Allenby Gardens Primary School
2017 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Allenby Gardens Primary School Number: 473

Partnership: Inner West

Name of School Principal: Mr Yunni Seindanis

Name of Governing Council Chair: Mr Gennaro Vellotti

Date of Endorsement: 27th February 2018

School Context and Highlights

Allenby Gardens Primary School is a Preschool to Year 7 campus with an Out of School Hours Care facility. Students come from a range of socioeconomic backgrounds and cultures. This diversity is evidenced by approximately 40% of our community for whom English is a second language.

Allenby Gardens Primary School is a thriving school and community. The school is at the centre of the community and is a school of choice in the Inner West. Enrolments continue to grow with school numbers finishing at 518 at the end of the 2017 school year and preschool 70. The school and preschool are practically at capacity and for the very first time not all preschool children were automatically granted enrolment in to the school for 2018. Site Leadership is working with the Department and other neighboring schools regarding capacity concerns.

At Allenby Gardens we expect excellence from each and every one of our students, but we know and understand that excellence looks different for each person.

2017 was an extremely successful year for Allenby Gardens Primary School and community. With many supportive programs and events continuing from past years, many changes were also embraced and supported by the school community. Below are just some of our many highlights:

FACILITY UPGRADES - new fencing, development of nature play areas in both the Preschool and School, significant signage installed, some carpets replaced.

STEM WORKS - the construction of some exciting new STEM spaces around the school, including a Science Lab and outdoor Critical and Creative Thinking Space.

EXCELLENCE - we have maintained and further embedded our expectation and value of Excellence. We expect personal excellence from each and every one of our children, in every aspect of their lives. This is promoted through developing growth mindsets and turning mistakes in to learning opportunities.

EXTRA CURRICULAR ACTIVITIES - we are very fortunate to have good representation in the areas of Physical Education and Performing Arts. We participate in a range of sporting activities and carnivals as well as the Festival of Music, Inner West Music Hub and Choir. All students model the school values, are engaged and thoroughly enjoy participating.

SUSTAINABILITY - for the first time ever we have introduced some Sustainability Groups and Committees across the school, including students, parents and staff. The idea was to increase people's awareness and accountability. The school introduced some 'nude food' days.

Governing Council Report

Yunni and the school leadership team have continued their high level of collaboration and decision making with Governing council which has contributed to many of the great achievements this year that have benefited our school community.

Volunteers:

I would like to acknowledge and thank all the parents and volunteers who have helped either in the classroom, in the canteen, at our school events, with school sports and in the running of the school uniform shop. I would also like to recognise and thank everyone on the 2017 governing council and the various sub committees within, well done on your inputs, collaboration and achievements.

Fundraising Committee:

I would like to acknowledge the hard-working Allenby Gardens fundraising committee and thank them for the fantastic efforts throughout the year. The fundraising committee has again been successful in organising many events throughout the 2017 year, including the Mother's Day and Father's Day stalls. But they should be especially recognised for their efforts to organise and put together the AGPS Family Fun night, which was again very successful both within the school community as well as financially, well done fundraising committee.

2017 Achievements:

• We saw new higher & more secure heritage fencing installed around parts of the school. This fencing contributes to a safer & more secure school environment for our kids during the school day.

• STEM project – AGPS was successful in gaining a government STEM grant to re-furbish an existing building within the school to provide our kids greater access to science, technology, engineering and mathematics. The Stem project was done during 2017 school year & opened at the beginning of the school year in 2018.

• New Nature play space area for our kids to play & enjoy during recess and lunch.

• Communication around the school has improved, with many classes now using SeeSaw as well as many parents adopting Tiqbiz, slowly phasing out the paper school newsletter, with most communication now via email, tiqbiz, facebook and seesaw.

• School fees – The school fees were increased to assist in allowing more access to technology for our kids within the classroom. The community was polled as per DECD requirements, with the majority in favour of an increase.

• Kiss and Drop – Some changes after discussions between local council & the school, saw improvements in traffic flow and safety for our kids in the kiss and drop.

Improvement Planning and Outcomes

PRIORITY 1: EFFECTIVE TEACHING AND LEARNING

1. Use evidence to inform teacher practice: A cycle of data collection and analysis has been developed and implemented to inform individual, class and school improvement planning. Staff meeting time was used to introduce and implement the formative assessment strategy of providing timely and targeted feedback to students. Teachers shared practice and readings.
2. Implement differentiation strategies to target individual improvement and provide challenging learning experiences for all learners: The transforming task units of professional learning are accessible electronically to be easily accessible by teachers. Whole site agreements for Numeracy and Literacy include statements about differentiation and site expectations. A professional learning series was completed with the SLIP implementation officer. The focus was learning design, assessment and moderation.
3. Align short and long term planning with the school vision and values statements: 'Growth Mindset' principles were introduced and embedded in classroom practice. All teachers attended professional learning with Jo Boaler focussing on growth mindset and mathematical thinking.
Recommendations 2018: Continue focus on feedback as a strategy to improve engagement and learning of students. Implement a cycle of reflection and review in PLCs using the Simon Breakspear model of an improvement sprint cycle.

PRIORITY 2: COMMITMENT TO WHOLE SITE APPROACHES IN NUMERACY AND LITERACY

The priority 2 group developed processes around developing consistent and coherent agreements in Numeracy and Literacy. The agreements were refined into 2 agreements Numeracy and Literacy ready for use and trial in 2017.
Resources were purchased and organised to support areas of both agreements. Staff were provided with greater access to core texts and resources.
In PLCs teachers used the agreements for planning and programming for Numeracy and Literacy to ensure consistency. All staff identified individual areas for personal development in Numeracy and Literacy and incorporated them in their Performance Development Plans.
Staff identified 'providing challenge for all learners in maths' as an area for further development. In class support, staff meeting professional learning, moderation with Kilkenny PS and staff attending a day with Jo Boaler followed by commitments to action, all contributed to developing this area.

PRIORITY 3: STRONG SOCIAL & EMOTIONAL LEARNING

In 2017, more emphasis was placed on the Site Priorities of Effective Teaching and Learning and Whole School Agreements. This was in line with Inner West Partnership priorities, which therefore meant that Strong Social and Emotional Learning had less of a focus.
However, one of the goals for the priority area of Strong Social and Emotional Learning was to embed Play is the Way into the school, after initiating this program part way through 2016. New Staff accessed Professional Development and a weekly whole school timetable for Play Is The Way activities was developed. The first 2 weeks of the school year had a focus on developing the 5 Key Competencies of – Treating Others As You Would Like Them To Treat You, Be Brave – Participate To Progress, Pursue Your Personal Best No Matter Who You Work With, It Takes Great Strength To Be Sensible and Have Reasons For The Things You Say And Do.
Student Leadership Roles were further developed and the number of roles offered increased in the school, with a more thorough process for School Captains, House Captains, Yard Support and other student leadership roles. Our School Captains had a chance to present at a Community Forum Day with a variety of service providers and school leaders in attendance.

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.
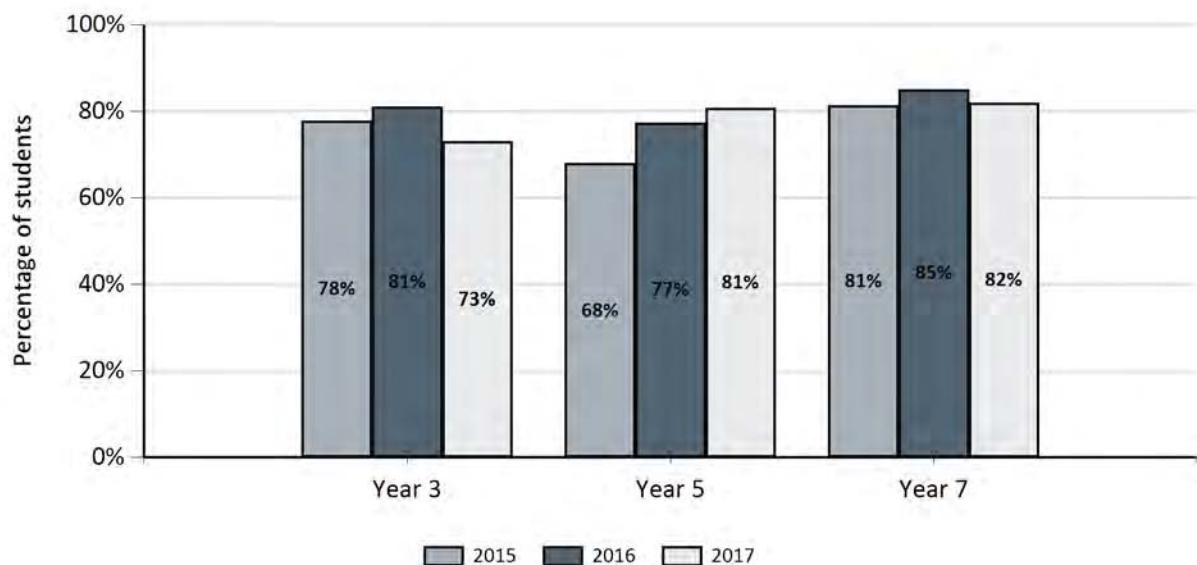
Reading
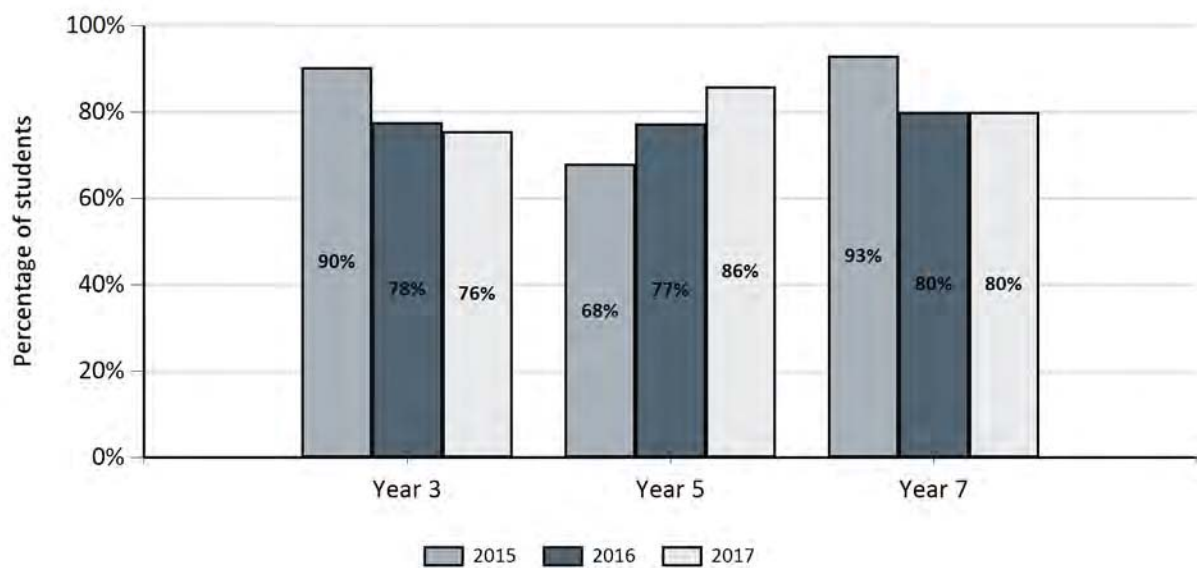
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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	40%	40%	25%
Middle progress group	44%	46%	50%
Lower progress group	16%	14%	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	15%	42%	25%
Middle progress group	49%	44%	50%
Lower progress group	37%	15%	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	78	78	33	21	42%	27%
Year 3 2015-17 Average	66.3	66.3	28.0	17.0	42%	26%
Year 5 2017	57	57	21	15	37%	26%
Year 5 2015-17 Average	56.3	56.3	16.3	9.0	29%	16%
Year 7 2017	50	50	11	9	22%	18%
Year 7 2015-17 Average	51.0	51.0	12.3	8.3	24%	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

NAPLAN

2017 Year 3 NAPLAN – It was another outstanding year for our Year 3 NAPLAN results. We had 42% of our Year 3's in the higher bands for Reading and 27% for Numeracy. This almost matched our results from 2016, which were an all-time high result. We did have 10 students who were either exempted or withdrawn from NAPLAN which did result in an increase of students at or below national minimum standard.
2017 Year 5 NAPLAN - In 2017 we had our highest percentage, of Year 5 students in the upper bands of Numeracy (26%) and Reading (37%) and our lowest percentage of students in the lower bands of Numeracy (13%) and Reading (10.7%), in our NAPLAN history. For the first time ever, we were able to retain, or improve on, the percentage of students in the high bands from our Year 3 results in 2015. This, combined with 40% upper growth in Reading and 42% of upper growth in Numeracy was outstanding!
2017 Year 7 NAPLAN – In 2017 we had the highest percentage of Year 7 students, for the last 5 years, in the upper bands (18%) of Numeracy. This showed an increase in upper band retention from when the same group of students were in Year 5 in 2015. We also had a low percentage of students at NMS in Numeracy (12.5%). The only disappointment in Numeracy was 37% of students showing low growth from when they were in Year 5. Year 7 Reading results were stable, when looking at the band levels achieved. We did retain more students in the upper bands from when they were in Year 5, two years ago. A pleasing aspect of these reading results were: an all-time high of 40% of students displaying upper growth and only 16% showing low growth.

RUNNING RECORDS

Our Year 1 and Year 2 Running Records continue to be fantastic. Our average RR Level for Year 1's in 2017 was 20.1, which is well above the DECD benchmark of 13. Similarly, our Year 2 students averaged 25.0, compared to the DECD benchmark of 21. Our Reception students only averaged 5.5, which is low compared to what we usually expect, even though it is still above DECD benchmark. In 2017, our Year 1 students averaged 10 levels of growth between the Term 1 and Term 3 data collection periods and our Year 2 students averaged 10.9 levels of growth during the same time. This is well above what is expected.

PAT-READING & PAT-MATHS

Each year, our Year 2-7 students complete Progressive Achievement Testing (PAT) for both Maths and Reading Comprehension.
Our PAT-Reading results showed that 81% of our Year 2-7 students achieved the expected standard for their year level. Our Year 4, 5 and 6 average scores were above the national standard.
Our PAT-Maths results showed that 84% of our Year 2-7 students achieved the expected standard for their year level. Our Year 2, 3, 4 and 5 average scores were above national standard.

Attendance

Year level	2014	2015	2016	2017
Reception	92.7%	92.6%	92.6%	91.7%
Year 1	94.1%	92.7%	91.1%	92.2%
Year 2	94.4%	94.3%	92.3%	93.5%
Year 3	93.9%	93.7%	93.5%	91.9%
Year 4	93.9%	92.5%	91.5%	92.8%
Year 5	94.1%	95.1%	91.3%	93.6%
Year 6	94.7%	92.7%	93.4%	90.8%
Year 7	90.6%	93.4%	92.6%	91.3%
Primary Other			33.3%	
Total	93.6%	93.3%	92.2%	92.2%

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

Attendance Comment

Our 2017 attendance of 92.2% (taken in Semester 1) was identical to the 2016 school year. This is slightly below the standard set by DECD. Having said this, our Semester 2 attendance did improve slightly on this percentage. The most pleasing aspect of our attendance, was the 19% improvement in unexplained absences, with the school coming up with a successful strategy and the staff becoming more diligent in their follow up to absences not explained by parents. There was more illness in the school this year with a 13% increase in absences attributed to illness, which influences the overall %.

Behaviour Management Comment

Since the development and implementation of the behaviour management policy in 2016, there has been a more consistent and streamlined approach. Considering high enrolment numbers and other varying complexities, behaviour at Allenby Gardens is generally very positive.

In 2017, the more serious behaviours/consequences were:

10 Suspensions - mainly for repeated behaviours, misuse of ICTs or extreme violent outbursts.
3 Internal Suspensions - mainly for students who made a usually once off, poor choice or violence.
12 Take Homes - usually for non compliance or threatening gestures.
18 Office Time Outs - usually for students who are non complaint or need to be taken away from a certain environment to refocus.
Overall, a very positive year!

Client Opinion Summary

Students

We surveyed 290 students from Year 3-7. They were asked their level of agreement with 12 statements.
The most positive feedback was that students felt that 'I feel safe at my school' (4.3 out of 5). This was followed by 'My teachers expect students to do their best' (4.2 out of 5) and 'My teachers motivate me to learn' (4 out of 5).
The statements that they least agreed with were 'Student behaviour is well managed at my school' (3.3 out of 5) and 'Teachers at my school treat students fairly' (3.2 out of 5). This shows that we, as a staff still need to consider how our behaviour management is perceived by the students and continue to improve our consistency.
In 2017 we focussed heavily on giving useful and targeted feedback to students. Students rated the statement 'My teachers provide me with useful feedback about my school work' 4.1 out of 5, which shows improvement from 2016 results.

Staff

Overall the responses were positive with the majority of statements answered Agree or Strongly Agree.
The areas that were most positive were 'Supportive Leadership', 'Co-worker interaction' and 'Goal Alignment' with the following statements rating the highest: 'I can rely on my colleagues for support and assistance when needed' (4.5/5), 'I have the opportunity to work within teams at this site' (4.4/5) and 'I have clear understanding of my role in this site and the responsibilities of my job' (4.4/5). The following statements rated 4/5; 'People in leadership treat people with respect', 'People in leadership positions trust the judgement of people in the workgroup' and 'I can rely on support from leaders at this site'.
The 3 key areas of improvement as rated by the staff were; 'I receive adequate training when the requirements of my job change' (3.3/5), 'I am encouraged to take advantage of opportunities for professional growth' (3.3/5) and 'There is an effective and supportive induction process at this site' (3.2/5).

Families

86 parents responded to our satisfaction survey, sharing their level of agreement with 17 statements under a variety of headings. The most positive feedback, Agreeing or Strongly Agreeing came from the statements 'My child likes being at this school' with 93%, followed by 'I can talk to my child's teacher about my concerns' with 90%, and 'My child feels safe at school' with 88%. This shows consistency over the last 2 years with the school community feeling satisfied with their children being part of our school community.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	10	10.6%
Other	1	1.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	27	28.7%
Transfer to SA Govt School	56	59.6%
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

Allenby Gardens Primary School continues to encourage and support family and community volunteers within the school context. All volunteers at Allenby Gardens are required to obtain a DCSI clearance, RAN training and also receive a volunteers handbook.

Due to the DCSI screening lasting 3 years, and Allenby only recently introducing clearances, the majority of clearances were obtained mid 2015, hence we are expecting another influx of clearances in 2018.

In 2017, we processed 107 DCSI clearances.

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	46
Post Graduate Qualifications	11

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	0.4	26.8	0.0	10.4
Persons	1	33	0	17

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

Financial Statement

Funding Source	Amount
Grants: State	$25 000
Grants: Commonwealth	$11 400
Parent Contributions	$268 944.35
Fund Raising	$39 373.51
Other	$50 201.99

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	Continuing staff development in social and emotional learning through Play is the Way, Trauma training and purchasing appropriate materials and resources. School also having a major focus on Growth Mind sets.	Whole school language implemented, students taking responsibility for choices.
	Improved Outcomes for Students with an Additional Language or Dialect	Resourcing of a specialist 0.6 EALD Coordinator and 0.2 Curriculum Coordinator, working collaboratively with teachers on planning & programming. Also working with small groups of students for intense English intervention	NAPLAN results showing improvement, higher engagement in class.
	Improved Outcomes for Students with Disabilities	Resourcing of a 0.8 Special Education Teacher who works supporting educators and families with NEPs. She also provides intense 1:1 small group intervention & coordinator programs as well as training SSOs.	Specific and targeted goals for students. More engaged in class. Family links.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	In 2017 we were unable to staff an ACEO.

The continuation of a Curriculum Coordinator as well as an establishment of an Early Years Assistant Principal, lead the school in areas of Literacy and Numeracy improvement. As a team they worked with staff in collaboration, and through a mentoring and coaching model. | Whole school agreements in Literacy and Numeracy created. Staff working collaboratively in priority groups. High expectations and a focus on growth for all. |
	First Language Maintenance & Development		
	Students taking Alternative Pathways	All staff had release days each term to plan and develop units of work in their PLCS for continuity of learning and consistency.	
	Students with Learning Difficulties Grant	Students with Learning Difficulties Grant was used for SSO support. Each class was allocated some SSO resourcing to assist in the areas of Literacy and Numeracy.	
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	n/a	n/a
	Better Schools Funding	Funding for Quicksmart Maths Intervention and SSO support	Speed and automaticity for basic number facts for participants.
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)	0.2 funding to release the Deputy Principal full time to lead the school in Strong Social and Emotional Learning and Wellbeing.	Student and staff wellbeing a focus. Engagement and attendance a priority.