



Evanston Primary School Annual Report 2010

Evanston Primary School is situated in Gawler, thus offering the best of town and country and is considered the gateway to the Barossa Valley.

We are well resourced and have an activity room, resource centre and gymnasium. In addition to the curriculum framework we have a strong teaching focus on numeracy and literacy with all teachers trained in Accelerated Literacy. The arts, including drama, dance and choir, are taught by specialist teachers. Programs are planned to meet students' individual needs.

Our school values of respect, excellence and cooperation are complemented by the 'Circle of Courage', which emphasises belonging, generosity, mastery and independence. We offer many opportunities for students to develop their academic, sporting and artistic potential. Students are also encouraged to develop their leadership qualities.

The school builds strong relationships with students, parents and the local community. Many volunteers are involved in a wide range of programs which support student learning and an onsite children's centre offers a broad range of birth - preschool programs.

HIGHLIGHTS AND ACHIEVEMENTS

Accelerated Literacy (AL) taught in all classes
Primary Science Connections taught in all classes
"Tree"-mendous Learners Program and special treat days
Swimming
Dance program culminating in whole school "Yes, we can dance" performance
SAPSASA Carnivals – athletics, netball and swimming
Baseball, cricket and basketball clinics
Active After School Communities – a range of sporting activities provided
Homework Centre
Disco
Aquatics Camp at Port Vincent
Vibe Fest
Premier's Reading Challenge
Premier's Be Active Challenge
Excursions to Adelaide Zoo, Museum, Art Gallery, SA Water, Botanic Gardens, Patch Theatre, Uleybury Museum, Farm Visit, Sleep over, Migration Museum, Movies, Beach house, Aquadome, Guys and Dolls Musical, Cuddle Creek
NSW University Competitions
Gawler Show Art Entries
Poetry Competitions
Drama performances at Gawler High School
Additional transition visits to Gawler High School

Parents and Community involvement through:

Meet the Teacher Night
Sports Day with walk to school day, breakfast and barbeque lunch
Mother's Day Morning Tea
Grandparents Day
Book Week activities
Father's Day evening event
"Yes, we dance" performance held at Salt Church
Year 7 Graduation
'Virtual' Children's Centre providing programs twice a day for preschoolers and parents
Breakfast Program 5 mornings a week
LAP program
Maths Family Challenge in each newsletter

DIAF VALIDATION REPORT AND ANALYSIS

"Evanston Primary School meets the requirements of the validation to a high degree. The validation panel reviewed the recommendations from the Literacy and Numeracy Diagnostic (LaND) review undertaken in May 2008 and was presented with a range of evidence that demonstrated the work implemented on the improvement agenda and associated outcomes. Staff, parents and students were able to articulate what the improvement strategies were, targets and monitoring processes that were in place. The review team included Regional Director, peer principals, kindy director, high school principal and school leadership staff. Data presented included school and 2009 NAPLAN results, school

performance development processes and expectations, teacher observations and interviews with students, staff and Governing Council members. Our Self Review was very successful and showed significant school improvements since the 2008 LaND Review. Literacy had been the focus for improvement with us now working on Numeracy improvement.

There is strong emphasis on continuous improvement processes and the focus on learning. There was a strong sense of a team approach and shared leadership to achieve goals. Through a whole school Accelerated Literacy (AL) approach, comprehensive professional support, higher expectations of student learning and rigor in curriculum implementation has been developed. Deprivatisation has been welcomed and valued as a professional development strategy.

There was evidence of strategic data analysis to inform site improvement priorities. These priorities are known and understood by the whole school community. There is alignment between site targets and classroom practice. Staff can articulate their pedagogy to support the needs of all students and achieve site targets. There is extensive planning for individual students which includes short term focus goals and students have ownership of these. Whole site professional learning is aligned to the site improvement plan and individual staff can identify their individual needs to achieve the site targets. This is connected to the performance management process.

There was evidence of strategic data analysis to inform site improvement priorities. These priorities are known and understood by the whole school community. There is alignment between site targets and classroom practice. Staff can articulate their pedagogy to support the needs of all students and achieve site targets. There is extensive planning for individual students which includes short term focus goals and students have ownership of these. Whole site professional learning is aligned to the site improvement plan and individual staff can identify their individual needs to achieve the site targets. This is connected to the performance management process.

The validation panel felt welcomed into the school, with the review process well planned for the panel members to be actively engaged in the process. The staff were open to inquiry and shared their views about the school freely. There was clear documentation as evidence that supported examples and anecdotal stories of progress. Staff, students and parents were open to sharing their stories with panel members and this was appreciated.

Commendations

*The school environment has a calm settled atmosphere.

*It was evidence that staff had a strong sense of ownership of improvement processes and the change agenda.

*The staff has developed effective behaviour development strategies to ensure increased engagement in classroom learning programs.

*The staff was able to articulate and demonstrate quality pedagogical practice particularly in accelerated literacy. The improved engagement of students can be attributed to explicit methodologies and quality teaching programs.

*The recommendations of the 2008 LaND review have been included in the site improvement plan and all staff have contributed to implement the improvement recommendations.

*There is strong shared leadership which has had a relentless focus on learning and provides support for this to occur.

*Improved pedagogy has enabled students to set goals and articulate their learning.

*There is a culture of ongoing professional learning to achieve site improvement goals.

*There is high level engagement with whole school programs and approaches eg "tree"-mendous learners program and other intervention programs.

*The intervention program for Year 5 -7 demonstrates high level practices which are inclusive of AL pedagogies. This enables students to be part of the discourse within their class.

*There are high expectations of staff performance and student learning outcomes. These expectations provide challenge and rigor in all learning areas.

RECOMMENDATIONS FOR FUTURE PLANNING

*This school should consider applying for national literacy & numeracy week awards to acknowledge the significant achievements that have been made.

*Consideration and resourcing to ensure new staff are inducted into the AL program, in order for the approach to be sustained.

*The improved pedagogical understanding be valued and considered in the future B - 12 school.

*Staff investigate the positive aspects of AL pedagogy in relation to numeracy.

*Deprivatisation of classroom practice could be extended to include staff from other regional sites to further extend sharing and practice.

*The focus on well being for improved learning be maintained.

*Continued leadership and support for the implementation of the LaND recommendations with particular emphasis on quality pedagogy across all curriculum areas be sustained.

*The school continue the journey of implementing the LaND recommendations."

VALUE ADDED

Programs and strategies that have added value to student learning this year have included:

*student goal setting and review each term

*clear expectations of programming for teachers and regular meetings

*3rd year of Accelerated Literacy across all class supported by consultant

*Maths and Science Strategy (MSS)

*Maths has been a focus for school improvement this year and for 2011. A Maths Co-ordinator was appointed for 2010.

KEY ACTIONS TOWARDS PRIORITIES AND TARGETS OF THE SITE IMPROVEMENT PLAN

Numeracy SMART Goal 1

95% of Y3,5,7 students to achieve National Minimum Standard

	Year 3		Year 5		Year 7	
	%	No.	%	No.	%	No.
% below NMS	3.8	1	17.9	5	16.7	4
% at NMS	30.8	8	25	7	29.2	7
% above NMS	65.4	17	57.2	16	54.2	13
Combined % at or above NMS	96.2	25	82.2	23	83.4	20

Year 3 – Target of 95% achieved
25 students (96.2%) achieved NMS or higher
1 student did not achieve NMS
Target achieved.

Year 5 – Target of 95% not achieved
23 students (82.2%) achieved NMS or higher
Target not achieved.

Year 7-Target of 95% not achieved
20 students (83.4%) achieved NMS or higher
Target not achieved.

Numeracy SMART GOAL 2

Reduce gap of school mean by 10 points across Year 3, 5, 7 compared to State Mean in NAPLaN tests

Difference between State and School means 2009 - 2010
Only the year 5 mean score decreased however not by the 10 point goal. Year 3 and Year 7 increased.

	2009		diff	2010		diff
	Site	DECD/State		Site	DECD/State	
Y 3	367.2	379.9	-12.7	357.9	374.6	-16.7
Y 5	430.5	471.4	-40.9	432.2	466.5	-34.3
Y 7	489.0	533.2	-44.2	482.1	531.4	-49.3

Numeracy SMART Goal 3

80% students in Junior Primary at age appropriate levels in 1 minute maths in addition and subtraction testing in September

Year 1	No of students	At or above age appropriate	%	Below age appropriate	%
Addition	8	8	100%	0	0%
Subtraction	8	8	100%	0	0%
Year 2					
Addition	24	11	45.8%	13	54.1%
Subtraction	23	17	73.9%	6	26.1%

80% students in Y3-7 at age appropriate levels in 1 minute maths in multiplication & division in September testing

Year 3	Number of students	At or above age appropriate	%	Below age appropriate	%
Multiplication	28	22	78.5	6	21.4
Division	28	17	60.7	11	39.2
Year 4					
Multiplication	22	16	72.7	6	27.3
Division	22	17	77.2	5	22.7
Year 5					
Multiplication	29	19	65.5	10	34.4
Division	29	13	44.8	16	55.1
Year 6					
Multiplication	31	14	45.1	17	54.8
Division	31	7	22.5	24	77.4
Year 7					
Multiplication	23	18	78.2	5	21.7
Division	23	13	56.5	10	43.4

Strategies

As our SMART goals relate to Numeracy improvement the following strategies were put into place:

- Teaching & Learning Coordinator -Numeracy appointed Term 1
- Term 1, 2, 3 & 4 Students set Maths learning goals each term and these were revised each term.
- Term 2, 3 & 4 Regular staff meeting training in Maths, Maths 300, IWB Maths.
- Term 2 - All staff worked with Regional Cluster Maths Facilitator on Big Ideas in Number: Trust the Count and Place Value
- Term 2, 3 & 4 Staff attended Week 2 cluster staff meetings with a focus on Maths each term
- Term 2, 3 & 4 Raised profile of Maths in the school community through workshops at Governing Council and newsletter "Family Maths Challenge" articles.
- Term 3 Whole staff PD with Charles Lovatt where teachers examined effective Maths pedagogy

Strategies specific to NAPLaN

Teachers examined previous NAPLaN tests

- Which questions were achieved / not achieved?
- Which areas were taught not taught?

- What type of questions were achieved / not achieved?
- Teachers deconstructed questions with students
- Students given examples of test questions to practice

Recommendations

That we reengage teachers in discussion about the importance of basic numeracy skills and make a whole school commitment of regular practice of the four processes. All teachers to analyse school data indicating student proficiency in "Trust the Count" and plan and program learning activities to ensure all students above Year 2 "Trust the count". All classroom teachers will assess students using a diagnostic tool for Place Value and after analysing data plan appropriate learning activities.

As part of the PMSS, teachers will have training in the Big Ideas in Number, Australian Curriculum and "Maths for All" and will have a commitment to whole school goals.

Our goal is by the end of 2011

- All Reception students will have a sound knowledge of numbers to 10 and begin trusting the count. 1.1
- All Year 2 students will have a sound knowledge of numbers and trust the count. 1.1 and 1.2
- All Year 3 students will understand place value involving 3 digit numbers.
- All Year 4 students will have a sound knowledge of the processes of addition, subtraction and multiplication and multiplicative thinking.
- All Year 6 students will have an understanding of fractions and rational numbers.
- All Year 7 students have a basic understanding of relational thinking, a sound understanding of percent, rational numbers, ratio, rate and scale.
- All Year 3-7 students will have a sound knowledge of numbers to 10, trust the count, understand place value and apply them to larger numbers.

Student Wellbeing & Learning SMART Goal 1

25% reduction of suspensions until November 2010

There has been 52.27% reduction in Suspensions from 2009 to 2010. This exceeded the smart goal by 27.7%.

In line with this spiralling downward trend, there was an 86.12% reduction in Take Homes and a 42.3% reduction in Internal Suspensions.

Even though the target of a 50% reduction in exclusions was not met, there was a 33 % reduction and the number of students in this cohort was only 2.

Student Wellbeing & Learning SMART Goal 2

Reduce the number of students with repeat suspensions by 50% compared to November 2009

There was a reduction by 64% in the number of students who were suspended more than once.

Student Wellbeing & Learning SMART Goal 3
Reduce the number of time out- admin by 50% compared
to Term 1,2,3,4 figures in 2009

There was a 52.27% reduction in Time Out Admin. We differentiated our response to yard behaviour compared to classroom behaviour and this has resulted in drastically reduced time spent by senior staff in managing yard misbehaviour. In line with the downward trend, there was an 86.12% reduction in Take Homes and a 42.3% reduction in internal suspensions. In 2011 we will not continue with any SMARTA Goals in student wellbeing. Suspensions, exclusions and time-out admin will still be monitored by Leadership Team.

ENROLMENT

The Term 3 enrolments for last 3 years are:

2010	210
2009	200
2008	217

Our population continues to be highly transient.

Specific Population Enrolment (Term 3 2010)

ATSI	17
Disabilities	33
School Card	85
GOM	5

The percentage of students with disabilities and school card holders remains high, and this has significant impact on teaching methodology, school programs and administration. All students with disabilities have NEPs with goals set and reviewed each term.

School numbers continue to show a decrease over time with a slight increase from 2009. This year we had 9 classes including a JP160 class and a year 3 salary. In Term 4 we started our 10th class with the establishment of another Reception class. The number of families eligible for school card has decreased by 10% from 2009 (Term 3 Census).

The enrolment figures varied throughout the year due to transience. During the year we had 3 students enrol from interstate, 1 from private school, 2 immigrated from overseas and 53 from other DECD schools. We also had 28 students who transferred from our school, 5 students went interstate, 6 to private schools and 17 to other DECD schools.

This is indicative of the transience of Evanston Primary School. Families transfer generally to another SA Government School due to relocation. Of the 26 Year 7 students entering High School as Year 8 students in 2011, 23 are attending DECD schools and 3 students will be attending private schools. The majority of students exit Evanston Primary School in Year 7 to attend the local DECD secondary school, Gawler High School. At the end of 2010 Evanston Primary School will close and as soon as building works are finished will move onto Gawler High School in new buildings with Evanston Preschool. There

is a strong expectation that this will increase junior primary and primary numbers.

ATTENDANCE

Term 2 comparative data:

Yr	2007	2008	2009	2010
School	89.4	90.1	90.3	90.7
Region	93.2	92.9	96.6	97.6
State	92.8	92.6	97.2	97.3

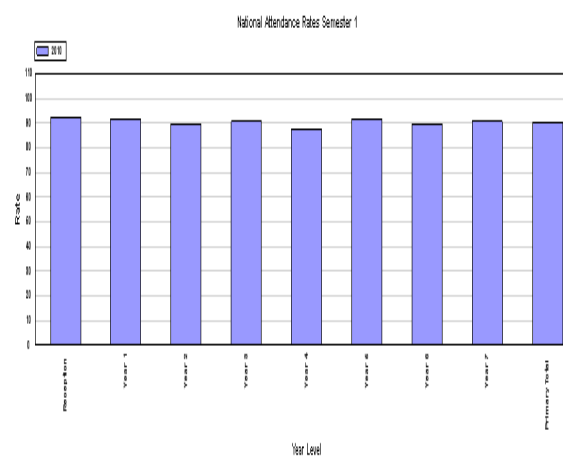
There has been a gradual improvement in attendance over recent years but not at the same rate as Region and State.

Term 2 school attendance by Year Level:

	2009	2010
Rec	91.3	90.5
Yr1	86.2	92.1
Yr2	90.9	89.1
Yr3	91.8	92.5
Yr4	91.0	89.4
Yr5	92.5	89.9
Yr6	87.1	91.8
Yr7	90.5	90

We celebrate good attendance at Evanston by presenting an assembly award and vouchers to the highest attending class. All classes with attendance over 90% also receive an award. Students who achieve 100% attendance at the end of the year receive an award.

Attendance Semester 1, 2010



Of particular concern is the Year 2 cohort as they have continued their low attendance rate as Receptions and as Year 1 students. Their performance on school data is also of concern and can be related their low attendance. This group will be a priority for attendance initiatives in 2011.

Non attendance has been addressed through phone calls and letters home. We also refer to the regional attendance officer. Changes in procedures in responding to student absence have included increased offers of support to families and daily phone calls home to clarify reasons for absence. The profile for good attendance has been raised by highlighting attendance at parent meetings and in student reports.

In 2011 we will revisit school procedures for managing absences with teachers in Week 0. At the Term 1 parent discussions teachers will use visual graphs to illustrate to parents the concerns we have with attendance.

ASTI Attendance

There was a 12% increase in our ASTI attendance rates over the 2007 – 2009 time frames. In 2010 there was only a 0.6% increase in ASTI attendance rates.

It will be a priority early Term 1 2011 to work with ASTI students and their families whose poor attendance was referred.

Comparison of School and ASTI Attendance

2010	School	ASTI	Comparison
Reception		-	
Year 1	88.8	83.3	+5.3
Year 2	88.0	84.6	+3.4
Year 3	85.4	84.3	+0.9
Year 4	87.8	85.3	+2.5
Year 5	87.9	84.9	+2.0
Year 6	89.5	84.8	+4.7
Year 7	91.2	83.6	+6.6
Overall	85.7	82.0	+3.7

In 2010 the attendance of the ASTI students (85.7) in comparison to the total student attendance (90.7) is of concern. This will be a priority in 2011 to address ASTI attendance. This will be done by making phone calls home when a student is absent, talking to the students about the importance of coming to school and regular acknowledgement of attendance.

Non attendance was addressed by phone calls home, referrals to the regional attendance officer and home visits. The regional ACEO was involved with follow up with ATSI students who had been referred.

ABORIGINAL EDUCATION and EMPLOYMENT STRATEGY

We have an Aboriginal Community Education Officer at school for 12 hours. State Office topped up these hours up to 18 hours a week. The ACEO is currently completing a Certificate 3 in Community Services through TAFE. All classes teach Aboriginal perspectives across the curriculum. We have a cycle approach to teaching Aboriginal units of work at Evanston. We have operated a Homework Centre once a week after school. Aboriginal students attended the Vibe Fest at Port Augusta this year.

STUDENT ACHIEVEMENT NAPLAN LITERACY & NUMERACY (YEARS 3, 5 & 7) Comparison with like schools and DECD

Test Aspect	Year 3				
	Site	Index	Region	State	National
Grammar	386.6	358.4	391.3	387.1	416.9
Reading	365.3	370.6	387.3	393.7	414.3
Spelling	375.5	357.6	377.6	380.6	391.2
Writing	421.6	383.6	401.6	403.6	418.6
Numeracy	357.9	351.2	379.0	374.6	395.3

This particular cohort of students of Year 3 students has performed poorly in all areas other than writing.

The writing mean for our year 3 students is higher than all comparable data sets. Writing has continued to be a focus this year with analysis of the narrative rubric occurring to support teacher planning for Accelerated Literacy goals. As a school we see this as an area for further improvement in 2011 as many of our students are still achieving below the level we expect.

Our reading mean is below State and National levels.

School data indicates that 70% of Year 3 students achieved the minimal school text level in the school data collection in September. This is also an area for further improvement in 2011.

Test Aspect	Year 5				
	Site	Index	Region	State	National
Grammar	463.4	461.1	475.6	477.1	499.7
Reading	448.2	454.2	465.2	468.8	487.3
Spelling	468.7	458.5	466.4	472	487.1
Writing	468.4	458.9	469.0	471.6	485.2
Numeracy	432.2	451.8	465.4	466.5	488.7

This particular cohort of students of Year 5 students has performed poorly in all areas in comparison to all other data sets.

School data showed that 83% of our Year 5 students achieved the minimum text level in the school data in September. This was a significant increase in achievement.

Test Aspect	Year 7				
	Site	Index	Region	State	National
Grammar	496.3	509.3	522.2	524.5	535.1
Reading	503.4	521.4	534.6	535.5	546
Spelling	491.9	515.7	529.8	531.7	544.6
Writing	513.1	514.8	524.8	528.3	533.4
Numeracy	482.1	513.4	527.1	531.4	547.7

This particular cohort of students of Year 7 students has performed poorly in all areas in comparison to all other data sets.

School data showed that 88.5% of our Year 7 students achieved the minimum text level in the school data in September. This was a significant increase in achievement. The students who didn't achieve this were new to Evanston in February which suggests that the school focus on reading through levelled texts and Accelerated Literacy has been effective.

Year 3 Mean Scores over time

Component	Year 3 Mean Score		
	2008	2009	2010
Grammar	363.4	384.4	386.6
Reading	363.2	392.7	365.3
Spelling	365.7	380.4	375.5
Writing	378.7	417	421.6
Numeracy	354.4	367.2	357.9

The mean scores in grammar and writing have increased progressively since 2008.

The mean scores for reading, spelling and numeracy have increased since 2008 but have dropped since 2009.

Year 5 Mean Scores over time

Component	Year 5 Mean Score		
	2008	2009	2010
Grammar	450.2	459.1	463.4
Reading	462	456.1	448.2
Spelling	447.9	459.1	468.7
Writing	430.4	465.7	468.4
Numeracy	397	430.5	432.2

The mean scores in grammar, spelling, writing and numeracy have increased progressively since 2008.

The mean scores for reading have decreased progressively since 2008.

Year 7 Mean Scores over time

Component	Year 7 Mean Score		
	2008	2009	2010
Grammar	506.4	502.9	496.3
Reading	529.1	498.3	503.4
Spelling	537.1	520.3	491.9
Writing	505	503.5	513.1
Numeracy	516.9	489	482.1

The mean scores in writing have increased since 2008.

The mean scores for grammar, reading, spelling and numeracy have decreased progressively since 2008.

50% of the 2010 cohort has started schooling at Evanston in the last 12 months. Accelerated literacy has been operating for 3 years and we have seen significant increases in the reading, writing and spelling ages of students who have been here for a full 2 years.

NAPLAN Minimal Standards

Year 3

All students (28) achieved National Minimum Standards in writing and reading.

Two students did not achieve the minimum standard in grammar and punctuation.

Six students did not achieve the minimum standard in numeracy.

There was growth in the percentage of students achieving the National Minimum Standards in writing, reading spelling and grammar & punctuation and numeracy from 2008.

There was growth in the percentage of students achieving the National Minimum Standards in writing and reading from 2009.

Year 5

All students (28) achieved National Minimum Standards in writing and reading.

Two students did not achieve the minimum standard in grammar and punctuation.

Six students did not achieve the minimum standard in numeracy.

There was growth in the percentage of students achieving the National Minimum Standards in writing, reading spelling and grammar & punctuation and numeracy from 2008.

There was growth in the percentage of students achieving the National Minimum Standards in writing and reading from 2009.

Year 7

Two students did not achieve the National Minimum Standards in writing.

Four students did not achieve the minimum standard in numeracy.

Five students did not achieve the minimum standard in spelling, reading.

Six students did not achieve the minimum standard in grammar and punctuation.

There was growth in the percentage of students achieving the National Minimum Standards in writing from 2008 and 2009.

There has been a reduction in the percentage of students achieving the benchmarks in spelling, grammar & punctuation, reading and numeracy from 2008 and 2009.

Spread of students across proficiency bands

In all areas and year levels the spread is weighted to the lower bands. Obviously this is a concern. The year 3 spread in writing is an indicator that the Accelerated literacy focus has had a positive impact on student's skills.

Year 3

	Below NMS		At NMS	Above NMS			
	E	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 and above
Numeracy		3.8	30.8	38.5	11.5	15.4	-
Reading		7.7	23.1	26.9	19.2	11.5	11.5
Writing		-	3.8	11.5	42.3	23.1	19.2
Grammar		7.7	7.7	34.6	19.2	19.2	11.5
Spelling		3.8	19.2	38.5	23.1	-	15.4

Year 5

	Below NMS		At NMS	Above NMS			
	E	Band 3 and below	Band 4	Band 5	Band 6	Band 7	Band 8 and above
Numeracy		17.9	25	39.3	14.3	3.6	
Reading	3.4	-	34.5	41.4	13.8	6.9	
Writing	3.4	-	17.2	37.9	31	10.3	
Grammar	3.4	10.3	24.1	13.8	27.6	17.2	3.4
Spelling	3.4	6.9	27.6	20.7	20.7	17.2	3.4

Year 7

	Below NMS		At NMS	Above NMS			
	Exempt	Band 4 and below	Band 5	Band 6	Band 7	Band 8	Band 9 and above
Numeracy	-	16.7	29.2	29.2	25	-	
Reading	-	20.8	12.5	33.3	12.5	20.8	
Writing	-	8.3	20.8	20.8	37.5	12.5	
Grammar	-	25	20.8	20.8	20.8	4.2	8.3
Spelling	-	20.8	16.7	20.8	25	16.7	

Student growth in literacy and numeracy between successive year levels

Year 3 to 5

Progress in reading was similar to the normal bell curve with 17% of students making low progress, 58% of students making medium progress and 25% of students making high progress.

In numeracy (22%) of students made high progress, (43%) made medium progress and (35%) made low progress.

Year 5-7

In reading (9%) and numeracy (9%) less of our students made high progress.

In reading (45%) and numeracy (65%) made medium progress.

In reading (9%) and numeracy (26%) made medium progress.

STUDENT PERFORMANCE INCLUDING THE OUTCOME OF INTERVENTION AND SUPPORT FOR TARGET GROUPS OF LEARNERS

Running Record Data

Reception expected Text Level 9

Of the 15 Reception students (4 -6 terms of school):

60% (9 students) below Level 9

40% (6 students) were above Level 9

9 students did not reach the target level.

End Year 1 expected Text Level 17

Of the 21 Year 1 students:

42% below Level 17

58% were above Level 17

9 students did not reach the school set target level.

DECD Data

Growth of the 10 students below the Reception target level (9) in March 2010

Student	March Level DECD Instruct	Sept Level DECD Instruct	Level growth DECD	End of Year School Easy	Attendance/Lateness Issues
1(NEP)	5	6	1	5	6D 12L
2	9	12	3	13	27D 69L
3 (NEP)	2	6	4	5	44D 33L
4	7	11	4	10	11D 12L

5(NEP)	6	12	6	11	35D 2L
6	3	9	6	9	4D 7L
7	2	10	8	14	11D 1L
8	8	16	8	14	11D 1L
9	8	18	10	19	31D 11L
10	0	12	12	14	24D 9L

Students 7 and 10 received Reading Recovery with overall growth of 12 and 14 levels respectively. Students 7, 10, 2, 4, 8 and 6 received support through the PUP intervention program.

The school funded a 0.2 Reading Recovery program and over 2010, 4 children accessed the program. These students showed an increase in text level to be age appropriate.

The school funded a targeted 15 minute x 4 times per week program in terms 1-4 which focussed on letter, word recognition, reading and writing. Year 1 students accessed this program and showed an increase in their skills and text level. Attendance and lateness for 5 of the above students is of great concern and will be a focus for improvement in 2011.

End Year 2 expected Text Level 22

Of the 23 Year 2 students:

43.4% below Level 22

56.6% were above Level 22

10 students did not reach the school set target level

DECD Data

Growth of the 12 students below the Year 1 target level (17) in March 2010

Student	Sept 09 Level DECD Instruct	Sept 10 Level DECD Instruct	Level growth DECD	End of Year School Easy	Absent/Late Issues
1	15	16	1	16	11.5D 3L
2	10	14	4	15	25D 2L
3	2	7	5	6	11.5D 4L
4	6	11	5	10	5D
5	12	18	6	17	17.5D 17L
6	12	19	7	20	7D 21L
7	11	19	8	23	21D 10L
8	14	22	8	21	11D
9(NEP)	16	24	8	24	
10	13	22	9	22	3D 8L
11	7	16	9	18	46D 1L
12	9	19	10	21	12D 3L
13	No data	No data		11	8D 6L

This year we were working with our increased minimum text level expectations to line the level up with chronological age.

Year 2 results are of considerable concern. This cohort was of concern in 2009. Students 11 and 12 were carried over students from Reading Recovery in 2009. 1 Year 2

Aboriginal student accessed extra support from the AET on an individual or small group basis.

Attendance data for this cohort was 89.1%. They are the lowest attending in the school. Attendance and lateness for 3 of the 10 students is a concern and this will continue to be a focus for improvement. The 10 students still below school target levels will access Rainbow Reading in Term 1 2011.

Reading Recovery

In 2010, 11 students were given the Observation Survey of Early Literacy.

Of these children, 2 were selected over the year to be included in the Reading Recovery program at Evanston. In addition to 2 students who were carried over from 2009.

Of the 4 students accessing Reading Recovery in 2010, the average text level at the beginning of program was 5. The average text level at discontinuing was 16.

The average number of weeks in program was 20.

In 2010, 3 students discontinued the program and 1 student is being carried over into 2010 for a short time (3 weeks).

Year	Average weeks	No of NEP students	Av text level on entry	Av text level at discontinue
2002 training year	28	2	1	17
2003	16	1	4	16
2004	18	3	3	15
2005	19	4	2	17
2006	15	1	4	17
2007	17	2	5	16
2008	20	2	4	16
2009	21	-	5	16
2010	20	-	5	16

Reading Recovery will continue at Evanston 0.2 in 2011.

Power up (PUP)

6 year 1 students accessed this program for 20 minutes each three times a week. It was initially intended to be a ten week program which gave the students intensive literacy support but students stayed on the program for longer. This program will be finetuned in 2011 to provide more strategic intervention.

Rainbow Reading

20 students from year 3 and 4 accessed the Rainbow Reading program with varied results. 50% of these students made more than 12 months growth. Of the 50% who didn't, 50% have a disability, 30% were reading above age appropriate in September and 20% failed to progress. This program supports student's reading skills and will continue with year 3 students in 2011.

Students with a disability

Students in Year 5/6/7 identified as having a disability or learning difficulty

These students were supported in Literacy skills for 8 hours a week. A teacher worked with this group providing an individualised learning program.

There were 10 students with a disability involved for the whole year in this intervention strategy.

In the 8 months of this program running 100% of these students reading ages increased more than 12 months on the Burt Reading Age Test with 4 students making more than 21 months growth. Their text levels showed comparable growth.

There were 4 students with learning difficulties involved for the whole year in this intervention strategy.

In the 8 months of this program running 100% of these students reading ages increased more than 12 months on the Burt Reading Age Test with 2 students making more than 21 months growth. Their text levels showed comparable growth.

Of the 10 students with a disability 3 increased their spelling age measured with the SAST by 7 months, 2 increased by more than 18 months and 5 by more than 30 months.

Of the 4 students with learning difficulties 1 increased their spelling age by 12 months with the other 3 demonstrating increases of more than 36 months.

This type of intervention is one which improves individual student learning and will continue in 2010.

SSO support for students with a disability

This occurred Reception to Year 5. SSOs worked with the regional speech pathologist to develop programs and with class teachers to support students in classrooms.

In 2011 year 3 and 4 students with a disability will work with a teacher in a small group for Literacy support 8 hours a week.

Aboriginal Students

100% of year 3 students achieved the national minimum standard in all areas.

50% of year 5 students did not achieve the national minimum standard in Numeracy.

100% of year 5 students achieved the national minimum standard in reading, writing, grammar and spelling.

100% of year 7 students achieved the national minimum standard in all areas.

TEACHING STAFF ATTENDANCE

There was a 10% staff absence this year. 4.4% being for sickness, 2.1% for special leave, 0.3% for work cover and 3 staff took long service leave which resulted in 3.2% absence.

Of the teaching staff, 7 have worked at the school for more than 10 years, 3 for more than 5 years. The principal (who has been at the school for almost 7 years) and another teacher/leadership person (who has been at the school for 11 years) tenures finished at the end of the year. Four contracts teachers have finished their tenure

(3 who have returned to the school from 2009 and another new graduate). 5 SSOs have been at Evanston for over 10 years. We employed 2 new SSOs this year. We have 5 permanent SSOs.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at Evanston Primary School hold qualifications required for teacher registration in South Australia. Teaching staff are committed to improving their skills. We had 16 teaching staff.

Bachelor Degree	18.75%
Diploma Qualification	87.5%
Post Graduate Degree/Diploma	25%

PARENT OPINION SURVEY

The school took part in central DECD surveying processes and the number of parent/carer responses was extremely low. Of the 100 parents invited to take part in the survey only 12 participated. All parent opinions are within the 50% percentile. Highest scores were in teachers knowing children, and informing parents, learning being interesting, children being motivated to learn, support being provided as required to children, information available from school about other support services. While there was a slight decrease in parent satisfaction the comments indicated that there was 1 very unhappy parent out of the 12.

STUDENT SATISFACTION

Highest scores were in interesting learning activities, school resources, lots to do at break times, excitement about learning, liking coming to school, teacher discussion about learning. The results were similar to 2009.

TEACHER SATISFACTION

Results of the staff opinion survey indicate a high satisfaction with the school in all aspects. Data is higher than region and state results. As part of the DIAf review in May the staff OHS psychological survey was conducted. High staff psychological health results were shown in this survey. The highest scores were in teachers being enthusiastic in their teaching, assessment processes are informative and useful, learning programs respond to range of abilities, support by leadership, high expectations, focus on learning, safe and secure environment promoted, behaviour issues are addressed, strong relationships and communication, strong leadership and decision making. The results were similar to 2009.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

A focus of staff training occurred in working with Autism Spectrum Disorder (ASD) students. Three teaching staff attended the Positive Partnerships training in ASD, 2 staff attended Sue Larkey ASD training and most teaching and

ancillary staff attended two after hours training sessions facilitated by Autism SA at a cost of \$1,227.

With 11 new Interactive Whiteboards (IWB) installed at Evanston this has been a priority for training. A day session was held at the end of the 2009 school year and another at the beginning of this school year occurred and many sessions occurring throughout the year. 9 staff attended Scootle training at a cost of \$225. The School Counsellor attended a training session about breaking bullying at a cost of \$172.

In the first year of the implementation of Maths and Science Strategy (MSS) we have been fortunate in having 2 cluster facilitators appointed from Evanston Primary School staff. Teaching staff attended the introductory session for Science Primary Connections. Significant financial resourcing has been used to establish Science boxes for implement the units of work. Also classroom maths boxes have been developed.

This is the third year of Accelerated Literacy and again this was resourced heavily by school funds to the expenditure of \$19,372. Part of this, \$12,000 was for the provision of a consultant to work with all teachers. Teachers were provided with release time, costing \$6,800 to work regularly with the consultant. The school paid the training cost of \$1,400 for a new teacher and a holiday session for other teachers.

Total school expenditure for teaching staff training was \$2852. On occasions teaching staff were provided with release time at a cost of \$352 per day on top of the cost of the training at approximate cost of \$3520.

All teachers completed their requirement for the Training and Development Strategy (37.5 hours for full time teachers).

A co-ordinator was funded for 0.2 in mathematics this year.

Ancillary staff were involved in training funded by the school to \$848 occurred in the following areas: chainsaw training, electrical testing, Admin Officers Conference. SSOs were also involved in Autism SA training.

FUNDS EXPENDED ON SCHOOL IMPROVEMENT PRIORITIES

\$9315 was spent on the 2 priority areas of Numeracy and Learner Wellbeing. Interactive Whiteboards were placed in all rooms at the end of 2009 and laptops purchased for all teachers. Round 2 School Pride \$125,000 funding was used with an additional \$561 school funding.

Teachers identified dance as an area of PE to develop and this year and we employed a specialist teacher for 3 weeks. From this all classes developed an item which was performed at the Term 4 'Yes, we can dance' concert. We funded this program to the sum of \$2,036.

Other areas of expenditure included:

Literacy: \$19,692

Resource Centre: \$10,142

Curriculum Initiatives: \$3,387

Early Years: \$1,872

ICT: \$4,758

Grants received in 2010 included:

(State) Maths and Science Strategy including facilitator teacher (expenditure on resources and training)

(Federal) APAS tuition – unspent this year

(Federal) Active After School – program each term

(Federal) Homework Centre – one session a week

(Federal) Positive Partnerships – ASD project involving 3 staff

FINANCIAL REPORTS

The school is in a sound financial position.

Balance Sheet and Profit and Loss Report to be provided early 2011 to Regional Office. An audited statement of receipts and expenditure will be presented at the AGM in Term 1, 2011.

GOVERNING COUNCIL

The AGM was held on 16 February with 16 people in attendance. Evanston Governing Council is the employer of OSCH and ratified the 2010 OSCH Budget, written off bad debts, decided to pay the cost of a diploma course for the 2 directors, made recommendations re OSHC in the new B-12 school concept and made a decision for St Brigid's OSHC families to organise the bus independently of the Service

The Governing Council has also been kept very informed with the new B-12 school and has representation on the Steering Committee and Ed and Care Working Party. One combined meeting was held during the year with the High School and Preschool Governing Council. The principal of Mark Oliphant College was invited as the guest speaker. Also, Governing Council has been informed of financial decisions, ratified the school's budget and made a decision to rent the hall to 2 new community groups. Policy review and modifications occurred with Uniform Policy (change to wearing of hats 4 terms), Medical Care Policy and Hiring of School Facilities Policy.

The Governing Council members were involved in the DIAf Self Review. Sub committees have included Finance, Uniform, Fundraising and ICT. We have also had Governing Council membership on the School Improvement Team. Governing Council decided to be involved in 2 fundraisers, one with a Evanston Preschool Bunnings Sausage sizzle and a school Sports Day sausage sizzle. Action was also taken by Governing Council to discontinue a local kiosk to students providing lunches and at the end of the year to relook at a private provider after being approached by another deli. Another decision to improve meeting attendance is for the secretary to SMS or contact members reminder of meetings.

2011 will be the last year of Evanston Primary School Governing Council. The Governing Council is a strong group who work well together for the benefit of the school.

Governing Council Membership Category	Meetings Attended
Parent, Chairperson	7
Parent, Vice Chairperson	7
Parent, Secretary	7
Parent, Treasury Finance Rep	6
Parent	7
Parent	3
Parent	4
Parent	4
Parent	2
Local Community Member ex officio	7
Community Member ex officio	4
Principal ex officio	8
Elected Staff Rep	7

APPENDIX 1 Parent Opinion Surveys

