nature Play to preschools. Students, parents and staff collaborated to workshop ideas and plans. Major work was carried out to the site during Term 2 with the new outdoor play space officially opened by the Premier of Sth Australia Mr. Jay Weatherill in Term 3. These facilities have allowed us to complete the relocation of the ELC and Preschool and open up the play space further for the school.

4.4 Due to the Nature Play Redevelopment the Redevelopment of O’Brien Street has been delayed to 2016. Work with the tendering process has been summed to DECD for compliance via our facilities manager Spotless.

Recommendations

It has just been confirmed that the Adelaide-Prospect Partnership will continue with the TfEL pilot in 2016. TfEL recommends that the partnership explores Element 3.3 – Explore the construction of knowledge) more deeply. This will enable us to continue to develop our inquiry on creating powerful learners with a shift to focus on numeracy. The teaching of Growth Mindsets will be a major focus across the school with students from years 3-7 participating in the Carol Dwerk Brainlogy Course. Art Costers “Habits of the Mind” will be introduced to the teachers and the students and combined with the work of Guy Claxton on developing powerful learners. It is currently our intention to proceed with the redevelopment of the O’Brien Street building in 2016.

Key Strands

5. Relationships and Learning Sturt Street Community School believes that students’ welfare and development is as important as their education. Students learn more when they are healthy, safe and happy. The
students’ wellbeing also reflects on the school’s character and success. The school takes its responsibility for student wellbeing seriously by providing an environment that is ideal for individual development. Most importantly, the school encourages and supports students to take positive action and responsibility for their physical, social and emotional health.

**Focus Area**

5.1 Staff will develop expertise by strengthening their understanding and knowledge of effective teaching practice based on current growth mindset and pedagogical research.

5.2 Data collection ELLI, TfEL Compass, ATSL engagement survey

5.3 Road Safety Education In partnership with DPTI the “Way 2 Go” road safety program is implemented across all year levels.

5.4 “Play Is The Way” Continued R-7 familiarisation and implementation of “Play Is The Way”

5.5 All ATSI students have an ILP. All assessment data analysed to determine needs of ATSI students.

**Strategies**

- **Growth Mind Set / Resilience**
  
  Through Professional Learning Teams staff will
  o Practice and implementing new knowledge and understanding
  o Participate in critical reflective inquiry to develop practice
  o Developing professional language so that they can describe their work explicitly

- Creating a climate where teachers, staff and students can explore their ideas in open dialogue

- Intentionally use student voice and engagement as a vehicle to reflect on the impact of teacher practice.

- Include parents and students on the journey

- Provision of staff release time to engage in collegiate learning

- Use the expertise of TfEL pilot staff

**Road Safety Education**

- To work with the DPTI to develop Sturt Street Community Schools Travel Plan. This is assisted through the provision of training and development, advice and resources through the Way2Go program.

- To collaborate with Bicycle SA, teachers and community to coordinate Bike Education Program.

**“Play Is The Way”**

- All new staff attend training and development workshops in “Play Is The Way”

- “Play Is The Way” focus in Professional Learning Teams, Staff Meetings and Pupil Free Days.

- Inform Parents via newsletters, parent interviews, Education Sub Committee and teacher led information workshops.

- Investigate Wilson McCaskill attending the school for advanced teacher workshops and parent information.

**Aboriginal students**

- Review attendance regularly and contact families when the percentage is below 95% (School Target)

- Increase the sense of group identity through cultural engagement with Aboriginal Community Education Worker.

- Individual Learning Plans (ILP) are in place for all Aboriginal students and reviewed two times a year.

- Aboriginal students receive additional support ACEO and SSO

- Diagnostic testing to analyze specific areas for learning.

**Results and Analysis**

5.1 Staff were introduced to the work of Carol Dweck and Growth Mindsets through a series of workshops conducted by facilitator James Anderson. They were also given a book Growth Mindsets by Carol Dweck to read.

5.2 Student perception data was collected through the TfEL Compass and discussed throughout the course of the year during Professional Learning Committees (PLC)

5.3 Implementation successful. Road Safety Focus occurred each Term in week 5. Bike Education occurred again during Term 2.

5.4 Remaining teachers trained in ‘Play is the Way’. Language being used consistently across school. Classes consistently implement Play is the Way through lessons and demonstrations during assemblies.
5.5 Currently 11 students at Sturt Street Community School identify as ATSI. 7 students in Junior Primary 4 students in Primary. All ATSI students have an ILP. All assessment data analysed to determine needs of ATSI students. Aboriginal Community Education Officer employed part time to support ATSI students.

**Recommendations**
The teaching of Growth Mindsets and how the brain functions and strategies on for learning will be a major focus in 2016.

Road Safety will continue to be a focus and it has been confirmed that we are once again going to have “bike Education” during Term 2 2016. Extra training to be provided to 2 teachers to further implement program in 2016.

“Play Is The Way” will continue to be the cornerstone of our sites common language and behavior education.

ACEO will be employed above allocated DECD funding to support students.

**Children’s Centre Quality Improvement Plan**
The priorities in this year’s Quality improvement plan were:

<table>
<thead>
<tr>
<th>0 – 3 groupings</th>
<th>3 – 5 groupings</th>
<th>Primary Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – 5 groupings : 0 – 3 groupings : Primary Care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We have operating these groupings since the beginning of 2014; 2015 has seen the locations for these groups change. The swapping of the 0 – 3 and 3 – 5 learning areas that occurred at the beginning of 2015 had many positive consequences.

The 0 – 3 children and educators enjoyed having a purpose designed outdoor learning space and also benefitted from having an office area adjacent their learning space. For the first time in the site’s development the Child care administration was adjacent to the child care service and this provided a much better opportunity for parents to build relationship with the admin team.

For 2016, parent and educator feedback has led to a review of the groupings and division of indoor space in the 0 – 3 room. Furniture was used to create a small ‘quiet’ area to be used as home base area for the youngest children – this was further refined by a re-organization of the teams to create a 0 – 20 months and a 20 months- 3 years team. The new configuration of the 0 – 3 indoor space and the teams provides a level of specialization and emphasis on home base in primary care teams while also retaining the benefits of mixed age grouping. The ability to divide the indoor space to provide experiences to challenge the older age group while providing assurance to the younger age group is a positive outcome.

The 3 – 5 move resulted in the Pre-school being adjacent the Reception classroom and school administration. This enabled increased interactions between Reception and Pre-school and also a very successful buddy literacy / numeracy program between Judy Crisp's Year 3/4 class and Pre-school. When Pre-school children began their formal school visits in Term 4, it was very positive to see how the Year 3/4 buddies supported the Pre-school children in their break time play in the school yard.

**Team work and communication:** our site is complex with a range of services – child care, pre-school, community and family services – supporting all people at our site to work together, acknowledge each other’s roles and provide excellent communication with families about children’s learning and development was identified as a priority for 2015.

Through our Professional development program, children’s centre staff worked with Angela Davis – psychologist to identify and practice effective communication skills. Angela used a balance of techniques including role play and practice of scenarios to reinforce important concepts to support staff to reflect on their communication with colleagues, parents and children. The processes from the DECD Grievance and complaints procedure were also
introduced to be used to support conflict resolution and problem solving across the children’s centre. The re-organisation of the teams for 2016 occurred as a result of evaluation from educators, parents and also leadership reflection about how teams work together.

**Facilities; Pre-school Outdoor Learning Area Development**

This major facilities initiative was completed during 2015 and has impacted on the school as a whole. The development has created flexible learning environments for use by all children across the site. Our challenge has been to support this facilities change with teaching strategies that will support children’s exploration and Nature play.

The planning that had taken place in 2014 involving the whole school and children’s centre community came to fruition as the new outdoor area was built across Term 2, 2015. During the building phase, children’s access to outdoor experiences was very limited – however the children and educators both in pre-school and in school managed this inconvenience well and enjoyed watching the progress. When the outdoor area was available to all children at the end of July, there was a high level of excitement about the opportunities that the new area afforded children across the site. To support the maintenance and management of the new area – it was divided into Zones. Each class was allocated a Zone that they would be responsible for caring for on a rotating basis. The concept of custodian was introduced so that children would learn to be responsible for and take an active role in continuing to care for our outdoor area – particularly the plants as living features to be nurtured.

The removal of the fence between the former ELC area and school area has offered an openness of vista and opportunities for both age groups; the implication of this openness is that all stakeholders across the site need to be aware of the needs of younger children; Risk assessments need to be followed in regard to supervision and children in the 3 – 5 programs need to be taught explicitly about which areas are used at which times. Older children also need to be taught explicitly about appropriate play for different areas – and how to respect materials shared with the younger age group. The development of the cottage courtyard for older students also supported their needs and increased our site’s ability to spread students out across the site.

A further outcome of our involvement in the Pre-school Outdoor Learning project was the production of videos to highlight aspects of the development. These videos were intended to provide support to other centre teams who were planning for Outdoor Area development. Our community development coordinator provided outreach support to Port Augusta Children’s Centre and educators from the next round of the Pre-school Outdoor learning area development visited our service to consider how the development had supported learning at our site.

*Premier Jay Weatherill speaks with students at the official opening of the Pre-school Outdoor Area launch, to find out what they think about their new space.*
Learning: Focus on intentional teaching – to impact the way we build relationships, set up learning environments, and provide experiences to support children's development. Language and social skills development will be particular focus areas. In 2015, as can be seen from the Demographic data, our Pre-school enrolment included significant numbers of children learning English as a second language and also children who had significant speech and language difficulties.

**Demographic Data Pre-school enrolment 2015**

<table>
<thead>
<tr>
<th>No identified special need</th>
<th>ATS1</th>
<th>Sp and lang</th>
<th>L AI D</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Literacy**

The development and monitoring of children's Phonological skills has been a literacy priority at our site over the last 3 years. We use the DECD phonological skill mapping tool to assess the range of skills appropriate for children in their Pre-school year.

**Pre-school Phonological skill mapping**

<table>
<thead>
<tr>
<th>Phonological skills</th>
<th>Segment syllables</th>
<th>Match Rhyme</th>
<th>Produce Rhyme</th>
<th>Identify initial sound</th>
<th>Blend sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident</td>
<td>91%</td>
<td>78%</td>
<td>63%</td>
<td>53%</td>
<td>0%</td>
</tr>
<tr>
<td>emerging</td>
<td>9%</td>
<td>13%</td>
<td>12%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>not yet understood</td>
<td>0%</td>
<td>9%</td>
<td>25%</td>
<td>28%</td>
<td>81%</td>
</tr>
</tbody>
</table>
All children within the enrolment made significant gains in their phonological skills during the year. The children with significant speech and language difficulties and about half of the children learning English as an alternative language / dialect needed more support to gain these skills. For these children the foundation skills of acquiring vocabulary in English to enable them to be able to communicate in simple sentences was a greater priority than phonological skills.

In 2016, the Pre-school will be part of a 6 month Pilot inquiry to investigate and develop educator’s confidence in supporting children’s language and communication through having regular interaction with a DECD Speech Pathologist as part of the learning program. This emphasis on understanding the development of speech and language in order to better plan for children’s development will also be a focus for our 0 – 3 program so that we have a whole centre focus on communication.

**Numeracy**

Our focus for 2015 was linked to the introduction of the Pre-school Literacy and Numeracy indicators. Literacy has been a priority at our site for some years- during this time educators have accessed professional learning such as i-Lit. With the introduction of the indicators we decided in our local Early years partnership to focus on increasing educators’ confidence in noticing, assessing and planning for mathematics learning and numeracy experiences. “Maths is all around you” text was used for professional learning across partnership teacher’s meetings. Pre-school and child care staff participated in the Partnership Pre-school closure day and shared practice about using building as a focus for small group numeracy teaching, pattern, design, quantification and spatial sense. Outdoor area mapping as part of our Pre-school Outdoor Area project featured observations of children’s ability to notice and represent aspects of spatial sense. A workshop with Lisa Jane O’Connor from Primary Maths Association extended educators’ knowledge of mathematical development and led to a focus on the core process of noticing and its importance to mathematical understandings. Educators commenced a journal to document learning stories that illustrate numeracy learning from the pre-school numeracy indicators. This learning is to be presented at partnership sharing opportunity in 2016.

*Children watched builders at work – and then set about their own projects using numeracy skills such as measuring, leveling, and comparing*

*Children’s drawings and play with materials also showed evidence of their developing understanding of patterns and design – also important mathematical concepts.*
Leadership development:
Three educators – two Assistant Directors and a team leader undertook the Associate Diploma in Leadership in Children’s Services offered through Gowrie SA. The two Assistant Directors fulfilled the course requirements and graduated in 2015. Both felt that the course had huge benefits to their current work and provided them with confidence to meet future challenges. It was not only the content of the course but the collegial networking that occurred through the course that was beneficial. Even though the course will not be offered in the same way in the future due to changes in funding, a future priority for the service will be to use Long Day care professional development funding to support team leaders with similar training opportunities throughout 2016.

Children’s Services professional learning:
Two staff completed accredited training to achieve goals in Children’s Services. One educator built on her Certificate III to achieve her Diploma of Children’s Services; our cook will soon achieve her Certificate III in Children’s Services enabling her to work in children’s programs as well as in our kitchen.

All staff who have committed to formal study during 2015 are to be commended for their dedication to study as well as fulfilling work responsibilities. In 2016, one of our child care educators will commence study towards a Bachelor of Education in Early Childhood.

Student Achievement

NAPLAN
In May the students participated in tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. The student report is a national report that provides information on individual student achievement in comparison to national, state and regional data.

The student report represents an understanding of how individual students are performing at the time of the tests. These tests are designed to inform the teaching and learning cycle, highlighting what is needed for classroom curriculum and pedagogy. The purpose of the data is to use it meaningfully so that teaching and learning programs can be devised to enhance students’ strengths and areas of improvement. The results from these tests are only one element of a school’s assessment program at a point in time. The test results should be considered within the broader context of a school’s existing assessment data. The NAPLAN results can help to identify groups of students who need additional support and promote whole-school initiatives to improve learning achievements.

The NAPLAN report represents student performance on a scale from Band 1 to Band 10. These national achievement bands represent the student’s understandings and level of skills demonstrated in their assessments. In Year 3 the National Standard of achievement for the middle 60% of students is anywhere between Band 2 and 5. This range is the level the students are expected to be. If a student scores on a Band 6 or above they are identified as students who are well above the expected level of achievement for year 3. SSCS is a Category 6 School. Therefore when comparing student progress to other schools, it makes sense to compare with other like schools who are on the same index of disadvantage.

Reflecting on these results there are some contextual issues that need to be recognised. The data does not allow for size of a school. Smaller schools with a few low performing students can distort the results. SSCS is a multi-cultural school with students from over 28 different cultural backgrounds.
### Year 3

#### Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>393.6</td>
<td>383.2</td>
<td>393.4</td>
</tr>
<tr>
<td>Reading</td>
<td>420.1</td>
<td>436.1</td>
<td>455.5</td>
</tr>
<tr>
<td>Writing</td>
<td>379.5</td>
<td>373.5</td>
<td>389.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>415.4</td>
<td>437.4</td>
<td>442.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>412.4</td>
<td>437.4</td>
<td>457.7</td>
</tr>
</tbody>
</table>

#### Year 3 NAPLAN Mean Score Results 2015

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturt Street Community School</td>
<td>393.4</td>
<td>455.5</td>
<td>389.6</td>
<td>442.8</td>
<td>457.7</td>
</tr>
<tr>
<td>DECD</td>
<td>377.2</td>
<td>408.6</td>
<td>392.5</td>
<td>396</td>
<td>408.9</td>
</tr>
<tr>
<td>Index of Disadvantage</td>
<td>387.6</td>
<td>425.8</td>
<td>402.3</td>
<td>406.8</td>
<td>432.7</td>
</tr>
</tbody>
</table>
### Year 5

Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th></th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>530.4</td>
</tr>
<tr>
<td>Reading</td>
<td>535.4</td>
</tr>
<tr>
<td>Writing</td>
<td>469.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>512.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>512.1</td>
</tr>
</tbody>
</table>

### Year 5 NAPLAN Mean Score Results 2015

#### Score

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturt Street Community School</td>
<td>484.9</td>
<td>490.5</td>
<td>435.2</td>
<td>488.1</td>
<td>483.7</td>
</tr>
<tr>
<td>DECD</td>
<td>472.5</td>
<td>481.3</td>
<td>455.2</td>
<td>483.4</td>
<td>483.1</td>
</tr>
<tr>
<td>Index of Disadvantage</td>
<td>482.1</td>
<td>493.5</td>
<td>467.7</td>
<td>496.5</td>
<td>492.1</td>
</tr>
</tbody>
</table>

### Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading</td>
<td>N/A</td>
</tr>
<tr>
<td>Writing</td>
<td>N/A</td>
</tr>
<tr>
<td>Spelling</td>
<td>N/A</td>
</tr>
<tr>
<td>Grammar</td>
<td>N/A</td>
</tr>
</tbody>
</table>
NAPLAN Analysis The following tables and graphs are taken from the 2015 DECD Sturt Street Performance Report

NAPLAN expected achievements demonstrated when students achieve the following proficiency bands (Above the NMS)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN Proficiency Bands</td>
<td>3 or above</td>
<td>5 or above</td>
<td>6 or above</td>
</tr>
</tbody>
</table>

### Year 7 NAPLAN Mean Score Results 2015

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sturt Street Community School</td>
<td>589.8</td>
<td>592.2</td>
<td>555.5</td>
<td>597.3</td>
<td>613.8</td>
</tr>
<tr>
<td>DECD</td>
<td>526</td>
<td>534.2</td>
<td>499.2</td>
<td>533.9</td>
<td>526.5</td>
</tr>
<tr>
<td>Index of Disadvantage</td>
<td>535.9</td>
<td>547.1</td>
<td>515.8</td>
<td>544.3</td>
<td>541.5</td>
</tr>
</tbody>
</table>

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.
**Reading**

**Graph 4.1**

Number of non-exempt students and number demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Literacy - Reading

Sturt Street Community School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2015.

**Additional information:**

Graph 4.1.1 depicts the percentage of non-exempt students demonstrating expected achievement. This has been done to provide an alternate view that can help you understand how performance is changing over time when the number of students in a particular year level changes substantially from year to year.

**Graph 4.1.1**

Percentage of non-exempt students demonstrating expected achievement (DECD SEA)

NAPLAN Proficiency Bands - Literacy - Reading

Sturt Street Community School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2015.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.
**Graph 4.1.2**

Number of students not demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Literacy - Reading
Sturt Street Community School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2015.

Note: Not demonstrating DECD SEA expected achievement means students who were either absent or withdrawn, or tested in NAPLAN and achieved at or below the National Minimum Standard proficiency band.

---

**Numeracy**

**Graph 4.2**

Number of non-exempt students and number demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Numeracy
Sturt Street Community School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2015.

Note: The DECD SEA expected achievement using NAPLAN proficiency bands is for students to be in bands above the National Minimum Standard.
Graph 4.2.2
Number of students not demonstrating expected achievement (DECD SEA)
NAPLAN Proficiency Bands - Numeracy
Sturt Street Community School

Data Source: DECD special extract from NAPLAN SA TAA data holdings, November 2015.

Note: Not demonstrating DECD SEA expected achievement means students who were either absent or withdrawn, or tested in NAPLAN and achieved at or below the National Minimum Standard proficiency band.
### NAPLAN Proficiency bands-Year 3 higher bands (Bands 5 & 6)

**Performance of your school:**

<table>
<thead>
<tr>
<th>Number Basis</th>
<th>Baseline lower bound</th>
<th>Baseline upper bound</th>
<th>Previous Result</th>
<th>Latest Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN - Number of Year 3 students who achieved in the Higher Bands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Year 3</td>
<td>10.8</td>
<td>13.6</td>
<td>16 of 31</td>
<td>14 of 19</td>
</tr>
<tr>
<td>Numeracy Year 3</td>
<td>4.9</td>
<td>7.5</td>
<td>7 of 31</td>
<td>5 of 19</td>
</tr>
<tr>
<td><strong>Percentage Basis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN - Percentage of Year 3 students who achieved in the Higher Bands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Year 3</td>
<td>73.9%</td>
<td>80.6%</td>
<td>51.6%</td>
<td>73.7%</td>
</tr>
<tr>
<td>Numeracy Year 3</td>
<td>31.9%</td>
<td>43.1%</td>
<td>22.6%</td>
<td>26.3%</td>
</tr>
</tbody>
</table>

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

---

### NAPLAN Higher Band Retention

**Measurement description:**
The number of students enrolled in your school at the time of NAPLAN testing who had previously attained Higher Bands status in their Year 3 test and have maintained that status in later year levels, reported separately for Reading and Numeracy. Note that Higher Bands are the top two bands for each year level: Year 3 are bands 5 and 6; Year 5 are bands 7 and 8; Year 7 are bands 8 and 9; Year 9 are bands 9 and 10.

**Performance of your school:**

<table>
<thead>
<tr>
<th>Number Basis</th>
<th>Baseline lower bound</th>
<th>Baseline upper bound</th>
<th>Previous Result</th>
<th>Latest Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN - Number of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Year 5</td>
<td>5.0</td>
<td>9.0</td>
<td>5 of 9</td>
<td>4 of 9</td>
</tr>
<tr>
<td>Year 7</td>
<td>1.8</td>
<td>3.3</td>
<td>8 of 11</td>
<td>5 of 7</td>
</tr>
<tr>
<td>Numeracy Year 5</td>
<td>1.0</td>
<td>3.6</td>
<td>2 of 5</td>
<td>3 of 4</td>
</tr>
<tr>
<td>Year 7</td>
<td>0.0</td>
<td>0.0</td>
<td>2 of 4</td>
<td>4 of 4</td>
</tr>
<tr>
<td><strong>Percentage Basis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAPLAN - Percentage of students who, having achieved in the Higher Bands in year 3, were retained in the Higher Bands in later years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Year 5</td>
<td>75.4%</td>
<td>88.1%</td>
<td>55.6%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Year 7</td>
<td>51.8%</td>
<td>55.4%</td>
<td>72.7%</td>
<td>71.4%</td>
</tr>
<tr>
<td>Numeracy Year 5</td>
<td>26.1%</td>
<td>57.3%</td>
<td>40.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Year 7</td>
<td>0.0%</td>
<td>0.0%</td>
<td>50.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.
• Attendances in OSHC have been steady throughout the year, with an average of 8 children attending before school care & 32 children attending after school care. The vacation care attendances remain around 32 children per day & we continue to have a small group of children from the wider community utilising the vacation care service.

• The number of approved child care benefit places remains at 60 children.

• The service remains still assessed under the National Quality Framework. We are still waiting for our service to be assessed under the current authority Australian Children’s Education & Care Quality Authority (ACECQA). Whilst Nationally this year there have been various changes under the ACECQA Authority such as child: staff ratios. OSHC regulations in terms of ratios remains the same. Staff are using the My Time Our Place Framework to program and cater for children and families and their individual needs. After completing the Continuing Improvement Plan, we have not yet been requested to submit the plan. Continuing verbal feedback from OSHC families highlight that the service is meeting the needs of individual families.

• The sporting schools program commenced this year and was replaced by the previous active after school communities program. The program commenced in term 2 of 2015 and the children enjoyed a range of programmed activities such as golf, multi-skill program, soccer, volleyball, yoga, basketball etc. This program continues to actively encourage children to regularly engage in sporting activities which help to develop & further their skills. Together with teachers and coaches, Sporting Schools’ mission is to help children develop an ongoing interest in sport and lead to more active and healthy lives. Since the school was successful in obtaining the grant, we now have access to:

1. Funding to provide sport based activity during any three terms of each school year
2. Range of nationally endorsed training & development material to support & deliver the program
3. Nationally endorsed sports products & certified coaches
4. Links between our school, local club sport & local community
5. Professional development opportunities for preferred deliverers

• Nola Routoulas a long time OSHC employee resigned at the end of 2015 to pursue various hobbies. We wish Nola all the very best and thank her for her wonderful service to OSHC. Over the Christmas vacation care period, we will be trialling some new employees who will be used on a relief basis and if numbers require as a fourth staff member in after school care and during vacation care. Some of the child care staff will also be employed during the vacation care period which will certainly assist new children coming into OSHC from our preschool. This continuity of staff is very important to enable a smooth transition for children starting OSHC/VAC.
• The OSHC Advisory Committee continues to meet every term to discuss fees, policy, staffing & the general running of OSHC as well as the modern award standards. Many thanks to Senar Aydin OSHC Treasurer and other committee members Penny Dally & Tim Sadlon for their continued involvement & contributions to the Committee. The Committee will be looking for new members for 2016.

Kate Kenny

OSHC Director
Student Data

Attendance

**DECD expected achievement:**
The DECD SEA does not reference attendance rates specifically.

**DECD strategic objective:**
Performance targets for attendance were introduced in 2012 and official term by term measures of attendance against the target commenced as of Term 1, 2013 (as communicated in two circulars from Head of Schools: 12 July 2012; and 5 April 2013).

**Target:**
- 93% attendance rate by the end of 2014.
- 95% attendance rate by the end of 2016.
- No differentiated targets (for different parts of the DECD system or for special interest populations) have been determined.

**Measurement description:**
The annual attendance rate is calculated for each year by subtracting the absence rate for the year from 100%. The absence rate is calculated by dividing the total number of days absent by the number of days that students were enrolled to attend your school.

**Performance of your school:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>93.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Annual Attendance Rate</td>
<td>93.7%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

Graph 8.1 shows the annual attendance rate for 2010 to 2014 (the coloured bars) and the end of 2014 target of 93% (the solid black line).

**Graph 8.1**
Annual attendance rate by year
Sturt Street Community School
Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.0</td>
</tr>
</tbody>
</table>

Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>14</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>35</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>3</td>
</tr>
<tr>
<td>Unknown</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Behaviour Management is a permanent agenda item at staff and Governing Council meetings where data and management issues are discussed. Our data indicates that there are a small number of students that make up the majority of the behavior incidents. During the course of 2016 students have generally been very well behaved with only minor issues recorded and no suspensions.

We continue to address this through a range of initiatives such as early intervention programs for Junior Primary with targeted social skill programs ‘What’s the Buzz’ and ‘The Pirate Program’ run by our community development officer. In 2015 all of the teaching and support staff have now been trained in the “Play Is The Way” social skills program. The strategies, co-operative games and language used in this program have been adopted throughout the school and is promoted heavily around the school, assemblies and when counseling students. There has been a close working relationship with DECD support personnel and a range of outside organisations including Bower Place to support students and families. The Parent Complaint policy was published in accordance with recommendations from the Cossey report. The school values of Respect, Integration, Diversity and Excellence along with a number of social skills programs including ‘Program Achieve’, ‘Friendly Schools and Families’ underpin and support the positive culture of the school.

<table>
<thead>
<tr>
<th>Behaviour Management Summary - By Consequence</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Threatened Good Order</td>
<td>33</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>9</td>
<td>53</td>
</tr>
<tr>
<td>Threatened Safety &amp; Wellbeing</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Acted Illegally</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interfered with the rights of others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Persistent and Wilful Inattention</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Incidents</td>
<td>38</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>55</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Threatened Good Order</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Threatened Safety &amp; Wellbeing</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Acted Illegally</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interfered with the rights of others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Persistent and Wilful Inattention</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Incidents</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>17</td>
</tr>
</tbody>
</table>
Client Opinion

Parent Survey (46 Responses) National Mandatory questions. 172 families were electronically surveyed with 46 responses.
Sturt Street Pre-school Parent Opinion survey:
38 families were provided with surveys for the 2015 parent survey – and disappointingly there were only 9 surveys returned. The following responses demonstrate 23% of parents from our enrolment.

From the surveys received it is clear that there is a high level of satisfaction in the program, however it is clear that we need to find other avenues of collecting parent opinion, given the limited response to written surveys.

The following comments were included with the responses.
We are happy to see a great team working in this pre-school with varied resources to access. The teachers there are amazing responsible and with great patience.
I believe the right team leaders in this preschool make it successful I do appreciate the great work and effort – thanks a lot
Overall great experience
New outdoor learning area is great.

Sturt Street Staff Opinion survey:
Relevant History Screening

Through continual induction processes all new personnel as required as following the DECD Screening and Suitability- Child Safety Policy to provide our site with a copy of their DSCI screening verification. In 2015 the site was audited by DECD to ensure compliance.

The audit of criminal history checks for the Children’s Centre revealed an administrative error from 2013, which had resulted in renewals for criminal history checks for some child care staff being overlooked. Therefore there was a critical period where 6 staff members were unable to work on site while their checks were renewed. Improvements that have been made since this critical incident include tying the task of checking criminal history compliance to the payroll function of our Early Learning Service. The spreadsheet required as part of the audit is an excellent tool to manage the monitoring of criminal history screening across the site. Support provided both at Regional and State level during this difficult time was most appreciated.

HUMAN RESOURCES - Workforce Data

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
<th>Workforce Composition</th>
<th>Composition Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>-</td>
<td>9.80</td>
</tr>
<tr>
<td>Persons</td>
<td>-</td>
<td>11</td>
</tr>
</tbody>
</table>

Financial Statement

Better School Funding
Sturt Street Community School received $7460 of Better Schools Funding. This funding was used to target resources to meet individual student needs in the areas of literacy, numeracy & behaviour management. The funding was used to support the following initiatives:
- Providing additional staffing to support student learning during our daily literacy block
- Staff attended Mathematics in Residence Program with Anne Baker
- Facilitating the introduction of the “Play Is The Way” Social Skills Program

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>1,843,408</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>113,083.56</td>
</tr>
<tr>
<td>4 Other</td>
<td>30,407</td>
</tr>
</tbody>
</table>