Sandy Creek Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Sandy Creek Primary School Number: 395

Partnership: Greater Gawler

Name of School Principal: _____
Robyn Gibbes

Name of Governing Council Chair: _____
Dana Thomsen

Date of Endorsement: _____
21/2/18

School Context and Highlights

Sandy Creek Primary School is situated in Cockatoo Valley; nestled in the gateway to the Barossa Valley between Gawler and Lyndoch. It offers picturesque grounds in a bushland setting for the enjoyment of students, providing many varied learning experiences both in the classroom and in the surrounding environment.

The school has a long and proud tradition, opening in 1878 on an alternative site. The strength of our small school rests in our ability to build strong relationships with students and families, to provide a caring, inclusive and nurturing environment for all. Our ethos is underpinned by the principles of Responsibility, Respect and Excellence. This is modeled in all aspects of schooling; including personal academic achievement, behaviour, skill development, social interaction and community participation.

Community involvement is high, with committed members of the Governing Council offering support and opinion to ensure a positive culture is promoted throughout the school and to the wider community. This is reflected in healthy enrollments for next year and should continue for the future.

The staff and community of Sandy Creek Primary School work together to provide a broad range of learning experiences for students to develop the skills and dispositions for lifelong success. An integral element of Sandy Creek's culture is our world-class Japanese Cultural Exchange Program with sister school, Minami Aiki. This year our Japanese Cultural Exchange Program celebrated its 21st anniversary. In July 9 students and 4 adults traveled from Minami Aiki to stay with Sandy Creek Primary School families. All students and staff have practised their Japanese language skills every Friday to support our learning.

Nature play is becoming more important and this year students, parents and staff discussed and initiated a number of plans to encourage Nature Play in our outdoor areas. We have enhanced student leadership with our SRC, Digital Leaders and other action teams.

The school currently has three classes; Banksia Class (Years R/1/2), Eucalyptus Class (3/4/5) and Waratah Class (5/6/7). Enrollments over recent years have remained constant in the 60 - 70 range. This year the student population peaked at 70 and was made up of 41.43% Female and 58.57% Male students. The cohort reflected some diversity consisting of 5.71% Aboriginal students, 27.14% School Card, 18.57% Students with verified Disabilities and 7.14% students under Guardianship of the Minister.

Governing Council Report

The 2017 Governing Council met twice per term and consisted of 13 school community members, the Principal and a Staff Representative.

This year, Governing Council's responsibilities included:
• Approval of the 2017 School Budget, Site Improvement Plan and 2017 Materials and Services Charges
• AGM and election of Councillors
• Discussion and tabling of the Annual Report
• Approval of Pupil Free and School Closure Days
• Organising fundraising events
• Policy review and approval
• Supporting community events such as the Quiz Night, Japanese Exchange and Working Bee
• Approval for out of budget expenditure
• Survey of the community and change of 2018 school times to include supervised lunch eating

Finance Sub-Committee
The Finance Committee comprised a Governing Council Representative, the Principal and the Finance Officer. We met prior to each Governing Council meeting. Regular agenda items included:
• Reviewing the Profit and Loss and Balance Sheets for each period and the Governing Council Report
• Noting of expected fundraising and fundraising to date
• Minuting of grants
• Monitoring of spending

Fundraising Sub-Committee
The Fundraising Committee established in 2016 continued in 2017. The Fundraising Committee successfully planned and hosted a variety of school and community events to raise money and promote a positive school culture. These included:
• 'Living fundraiser' drive
• Community Quiz Night
• Father's Day and Mother's Day stalls
• End of year raffle

Improvement Planning and Outcomes

Our whole school priority for 2017 was to focus on increasing challenge for deep learning. We want all learners at Sandy Creek Primary School to become confident, independent learners who have a range of effective strategies for dealing with challenges.

In NUMERACY all teaching staff began training in "How to learn math for teachers" and will complete this in term 1 2018. Teaching staff also participated in assessment moderation at staff, Buddy and Partnership meetings and created challenging tasks in-class with 'low floor and high ceiling'. QuickSmart was introduced with staff training and 4 students participating in the program.
2017 TARGETS FOR NUMERACY:
NAPLAN achievement growth data from Years 3-5 and 5-7 includes 85% of students in the Middle and Upper growth bands
• Growth between Years 3-5 was 87% and growth between Years 5-7 was 50%. All year 7 students (including 4 with disabilities) participated in the test.
• 100% of students in Years 3 and 5 achieved at or above National Minimum Standard. 92% of Year 7s met this target.
85% of Year 3-7 students will improve by 12 months or more in the September PAT-M tests.
• 68% of the students tested in Years 3-7 improved 12 months or more in the PAT-M tests. 72% achieved DECD SEA in PAT-M tests with every child participating.

In LITERACY staff and students began the process of setting goals for learning improvement together. This will be a major focus for 2018.
2017 TARGETS FOR LITERACY:
Running records data will show 85% of Year 1 and 2 students' growth rate to be either in the Middle or Upper quartile.
• 75% of students in Years 1 and 2 achieved Middle or Upper quartile growth rates.
NAPLAN achievement growth data from years 3-5 and 5-7 includes 85% of students in the Middle and Upper growth bands.
• Growth between years 3-5 was 76% and growth between years 5-7 was 70%. All Year 7 students participated in the test including 4 students with disabilities.
85% of Year 3-7 students will improve by 12 months or more in the September PAT-R tests.
• 65% of Year 3-7 students improved 12 months or more in the PAT-R tests. 82% achieved DECD SEA in PAT-R tests with every child participating.

In WELLBEING all learners discussed and drew the Learning Pit, learned about Character Strengths and Growth Mindset. The What's the Buzz Program was use in all classrooms and Kimochis were used in the R-2 classroom. Interoception training was begun for staff and the program was used with some students. This will be a whole school focus in 2018.

Our External School Review recommended that we implement the following Directions:
1. Develop and embed common understandings and practices in effective pedagogical approaches that support and engage the diverse range of needs of individuals and groups of students.
2. Strengthen effective pedagogical practices for learning across all year levels through the use of TfEL perception data as part of regular classroom reviews at the beginning and end of units of work.
3. Develop and embed a collaborative whole-school culture in tracking, monitoring, reviewing and sharing student learning outcomes through agreed datasets within and across year levels.

Our Site Improvement Plan for 2018 has the major goal "For all learners to set individual SMARTAR goals for self-improvement and celebrate their achievements". The strategies around this goal will allow us to focus on working with our diverse group of students to ensure all students are improving in their learning in ways that are measurable and tracked by staff and students.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.
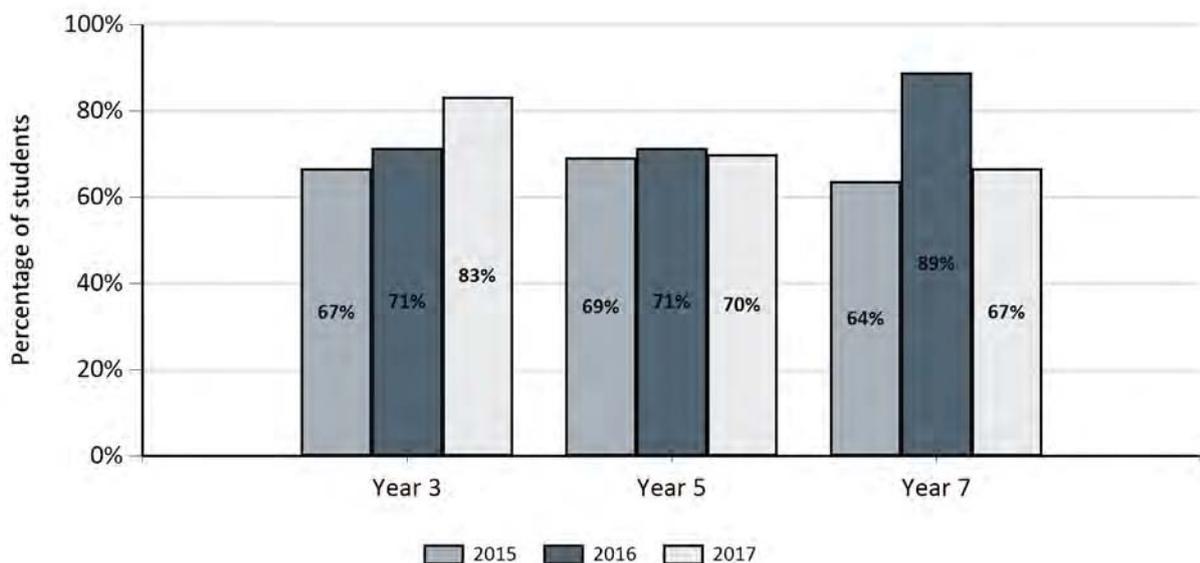
Reading
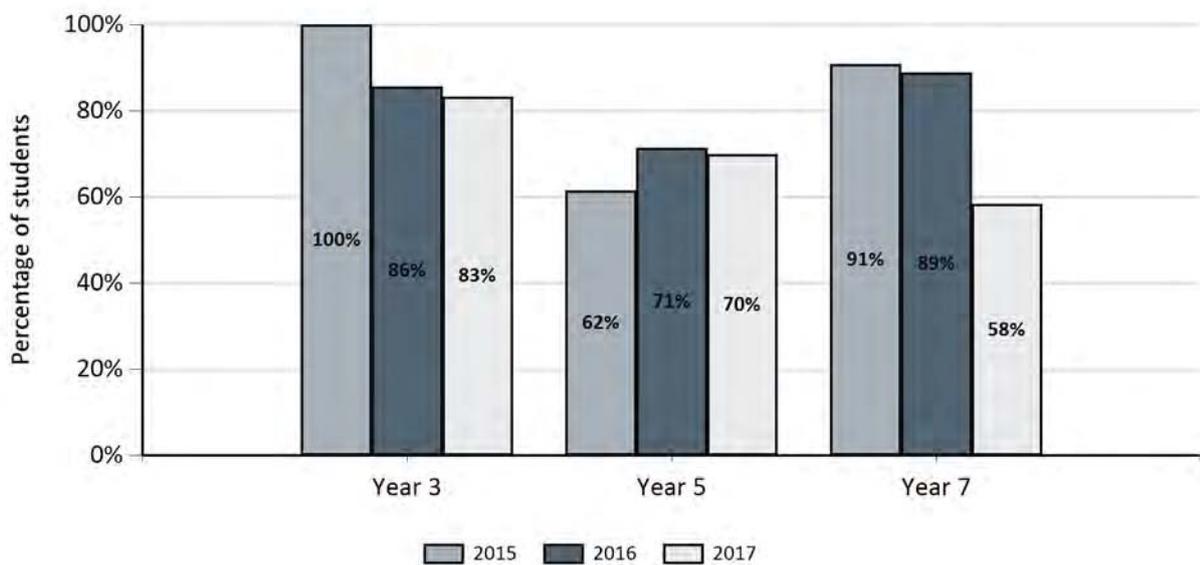
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	0%	38%	25%
Middle progress group	70%	38%	50%
Lower progress group	30%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 5-7	Year 3-5	State (average)
Upper progress group	10%	13%	25%
Middle progress group	40%	63%	50%
Lower progress group	50%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	12	12	5	6	42%	50%
Year 3 2015-17 Average	9.3	9.3	2.7	2.7	29%	29%
Year 5 2017	10	10	2	1	20%	10%
Year 5 2015-17 Average	10.0	10.0	2.3	1.0	23%	10%
Year 7 2017	12	12	1	1	8%	8%
Year 7 2015-17 Average	10.7	10.7	1.3	1.7	13%	16%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School Performance Comment

As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes to cohorts and student achievement can cause large changes in the percentages shown in the previous graphs. This makes it difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

NAPLAN YEAR 3:
Considering the Numeracy data in the previous graph, there is consistent improvement in the number of students achieving above the National Minimum Standard (NMS) over the 3 year period. Our results in Reading were less than 2016 but 100% of students who participated in the numeracy and reading tests in 2017 achieved the NMS.
Comparing our mean scores over a 3 year period; our 2017 scores in Reading (478.4), Writing (420.6), Spelling (, Grammar and Punctuation and Numeracy were all substantially higher than in previous years for the students who sat the tests.

NAPLAN YEAR 5:
Considering both the Reading and Numeracy data in the previous graphs, the percentage of students achieving above the NMS is very slightly lower this year than last year.
Comparing our mean scores over a 3 year period; our 2017 scores in Reading (496.6), Writing (449.1), Spelling (464.5) and Grammar and Punctuation (469.7) are all lower than in 2016. Numeracy (477.3) is at a 3-year high.

NAPLAN YEAR 7:
Considering both the Reading and Numeracy data in the previous graph, the percentage of students reaching above the NMS was lower this year than last year. This is due to all Year 7 students (including students with disabilities) participating in the tests this year.
Comparing our mean scores over a 3 year period; our 2017 scores in Reading (502.4), Spelling (529.2), Writing (457.6), Grammar and Punctuation (499.5) and Numeracy (512.4) mean scores were lower than last year.

YEARS 3-5 PROGRESSION: The Year 5 cohort has changed slightly from the group that sat the tests as Year 3s in 2015. This can make it difficult to draw conclusions from the data. In Reading 38 % of students sat in the Middle level progress group and a pleasing 38% of students were in the Upper progress group. In Numeracy, results were good with 62% of students in the Medium progress group and only 12 % in the Lower progress group.

YEARS 5-7 PROGRESSION: t is difficult to compare the growth between the 2015 Year 5 data and the 2017 Year 7 data as 2/3 of the year 7 students did not sit the NAPLAN at Sandy Creek in 2015. In Reading, most students sat in the Middle progress group (70%), with no students achieving in the Upper progress group. Numeracy results were worrying; with 50% of students in the Lower progress group, although 20% of students were in the Middle progress group. These results reflect the effort that all students (including those with disabilities) made to sit the tests.

Attendance

Year level	2014	2015	2016	2017
Reception	93.0%	92.2%	95.0%	84.8%
Year 1	92.6%	93.5%	90.6%	94.2%
Year 2	86.2%	92.0%	95.0%	92.2%
Year 3	95.2%	86.8%	95.7%	91.1%
Year 4	93.2%	92.7%	90.7%	93.6%
Year 5	95.3%	92.7%	93.7%	92.1%
Year 6	93.5%	94.1%	89.3%	94.1%
Year 7	95.5%	91.3%	95.9%	92.6%
Total	92.9%	92.0%	93.2%	92.0%

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

Attendance Comment

Our total attendance percentage of 92.0% indicates a slight decrease compared with last year. Attendance has been a priority at Sandy Creek over several years, with newsletter articles about the importance of regular attendance and whole-class attendance incentives used school-wide. Unexplained absences are followed up requesting reasons for the absence and letters are forwarded to families whose attendance is of concern. A number of families have holidays during term time. Attendance will remain a priority, with the hope that we will see continued improvements in this area.

Behaviour Management Comment

In 2017 we have:

• Run Cyber Bullying lessons for Years 4-7
• Used the Kimochis program to teach social skills, resilience and problem solving in the JP class
• Conducted an internal Bullying and Harassment survey with students in years R-7 to monitor yard activity
• Taught whole class and targeted groups social skills lessons using the 'What's the Buzz?' program
• Collected data on the 'What's the Buzz?' program skills from students
• Regularly reviewed EDSAS behaviour data to determine trends
• Applied additional SSO support time where needed to assist students at lunchtimes
• Begun using Interoception to work with students who struggle with self-regulation
• Trained all staff in Managing Sexualised Behaviours, Suicide Ideation and self-harm

Client Opinion Summary

PARENT SURVEY
Of the families asked to complete the survey, 12 responded. The results were positive, with all but 1 parent answering i 'agree' or 'strongly agree' to all questions. "I can talk to my child's teachers about my concerns" and "My child likes being at this school" scored significantly well with over 90% of responses being to Strongly Agree.

All other statements demonstrated greater than 90% approval especially:
• Teachers at this school provide my child with useful feedback about his or her schoolwork
• My child feels safe at this school
• Student behavior is well managed at this school
• This school looks for ways to improve
• This school takes parents' opinions seriously
• Teachers at this school motivate my child to learn
• My child is making good progress at this school
• This school works with me to support my child's learning
• My child's learning needs are being met at this school.

STAFF SURVEY
An excellent level of satisfaction was evident in the staff survey. 9 staff completed the survey and all of them either agreed or strongly agreed with all statements. 100% of staff strongly agreed that 'Teachers at this school use a variety of teaching and learning strategies to help students' and that "Teachers at this school care about how their students are going'.

STUDENT SURVEY
Children in years 3-7 were asked to complete the student survey. There were 46 responses, most of which were very positive with all answers receiving over 57% approval. "My teachers expect me to do my best", "I like being at my school" and "My school gives me opportunities to do interesting things" scored the highest.

Some of the statements that demonstrated greater than 70% approval included:
• My teachers provide me with useful feedback about my schoolwork
• My school is well maintained
• I feel safe at my school
• My school looks for ways to improve
• My teachers motivate me to learn.

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	6	42.9%
Transfer to SA Govt School	8	57.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

This year, 33 people sought the DECD Relevant History Screen for Sandy Creek Primary School. Reasons for seeking History Screening included those who were on Governing Council, those who hosted home-stays during the Japanese Exchange Program, helpers on camp and volunteers within the school. A record of history screening is kept on file and the data is also entered onto EDSAS. Regular reminders about the need for History Screening is included in Newsletters and individuals coming onto the site are checked for compliance and currency.

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	13
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	4.9	0.0	3.6
Persons	0	5	0	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	$910195
Grants: Commonwealth	n/a
Parent Contributions	$15188
Fund Raising	$6774.95
Other	n/a

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

2017 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 2017 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 (< 6 students)	n/a
	Improved Outcomes for Students with an Additional Language or Dialect	n/a	n/a
	Improved Outcomes for Students with Disabilities	Funding was used to provide SSO support for a variety of needs depending on the students' NEP goals. This included in-class support, lunchtime support, 1:1 intervention and small-group intervention programs.	100% of students with an NEP achieved at least 70% of their goals this year
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	The Students with Learning Difficulties Grant was utilised to provide Teacher time to assess and work with students around the Big Ideas in Number. Numeracy and Literacy funding was used to support Mini-Lit, Multi-Lit and QuickSmart programs The Australian Curriculum Grant was used to fund training and resources around Australian Curriculum Maths and Technology.	Identified students accessed support and 80% of these showed excellent improvement Teacher expertise/knowledge in areas of the AC continue to be developed.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	n/a	n/a
	Better Schools Funding	Invested to support Early Years Intervention in Maths. It enabled us to employ an SSO to run the TooSmart Program. Identified students attend 3 sessions per week.	Improving targeted students' automaticity of Facts to 10 and Subitising
Other Discretionary Funding	Specialist School Reporting (as required)	n/a	n/a
	Improved Outcomes for Gifted Students	n/a	n/a
	Primary School Counsellor (if applicable)	2 whole classes and some small groups of students requiring support in the development of social skills received 'What's the Buzz?' lessons once / week	Improved resilience and resolution of yard issues, improved student cohesion.