Ridgehaven Primary School and Ridgehaven Child Parent Centre

2016 Annual Report to the Site Community

Government of South Australia

Department for Education and Child Development

Ridgehaven Primary School Number: 1051

Ridgehaven Child Parent Centre Number: 1617

Partnership: Tea Tree Gully

Name of School Principal: Jean Perks

Name of Governing Council Chair: Sarah Dunkley

Date of Endorsement: 20 February 2017

Site Context and Highlights

In 2016 Ridgehaven PS had 277 students enrolled.

Demographic data:
5% Aboriginal students
9.3% EALD
5.8% Students with Disabilities
26.4% school card

The school was organised into 10 classes. Specialist subjects included P.E., Drama/Music and Science. Students did not access a language in 2016 as we were not able to secure a teacher of Japanese.
The Preschool worked with 47 children and their families. Children had the opportunity to attend 2 full day sessions either Monday and Wednesday or Tuesday and Thursday and a half day session on alternate Fridays to access their 15 hours of eligible Preschool. Playgroup on Friday mornings was once again a much valued service for families. Thanks go to Sam Furina for organising and leading the Playgroup sessions.

Highlights of 2016
External Review
In week 6 of term 2 an External Review panel visited our school for 2 days. The panel members met with all staff and representative groups from the students and parents. Recommendations from the review include;
1. Build on the work already occurring to engage students in higher-order thinking, particularly through the use of authentic learning tasks.
2. Increase the capacity of teachers to continuously track the progress of students and refine and modify their teaching plans in response to formative assessment data and information.
3. Increase all students' interest and motivation in learning, and their empowerment as learners, through regular discussion about learning intention and success criteria, and engagement in the design of learning and assessment.
Engaging with Partnership priorities
Throughout the year teaching and non teaching staff have accessed and supported collaborative learning focused on Numeracy Improvement and pedagogy. Professional Learning focussed on Transforming tasks. Staff attended whole partnership learning and followed up with cluster staff meetings to share practice in week 5 of each term. A Professional Learning Community (PLC) for teachers of Years 6-9 met at the beginning of each term to focus on engaging students with problem solving maths tasks. Early years teachers (P-2) met each term to focus on Natural Maths strategies and the Numeracy/Literacy indicators.

Strong Community Links
Our primary years classes continued their connection with the Wynn Vale "Sing for Joy" choir. Our school choir joined the connection. Soon the 2 choirs were learning songs from each other's repertoire. In November our school choir was invited to perform with choirs from 2 other primary schools and a combined Sing for Joy choir group in the city. Watching the 2 generations of singers perform is just a wonderful experience.
We maintained our strong relationship with Banksia Park International HIgh School by hosting groups of visiting International students.
2 of our families hosted a visiting Korean student for 3 weeks in term 3.
The production for the year was "Finding Nemo-A Fishy Tale where many students from R-7 were involved. Students participated in rehearsal days each week for 2 terms and the performances were over 2 nights at the Golden Grove Arts centre. Many families came to this extraordinary performance and were delighted to watch the adaption of the Disney film.
School Captains
At the beginning of the year, students and staff were surveyed about student voice and leadership. Four models regarding student voice were researched and presented to our school community. The idea of School Captains proved very popular and Year 7 students were encouraged and invited to apply to be a School Captain through the process of a written application. Using a criteria based on our school values and the keys to success, 8 students were then selected to be School Captains. These students received a Captain's badge and were engaged in a range of leadership activities including; hosting school assemblies, taking visitors on school tours and organising whole school events. Throughout the year, the Captains demonstrated many skills and helped to build the positive culture of our school community.

Well-being/P.E Week
Students were offered a range of programs that would appeal to many across the whole school. Students could participate in an Art show and demonstrate their creative side. Middle school students had the opportunity to be a part of the Drug Strategy program where they led lessons for the junior and primary years. The aim of the program was to share knowledge and do activities based around the Health program while giving older students the chance to develop their leadership skills. All classes participated in a Gala day where they ran stalls and participated in many activities to raise funds. The funds will be spent in term 1, 2017 by students for the purpose of helping our homeless youth. We finished it off with a Sports Day which is always a great community event for everyone.

Governing Council Report

This year the number of dedicated members of the Governing Council reduced from previous years, however an incredible amount of work was achieved. Firstly I would like to thank all our council members for regular attendance at all meetings, the teachers for their hard work and to all school community volunteers; it is you who make our school great. Congratulations to Gail Ahearn for winning this year's Volunteer Award with her outstanding commitment to numerous tasks.

At the end of 2016 Governing Council requested parents to actively sign a petition that was submitted to State Parliament regarding the dangerous state of our school crossing. There are have been numerous occasions where children and care givers alike have almost been run down when the crossing is not manned. We are pleased to say we are now working closely with Tom Kenyon – Member for Newland to address this issue.

Our OSHC service has once again done a great job this year, with our numbers remaining stable. We would like to acknowledge Kerri & her team for their efforts.

I would strongly encourage any parents to take the time to attend Governing Council meetings. Having the ability to have an input in decisions made at your school impact your children. You don't have to become a council member, you can just attend the meetings, have a say and understand what is impacting our school. You may even have the solution to solve a problem! The best part of Ridgehaven Primary is our community, come along and be a part of what makes it great!

Sarah Dunkley
Chairperson
Ridgehaven Primary School Governing Council

Quality Improvement Planning (Preschool)

Following a successful Exceeding National Quality Standards rating in 2015, the Preschool team reviewed the Quality Improvement Plan (QIP) lead by Senior Leader Ali Hennessy and Preschool teacher Lesley Adams.
Quality areas focussed on in 2016 included;

QA 1 Educational program and practice
Preschool staff are committed to supporting the Tea tree Gully priorities including Numeracy Improvement. To support this staff continued their learning in;
- using the Numeracy and Literacy Indicators
- using Natural Maths strategies
- engaging with Preschool networks to share numeracy learning
- completing relevant Transforming tasks modules
- working with Lisa Jane O'Connor on planning and using the Numeracy/Literacy indicators

Meeting the needs of the current group of children is always a priority for the Preschool staff. In 2016 a number of staff attended professional learning in;
- Autism
- Children and Trauma

QA 3 Caring for the environment and sustainability
The Preschool has always supported and engaged in school initiatives in recycling. They recycle paper and cardboard, 10c recyclable carton and food scraps recycling. In 2016 they added to this by accessing the local Council kerbside recycling for green waste. A wheelie bin was purchased, children and staff would collect bark and branches/twigs to put in the recycle bin as part of their morning check on the grounds. Another focus for 2016 was to try and reduce the amount of packaging in lunch boxes. regular "nude food" days were organised, with information shared with families about ways to avoid excess packaging.

In term 4 $150 of a $400 Active Learning Grant to increase children's engagement in games and outdoor play was used to build a mud kitchen. Children worked with a parent and staff to design the mud kitchen. This year the remainder of the funds will be used to create garden beds to increase the children's engagement with the environment. Further plans include a "chook shed"!

Improvement Planning and Outcomes (School)

2016 Improvement Plan

Every child will maximise their learning in literacy and numeracy to help them become the most successful learners they can be.

Strategies included;

- staff using data to inform planning for at least 12 months growth for each student in reading, spelling and maths
-students involved in goal setting to achieve at least 12 months gowth in their learning
- ILPs written and reviewed to support students at risk of not meeting targets
- staff use whole school literacy and numeracy agreements
- a focus on Natural Maths strategies across the school

DATA

Below is a percentage of students that have shown 12+ months growth in Reading and Numeracy.

Pat-R   Year 4,74%;   Year 5,45%;   Year 6, 65%;   Year 7,44%

Pat-M   Year 4,57%;   Year 5,39%;   Year 6, 70%;   Year 7,25%

Running Records   Year 1,62%; Year 2,73%; Year 3, 82% .

The Teaching for Effective Learning (TfEL) framework was used to support teachers to transform learning to develop powerful learners with a growth mindset.

Strategies included;

-providing all staff with a TfEl companion
- focussing on safe and rigorous learning environments
- programming regular fortnightly opportunities during staff meetings for PLCs, professional dialogues and reflection
- using growth mindset language and approaches in classrooms
- creating a visual display for the school front fence "As we grow"
- accessing modules 1-3 Transforming tasks with partnership colleagues
- accessing partnership PLCs to share learning and resources
- staff planned, assessed and reported in all areas of the national curriculum

Creating safe and happy learning environments so that every child becomes a confident individual and informed citizen is critical to all that we do.

Strategies included;

- focussing on the message that wellbeing is central to learning and learning is central to wellbeing
- involving students in goal setting
- students involved in identifying fixed and growth mindsets
- School Counsellor and Pastoral Care Worker supporting student welfare by providing social skills groups, "What's the Buzz?"
- Cyber safety activities

Whereto from here?

1. Build on the work already occurring to engage students in higher-order thinking, particularly through the use of authentic learning tasks.

2. Increase the capacity of teachers to continuously track the progress of students and refine and modify their teaching plans in response to formative assessment data and information.

3. Increase all students' interest and motivation in learning, and their empowerment as learners, through regular discussion about learning intention and success criteria, and engagement in the design of learning and assessment.

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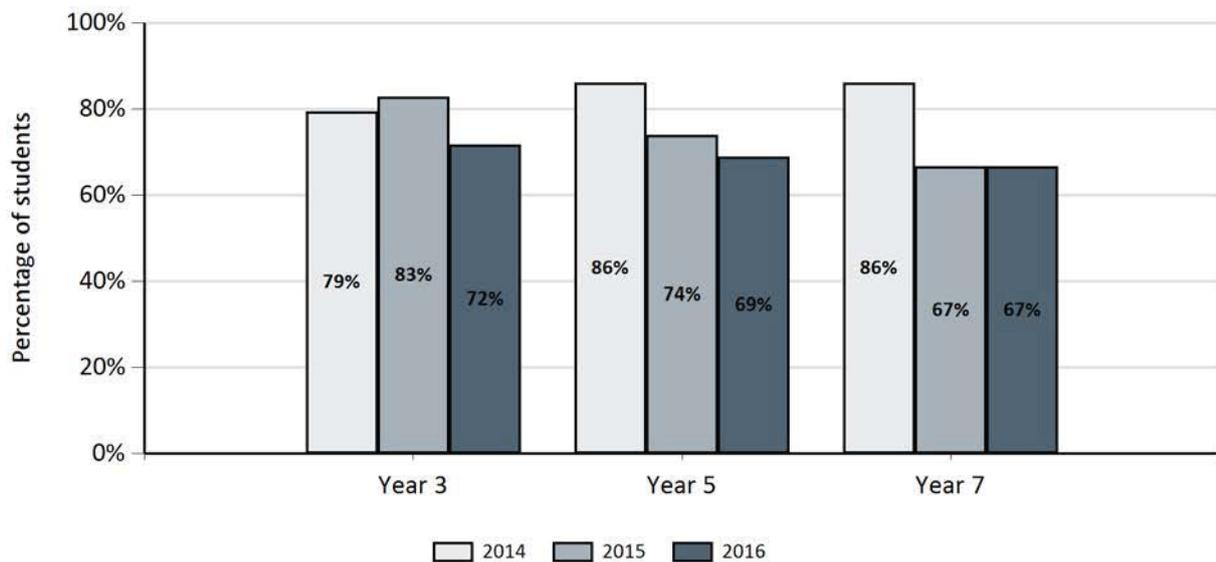
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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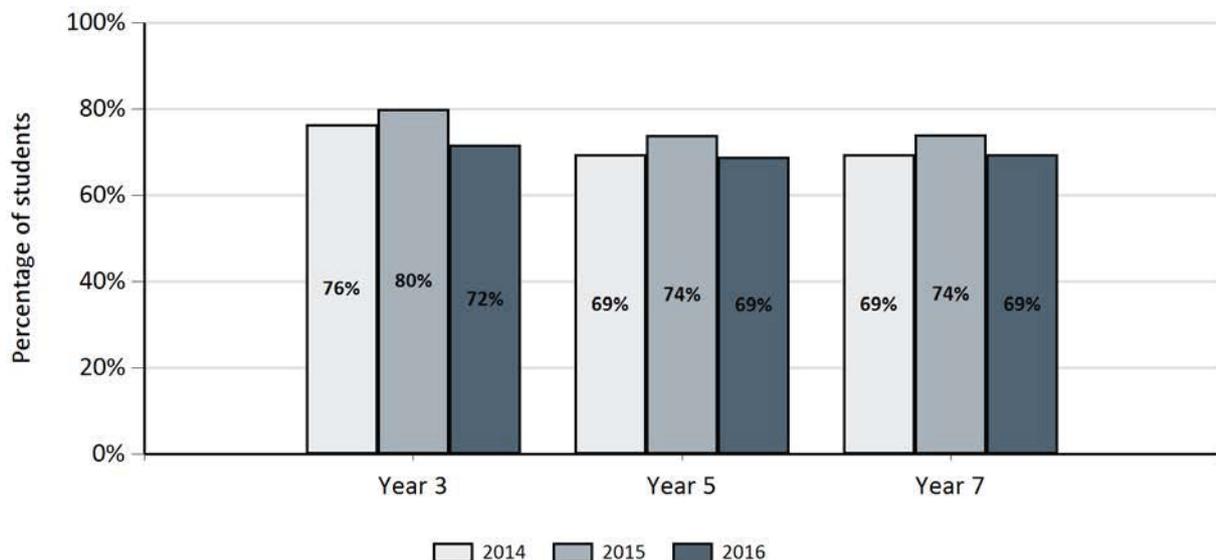
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	40%	31%	25%
Middle progress group	40%	59%	50%
Upper progress group	20%	9%	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	32%	23%	25%
Middle progress group	59%	52%	50%
Upper progress group	9%	26%	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	46	46	12	5	26%	11%
Year 3 2014-16 Average	38.3	38.3	14.0	8.7	37%	23%
Year 5 2016	29	29	3	2	10%	7%
Year 5 2014-16 Average	37.0	37.0	6.0	2.7	16%	7%
Year 7 2016	36	36	2	5	6%	14%
Year 7 2014-16 Average	33.0	33.0	5.3	3.7	16%	11%

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 site nearest whole number.

School Performance Comment

Our NAPLaN results are indicative of the an issue across our Partnership schools, viz retaining students in the higher bands, particularly in Numeracy. We have engaged with Partnership learning on introducing Natural Maths strategies into our pedagogy as well as Growth Mindset thinking. We continue to seek the growth and improvement that is desirable for students in a category 6 school. Whilst the data shows that growth in years 5-7 numeracy is showing results it is important not to become complacent. We must maintain a consistent focus on using data to lead learning improvement as well as improving learner engagement.

There is some need for concern with our reading results as we are not retaining students in the upper bands. Our PAT R data shows that our year levels of concern were in Year 5 and 7 this year. Year 3 RR data shows that we are on track, however it is possible that the reading demands of NAPLaN influence our results.

Strategies to help address these issues include;

- continuing to use Natural Maths strategies
- review whole school literacy agreements
- build on knowledge and implementation of Transforming tasks methodology with a focus on Maths
- continue to use the language and methodology of growth mindset
- use the strategies of Building Learning Power to empower and engage students as active participants in their learning and outcomes.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.3%	92.5%	86.4%	95.3%
2015 Centre	88.6%	85.3%	85.3%	81.8%
2016 Centre	87.5%	87.8%	81.3%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.
Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	93.6%	92.0%	94.6%
Year 1	95.0%	92.8%	94.8%
Year 2	96.0%	94.3%	93.8%
Year 3	93.0%	90.5%	94.3%
Year 4	94.8%	92.1%	90.8%
Year 5	94.5%	93.6%	91.6%
Year 6	93.8%	92.5%	93.3%
Year 7	91.8%	92.7%	93.0%
Total	94.1%	92.6%	93.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Preschool attendance figures may be influenced by the structure of the Preschool program. Children access their 15 hours of Preschool by attending 2 full days and a shorter day on alternate Fridays starting at 11.15. Not all families choose to or are able to attend on the shorter day. There was a significant decline in attendance in term 3. This could have been due to the retirement of a a long term teacher and transfer of another teacher. Both children and their families to time to adjust to the change.

School attendance remains quite stable. Contact is made with families where a student has been absent for 3 days or more and the family has not already contacted the school. We report at least 3 times a year to families on attendance. Regular information is placed in newsletters. Support is sought from the Attendance and Engagement Officer when all avenues have been exhausted by the school. ACEO, Tanya Dowler, develops a trusting relationship with Aboriginal families and makes every effort to ensure that students attend regularly by visiting homes to remind them when school resumes after holidays. She also keeps in regular contact with families to find out reasons for absences.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	39	40	44	43
2015	35	34	34	33
2016	48	49	48	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrolment figures were up on the past 2 years enrolments. In 2016 a complex group of children were catered for in the programin 2 groups - group 1 attended Monday/Wednesday and alternate Fridays (odd weeks); group 2 attended Tuesday/Thursday and alternate Fridays (even weeks).
8 students accessed Preschool support ; 4 speech support, 4 social learning.
2 students accessed bilingual support.

Behaviour Management Comment

Students are hearing a clear, consistent message using common language across the school. Targeted students received support to assist them in developing the skills required to engage with the teaching and learning programs and help them take greater responsibility for their behaviour and learning. Our bullying data also shows that a significant number of students in the school made successful behavioural choices throughout the entire school year and shows a significant decrease in overall incidents. The data also shows a significant decrease in Time Outs to the office and this was because teachers were more able to support each other through buddy class systems and in-class time outs.

Client Opinion Summary

In 2016 surveys were once again completed online. 40% of families randomly selected completed the survey.Unfortunately, once again, the Preschool Survey sample was not large enough to provide accurate and reliable data.

Parent Opinion

The data focuses on the 4 areas of *Quality, *Support, *Relationships and * Leadership. There is a high satisfaction amongst the parent body with the work that we do at Ridgehaven PS. All areas scored between 3.9 - 4.7 out of a possible 5.0. An area of growth for us is that parents reported satisfaction that their child feels safe at school.
Student Opinion
Students in years 5 - 7 completed the survey. Student satisfaction was rated highly with all areas scoring between 3.6 - 4.6. Safety at school correlated highly with the parent opinion. This is particularly pleasing as we have spent a great deal of time on building student capacity in this area.
Where To From Here?
In 2017 we will continue to seek feedback from our staff, students and families to continually improve. An area to improve on from the parent perspective is the maintenance of the school and for the students it is behaviour management. We will work closely with parents, staff, school captains and students to identify concerns.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0136 - Lenswood Primary School	0.0%	0.0%	2.3%
1036 - East Adelaide School	0.0%	3.0%	0.0%
1051 - Ridgehaven Primary School	83.3%	69.7%	81.8%
1100 - Surrey Downs R-7 School	2.4%	0.0%	0.0%
1134 - East Para Primary School	0.0%	0.0%	2.3%
1540 - Ardtornish Primary School	0.0%	3.0%	0.0%
8003 - Heritage College Inc	0.0%	3.0%	0.0%
8006 - St Francis Xavier's Regionl Cath Sch	2.4%	0.0%	0.0%
8226 - Golden Grove Lutheran Primary School	4.8%	0.0%	0.0%
8364 - St Paul's College	0.0%	0.0%	2.3%
8385 - Saint David's Parish School	7.1%	15.2%	4.6%
8411 - Torrens Valley Christian School	0.0%	0.0%	4.6%
8419 - Good Shepherd Luth Sch - Para Vista	0.0%	3.0%	0.0%
8421 - King's Baptist Grammar School	0.0%	3.0%	0.0%
9013 - St Francis of Assisi School	0.0%	0.0%	2.3%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	3.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	8.9%
Transfer to SA Govt School	48	85.7%
Unknown	1	1.8%
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Most families who enrol their children at Ridgehaven Preschool choose to send their children to our school. A small number choose other schools both public and/or private, and this is usually associated with a choice to send the children to follow siblings.

It has been noticeable over the past 3 years that a small number of families have re-located interstate or intra state for work purposes or a change in housing. Some families have bought in other areas to access cheaper housing or be near family members. In general, Ridgehaven PS enjoys a stable pattern of enrolment with little or no transience.

DECD Relevant History Screening

All staff regularly update responding to Abuse and Neglect (RAN)training every 3 years. DCSI screening is conducted as part of the Teacher Registration process. Teaching staff provide a copy of renewed teacher registration for file. Ancillary staff also regularly update their RAN training every 3 years and renew their DCSI screening. Documentation is provided to support successful renewal.
TRT staff provide a copy of Authority to teach as well as DCSI clearance and RAN training.
All other visitors to the school who work directly with student are required to provide evidence of DCSI clearance.
Volunteers in the school attend a school based induction and training program that includes RAN training and DCSI clearance where applicable.

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	23
Post Graduate Qualifications	5

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.0	0.6	4.9
Persons	0	17	1	7

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

Financial Statement

Funding Source	Amount
Grants: State	2,775,161.92
Grants: Commonwealth	20.693.00
Parent Contributions	83,524.50
Fund Raising	8577.11
Other	184,725.12

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Professional learning re Numeracy/Literacy indicators Engage with Natural Maths strategies	Maths learning more visible. Reporting to families a focus for 2017.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	DSF and Preschool funding allocated to students with disabilities. - 1:1 support - small group - targetted speech and behaviour programs - transition to school support	- speech & language programs completed - readiness for school - social/emotional needs addressed
Improved outcomes for children with additional language or dialect	- understanding Preschool routines - social/emotional wellbeing - engaging with Preschool activities - transition to school - family support	

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

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	Social skills program to support positive engagement with learning and friendship groups.	on-going program; students more successful dealing with conflict
	Improved Outcomes for Students with an Additional Language or Dialect	Funding used for SSO support to target students in literacy lessons in class. Students who exited NAP classes accessed a mixture of 1:1 and in class support.	Students showing growth in achievement.
	Improved Outcomes for Students with Disabilities	All support time converted to SSO time. Used in a variety of ways e.g. 1:1. small group, and in class depending on student needs.	Students showing growth in achievement with particular reference to NEP goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AET worked 1 day per week supporting Aboriginal students in literacy and numeracy learning. Students worked 1:1 and in small groups. Support offered to teachers to address the needs of these learners. Students with learning difficulties grant used to supplement in class support by SSOs R-7. Also funded special program; MultiLit Rainbow reading Quicksmart maths Phonological awareness Gross/Fine motor Speech Reading in the Early Years	Very dependent on attendance, but all students showed progress. Greater access to learning experienced by students. Students show growth in results RR/PAT M/R
Program Funding for all Students	Australian Curriculum	Professional learning for staff and resources purchased. Access to PAC coordinator to support planning for learners.	
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Converted to SSO funding to support early years learners with extra classroom support, plus fund Quicksmart, Phonological awareness support, MultiLit	Students showing growth in achievement.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Funding used for B-1 position. School Counsellor released 1 day per week to work students and families. Social skills program - "What's The Buzz. developed Wellbeing Hub. Classroom support for teachers.	Strong links made with families. Supported students to make better choices.

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