



Auburn Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Auburn Primary School Number: 425

Partnership: Mid North Clare

Name of School Principal:

Catherine O'Dea

Name of Governing Council Chair:

Anna Baum

Date of Endorsement:

School Context and Highlights

Auburn Primary is a small school located in the town of Auburn, approximately 110 kilometres north of Adelaide and 25 kilometres south of Clare, the closest regional centre. Auburn is a small town surrounded by broad acre cropping properties and vineyards supporting local wineries, the main industry in the area.

In 2016 Auburn started the year with an enrolment of 50 students, comprising of three classes - R/1 class, 2-4 class and a 5-7 class, and ended the year with 54 students. Auburn's students are drawn from the township itself, surrounding properties and surrounding towns, choosing Auburn for their children's education rather than the local schools.

Auburn Primary Schools motto is "Global Learning in a Family Setting". We do this by providing a happy and caring environment, where individual differences are recognised and valued. Building student social skills, sense of pride and personal goal setting are an important, ongoing focus, for the school.

Auburn Primary School has a strong focus on Literacy and Numeracy with staff actively involved in targeted Training and Development, research and partnership based programs and mentoring staff from other schools. Student achievement data is monitored regularly as a part of a school agreement and reflects the excellent classroom practices. Auburn is a Stephanie Alexander Kitchen Garden School, which creates many sustainable learning opportunities in both the kitchen and garden. In Term 4 A Taste of Auburn Shop operated after school on Fridays with great success.

In 2016 there have been many learning opportunities for our students. There have been camps including the Aquatics Camp , the Year 7 Careers Camp, The Year 7 Canberra Trip, Central Market and Food Forest Excursions. I thank our committed staff who have given up many hours in planning and supervising these invaluable opportunities.

This year we have established a partnership with Catalun Pequeno Elementary School in the Phillipines, which I know will continue into the future.

Our Kid's Council representatives have been active role models for our students in the following projects – a friendship bench, cubby house mural, Wacky Wednesday, school disco, Toy Sale.

Sincere thanks to our supportive parents and volunteers who spent many hours in 2016 assisting at working bees, cooking lessons, gardening lessons and on numerous committees.

Governing Council Report

2016 has been a year of hellos and goodbyes at Auburn Primary. At the beginning of the year we welcomed Mrs O'Dea and our upper primary teacher Mrs Megan Marshall who unfortunately was only with us for a few weeks before taking leave due to illness.

And now as the year draws to a close we farewell three staff, our groundsman Linden Calley, Mrs Hoskings and Mrs Croughan and welcome to our school community Ian Prince who will take on the grounds position.

We are grateful to Carol Hoskings who has taught in the UP class, providing our senior students with a stable learning environment for most of the year. Thank you and goodbye to the amazing Mrs Croughan who is retiring after 23 years at Auburn Primary. Thank you to the other staff, the amazing Mrs Prince, our SSOs Maryanne and Cassy, our Kitchen Garden Specialist Phil and our Pastoral Care Worker Dianne and for their outstanding efforts and contributions to our children's lives this year.

Thank you also to our new Principal, Catherine who has provided strong leadership and stability during unexpected staff changes in the UP class, she has introduced some exciting new initiatives to the regional partnership and has taken grounds development to a new level. Thank you Catherine for your commitment and enthusiasm in your first year and we look forward to the next four years.

Thank you to the governing council for their commitment and the time they devote to school activities. Fundraising by the GC in 2016 raised in the vicinity of \$13,000 following a successful Winter Warmers Dinner and other fundraisers. The grounds committee has worked hard to present the new precinct which showcases the front of the school. Our policy committee has been the driving force behind a mentoring program in the UP class. Thank you to all parents who have been involved in these sub-committees including those who are not on governing council.

Congratulations to our students for being fantastic advocates for the Auburn community. Student leaders have stepped up this year in many different ways as school captains and vices, house captains, Kids' Council, YEL and as resilience ambassadors. Each group has worked on different initiatives including the friendship bench, revamping the cubby house, continued work on the bush tucker garden and workshopping the nature play concept culminating with the new teepee and tree house plans. They have also run lunchtime activities, school discos and other fundraising activities.

Anna Baum

Improvement Planning and Outcomes

The following recommendations were made for improvements in the 2016 school year. They were based on data and teacher observations.

Literacy:

1. Review of the Whole school literacy agreement with new staff
2. Focus on Writing, especially expanding vocabulary and implementing the rules and aspects of grammar and spelling to improve the crafting of their writing examples.

Numeracy

1. Review of the Whole school Numeracy agreement
2. Focus on problem solving
3. Review intervention strategies offered across the school

The building of Powerful Learners

1. Strengthening resilience in both the wellbeing of students and their ability to utilize the disposition of persistence
2. Challenge the notion of closed mindsets
3. Develop student voice in their learning and curriculum as well as across the school community

Enterprise

1. Further development of the Enterprise Program including the use of the school shop

Initial evaluative conclusions from 2016 External Review

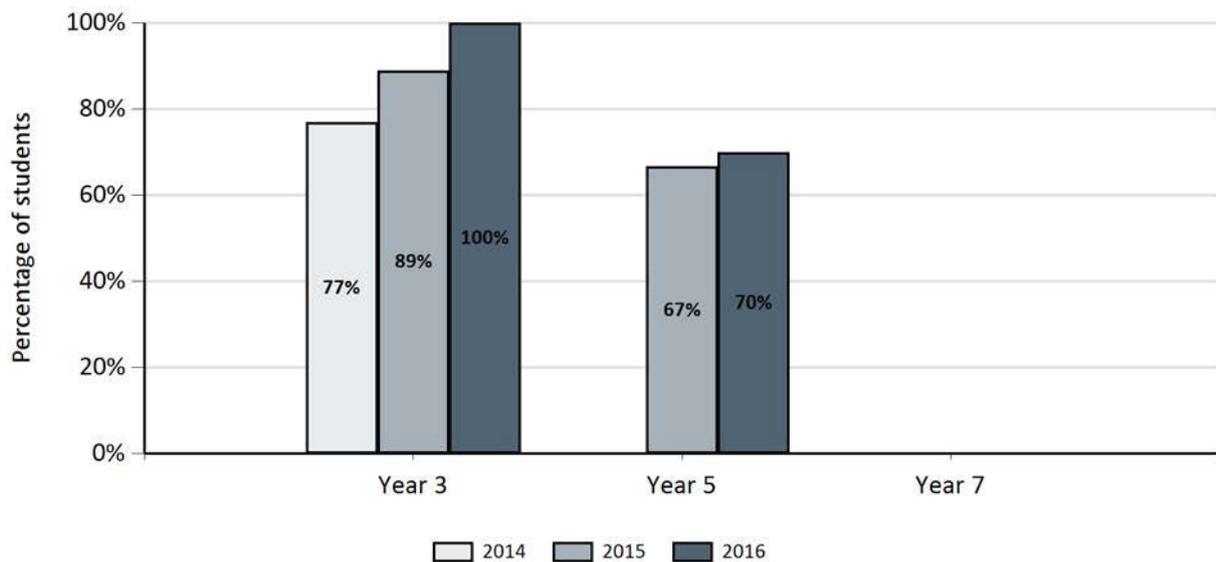
- The use of Australian Curriculum in the School could be strengthened by strategic use of Achievement Standards, including for reporting to students and their families.
- The inclusion of A-E grades in the individual and whole school tracking and monitoring of student learning would make explicit student growth in Australian Curriculum.
- Stronger teaching expert oversight of and input into the learning design of the SAKG and enterprise programs would enable these programs to contribute to students learning more 'powerfully'. Using the rich palette of experiential contexts in which students of Auburn PS are regularly immersed to design transformative learning tasks would add much value to student achievement.
- Teacher and SSO professional learning about 'powerful learning' would enhance teaching and learning at Auburn PS and raise the intellectual challenge and stretch teaching for student learning across the curriculum.
- Activating students as agents in their own and each other's learning, including in pedagogical and assessment decision-making, would deepen and enrich the quality of student learning and strengthen higher bands achievement and retention.
- The teaching of writing could be strengthened in the interests of higher student achievement by the application of the same rigorous data analysis and planning as is consistently applied to the teaching and learning of reading and numeracy
- The strong ownership of the School by families could be enhanced and capitalised on by broadening and deepening the quality of governance in the School, especially in relation to the school improvement cycle (school review). This would also serve to deepen the embryonic trust in and relationship between the Principal and the Governing Council.

Performance Summary

NAPLAN Proficiency

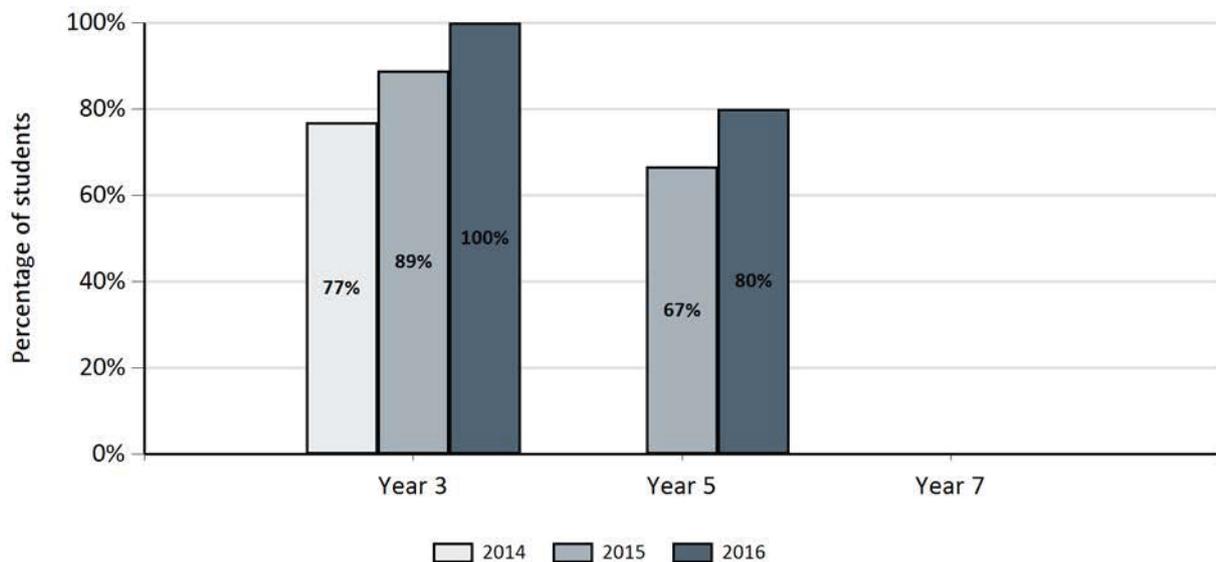
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	20%	*	25%
Middle progress group	60%	*	50%
Upper progress group	20%	*	25%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	30%	*	25%
Middle progress group	50%	*	50%
Upper progress group	20%	*	25%

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

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

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	9	9	4	3	44%	33%
Year 3 2014-16 Average	10.3	10.3	5.0	3.0	48%	29%
Year 5 2016	10	10	5	2	50%	20%
Year 5 2014-16 Average	7.7	7.7	2.7	1.3	35%	17%
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

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

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

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

School Performance Comment

There were strong achievement results across the school, literacy results were stronger than numeracy results.

It was not possible to report on the Year 7 Naplan Results due to small cohort of less than 5 students participating in this year level. However it is pleasing to report that these students demonstrated pleasing growth between their year 5 results in 2014 and their year 7 results in 2016.

100% of our Year 1 and 2 students achieved the DECD Standard of Educational Achievement in Running Records, with all of our Year 1 students achieving the Year 2 Benchmark of Level 21 or above.

96 % of our students achieved DECD Standard of achievement in PAT Maths and Reading Comprehension tests that were administered in Term 3. The two students who did not achieve these benchmarks received targetted intervention in these areas and with continue to do so in 2017.

In 2017 it will be essential to review the intervention strategies currently in place especially in Year 6 Numeracy. Staff have identified the need for students to increase their proficiency in problem solving and to further develop the disposition of persistence when attempting these problems.

Looking at our NAPLAN results in writing across the school, staff also identified the need to build on students use of vocabulary in their writing particularly in the area of using interesting phrases throughout their writing. One of the 2017 Site Improvement Plan focus areas will be : Building a Community of Writers, particularly writing for a purpose and making writing more interesting.

Attendance

Year level	2014	2015	2016
Reception	97.7%	94.8%	93.6%
Year 01	97.2%	93.9%	97.4%
Year 02	93.7%	94.1%	99.0%
Year 03	96.5%	95.0%	93.2%
Year 04	91.2%	94.4%	96.1%
Year 05	96.2%	91.1%	93.3%
Year 06	97.1%	96.8%	95.5%
Year 07	96.3%	90.9%	97.8%
Total	95.4%	93.8%	94.8%

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

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

Attendance Comment

In 2016 the school's overall attendance improved by 1% from 93.8% to 94.85. This was due to increased communication with families by staff through text messages, percentages published fortnightly in the school's newsletter, diary notes and phone calls.

Individual students and families received targeted intervention throughout the year. Students with 100% attendance also received acknowledgment at the end of every term, with one student achieving perfect attendance throughout the year.

Behaviour Management Comment

Auburn Primary maintains a safe and happy learning environment.

In 2016 one student was suspended on three occasions for not following instructions. This same student also received numerous take homes. The school is continuing to work individually with this student.

All students were participated in Wellbeing Surveys in Terms 1 and 3, with 25% of students indicating that they had been bullied in Term 1 and 20% of students indicating that they had been bullied in Term 3. This decrease was due to a targetted education program about the difference between being mean and bullying and what positive bystander behaviour looks like.

Client Opinion Summary

Client Opinion Surveys were administered early in Term 4.

Overall these surveys demonstrated a strong agreement that teachers were providing quality learning programs, positive relationships with students and families, opportunities to be involved in the school and safe learning environments.

Of the 42 students surveyed, 96% were positive about the learning programs and how they feel about our school.

Of the 20 parents who returned their surveys, there was nobody who disagreed or strongly disagreed with the questions surveyed, with 95% of parents indicating that they thought their children were provided with a positive educational experience.

Interestingly 25% of parents indicated that they neither disagreed or agreed that the student behaviour is well managed at this school, which may indicate that we need to work on consistency of reporting and communicating with parents in this area.

Staff surveys indicated that overall staff were positive about Auburn Primary, with 100% staff responding that they agreed or strongly agreed to the questions asked in the survey.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	13.3%
Transfer to SA Govt School	13	86.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff and volunteers were compliant with DECD Relevant History Screening. Copies of documentation are stored securely on site.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	7
Post Graduate Qualifications	0

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.0	0.0	2.0
Persons	0	4	0	3

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

Financial Statement

Funding Source	Amount
Grants: State	744998.32
Grants: Commonwealth	17781.00
Parent Contributions	14429.00
Fund Raising	17790.50
Other	27314.35

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	N/A	
Targeted Funding for Groups of Students	<p>Improved Outcomes for</p> <ul style="list-style-type: none"> - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy <p>First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant</p>	<p>This money was used for travel expenses associated with students accessing programs in Adelaide as part of the Science, English and The Arts curriculum.</p> <p>Funding for Aboriginal students was paid to a central pool managed by Clare Primary to employ an Aboriginal Liaison Officer who worked with these students and their classes twice a term.</p>	<p>Students were able to access these programs.</p> <p>Students knowledge of their cultural heritage was increased.</p>
Program Funding for all Students	Australian Curriculum	N/A	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	This funding was used to employ SSOs to assist in Literacy and Numeracy Blocks in the classrooms.	96% of students achieve DECD SEA standards in Literacy and Numeracy.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	This was included in the principal time and was used for working with families and students in attendance and behaviour issues.	Behaviour management incidents reduced and there was an increase in attendance.