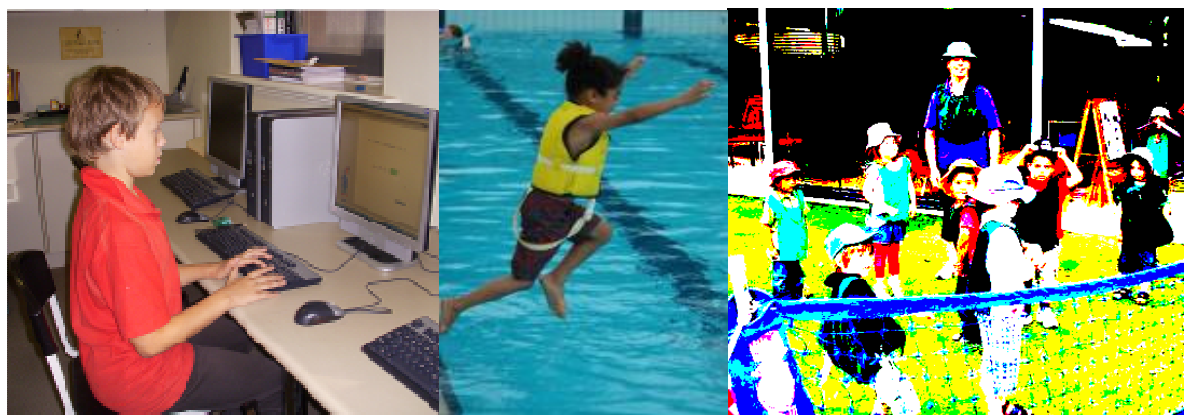




# STURT STREET COMMUNITY SCHOOL



ANNUAL REPORT – 2010





## INTRODUCTION

Since the reopening of Sturt Street Community School in 2004 the community has energetically supported

**“Valuing our children...Building their future.”**

There has been a strong connection between the historical past and the present opportunities for our young learners. Looking to their future has been a priority and through a rigorous and thorough process of student, staff and community consultation we have developed the 2010-2015 Strategic Plan.

We are excited by these objectives:

- Quality Teaching and Learning
- Learner Engagement and Wellbeing
- Future Opportunities and;
- Community Connections, where the actioned priorities of the 2010 Site Improvement Plan, the achievement and opinion data are already providing confirmation of improvement directions.

The learning partnership has been greatly enhanced by the families and community members who volunteer their time through involvement in Governing Council, sub-committees and the myriad of ways that keep our school moving along.

We take great pleasure in presenting the Annual Report where we outline the achievements, learning improvement priorities and programmes, analysis of the results and recommendations for the future.

**Pat Cardone**  
Principal

**Bengy Paolo**  
Chairperson

**Anne-Marie Shin**  
Early Years Director

**Kate Kenny**  
OSHC Director

## FACILITIES

Federal funding through the Building Education Revolution and School Pride has been a huge bonus that has enabled upgrading of facilities including a new technology room, finance area, science wet area and a multi-purpose hall.

During the redevelopment our children, staff and parents have been very flexible and aware of sharing the remaining space. Additional staff duties to take children to the parklands for play, walk children around the block to the O'Brien Street building for music, library and art and the generosity of the Mosque in Gilbert Street which provided staff parking, have helped make the upgrades go smoothly.

We can't wait for the hall to be completed. It will provide a marvellous space for sports, drama, dance and the community coming together.



The Multi-purpose Hall under construction

## COMMUNITY

The culture of any school is embedded in tradition. The formation of the Old Scholars Committee convened by staff member Kathleen Patitsas has not only laid the foundation for future events but importantly is drawing on their skills in recording the school's past through a documentary film. During History Week scholars were interviewed, photos and memorabilia collected. Our students had a great time listening to the stories of past school days.



Old Scholars in front of the old stone wall

While on-site space has been limited during the building project we have reached out to the local community. Hiring of the Restless Dance studio has enabled regular school assemblies to be held and the South West Community Centre has been the venue for a fun Disco, Movie Night and the Sturt Street Community School "Faces and Places" Art Exhibition. This exhibition was on view to the public for six weeks and featured artwork from every Preschool to Year 7 child.



Finding your painting at the Sturt Street 'Faces and Places' Art Exhibition.

Many of the local residents continue to be strong advocates for our school as we look to provide additional space for learning programs. Disappointingly, the children continue to be denied any access to the Community Garden adjoining the school.

Somewhere in the community we have a generous donor who organises the delivery of fresh fruit. We are most grateful and the children look forward to the apples when their breakfast does not tide them over.

## UNIVERSITY AND TAFE COLLABORATION

During 2010, we hosted students studying the Diploma of Children's Services at Gilles Plains TAFE and also the Masters of Teaching at Flinders University. Six students successfully completed Uni of SA teaching practicums. Year 10 students from Immanuel and Walford Colleges helped out with class and administrative tasks.

The mentoring of students continues to be an important commitment to our future teaching profession.

We were also pleased to continue the relationship with the Occupational Therapy students at City West campus of Uni SA; who worked during Term 3 to support children with their fine and gross motor coordination skills.

The Physkids sessions also provided added stimulus for children's gross motor coordination. These collaborations enrich our programs and provide great learning opportunities for both our children and staff.

## THE ARTS

"The Hundred Languages of Children" is a phrase that encapsulates many of our beliefs about childhood. Self expression through the arts has been an ever expanding horizon at Sturt Street Community School however sustainability through the availability of skilled staff and suitable space for the programs has been a challenge. This year, in addition to the percussion and movement program for Junior Primary children, the Visual Arts program for Years 3-7, and Senior Choir, we funded a Footsteps dance program for all classes in Term 1.

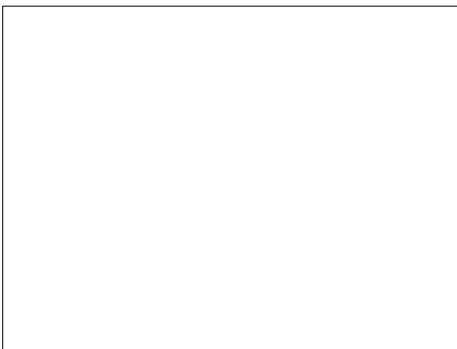
The Greek Orthodox Community of SA also generously funded a Greek dancing teacher, Victoria Ioannides in Term 3. All these talents were celebrated during the Arts Performance in Term 4.



*Group dancing at the Arts Performance*

Over the last few years we have employed Kismet Drama Company to facilitate sessions with identified students in gaining confidence through practicing communication skills in a variety of scenarios.

Private instrumental keyboard and guitar lessons have also been on offer. In 2011 we are looking to expand on these Drama and Instrumental music programs.



*Circus acro on Sports Evening*

## ACCREDITATION - National Quality Standards Trial

In October 2010, our centre took part in a trial of the new National Quality Standards for early childhood education and care centres.

This process will supersede the current Child Care Accreditation system. It is a quality assurance and improvement system based around 7 quality areas:

1. Educational Program and practice;
2. Children's health and safety;
3. Physical environment;
4. Staffing arrangements;
5. Relationships with children;
6. Collaborative partnerships with families and communities;
7. Leadership and service management.

During the validation visit, two assessors – one from the State licensing authority and one from the National accreditation council observed, discussed and rated our centre's performance.

We received some excellent feedback from this trial such as:-

*"It is evident that through the program that children's ideas, culture and interests provide the foundation for the program. Educators incorporate what they refer to as a 'live' program where they respond to the children's interests and inquiry as it happens."*

*"As an integrated service the outdoor area is shared by the service and the school, it was observed that educators incorporated the use of the shared outdoor areas into the natural flow of the program. Children demonstrated that the movement from indoors to outdoors at particular times of the day were a consistent part of their program."*

*"Educators consistently had high expectations for children particularly in the areas of self help skills and respectful interactions with peers."*

## CHILDREN'S CENTRE

During this year, our Early Learning Centre was announced as becoming a Children's Centre within the Department of Education and Children's Services, Children's Centre initiative.

The concept of a children's centre is to develop centres co-located with schools to offer child care, family support, health and community services on site, connected through visiting services or supported by local agreements. The focus is to provide services to children and families who are enrolled in education and care services at the centre or who are living in the local community.

Resources for the centre would include a Community Development Coordinator with a 1 – 3 year tenure, who would be employed under the Community Services Act, line managed at the site with professional and leadership support provided by DECS central team.

In 2011 there will be a major focus on considering how to expand the community nature of the programs offered. Physical space to support further community involvement will be a challenge for our site, and we will be negotiating with DECS and other agencies in order to find solutions that will enable this to happen.

**ENVIRONMENTAL**

Monitoring the water quality of the Wirranendi Wetlands in the South West parklands is a new initiative between local volunteers and our students.

Jointly we investigated the wetlands using scientific methods to evaluate the changes in turbidity and clarity of the water, the salinity levels and the types of micro-invertebrates.

This will be an ongoing collaborative project where the information is given to Adelaide City Council to assist with preservation of this valuable environmental resource.



*Year 3 – 7 students conducting water observations at Wirranendi*



*“We use microscopes to look for tiny creatures living in the fresh water.”*

During this year, a large amount of planning saw the achievement of outdoor development in our Early Learning Centre play space. Raised garden beds were installed to create a separate area for more passive play, and also much needed natural shade and environmental plantings.

We were fortunate to be the recipient of a Telstra foundation grant which will provide funding for a wooden ‘boat’ feature for dramatic play. Wood and sawdust from the sad event of the felling of significant trees at our site, was well used in creating natural features in the garden. Adding more mystery to our outdoor play space, was communicated as an improvement sought from 2009 parent survey – and the work achieved this year has been the beginning of this improvement.



*Our aim is to create outdoor play spaces for children to explore and enjoy.*

In 2011, once the school hall is complete, more thinking and planning will contribute to further development of the play space for pre-school and school children.

Thanks to Austin Brandon, Bevan Baker and the ELC Advisory committee for their planning, design and work on the outdoor play space redevelopment.

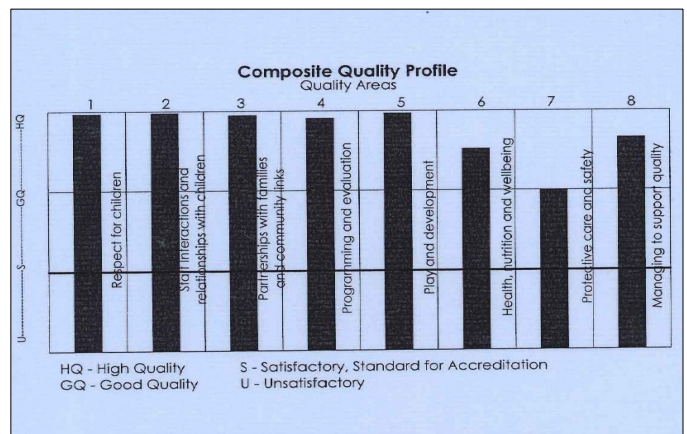


*A picnic in the rain was a highlight of a Preschool excursion to local Wirranendi wetlands*

**OUT OF SCHOOL HOURS CARE ACCREDITATION**

We received the fantastic news from the National Childcare Accreditation Council that OSHC successfully achieved accreditation.

The OSHC staff are continually working towards providing high quality service to families and this is absolutely evident in the outstanding results achieved in all eight quality areas.



## STRATEGIC DIRECTIONS

### Context

The Sturt Street Community School Site Improvement Plan reflects the DECS focus of Educating for the 21st Century.

The leadership team (Early Learning Centre, Preschool, School and OSHC) in consultation with staff, developed the Site Improvement Plan (SIP), established priorities, specific goals and improvement strategies.

Research has shown that the focus on **Pedagogy** (the art of teaching) to improve the quality of teaching to engage 21st Century learners together with learner **Wellbeing** results in successful learner achievement.

This year the Pedagogy and Wellbeing Committees worked to ensure that the SIP also contained "SMART" targets. *Specific, Measurable, Aspirational /Achievable, Relevant/Realistic, Time related.*

We regularly monitored progress in meeting these goals as part of the self review process using the DECS Accountability and Improvement Framework.

### PEDAGOGY

**Site priority 1: Improve the quality of teaching to engage 21C learners.**

#### Objective

- Provide evidence of quality teaching.

#### School Actions

- Prof John Hattie's research into the factors which most significantly impact on student achievement became the meta-language when providing feedback about teachers at work e.g. Was there evidence of explicit teaching, age related programs, ongoing feedback to students, peer teaching, student self assessment, reducing disruptive behaviour in class etc.
- The WOW factor, "Watch others Work" was introduced. An ICT mentor teacher explicitly taught skills and then worked alongside staff and students on technology projects while the Numeracy Coordinator and English as a Second Language teachers introduced new concepts, skills and worked alongside teachers during the Literacy and Numeracy block.
- Cross age tutoring was established between sectors.
- Three staff attended a Teaching for Effective Learning (TfEL) workshop about collecting pedagogical base line data.

#### Results and Analysis

- Staff meetings were structured so educators could share their investigations, new learning and acknowledge successful practice.
- Learning Teams had fortnightly release to plan and discuss pedagogy, student learning and achievement across vertical groups.
- Students became peer mentors for Preschool children through sharing their reading, writing and technology.
- Older students held weekly reading and maths lessons with Reception/Year 1 children. An increase in student confidence was observed, therefore cross age tutoring will continue across all sectors.

- Achievement data sets - Running Records, NAPLAN Literacy and Numeracy, Staff and Student Opinion Surveys show the positive correlation between the quality of teaching and the quality of the learning outcomes.

#### Recommendations

- All teaching staff use the S.A. TfEL tools to collect pedagogical base line data and use TfEL as the framework for Performance Management.
- Extend the WOW with staff providing feedback to each other about quality teaching.
- Monitor student engagement in learning through forums and Opinion surveys.

#### Pre-school Learning

During this year, we have begun to use the National Early Years Learning Framework (EYLF) as the basis for curriculum and summative reporting at our centre. The EYLF has 5 broad outcome areas:

1. Children have a strong sense of identity;
2. Children are connected with and contribute to their world;
3. Children have a strong sense of wellbeing;
4. Children are confident and involved learners;
5. Children are effective communicators.

It must be recognised that each child will progress towards the outcomes in different and equally meaningful ways. Our curriculum planning within the Pre-school integrates learning across the 5 outcome areas by using big ideas as a stimulus for intentional teaching and to spark children's thinking. The big ideas that have supported our learning are as follows:

Term 1: Sharing our stories;

Term 2: Exploring maths and science in our daily lives;

Term 3: Being human;

Term 4: Environmental learning.

#### Results and Analysis

The breadth of concepts within the big ideas, provided focus for different curriculum areas and supported children to build on their knowledge and interests across their time in Pre-school.

Throughout our program, we have emphasised diversity in people's ideas and also in the languages that can be used to express their ideas. We have successfully used strategies such as photo story to support children's understanding of different language – for instance using familiar stories such as The Hungry Caterpillar and showing how they can be read in Mandarin and English. This has been thanks to the great work of Bicultural workers as well as staff at our centre. Children have continued to learn greetings and counting in many different languages.

Another highlight across all of the programs has been the opportunities that we have taken for children to learn by working with older peers and other adults in the school. During term 1, children from a Year 1 / 2 class came to share their stories and writing with us; During Term 2, children worked with the school gardener to plant and tend the garden – then in term 3 they picked and sold the produce from the garden to parents in our end of term celebration. During term 4, children worked with senior students in the school to make constructions out of recycled materials - these opportunities are very powerful for children to feel purpose and connection in their learning.

### Early Learning Centre

A major highlight in 2010 has been our involvement in the 0 – 3: Engaging Young Minds project. Through this project, 4 staff have been involved in thinking about how to support children's interests through deepening communication and partnerships with parents – this has led to increased engagement and language development for children.

Successful strategies include staff keeping up to date with new words and cues that children are using at home, and also communicating with parents about new words and cues that children use in the centre.

Developing interests that have universal relevance – e.g. Food and Family have also been important, staff in the Lorikeet room found families were very responsive to sharing different foods – often food grown in home gardens; and pictures of family for a room family book; and this built interests which are accessible to everyone.

Staff also identified important aspects of relationship building both with each other as colleagues and with families to build a stronger sense of belonging and better communication across the centre.

Information sharing about children's preferences and learning was also identified by staff as an area for focus in 2011. This mirrors parents' wishes as communicated through the parent survey.



Children from the Lorikeet room visit the Central Market



Sharing the Hungry Caterpillar story

### Site Priority 2: Improve outcomes in Literacy.

#### Preschool Context:

35 Children have moved from Pre-school to school in 2010. Staff use the School Entry Assessment (SEA) which provides indicators for achievement of literacy and numeracy outcomes. These indicators form the baseline for growth in literacy and numeracy development in the first years at school. Data is collected under the 5 stages of development: Awareness, Exploration, Inquiry, Utilisation and Application.

#### **Objective**

Our target is to have 85% of children working within the "Inquiry" and above levels as they enter school.

#### **School Entry Assessment (SEA) (Preschool students as they enter school)**

	Listening and Speaking	Reading and Viewing	Writing
Application	3%	6%	3%
Utilisation	9%	6%	3%
Inquiry	76%	64%	45%
Exploration	12%	21%	48%
Awareness	0%	3%	0%

#### **Results and Analysis**

The majority of children achieved the target. Students with identified disabilities work towards goals identified in their Negotiated Education Plans and are not included in the table above.

Listening and Speaking is a strength of our program – the intentional teaching to support children to develop their vocabulary, their ability to understand and respond to different kinds of questions and their capacity to understand and retell familiar stories has been effective in supporting these important literacy capabilities.

In regard to reading and viewing, children have also made sound development.

Through our involvement in the 25 Up professional development program, we are developing the knowledge of the whole pre-school / Kindy room team in the ways in which important concepts such as phonological awareness and concepts of print can be taught.

The phonological awareness assessment used in the program, differs from the Gail Gillon screening tool that we had been using to assess children's ability to identify initial sounds and rhymes in words. Therefore the data presented below shows assessment of rhyme and initial sound as tested in 2 different assessments for the 35 children.

At the end of Pre-school, it is expected that children will be able to identify rhyme and initial sounds in words and be able to segment and blend syllables in words. All of the children identified as needing support with rhyme and initial sound identification (see table on next page) are learning English as a second language – or have identified speech and language needs.

This signals to us that for children with English as a Second Language, structured support is needed in order to introduce these concepts.

	Needs support 2009	2010	Developing 2009	2010	Well established 2009	2010
Rhyme detection	12%	17%	42%	9%	46%	74%
Initial sound identify	23%	20%	23%	11%	54%	69%

While we have not been satisfied with the concepts of print assessment tool that we have trialled as part of the project – we are interested in creating an observational survey about how children approach selecting and reading texts that will support us to focus on concepts such as using cover and illustrations to predict what a text will be about; becoming aware that print relates to the words that we read and then developing more subtle understandings about the way alphabet letter names relate to speech sounds. During Term 4, we developed some PowerPoint presentations which matched text and pictures to illustrate songs that we taught as part of our program; we found developing this kind of multi media text was useful in supporting children to learn the song and relate to text, therefore we will be making more use of this strategy in next year's program.

### Recommendations

In assessing children's capacity and confidence in writing, it is interesting to note that many children are reluctant to try their own writing, often asking teachers to write words for them to copy or to trace. We would like to investigate this in 2011, to determine strategies that will assist children to take more risks and value their own attempts at writing rather than being dependent on adult models.

### School Context

The School has 25% Non English Speaking Background (NESB), 27.6% ESL students, 5.3% Indigenous and 13.8% School Card holders. We are classified as a Disadvantage Category 5 school.

Our school has developed a Literacy Assessment Action Plan which outlines what assessments will be conducted, the "why", "when" and "who" does the assessment. The collection and interrogation of data provides us with information of student progress.

A Student at Risk (STAR) team then review the data, along with teacher anecdotal comments, to determine which students may be at risk of not achieving their full potential and to recommend intervention or extension programs.

Several assessments are mandated by DECS. Twice a year we assess English as a Second Language students' language proficiency using the ESL Scales. A reading "Running Records" level is determined for all Year 1 and Year 2 students.

Across the State, Reception children are assessed on SEA after completing 10 weeks at school. At Sturt Street Community School, the progress of all Preschool children in their last term is tracked using SEA. This provides useful information for planning intervention support for individuals when they commence school.

We use Speaking and Listening outcomes as well as other assessments to determine whether further investigation by Speech or Hearing consultants is warranted. All Reception children are again assessed in Term 4 to determine their growth in Literacy and Numeracy and as part of the reporting to parents process.

2010 was the third year of NAPLAN – the National Assessment Program in Literacy and Numeracy, which means we now have trend data for cohorts of students. We can track each student's growth from Year 3 to 5 and Year 5 to 7.

In 2009, NAPLAN data showed that Spelling (Year 3) and Writing (Years 3 and 5) were areas for improvement.

### Objectives

- That 85% of children are working within the SEA "Inquiry" level after completing 4 terms of Preschool.
- 75% of Year 2 ESL students achieve ESL Scale 5 by the end of Term 3.
- All students (excluding those with a Disability) reach National Minimum Standards in Literacy.
- Increase the percentage of students represented in the higher proficiency NAPLAN bands for Spelling and Writing.

### Actions

- Utilised English as a Second Language (ESL) expertise to collaboratively moderate Narrative texts using the ESL Scales.
- ESL teachers worked collaboratively to explicitly teach genre, reading and writing skills during the Literacy Block.
- Formalised guided reading groups across levels of schooling.
- Identified children at risk and planned intervention and extension programs.
- Reviewed the Literacy Assessment Action Plan to include Year 7.
- Staff meeting time to share pedagogy, link assessment with focussed teaching in Writing and Spelling.

### Results and Analysis

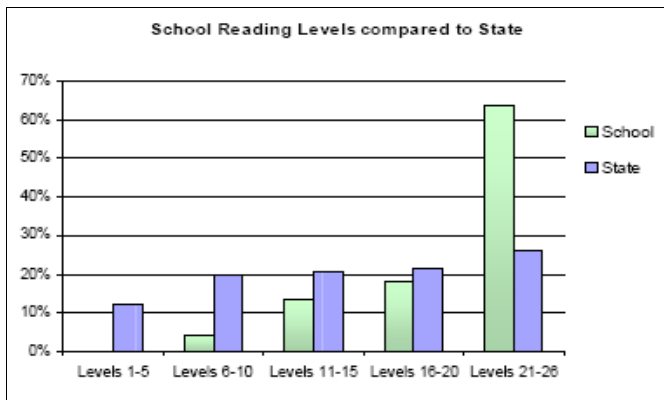
- The SEA target was achieved. The majority of preschool children achieved the "Inquiry" level or above in Listening & Speaking.
- 84% of Reception children have or are close to achieving "Application" level which equates to SACSA Standard 1.
- The target of 75% of Year 2 ESL students achieving Scale 5 at the end of Term 3 was not achieved however 79% were working within Scale 5 or above. ESL Scale 6 equates to SACSA Standard 1 achievement. This is the expected level for year 2 English speaking background students.

- 64% of year 1 students read above level 20 compared to 38% in the Eastern Adelaide Region (EAR) 26% in the State and 21% Category 5 schools.
- 91% of year 2 students read above level 20, compared to 78% in the EAR, 62% in the State and 62% in Category 5 schools.

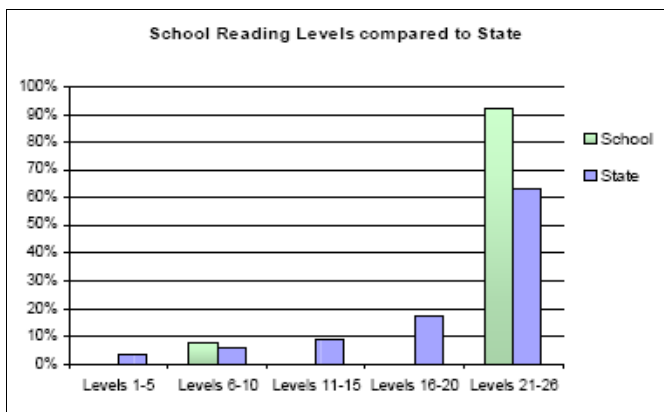
### School Entry Assessment – SEA

Reception – assessment in final term			
2010	Listening & Speaking	Reading & Viewing	Writing
<b>Awareness</b>	0%	2%	2%
<b>Exploration</b>	3%	4%	5%
<b>Inquiry</b>	12%	18%	32%
<b>Utilisation</b>	77%	72%	57%
<b>Application</b>	7%	4%	4%

### YEAR 1 RUNNING RECORDS



### YEAR 2 RUNNING RECORDS



### NAPLAN Results and Analysis

- There was improvement in NAPLAN Writing mean scores in all year levels. The mean scores in reading, writing, grammar and spelling were above DECS and National scores.
- Compared to the Eastern Adelaide Region, Year 3 and 5 mean scores were the same in spelling and above EAR in the other aspects.
- The lowest SSCS mean score for Year 3 and 5 is in Spelling.
- Year 7 students were above in all aspects but due to small numbers are not shown as comparative mean scores.

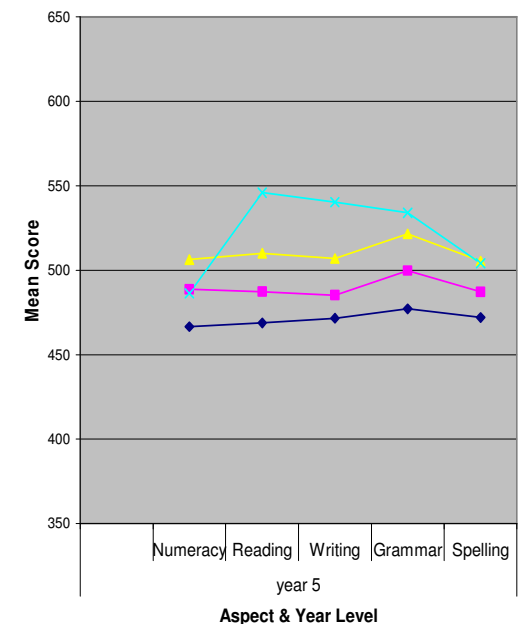
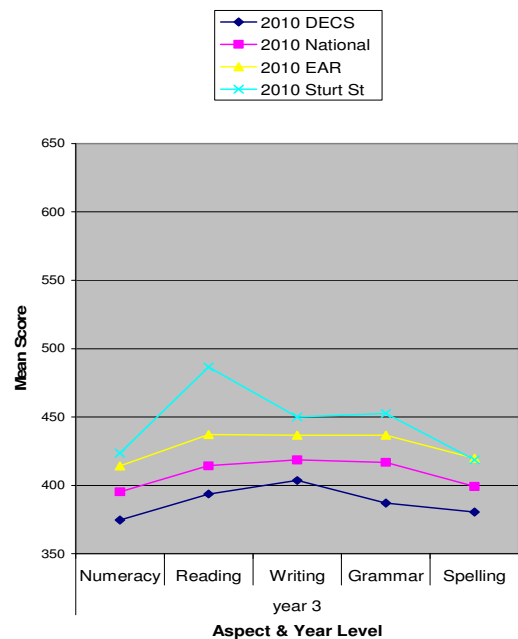
### Year 3

- Significant improvements were made in writing, grammar and spelling.
- More students were in the top bands in reading, writing, grammar and spelling compared to DECS and National (See Appendix A)

### Year 5

- We achieved the Reading target of increasing the percentage of students whose rate of progress between Year 3 and 5 is considered medium to high. 67% of students were in the medium range and 33% were in the upper range.
- There was improvement in writing and spelling.
- More students were in the top bands in reading, writing, grammar and spelling compared to EAR, DECS and National (See Appendix A).

### NAPLAN Mean Scores compared to Eastern Adelaide Region, DECS, National



## NAPLAN - Reading

Estimated standardised student progress between 2008 and 2010 Literacy Tests.				
Progress	Year 5		Year 7	
	School	All students	School	All students
Low	0%	25%	0%	25%
Medium	67%	50%	50%	50%
Upper	33%	25%	50%	25%

### Recommendations

- Monitor development of literacy skills of identified Preschool children during their first term in Reception.
- Individual Learning Plans or Negotiated Education Plans be documented for identified Students at Risk, Aboriginal students and students with Disabilities.
- Continue intervention programs for identified students and target improvement in literacy outcomes.
- ESL and literacy specialist teachers continue to work with classes to model and explicitly teach skills.
- Student writing samples be collected and moderated in the Exposition genre.
- Continue school wide focus on Spelling, with strategies to focus on
  - risk taking in the Early Years
  - explicit genre & spelling strategies for Year 1 and above.
- Familiarisation with Australian English Curriculum

### Site Priority 3: Improve outcomes in Numeracy.

#### Preschool Context:

Maths and numeracy concepts are strongly integrated through each program that is offered at Pre-school. The play based curriculum that we offer means that children have a lot of experience in manipulating objects, sorting, counting, building, comparing and making patterns.

The potential for maths learning is drawn out from children's interests – for instance in Term 2's program, a child brought in some giant pumpkins that he had grown at his home; this stimulus led to measuring the length, weight and circumference of the pumpkins and comparing these measures to children's bodies and to other familiar objects in the kindy room.

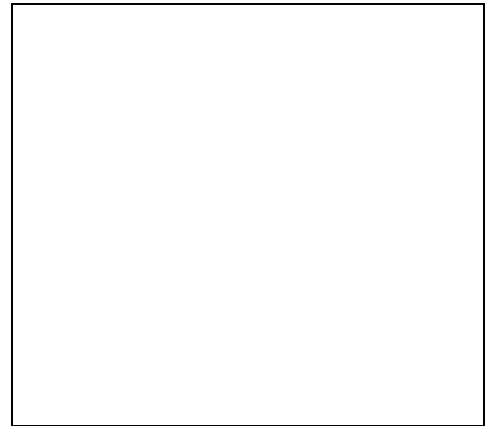
In term 4, natural objects were used for sorting by different criteria, which the children noticed when they were comparing the objects.

As can be seen from the SEA data, the majority of children are working within the "Inquiry" level or above as they enter school, which is a great foundation for future mathematical learning. We will continue our focus on developing maths concepts as well as the mathematical language that children need to be able to communicate their understandings.

## School Entry Assessment - Numeracy

	Data	Measurement	Number	Pattern	Spatial
<b>Awareness</b>	0%	3%	3%	3%	0%
<b>Exploration</b>	3%	18%	6%	6%	6%
<b>Inquiry</b>	91%	64%	64%	76%	85%
<b>Utilisation</b>	3%	12%	24%	12%	6%
<b>Application*</b>	3%	3%	3%	3%	3%

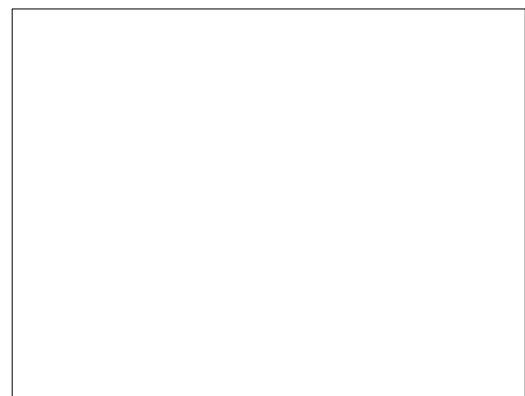
Application = Standard 1 (Yr 2)



*Maxlynn measuring herself against the block tower she has built.*



*Sorting pasta by thickness*



*Measuring  
"The blocks weigh more than my pony."*

### School context:

In 2009 the school was accepted into a Numeracy Professional Learning Program - the "Big Ideas in Number". Staff collected base line data using recommended diagnostic tools to assess students skills and through professional learning began to develop a deeper understanding of teaching the concepts- Trusting the Count and Place Value.

NAPLAN Numeracy achievement data however showed this was below our Literacy achievement levels and that we should continue the Numeracy focus in 2010. Several areas identified for improvement were number, problem solving, and geometric reasoning. We aimed to increase the percentage of students achieving in higher proficiency bands.

At a national level the Australian Curriculum was to be introduced. The Initial subjects to be implemented being English, Maths, Science and History. At a state level, the DECS Maths and Science Strategy would provide funding for teacher release and professional learning opportunities. Therefore, we appointed a numeracy coordinator to lead improvement in pedagogy, mentor and facilitate professional learning.

### Objective

- 85% of children are working within the "Inquiry" level of Number after completing 4 terms of Preschool.
- 75% of Reception children achieve the "Utilisation" level in SEA.
- Increase the percentage of students in higher proficiency bands in NAPLAN Numeracy.

### Actions

- Continued staff learning using Big Ideas in Number program material – focussed on Multiplicative Thinking and Partitioning.
- Assessment using Big Ideas diagnostic tools.
- Continued analysis of NAPLAN results to inform teacher planning and programming.
- Expanded online Numeracy resourcing via the internet and intranet. Staff experimented with a range of ICT programs to incorporate into teaching.
- All Year 1- 7 students given access to Mathletics computing program at home.
- Held a parent workshop outlining the Mathletics online program.

### School Entry Assessment – Number Strand

2010	Preschool	Reception
<b>Awareness</b>	3%	0%
<b>Exploration</b>	6%	0%
<b>Inquiry</b>	64%	67%
<b>Utilisation</b>	24%	25%
<b>Application *</b>	3%	8%

\*Application = Standard 1 (Yr 2)

### Results and Analysis

Most of the SMART targets were achieved.

- 91% of Preschool children achieved the SEA "Inquiry" level or above in Number.
- 92% of Reception children are working in the "Utilisation" level of Number.
- There were some teacher inconsistencies in determining student achievement.
- Compared to our NAPLAN Literacy mean scores, Numeracy is the lower and needs continued focus.
- Staff identified aspects needing further explicit teaching. These included word problems with money, measurement, estimation, fractions, basic algebra, proportional reasoning and symmetry.

### NAPLAN Year 3

- All students achieved at or above the National Standard – Band 2. 90% of students progressed into Band 5. (Appendix B)
- Mean scores have shown gradual progress since 2008. Students achieved above EAR, DECS and National mean scores.

### NAPLAN Year 5

- Students made significant progress from their Year 3 NAPLAN results- 44% made Medium progress and 56% made High progress
- All students including an ATSI learner achieved above the National Standard – Band 4. (Appendix B).
- Students achieved above DECS but slightly below the National mean score.

### NAPLAN Year 7

- Students made High progress from their Year 5 results.

### NAPLAN - Numeracy

Estimated standardised student progress between 2008 and 2010 Numeracy Tests				
Progress	Year 5		Year 7	
	School	All students	School	All students
Low	0%	25%	0%	25%
Medium	44%	50%	0%	50%
Upper	56%	25%	100%	25%

### Recommendations

- Establish common assessment tasks, create opportunities to moderate work samples and collect data to inform teaching The Australian Curriculum.
- Familiarisation and implementation of the Australian Curriculum in Maths.
- More collaboration as a whole school with maths planning and communication about what is taught at each year level.
- Extension challenges for gifted students.
- Parental involvement and information via newsletters and the website.
- Continue sharing skills and knowledge about information/sites/programmes through cross age sharing, students as tutors demonstrating on smart boards and sharing their work on the website.

## Site Priority 4: Improve student outcomes in Science

### School Context

This is the School's first year of a site improvement focus on Science. A teacher survey in 2009 showed that 6 out of 7 staff had a low to medium focus on teaching Science and none felt very confident in teaching Science.

The DECS Maths and Science Strategy allocated funds for professional learning and the appointment of Regional teacher facilitators to work with sites.

### **Actions**

- Pre and post teacher "experience" surveys conducted.
- Participated in the Timms Attitudinal Data collection for students in years 4, 5 and 6.
- All Preschool to Year 7 staff attended professional learning and staff used the Primary Connections units as a framework for students learning.
- Utilised funding from DECS to appointed a Science focus teacher to support staff through collating resources to be used with the Primary Connections units of work.
- Explicit teaching of genres used in Science and the technical field and language functions of scientific texts.
- Successfully applied for a grant to establish the Wirranendi Water Watch project. Facilitated public lectures about the wetlands and water quality investigations during Science Week.
- Applied for the CSIRO's Scientists in Schools program. Dr Kerry Wilkinson appointed to our school, met with staff to discuss future projects.
- Applied for and accepted as an NRM Education Sustainable School. Commenced mapping of current activities, programs and projects.

### **Results and Analysis**

- Preschool to Year 7 staff shared pedagogy and Primary Connections units of work at staff meetings. Changes were evident in the way Science was taught, the increase in time dedicated to Science teaching and the confidence levels of staff. A survey of 6 teachers showed that 5 had a medium to high focus on teaching science, 4 felt confident to teach Science while 2 were very confident.
- Timms attitudinal data showed high levels of student interest and engagement with Science.

### **Recommendations**

- Familiarisation with the Australian Science Curriculum.
- Science continues as a classroom based approach supported through the appointment of a Maths and Science Coordinator. Site targets are set to measure growth in student learning outcomes.
- Maintain Wirranendi Wetlands community project as it provides authentic learning opportunities for our students.

## WELLBEING

### Site Priority 5: Improve student's feelings of efficacy in social and learning environments.

#### Early Learning Centre:

Building children's sense of efficacy in their social environments has been a focus within our Centre; this contributes strongly to their overall sense of wellbeing and identity. Three staff members from across the Early Learning Centre, attended professional learning about the development of executive function; and 3 staff attended professional learning about the Marte Meo approach to building children's wellbeing and learning. Both of these professional learning approaches emphasise the strong link between language and behaviour – and the importance of helping children work through strong emotions by talking about what is happening, naming strong emotions and modelling positive strategies for expressing emotions and solving social/ emotional problems.

Behaviour plans have been negotiated with parents to link and provide cohesion between the centre and home to support positive behaviour for children, who are struggling with their behaviour in social contexts.

Another strategy to support social learning is through small group partner work as well as group team play as an introduction to sports. These kinds of experiences support children to work together and build social skills and wellbeing.



*Children tasting foods that families have brought in to the centre during the Food focus.*

#### School Context:

In 2009 we implemented a Social Skills teaching scope incorporating Friendly Schools and Families, the Child Protection Curriculum and Program Achieve. School behaviour data (in class and yard) showed that this had been effective in reducing inappropriate behaviour however there were concerns that with the extension to Year 7, inappropriate yard behaviour may escalate due to the available space being under pressure with increased enrolments.

The analysis of 2009 yard behaviour data had also shown staff inconsistencies in what constituted a low level incident requiring time out (yellow spot) and what was regarded as a more serious incident (red spot) or Office Time Out.

2009 Student Opinion Surveys had shown that they wanted access to a variety of areas for either, quiet relaxation, talking with friends or being active in large grassed spaces.

### Objective

- Student Opinion survey data show an increase in the % of students reporting positive behaviour.
- Reduction in the number of “yellow” spot and “red” spot incidents

### Actions

- Continued Staff Professional Development on managing children’s behaviour with psychologist, Angela Davis. Reviewed consistency in staff expectations and implementation of the Behaviour Code.
- Increased the number and diversity of play areas available at lunch times e.g. library and technology rooms were opened at second lunch. Special activities set up for lunch play e.g. skipping, hurdles, gymnastics
- Involved parents in the development of individual behaviour plans for identified children and introduced “Yard Play Contracts”.
- Established processes for teachers to work through behaviour issues.
- Involved the Aboriginal Education Community Officer (ACEO) in counselling students.
- Wellbeing Committee collated and analysed yard behaviour data and Office Time Outs, termly.
- Conducted surveys on students feelings about lunch time, friendships and perceptions of bullying. Collated data related to gender and different age-groups then implemented student suggestions for reducing bullying!
- Developed the Social Skills Scope for Year 4-7.
- Whole school approach to acknowledge positive behaviours through Class Awards, Assemblies, Kiwanis Terrific Kids.
- Student Representative Council as a forum to discuss, make decisions and report to the Community.
- Kismet Drama program to develop student voice.

### Results

- Reduction in reported Yard Behaviour incidents. In Term 1, 50 reported incidents of students who had hurt or harassed others compared to 24 during Term 4.
- Parent Opinion Survey showed that 97% agree that *“the school assists in the development of my child’s personal and social skills”* and 93% said *“my child is happy at the school this year”*.
- 85% of primary students thought *“this school is a friendly place”*.
- A student who enrolled in Term 2 and had regularly been suspended at previous schools, did not have any suspensions.

### Analysis

A combination of several factors may have contributed to the improvement in yard behaviour.

- Strategies to encourage more active play at lunchtime,
- Utilisation of and diversity of spaces available.
- Consistency of teacher expectations.

### Recommendations

- Staff awareness of the development of the “Executive” function.
- Parental involvement with Behaviour Plans for children in the Early Years.
- Due to the increasing number of senior students we will focus on the impact of cyber bullying and keeping students safe online.

### Site Priority 6: Improve learning outcomes for indigenous children/students

#### Context

During 2010, four Aboriginal children enrolled in Preschool and nine students enrolled in School.

Regular attendance is a crucial part of learning for all children, and has been identified as a significant factor to improve outcomes for Aboriginal children. At SSCS lateness also impacts on learning as the students miss the explicit teaching time during the morning literacy block.

Nutrition is another essential for the energy levels required for sustained learning at Preschool and School.

#### Actions

- Appointed an ACEO to work individually with students, liaise with parents and inform staff about sensitive issues.
- In collaboration with Aboriginal Pathways Housing case workers, ensured that students had lunch daily.
- Non attendance promptly followed up with a call to the parent or case worker.
- Met with a parent and the Regional Attendance Officer to discuss strategies to assist lateness and regular attendance.
- Set up a Homework Centre.
- Continued focus teacher involvement in trialling the Aboriginal Cultural Units of work as part of the Australian Curriculum.

#### Results

- Preschool children’s attendance has been regular and their progress in learning has been significant.
- All Preschool children are showing sound development in the 5 outcome areas in the Early Years learning framework.
- Significant progress made in Running Records for three students.
- One Year 5 student who sat NAPLAN achieved above the National Minimum Standard in Reading, Spelling and Numeracy. The student made significant progress in reading. (upper 25%) .

#### Recommendations

- Continue the role of the ACEO.
- Provide literacy intervention support programs and have regular meetings with parents to monitor the ILP.
- Continue monitoring nutrition, lateness and attendance.



*Studying patterns and designs in illustrations of Aboriginal dreaming stories.*

## REQUIRED DATA ANALYSIS

### ATTENDANCE

During 2010 the attendance rate of R-2 children was lower than 2009. One reason for this is that we had an increase in Indigenous enrolments. More children from Aboriginal Pathways Housing attended the school and absences for this group were significantly high.

Year Level	School 2009	School 2010	Region 2010	DECS 2010
R-2	93.8	91.8	94.1	92.1
3-7	91.5	92.0	94.1	92.1

### ABSENCE

More parents are informing the school about absences. The number of unauthorised absences has improved since 2009 as administration staff contact parents after two days of unexplained absence. Leadership and District Attendance Officer work with individual families where attendance is an issue.

## ADDITIONAL DATA

Early Learning Centre Enrolments				
	T1	T2	T3	T4
Under 18mth	17	17	18	17
18mths – 2 yrs	7	6	7	9
Over 2 Years	37	39	38	40
Happy Feet	16	19	15	16
Pre-school LDC	39	34	34	38
<b>TOTAL</b>	<b>116</b>	<b>115</b>	<b>112</b>	<b>120</b>
Pre-school DECS	39	38	35	38

## School Enrolment

Specific Population Enrolment 2009-2010								
	School %		Region %		DECS %		Index %	
	09	10	09	10	09	10	09	10
ATSI	1.8	5.3	1.3	1.5	4.9	5.1	2.7	3.0
NESB	20.4	25.0	20.3	20.5	10.2	10.5	5.9	5.9
ESL	33.6	27.6	25.0	26.1	12.8	13.6	7.0	7.0
Disabilities	3.5	2.6	3.9	3.9	9.1	9.1	9.3	9.3
School Card	13.3	13.8	17.9	17.4	28.5	28.3	25.0	24.6

## SCHOOL ENROLMENT BY YEAR LEVEL

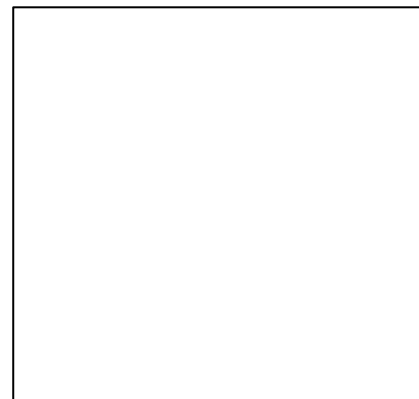
Year Level	2009			2010			Change 2009 - 2010
	M	F	T	M	F	T	
Reception	14.0	18.0	32.0	21.0	32.0	53.0	21.0
Year 1	11.0	15.0	26.0	6.0	18.0	24.0	-2.0
Year 2	8.0	16.0	24.0	11.0	15.0	26.0	2.0
Year 3	4.0	7.0	11.0	5.0	16.0	21.0	10.0
Year 4	3.0	8.0	11.0	4.0	4.0	8.0	-3.0
Year 5	2.0	5.0	7.0	4.0	8.0	12.0	5.0
Year 6	1.0	1.0	2.0	2.0	4.0	6.0	4.0
Year 7	0	0	0	1.0	1.0	2.0	2.0
<b>Total</b>	<b>43.0</b>	<b>70.0</b>	<b>113.0</b>	<b>54.0</b>	<b>98.0</b>	<b>152.0</b>	<b>39.0</b>

### Analysis

The gender distribution in some year levels is a concern. We will need to focus on 'Boys and Learning' and recognise the importance of having male role models across the site.

### RETENTION/DESTINATION

In 2010 we had our first Year 7 students graduate. One won a special entry to Urrbrae High School and the other student went to an independent secondary school.



*2010 Year 7 graduates Aiden and Bethany*

We had 36 students leave the school in other year levels, either moving interstate or to a variety of DECS and independent schools. In total 10 were International Full fee paying students who returned overseas. There is a trend to move to a local school as the student enters primary levels.

## PARENT OPINION SURVEYS

### ELC and Pre-school Parent Survey

We had a 35% response to our annual parent survey, average scores are as follows on a six point scale. There is a high degree of satisfaction in the program and many strongly positive comments, particularly about the quality of staff relationships and interactions. The major message about improvement was parents' need for more information about their child's development and more structured opportunities to discuss what their child was learning and how they could help. They wanted to hear more of staff's expertise about child development and learning. In 2011, we will look at how we can structure these opportunities, throughout the Early Learning Centre. There was also a desire for more community focussed excursions and visitors throughout the Early Learning centre.

Average score based on a 6 point scale.

	2009	2010
Quality of Teaching	5.45	5.27
Learning Outcomes	5.20	5.01
Student Reporting	5.22	5.13
General Environment	5.35	5.39
Customer Responsiveness	5.35	5.28
Community	4.66	4.26
General Satisfaction	5.44	5.24

### Sample of comments from the parent survey

- "Very happy with overall quality - like the calendar of activities as it gives us an opportunity to see what our child is doing and discuss as a family."
- "More formal structured feedback would be helpful, staff are very responsive when asked but not always accessible at pick up drop off time. A formal process 1 x term would assist in allowing parents to follow development and pick up on any areas of concern."
- "We enjoy the programmed activities that allow our child to bring in things from home to participate with it sparks her interest before we have left the house."
- "Excursions were a great idea - particularly central market on bus would like to see more - good range of topics covered."
- "As parents we want to get more info about our child during child care, what they do and what they learn, I find this info is limited."
- "More letting parents know either verbally or in writing every 2 months how my child is doing where he / she needs more attention in things, generally how the child is experiencing learning."
- "Increased off campus leisure activities and learning opportunities e.g. community walks, posting letters, glover playground, visiting the Toyota service centre".
- "Would like to see more cultural info shared - this is in progress with family book etc which is a good start."
- "Would like to see periodic updates on development of child, socially physically etc."
- "Its great as is and I can see that the staff are always thinking of new ways to get the kids to play and interact."

### School Opinion Surveys

In 2010 we participated in the DECS Opinion Surveys where parents and staff were invited to complete a confidential online survey.

Responses were on a scale from Strongly Disagree to Strongly Agree in the areas:

- Quality of Teaching and Learning.
- Support of Learning.
- Relationships and Communication
- Leadership and Decision Making.

### Results and Analysis

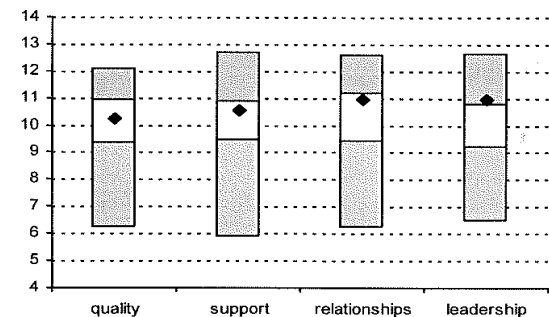
The Region Comparison is shown opposite. Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. This means comparisons can be made between parent and staff surveys and typically 95% of the responses are between 8 & 12 in any survey. The black diamond represents the school's current score.

Responses from the statements provided indicated that our strengths include student support, relationships and leadership. Compared to the State percentile the parent responses were very high. Given that there were significant building projects during the year, the results are pleasing. Several areas of concern were:-

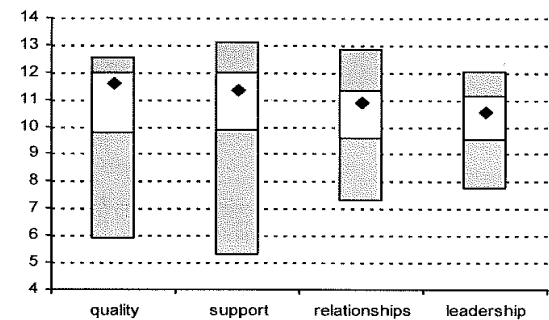
- Communication between teacher and parent particularly providing information about learning programs and individual student progress.
- Resourcing of materials.
- Ways for parents to be more involved in learning programs.

Staff discussed these concerns and we will develop strategies for improvement in 2011.

Parent Opinion



Staff Opinion



### Sample of parent comments about:

#### Quality teaching and learning

- "I am impressed by the high quality and professionalism of the teaching staff at the school but understand that they are constrained by limited resources."
- "Information from the teacher about the learning program is sometimes limited to the curriculum overview and term timetable."

#### Support of learning

- "Appears to be excellent support for students with learning difficulties and students with non-English speaking background but would like to see similar level of support for gifted children"
- "Leadership programs like SRC is positive. Excursions, field trips and camps are excellent programs. The school has very good facilities, materials and support."
- "A very good school, Great teachers and principal."

## Relationships and Communication

- *“Two written reports and one student led conference is ok but I think once more per year, as part of a formal meeting process, the opportunity to talk in person to the teacher about progress.”*
- *“Well done to all – I am very much at ease knowing my daughter is well taken care of”*

## Leadership and Decision Making

- *“I believe that the school excels in this area and the Principal, Director and teaching staff work extremely hard to involve parents and the community in the educational program and school activities”.*
- *“Parents are given opportunities to be involved, yet these opportunities could easily pass you if you were not actively looking for them.”*

## STAFF OPINION SURVEY

Seven staff participated in the survey.

Most responses were positive being “agree” or “strongly agree.”

There were a small percentage of “neutral” responses as several teachers were appointed during the year and may not have felt informed enough to make a statement.

The only statement which had one “disagree” response was in relation to “*There is good communication between staff in this school.*” Keeping all sectors informed across a Birth to Year 7 integrated site continues to be a challenge.

## STUDENT OPINION SURVEY

Thirty R- 7 students completed the survey.

### Results and Analysis:

- **70%** of students positively responded to the quality of teaching and learning.
- **67%** of students responded positively to the support of their learning.
- **69%** of students responded positively regarding their school relationships and communication.
- **50%** of students responded positively regarding school leadership and decision making.

Student voice and student leadership is an important focus area in 2011.

While we have an R-7 SRC, Library Monitors, Safety Ambassadors, Sporting Team Captains and Friendship Monitors, there are other suggestions for students taking on leadership e.g. ICT and Grounds Committee reps.

Sample of comments included:

- *“The teaching here is fun and easy to understand.”*
- *“I think I could learn more if the classes were not so spread out. My teacher has to give work that is too easy for Year 7’s and too hard for Year 5’s”.*

## WORKFORCE COMPOSITION

The composition of the workforce at Sturt Street included 11 teachers, 1 Aboriginal Community Education Officer, 4 Student Support Officers (SSO), 1 Grounds person, 1 ELC Administration Officer, 3 Early Childhood Workers (ECW), 16 Child Care educators, and 5 OSHC staff.

## TEACHING STAFF ATTENDANCE - 2010

Attendance was **97.36%** and the average number of days absent for sick leave or care leave was **6.5** days which is higher than 2009. An Influenza outbreak contributed to the absences.

## TEACHING STAFF RETENTION

Total teaching allocation for 2010 was 11.6 full time equivalent salaries dispersed as Principal, Early Years Director, full or part time teaching staff supporting the preschool program, seven R-7 classes and programs including science, music, art, English as Second Language (ESL), technology, library and Greek language. The majority of staff are permanent while temporary staff ensure the school has sufficient flexibility to meet changing needs. One permanent teacher finished tenure at SSCS. Staff retention rate is at **62.5%**

## STAFF QUALIFICATIONS

All teachers hold qualifications required for teacher registration in South Australia including mandatory training in child protection practices, First Aid and Responding to Abuse and Neglect.

One teacher has a PhD in Early Childhood, another is studying a Masters in Education.

One teacher is an Advanced Skills Teacher, (AST 1) which is a rigorous process to verify that their teaching is exemplary. A new DECS initiative to recognise high quality teachers is through the Step 9 process. We congratulate the six teachers who were approved for this level.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All staff participated in professional learning throughout the year and full time staff completed more than 37.5 hours in their own time. A further 33 days for science and maths professional learning, committee work, and release for professional duties such as data collection, preparing student reports, or for DECS requirements such as curriculum writing or selection panels. A total of **\$11,814** was spent on professional development for the Pedagogy and Wellbeing priorities



*“I found it very interesting that there are many types of crystals.”*

Budgetary Position - Budget Area Details

Opening Balance: 200,733

Opening Balance: 200,733

INCOME (Variance - Actuals - Budget)	CURRENT MONTH - Dec			YEAR TO DATE - 2010			END OF YEAR FORECAST		
	Budget	Actuals	Variance	Budget	Actuals	Variance	Budget for	Estimated	Variance
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Resource Entitlement Funding	105,484	104,295	(1,189)	1,371,242	1,379,596	8,354	1,371,242	1,379,596	8,354
Fund Raising Revenue	217	1,941	1,724	2,600	9,103	6,503	2,600	9,103	6,503
Other Income - Excursions / uniforms	1,633	425	(1,208)	19,600	25,151	5,551	19,600	25,151	5,551
Parent Contributions	4,000	1,939	(2,061)	48,624	53,042	4,418	48,624	53,042	4,418
P21 Accrued ( \$ into SASIF )	1,000	(17,036)	(18,036)	10,000	250	(9,750)	10,000	250	(9,750)
Grants (Revenue)	6,560	500	(6,060)	60,000	78,799	18,799	60,000	78,799	18,799
International Students	250	0	(250)	3,000	19,200	16,200	3,000	19,200	16,200
Non Budget Revenue	5,267	3,863	(1,404)	63,200	68,071	4,871	63,200	68,071	4,871
<b>TOTAL INCOME</b>	<b>124,411</b>	<b>95,927</b>	<b>(28,484)</b>	<b>1,578,266</b>	<b>1,633,212</b>	<b>54,946</b>	<b>1,578,266</b>	<b>1,633,212</b>	<b>54,946</b>

Budgetary Position - Budget Area Details

EXPENDITURE (Variance - Budget - Actuals)	CURRENT MONTH - Dec			YEAR TO DATE - 2010			END OF YEAR FORECAST		
	Budget	Actuals	Variance	Budget	Actuals	Variance	Budget for	Estimated	Variance
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Admin Expenditure	1,363	1,648	(286)	16,350	15,438	912	16,350	15,438	912
Curriculum Maintenance	4,047	2,713	1,334	48,562	49,539	(977)	48,562	49,539	(977)
Facilities Exp - Local	425	107	318	5,100	6,536	(1,436)	5,100	6,536	(1,436)
Learning Plans	950	263	687	11,400	11,814	(414)	11,400	11,814	(414)
Other Exp - Toiletries / Uniforms	633	2,621	(1,988)	7,600	10,338	(2,738)	7,600	10,338	(2,738)
Salaries	92,779	96,973	(4,194)	1,201,287	1,228,738	(27,451)	1,201,287	1,228,738	(27,451)
Site Funded Expenditure	7,240	33,253	(26,013)	92,350	101,248	(8,898)	92,350	101,248	(8,898)
Utilities/Cleaning Expenditure	7,183	6,140	1,079	86,191	97,268	(11,077)	86,191	97,268	(11,077)
Excursions	1,020	4,876	(3,856)	12,240	12,424	(184)	12,240	12,424	(184)
Non Budget Accounts Exp	4,517	25	4,492	54,200	35,088	19,112	54,200	35,088	19,112
Fund Raising Expenses	0	0	0	0	1,517	(1,517)	0	1,517	(1,517)
<b>TOTAL EXPENDITURE</b>	<b>120,157</b>	<b>148,618</b>	<b>(28,426)</b>	<b>1,535,280</b>	<b>1,569,948</b>	<b>(34,668)</b>	<b>1,535,280</b>	<b>1,569,948</b>	<b>(34,668)</b>
<b>NET TOTAL</b>	<b>4,254</b>	<b>(52,656)</b>	<b>(58)</b>	<b>42,986</b>	<b>63,264</b>	<b>89,614</b>	<b>42,986</b>	<b>63,264</b>	<b>89,614</b>

Cancelled Cheque Adjustment: 0

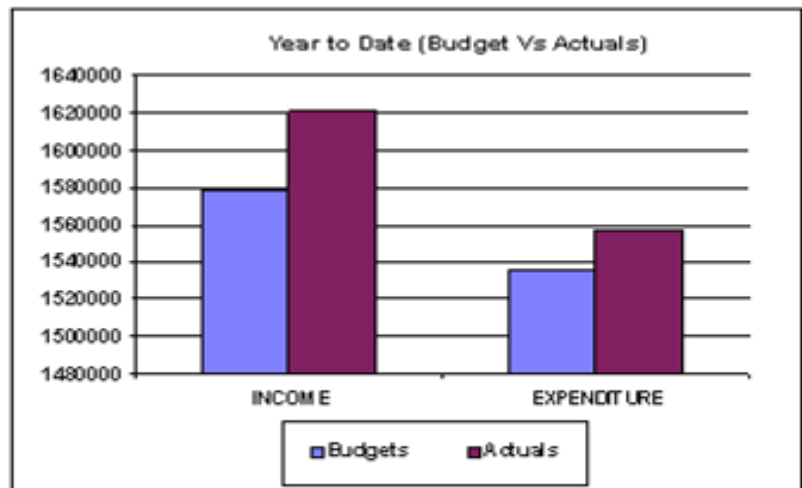
Closing Balance YTD: 264,492

Closing Balance Forecast: 264,492

Budgetary Position - Budget Area Details

\$ FUNDS AVAILABLE RECONCILIATION

Cash at Bank	7,065	264,492
Add All Investments	257,427	
Add P21 Accrued	2,066	
Add Prepayments	0	
Add Receivables	29,454	
Less Payables	15,861	
Less Liabilities - Short Term	2,035	
Less Liabilities - GST	(8,563)	
Less Committed Investments	0	
<b>Closing Balance:</b>	<b>286,679</b>	
Purchase Order Commitments	5,334	
Liabilities - Long Term	0	
Reserves	100,000	



(Denotes Forecast Actuals have been edited, See Variance notes for explanation)  
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## NAPLAN Year 3 Literacy

% Proficiency Band		Below National Minimum Standard (%)		At National Minimum Standard (%)	Above National Minimum Standard (%)			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and Above
Literacy	National	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reading	Sturt Street Community School	5.0%	0.0%	0.0%	0.0%	15.0%	30.0%	50.0%
	DECS	3.1%	7.0%	14.7%	17.0%	24.8%	16.8%	16.7%
	Eastern Adelaide	3.3%	2.3%	6.1%	11.9%	22.9%	23.2%	30.2%
	Index of Disadvantage	2.5%	6.4%	14.4%	18.3%	26.3%	15.7%	16.5%
	National	2.1%	4.0%	9.8%	16.7%	23.1%	22.1%	22.2%
Writing	Sturt Street Community School	5.0%	0.0%	0.0%	10.0%	25.0%	30.0%	30.0%
	DECS	3.1%	4.7%	6.4%	18.3%	31.1%	23.1%	13.3%
	Eastern Adelaide	3.4%	0.9%	1.6%	10.8%	27.9%	30.8%	24.7%
	Index of Disadvantage	2.5%	4.0%	6.8%	19.0%	31.7%	23.7%	12.2%
	National	2.2%	2.3%	5.4%	13.2%	29.8%	30.4%	16.7%
Grammar	Sturt Street Community School	5.0%	0.0%	0.0%	10.0%	25.0%	40.0%	20.0%
	DECS	3.1%	11.7%	12.5%	16.0%	19.6%	20.8%	16.2%
	Eastern Adelaide	3.3%	3.3%	5.0%	10.7%	20.4%	27.8%	29.5%
	Index of Disadvantage	2.4%	11.4%	12.4%	17.0%	19.3%	21.4%	16.1%
	National	2.1%	5.9%	9.2%	14.9%	21.2%	21.9%	24.8%
Spelling	Sturt Street Community School	5.0%	0.0%	10.0%	10.0%	25.0%	45.0%	5.0%
	DECS	3.1%	7.9%	15.2%	21.5%	23.0%	19.1%	10.4%
	Eastern Adelaide	3.3%	1.9%	7.8%	15.5%	24.0%	28.7%	18.6%
	Index of Disadvantage	2.4%	7.8%	15.4%	22.9%	23.8%	18.9%	8.9%
	National	2.1%	6.8%	10.3%	17.7%	24.4%	22.4%	16.2%

## NAPLAN Year 5 Literacy

% Proficiency Band		Below National Minimum Standard (%)		At National Minimum Standard (%)	Above National Minimum Standard (%)			
		Exempt	Band 3 and Below	Band 4	Band 5	Band 6	Band 7	Band 8 and Above
Literacy	National	0.0%	0.0%	0.0%			0.0%	0.0%
Reading	Sturt Street Community School	0.0%	0.0%	22.2%	0.0%	0.0%	22.2%	55.6%
	DECS	2.7%	12.6%	17.4%	25.9%	20.2%	12.1%	9.2%
	Eastern Adelaide	2.1%	3.8%	9.7%	21.3%	26.0%	18.3%	18.6%
	Index of Disadvantage	2.1%	12.0%	18.9%	27.6%	20.5%	11.4%	7.4%
	National	1.8%	6.9%	14.0%	23.3%	25.4%	18.4%	10.3%
Writing	Sturt Street Community School	0.0%	10.0%	10.0%	10.0%	10.0%	10.0%	50.0%
	DECS	2.6%	8.5%	14.3%	24.1%	32.4%	12.2%	5.9%
	Eastern Adelaide	2.1%	2.0%	7.0%	17.9%	38.9%	19.5%	12.5%
	Index of Disadvantage	2.1%	7.4%	15.1%	27.7%	32.5%	10.9%	4.3%
	National	1.9%	5.1%	11.2%	26.9%	31.2%	17.1%	6.7%
Grammar	Sturt Street Community School	0.0%	11.1%	0.0%	33.3%	0.0%	33.3%	22.2%
	DECS	2.6%	10.8%	16.4%	22.8%	18.1%	20.8%	8.5%
	Eastern Adelaide	2.1%	3.9%	9.0%	18.1%	19.1%	29.9%	18.0%
	Index of Disadvantage	2.1%	10.5%	18.5%	23.6%	17.7%	20.5%	7.1%
	National	1.8%	6.0%	10.8%	20.1%	26.4%	20.8%	14.1%
Spelling	Sturt Street Community School	0.0%	11.1%	11.1%	11.1%	11.1%	33.3%	22.2%
	DECS	2.6%	9.2%	16.2%	26.7%	24.2%	16.1%	5.0%
	Eastern Adelaide	2.1%	2.7%	8.9%	22.9%	27.6%	25.8%	10.0%
	Index of Disadvantage	2.1%	8.8%	17.4%	27.3%	24.5%	15.3%	4.5%
	National	1.8%	6.3%	12.4%	23.9%	28.0%	19.4%	8.2%

## NAPLAN Year 3 Numeracy

% Proficiency Band		Below National Minimum Standard (%)		At National Minimum Standard (%)	Above National Minimum Standard (%)			
		Exempt	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and Above
Numeracy	Sturt Street Community School	5.3%	0.0%	5.3%	15.8%	26.3%	36.8%	10.5%
	DECS	2.9%	6.1%	18.6%	27.4%	20.6%	17.2%	7.2%
	Eastern Adelaide	3.2%	1.4%	8.9%	21.3%	22.7%	26.8%	15.8%
	Index of Disadvantage	2.4%	5.5%	19.4%	28.2%	21.3%	16.7%	6.5%
	National	2.1%	3.7%	11.4%	22.8%	27.7%	19.8%	12.5%

## NAPLAN Year 5 Numeracy

% Proficiency Band		Below National Minimum Standard (%)		At National Minimum Standard (%)	Above National Minimum Standard (%)			
		Exempt	Band 3 and Below	Band 4	Band 5	Band 6	Band 7	Band 8 and Above
Numeracy	Sturt Street Community School	0.0%	0.0%	10.0%	40.0%	20.0%	30.0%	0.0%
	DECS	2.6%	8.0%	18.2%	33.1%	21.5%	11.5%	5.1%
	Eastern Adelaide	2.1%	2.4%	9.5%	26.2%	26.3%	20.7%	12.8%
	Index of Disadvantage	2.1%	7.0%	19.0%	36.2%	20.9%	10.3%	4.5%
	National	1.8%	4.6%	13.1%	26.4%	27.7%	17.1%	9.3%

We take this opportunity to thank our highly skilled and dedicated staff, members of Governing Council and Committees, volunteers, the Greek Orthodox Community of SA Inc, South West Residents and Adelaide Kiwanis Club.



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