



Aldgate Primary School Annual Report 2007

At the beginning of 2007, there was a strong sense that the hard work by the school community was coming to fruition. There had been significant physical changes to the school during the Christmas break giving the learning areas a fresh look with very few remnants of the 1970's colour scheme. The resource centre had been relocated appearing bright and appealing. The new storage systems had been placed in the units, an upgrade of furniture across the site and extensive renovations to the gym and administration building to make a safe fire refuge had all occurred. The new kindergarten was almost completed and there was a great anticipation of a new era for the campus.

The school was successful in securing an Invest in Schools Grant to build a new playground. In line with our school value 'Student Voice' a group of students worked with the playground designer and after consultation with their peers the final design was built. This playground is an active playground that provides physical challenges for all age groups. In 2008 a fitness track will be built to provide another physical active experience for students.

An ongoing challenge for schools is the use of up to date technologies as effective learning tools. In 2007 the school computer suite was updated and each classroom was fitted with an interactive whiteboard. Staff and students are learning together the capabilities of this new technology.

The Middle Years unit was a significant innovation of 2007 to better cater for the needs of preadolescent and adolescent students. Students have been supported to become more independent learners, using technologies as effective learning tools and through effective modelling worked collaboratively. A pleasing aspect of the Middle Years culture is the continual striving to achieve very high standards and developing pride in your achievements. Student surveys at the end of 2007 indicate a high degree of satisfaction of this innovation.

A highlight of the year was the Early Year's unit circus performance. The teachers and children did a wonderful job in performing to students, parents and family members. It was fantastic to watch the skilful performances of the children and appreciate their understanding of the circus.

After several years of planning, the Aldgate Kindergarten was opened in term 2 2007. This development provides the community with a care and education service from playgroup to year 7. It has been wonderful to have kindergarten children join us for music, gymnastics and for senior students to regularly visit the kindergarten to support

programs. The collaboration and co-operation between the services will be a focus of 2008.

The three focus areas for the school Learning Plan built on achievements from 2006 with Sustainability, Student Well Being and Literacy. Science was introduced as a new focus.

1. Student and Community Well-Being

Target: Implementation of the Well Being Framework

Achievements:

- The development and implementation of a community service program for students to enhance responsibility and provide opportunity for student voice. This includes the sustainability group, kindergarten committee and playground committee.
- All staff participated in Professional Development of new Child Protection Curriculum.
- Staff participated in "Restorative Justice" Professional Development. Teachers have adopted these practices to support student's behavioural development.
- Processes to effectively collect data to reduce bullying have been implemented. This safe school audit twice a term provides information to target interventions with students.
- Whole school proactive programs of 'All About Choice' and "Program Achieve" support this process.
- All staff have developed and understanding of Well-Being Framework.

Future Development

- Safe school audits and intervention processes will continue to be implemented and embedded as school processes.

2. Strategic Direction : Sustainability

Target: To implement the Sustainability Initiative Rubrics

Achievements:

- Student responsibility for community recycling shed increased with clearly defined roles.
- The development and implementation of a sustainability maintenance plan which documents the embedded environmental practices of the site including recycling, water programs, vegetable gardens etc.
- Middle Years students participated in 'Eco-mapping' processes to identify and document concerns and present solutions for the school environment.
- Initial steps to develop a K-7 culture across the site by the establishment of working relationship protocols across site activities such as music and gymnastics.

Future Development

- The embedded processes of our sustainability maintenance plan will continue.
- The relationship between the Kindergarten and school will strengthen to provide a seamless service K-7.

3. Strategic Direction: Excellence in Learning

Literacy

Target: Early Years Literacy Plan Implemented

Achievements:

- Staff participated in 'First Steps Writing' professional development to support the implementation of R-7 Aldgate Genre Writing Continuum
- A review of processes to plan, implement, monitor and record intervention Plans and Negotiated Education Plans has occurred. This has improved communication between teachers and support personnel and has enabled the school to cater more effectively for the increase of students with special needs.
- Planned strategies to promote oral language development are observable across the site from play based questioning to sophisticated oral presentations.

Future Directions:

- Moderation processes established for the assessment of English across the site.

Science

Target: The profile of science is increased across the school.

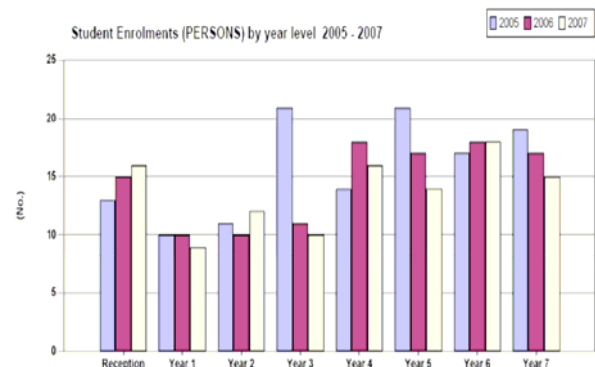
Achievements:

- All staff participated in Professional Development of Science – Primary Connections.
- All staff planned and implemented two units of work from the Primary Connections program.
- Staff participated in the G.A.P. project developing and moderating units of work with teachers across the state.

Further Directions

- Science moderation will continue with local schools.
- A science scope and sequence to be developed R-7.

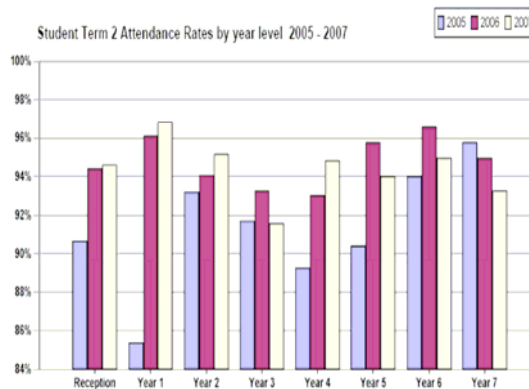
Enrolments



The enrolment figures for 2007 indicate once again a small reduction in enrolments. Although not significant it is pleasing to observe an increase in the reception enrolment for the second consecutive year. The loss of larger cohorts

of students from the senior classes will continue to impact on student numbers in the near future. A significant change in our enrolment population has been the number of students identified who have been identified under the Students with Disabilities policy from 4.0% of students in 2005 to 13.5% of students in 2007. Catering for the special needs of these students has been a high priority of the site.

Attendance



Our students' attendance rates remain high with the school's average being 3.2% above the state average.

Literacy and Numeracy

School Entry Assessment Data

This initial data is collected during the child's first term of schooling and evidence is collected through observation during play and creative activity and explicit teaching activities in Maths and English. Consistent with previous years the majority of students are identified at the exploration or inquiry stage. In 2007 there was a group of girls who entered school with a strong understanding of the written text. The challenge is to consolidate and build on this talent in a motivating and creative manner.

	Awareness	Exploration	Inquiry	Utilisation	Application
Speaking & Listening	1	3	9		
Reading & Viewing		4	8	1	
Writing		3	5	4	
Exploring, analysing & modelling Data	1	7	5		
Measurement	1	7	5		
Number		2	8	3	
Spatial Sense & geometric reasoning		4	9		

To monitor student development in the Early Years teachers maintain running records for reading, annual testing of Spelling and Reading ages using Waddington's and use First Steps Numeracy Diagnostic processes in Maths. Year one intervention has focussed on oral language development. Identified students have been supported in vocabulary building, understanding parts of

the whole, levels of questioning and phonological awareness. Special thanks to the speech pathologist in supporting this program.

Literacy –

Percentage in skill bands – Year 3 2007

	1	2	3	4	>4
School	0.0%	9.1%	45.5%	36.4%	9.1%
District	12.4%	19.0%	28.0%	25.5%	15.1%
State	12.5%	18.0%	28.0%	24.5%	17.1%

Source: Data Management & Accountability

No students were below the national benchmark and 63.6% of students were above the state mean.

Percentage in skill bands- Year 5 2007

The year 5 students performed above the state mean in writing, spelling and reading. 72% of students were in skill band 5 and 6 a great achievement.

	1	2	3	4	5	>5
School	0.0%	7.1%	0.0%	21.4%	35.7%	35.7%
District	0.5%	5.3%	13.0%	28.8%	27.1%	25.4%
State	1.3%	5.4%	14.2%	25.8%	27.4%	26.0%

Year 3 to 5 progress rates

93% of students had their year 3 and 5 results matched and it was pleasing that there were very few students in the lower ranks

Literacy Progress

	Lower group	Middle group	Upper group
School	8%	69%	23%
State standard	25%	50%	25%

Percentage in skill bands – Year 7 2007

These were good results with 80% of students achieving in band 6 or above. There has been an improvement over the last 3 years of students' achievement in the writing strand with 47.4% of students above state mean in 2005, 64.7% in 2006 and 80% in 2007. This may be attributed to the whole school approach to the explicit teaching of genre writing and the role of oral language in the writing process.

	<3	3	4	5	6	>6
School	0.0%	6.7%	0.0%	13.3%	33.3%	46.7%
District	0.9%	4.9%	11.3%	22.8%	30.6%	29.5%
State	1.2%	4.4%	11.8%	24.7%	28.9%	29.0%

Source: Data Management & Accountability

Year 5 to 7 progress rates The progression rates for our year 7 students mirror our year 5 students with very few students in the lower group.

Literacy Progress

	Lower group	Middle group	Upper group
School	7%	64%	29%
State	25%	50%	25%

Analysis of the LaN results has shown an improvement in our spelling results, however the data also shows an inconsistency in the type of errors made by students and that spelling is our least successful strand.

Percentage of students below the state mean for Spelling

	Year 3	Year 5	Year 7
2005	40.0%	61.9%	47.4 %
2006	63.7%	52.9%	66.7%
2007	45.5%	42.9 %	33.3%

School testing using both Westwood and Waddington tests indicate no improvement in our results. This testing shows there is a significant group of students who can spell extremely well up to 2 or 3 years above their chronological age and similarly a group who are 2 to 3 years below their chronological age. In 2007 teachers moved away from teaching spelling according to students' learning styles to a more explicit teaching. In 2008 staff will work with the Learning Difficulties team to develop a whole school approach to spelling developing a scope and sequence. A targeted intervention program for a group year 5 students will be implemented and monitored.

Numeracy

Percentage in skill bands Year 3

	1	2	3	4	5
School	0%	9%	36%	27%	27%
State	16%	18%	33%	21%	12%

In 2007 the school average for numeracy was 56.6 in comparison to 50.8 for the state. It was pleasing to have 27% of students in the highest band and no students below the national benchmark.

Percentage in skill bands Year 5

	1	2	3	4	5	6
School	0%	0%	7%	14%	43%	36%
State	1%	5%	21%	28%	23%	22%

In 2007 the school average for numeracy was 64.1 in comparison to 59.4 for the state. It was pleasing to have 36% of students in the highest band and no students below the national benchmark.

Percentage in skill bands Year 7

School	0%	0%	13%	13%	27%	47%
State	1%	5%	18%	27%	25%	24%

In 2007 the school average for numeracy was 70.0 in comparison to 66.2 for the state, 47% of students were in the highest band and no students below the national benchmark. A concern in 2006 was the significantly poorer results of females to males, however in 2007 the girls performed slightly better than boys. The Middle Years unit culture to value high achievement may have contributed to the significant number of students achieving band 7.

The overall results of the school indicate strength in number this may be a result of teachers training in First Steps Numeracy. Early Years teachers' emphasis of hands on experiences in maths provides a solid foundation of understanding.

Parent Opinion Survey

Year	Quality of Teaching	Learning Outcomes	Student Reporting	General Environment	Customer Responsiveness	General Satisfaction
2003	4.8	4.7	4.8	5.2	5.4	
2004	5.3	4.8	5.2	5.3	5.4	5
2005	5.1	4.8	4.8	5.4	5.3	4.8
2006	5.3	4.8	5.1	5.5	5.5	5.1
2007	5.3	4.8	5.0	5.4	5.5	5.2

The Governing Council conducted the Parental Questionnaire on various aspects of school life. In total almost 50% of families involved with school participated, providing a good snapshot of how well the school is performing.

The overwhelming conclusion from the process confirms that much of the school's efforts are met with parental approval. With the highest approval ratings for the General Environment, General Satisfaction and Quality of Teaching, the lowest marks were recorded under the Student Reporting Category (but even here the vast majority of responses were positive).

The exercise was conducted to meet DECS requirements but was also most valuable for both the school's Governing Council and Senior Management.

Many parents made specific comments as well as answering the questions and these have already been discussed at Governing Council. Whilst the school is careful not to become complacent, we were most pleased by the results and thank all those who participated.

Jeremy Goldwyn-School Development Committee

Student Satisfaction

Empathy	3.25
Teacher Energy/Enthusiasm	3.15
Fairness/ Firmness	3.25
Helpful/Responsiveness	3.35
High Expectations	3.40
Quality of instruction	3.20
Feedback	3.30
Difficulty of work	2.4
Time allocation	2.5

A rating of 4 strongly agrees is the highest score. A rating of 1 strongly Disagree is the poorest score.

The student survey was conducted with all year 5, 6 and 7 students. The emphasis placed on developing high expectations of students was reflected in the survey, however this is not congruent with the lower score

indicated for difficulty of work. This will be further explored in 2008.

Teacher Survey

Clear Goals	5.45	Morale	5.70
Decision Making	5.40	Openness/ sharing	5.30
Development	5.40	Professional Support	5.45
Discipline	5.00	Role Clear	5.30
Feedback/ Recognition	5.20	Standards	5.45
Leadership	5.60	Student Focus	5.30

Teaching Staff Attendance

Our staff attendance was 96.7%. The high level of staff satisfaction and strong collegiate support would contribute to high attendance rates.

Teaching Staff Retention

Our staff remained consistent from 2006 to 2007 with only change was Kimberly Tapes appointment. The staff retention rate from 2006-7 was 87.5 %.

Teacher Qualifications

All teachers hold qualifications required for teaching registration in South Australia.

Expenditure and Teacher Participation in Professional Development.

At Aldgate Primary School the committed staff have been actively involved in professional development. supporting their individual development and the needs of the school. Although not reflected in the professional development expenditure of the school, staff members have spent significant time working with support services to develop their skills and understanding to meet the needs of a range of students.

Professional Development	Expenditure
Student well being	\$2,635
Sustainability	\$668
Special Education	\$250
Literacy	\$872
Arts	\$1823
Information Technology	\$944
Leadership	\$832
Science	\$5593
Total	\$12,835

Conclusion

Special thanks to Ian Ferguson and the Governing Council for their time and continual support of the variety of innovations implemented this year. I'd like to acknowledge and thank the teaching staff for their professionalism, love of children and passion for their job.

In 2008 our school will build on our achievements, continue to provide a high quality education in a caring atmosphere where respect for and environment underpins our values.

Chris Minear

Financial Reports

Please contact the school for copies of the following Financial Reports.

- AGM Finance Report including Profit and Loss for 2007
- Planned School Commitments Report