



BRANCH OUT GROW TOGETHER

Evanston Primary School Annual Report 2011



Respect, Excellence, Cooperation



Government of South Australia
Department for Education and
Child Development

Context

School Name:	Evanston Primary	School Number:	0951
Principal:	Ms Jan Webber	Region:	Barossa

Evanston Primary School is situated in Gawler. Gawler is approximately 30km to the north of Adelaide and offers the best of town and country. It is considered the gateway to the Barossa Valley.

At the end of 2012 Evanston Primary School will become part of a new Birth – 12 School on the current Gawler High School site. We are currently well resourced with adequate facilities including activity room, resource centre and gymnasium. At the beginning of 2013 we will move into new facilities with modern classroom spaces, access to a new resource centre and covered outside learning areas.

We have a strong teaching focus on numeracy and literacy with all teachers trained in Accelerated Literacy Program and 'Big Ideas in Number'. Although we are still using SACSA as a curriculum framework in most subject areas staff are exploring the new Australian Curriculum and using it as a basis for our Science and Maths programs. We have a very active PE and sports program delivered by a specialist teacher who also provides supervised sport and PE activities during most lunchtime. Aspects of the Arts are taught by specialist teachers. Programs are planned to meet students' individual needs.

Our school values are respect, excellence and cooperation. 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 programs designed to support families of children from birth to 8 years of age.

2011 Highlights

Work has begun on the new buildings at the Gawler High School site which will house the Children's Centre and Primary sections of the new Birth – Year 12 School. We are very hopeful that these new facilities will be ready before the end of 2012.

During the year the school community decided on a name for the new school which is now waiting for Government approval. We have also had ongoing discussions about uniforms and new school logo. Late in 3rd term the staff from both the primary school and high school joined together for a professional development day which was a good opportunity to begin to build a shared culture. We look forward to more such opportunities in 2012. During 2012 the new Principal will be appointed and the new name announced.

Whilst we have been preparing for the new school lots of learning activities have continued to occur. Events which enable families to join in the learning with their children such as the Maths Family Day, Book Week and Sports Day were significant highlights of the school year. These sorts of activities engage students and provide an opportunity for fun. These characteristics are fundamental to effective learning. Similarly the incursions, excursions and school activities such as Splash Day and Wheels Day have contributed to a culture of cooperation and enjoyment across the school.

Staff have also been involved in many activities which have enabled them to increase their knowledge and understanding of the school curriculum and how children learn. In particular during this year staff have continued to focus on Accelerated Literacy as an across the school approach to English, 'Big Ideas in Number' which provides

students with good understanding of basic mathematical processes. We have begun to examine in depth the new Australian Curriculum which over the next few years will replace SACSA as the outline of what we teach.

2012 promises to be a very special year for the Evanston Primary School community. It will mark the end of Evanston Primary as a separate school and the beginning of a very exciting and new learning facility.

Report from Governing Council

A major focus for Governing Council during this year has been the ongoing establishment of the new Birth – Year 12 School. Governing Council has provided representatives on both the 'Steering Committee', which provides overall guidance and advice in relation to the process and the 'Education and Care Brief Committee' which has had a major focus on the new name and uniform. It is very important that there is a strong parent voice on these committees so decisions reflect the needs of the broader community. This will become even more important in 2012 as we prepare for the opening of the new school in 2013.

There have been ongoing discussions in relation to our learning goals and the school's educational program. Governing Council has also continued to monitor the school budget and provide management for the Breakfast and Out of School Hours Care programs. Governing Council also successfully applied to extend the Chaplaincy Program which employs our Christian Pastoral Support Worker, Kathryn Soar, until 2014.

We have been very pleased with the efforts of a small group of parents who sought Governing Council approval to provide special lunches from the canteen on a regular basis, roughly twice a term. The parents felt children and families would like the opportunity to access special lunches occasionally and aimed to provide some healthy alternatives. The program has proved very successful providing enjoyable lunch options for students and raising a reasonable sum of money. The parent group used some of the money to provide a free end of year disco for students. They hope to continue the program in 2012 and identify a specific goal for the funds raised.

In 2012 Governing Council is keen to look at some special activities to mark the end of Evanston Primary. It is hoped that these events could be both celebrations and fundraisers so as to enable the community to provide more resources for the new school.

Governing Council would like to thank the staff and parents at the school for their ongoing commitment and support to our students.

Site Improvement Planning

Site priorities

SMART Goals - Numeracy

By the end of Reception students will have a sound knowledge of numbers to 10 and begin trusting the count. (Subitising Tool 1.1)

By the end of Year 2 students will have a sound knowledge of numbers and trust the count (Subitising Tool 1.1 & Mental Objects Tool 1.2)

By December 2011 students in Years 3-7 will have a sound knowledge of numbers 1- 10, trust the count, understand place value and apply them to larger numbers.

Strategies

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

- Teaching and Learning Coordinator appointed Term 1.
- Students set Maths learning goals in term 1 and these were revised each term.
- Regular Staff meeting training in Australian Curriculum Maths, Trust the Count, Place Value
- Regular SSO training in Trust the Count
- Term 1 & 2 staff attended Week 3 Cluster Staff Meetings with a focus on Maths
- "Family Maths Challenge" was in newsletter regularly during the year
- Term 3 Family Maths Day – Open day & evening for community
- Term 3 Maths Club once a week in Library at lunchtime
- Cultural Maths game sessions run Rec – Years 5
- Trust the Count Maths Groups for Years 4-5 ASTI & other students
- Term 4 Trust the Count small group/individual intervention across Years 3 - 7
- Years 6 & 7 Teachers and classes part of Queensland University's Proportional Reasoning Project with Primary Maths & Science Strategy
- All staff attended a range of "Maths for All" training, including Whole Staff attending Place Value training in Week 0, Australian Curriculum Mathematics strand overviews, Multiplicative Thinking, Fractions and Decimals, Designing units of work, backwards planning and effective assessment practices and Digital learning (Scootle) in Mathematics.

Progress towards Targets

By the end of Reception students will have a sound knowledge of numbers to 10 and begin trusting the count. (Subitising Tool 1.1)

90 % of Reception children with 3 terms or more at school have sound knowledge of numbers to 10 and have begun to Trust the count.

By the end of Year 2 students will have a sound knowledge of numbers and trust the count (Subitising Tool 1.1 & Mental Objects Tool 1.2)

Progress towards targets

Trust the Count 2010 – 2011 Comparison

Trust the Count : Subitising Tool 1.1									
Year level	1		2		3		4		
	2010	2011	2010	2011	2010	2011	2010	2011	
2	100%	100%	91.3%	95.8%	17.3%	79.1%	0%	12.5%	
3	100%	100%	100%	100%	55.1%	100%	13.7%	47.3%	
4	100%	100%	100%	100%	80%	100%	20%	83.3%	
5	100%	100%	100%	100%	65.3%	100%	42.3%	77.7%	
6	100%	100%	100%	100%	74%	72%	33.3%	40%	
7	100%	100%	100%	100%	62.5%	96.5%	37.5%	82.7%	

Significant progress in the understanding of Trust the Count – Subitising was made across the school from a focused teaching approach. 2010 Year 5 – 2011 Year 6 cohort is of a particular concern. Further opportunities to reinforce these skills were implemented in classes.

Trust the Count : Mental Objects Tool 1.2											
Year level	1		2		3		4		5		
	2010	2011	2010	2011	2010	2011	2010	2011	2010	2011	
2	100%	100%	95.6%	95.6%	69.5%	83.3%	60%	50%	4.3%	4.1%	
3	100%	100%	100%	100%	72.4%	94.7%	48.2%	94.7%	31%	68.4%	
4	100%	100%	100%	100%	100%	100%	92%	100%	52%	60%	
5	100%	100%	100%	100%	100%	100%	65.3%	100%	34.6%	59.2%	
6	100%	100%	100%	100%	96.2%	92%	77.7%	76%	40.7%	40%	
7	100%	100%	100%	100%	100%	96.5%	75%	93.1%	50%	86.2%	

Significant progress in the understanding of Trust the Count – Mental objects was made across the school from a focused teaching approach. 2010 Year 5 – 2011 Year 6 cohort is of a particular concern. Further opportunities to reinforce these skills were implemented in classes.

Sept – October Place Value Audit 2011

This Audit has gathered baseline data. In 2012 Place Value will continue to be a targeted area for improvement.

2.1 Number Naming Tool								
Year Level	Counters		Bundling Sticks		Grouping		Number Chart	
3	5/15	33%	13/15	86%	3/15	20%	6/15	40%
4	8/31	25%	16/31	51%	9/31	29%	17/31	54%
5	16/28	57%	25/28	89%	9/28	32%	14/28	50%
6	14/21	66%	18/21	86%	11/21	52%	13/21	62%
7	12/20	60%	15/20	75%	8/20	40%	15/20	75%

	2.2 Efficient Counting Tool				2.3		2.4 Renaming & Counting			
Year Level	Stackable Counters		Count Bundling Sticks		Sequencing Tool		MAB		Card Tasks	
3	5/15	33%	7/15	46%	14/15	93%	11/15	73%	2/15	13%
4	7/31	22%	19/31	61%	20/31	64%	9/31	29%	7/31	22%
5	6/28	21%	21/28	75%	17/28	61%	9/28	32%	10/28	36%
6	6/21	28%	18/21	86%	12/21	57%	9/21	43%	13/21	62%
7	4/20	20%	20/20	100%	20/20	100%	13/20	65%	11/20	55%

Implications for next year

Opportunity will be made for discussion and planning around the Trust the Count and Place Value audits. At the beginning of the year teachers will analyse class data indicating student proficiency in "Trust the Count" and "Place Value" and plan and program appropriate learning activities to ensure all students above Year 2 Trust the Count and all students above Year 3 will understand place value and be able to apply this to larger numbers. Teachers will have regular opportunity to access training in Maths through the Primary Maths and Science Strategy, Regional and site training.

Student Achievement

Year 3 School Data Literacy

The school data set in September 2011 (Burt Word Reading Test) indicates that of this particular cohort of 19 year 3 students 52% are working at a level at or above their chronological age. The data has demonstrated that this cohort has made considerable growth since September 2010.

Of the 7 students who were more than 3 years above their chronological age in Sept 2011.
3 made more than 24 months growth.
2 made more than 14 months growth.
1 stayed the same.
1 was new to the school.

Of the 3 students who were age appropriate in Sept 2011.
2 made more than 20 months growth in the preceding 12 months
1 made 12 months growth.

Of the 9 students who were more than 6 months behind their chronological Age in Sept 2011.
3 had made more than 15 months growth in the preceding 12 months.
6 had made less than 12 months growth in the previous 12 months.

All students who were more than 6 months behind their chronological age in reading in September 2010 received a range of intervention in 2011.
Some were involved in the Rainbow Reading program 3 x 30 minutes a week. Some attended Homework Centre.
Some received individual support.
In 2012 we will need to closely track the progress of students receiving intervention to ensure the intervention is effective.

The school data set in September 2011 (South Australian Spelling Test) indicates that of this particular cohort of 19 year 3 students 52% are working at a level at or above their chronological age. The data also demonstrates that this cohort has shown considerable growth since September 2010.

Of the 8 students who were more than 6 months above their chronological age in Sept 2011.
4 made more than 12 months growth in the preceding 12 months.
3 made more than 8 months growth in the preceding 12 months.
1 stayed the same.
1 was new to the school.

Of the 2 students who were age appropriate in Sept 2011
2 made more than 17 months growth in the preceding 12 months

Of the 9 students who were more than 6 months behind their Chronological Age in Sept 2011
4 had made more than 15 months growth in the preceding 12 months.
5 had made less than 12 months growth in the previous 12 months.

Students participated in a Spelling program as part of their Accelerated Literacy lesson.
In 2012 students spelling progress will be plotted against the First Steps Spelling Continuum. This will support teachers in targeting explicit teaching and learning programs.

Year 5 School Data Literacy

The school data set in September 2011 (Burt Word Reading Test) indicates this particular cohort of 29 Year 5 students 79% are working at or above an age appropriate level. It also demonstrates that considerable growth has occurred since September 2010.

Of the 12 students who were more than 24 months above their chronological age in Sept 2011.

4 maintained at a 13 year old level which is the top range of the test.

3 made more than 24 months growth in the preceding 12 months.

3 made more than 16 months growth in the preceding 12 months.

2 were new to our school.

Of the 6 students who were more than 12 months above their chronological age in Sept 2011.

2 maintained at a 13 year old level which is the top range of the test.

3 made more than 12 months growth in the preceding 12 months.

1 made less than 12 months progress in the preceding 12 months.

Of the 5 students who were age appropriate

3 made more than 24 months growth in the preceding 12 months

2 were new to our school.

Of the 6 students who were more than 6 months behind their Chronological Age in Sept 2011

3 had made more than 18 months growth in the preceding 12 months.

All had made more than 12 months growth in the previous 12 months.

The students who started the year below their chronological age in reading received intervention in a small literacy group 8 hours a week in 2011 with a specialist teacher. This intervention was effective as demonstrated by our school testing results. Accelerated Literacy teaching occurred in classrooms.

This particular cohort of 29 students has demonstrated growth on the school data set in September 2011.

(South Australian Spelling Test)

Of the 8 students who were more than 24 months above their chronological age in Sept 2011.

4 made more than 30 months growth.

2 made more than 18 months growth.

1 stayed the same at the highest level of the test

1 was new.

Of the 4 students who were age appropriate in Sept 2011

2 made more than 16 months growth in the previous 12 months.

1 made less than 12 months growth in the previous 12 months

1 was new.

Of the 13 students who were more than 6 months behind their chronological Age in Sept 2011

5 had made more than 12 months growth.

5 had made less than 12 months growth in the previous 12 months.

3 were new.

Students participated in a Spelling program as part of their Accelerated Literacy lesson. In 2012 students spelling progress will be plotted against the First Steps Spelling Continuum. This will support teachers in targeting explicit teaching and learning programs.

Year 7 School Data Literacy

The school data set in September 2011 (Burt Word Reading Test) indicates this particular cohort of 30 year 7 students maintained or increased their level of reading skill since September 2010.

23 of the students maintained a reading age of 13 years which is the upper level of the Burt test.

7 of the students scored a reading age less than their chronological age.

Of these 3 made more than 12 months growth

Of these 2 made less than 12 months growth.

Of these 2 were new to the school.

The 7 students had a significant disability, were chronic attendance concerns or were new to our school.

The school data set in September 2011 (South Australian Spelling Test) indicates half of this particular cohort of 30 year 7 students demonstrated growth since September 2010.

8 students were more than 30 months above their chronological age and showed between 30 and 55 months growth in the previous 12 months.

2 students were 12 months above their chronological age and showed more than 12 months growth in the previous 12 months.

5 were age appropriate and had made between 12 and 26 months growth in the previous 12 months.

15 students were more than 6 months behind their Chronological Age

Of these 2 had made more than 12 months growth in the previous 12 months.

Of these 11 had made less than 12 months growth in the previous 12 months.

Of these 2 were new.

The lack of progress of the students who are not age appropriate is of concern. In 2012 students spelling progress will be plotted against the First Steps Spelling Continuum. This will support teachers in targeting explicit teaching and learning programs. Teachers will also receive training in strategies to identify and support students with dyslexia.

NAPLAN

Table 4: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2009	2010	2011
Numeracy	367.2	357.9	333.3
Reading	392.7	365.3	369.1
Writing	417.0	421.6	357.1
Spelling	380.4	375.5	341.7
Grammar	384.4	386.6	370.8

Year 3 mean scores in Numeracy, Writing, Spelling and Grammar have all declined over the past two years. The Reading mean score is slightly up against 2010 score. In 2011 there were only 19 students in this cohort of which 10.5% are students with identified disabilities and 10.5% are indigenous students. We continue to provide a focus support program for these students. It is interesting to note that the above data indicates that in both the Burt and SAST tests these students have made growth during the year.

Figure 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2009	2010	2011
Numeracy	430.5	432.2	452.7
Reading	456.1	448.2	486.0
Writing	465.7	468.4	462.2
Spelling	459.1	468.7	471.7
Grammar	459.1	463.4	486.5

The Year 5 Numeracy, Reading, Spelling and Grammar mean has increased over the past 2 years. The Year 5 Writing mean has remained statistically stable over the past 2 years.

Figure 6: Year 7 Mean Scores

	2009	2010	2011
Numeracy	489.0	482.1	480.5
Reading	498.3	503.4	511.2
Writing	503.5	513.1	486.9
Spelling	520.3	491.9	485.3
Grammar	502.9	496.3	481.4

The Year 7 Reading mean has increased over the past 2 years. The Year 7 Numeracy, Writing, Spelling and Grammar mean has decreased over the past 2 years.

Growth

Growth: Year 3-5

Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
Numeracy	Lower 25%	30.4
	Middle 50%	47.8
	Upper 25%	21.7
Reading	Lower 25%	4.2
	Middle 50%	66.7
	Upper 25%	29.2

The growth in numeracy from year 3 to year 5 is slightly higher in the middle and lower bands. Numeracy goals have been identified in the 2012 site improvement plan.

The growth in reading from year 3 to year 5 is significantly higher in the middle and upper bands. This growth is also evident

when the school data sets are evaluated.

Growth: Year 5-7

Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	40.0
	Middle 50%	52.0
	Upper 25%	8.0
Reading	Lower 25%	12.5
	Middle 50%	62.5
	Upper 25%	25.0

The growth in numeracy is higher in the middle and lower bands. Numeracy goals have been identified in the 2012 site improvement plan.

The growth in reading is higher in the middle and upper bands. This growth is also evident when the school data sets are evaluated.

Student Data

Attendance

Figure 9: Attendance by Year Level

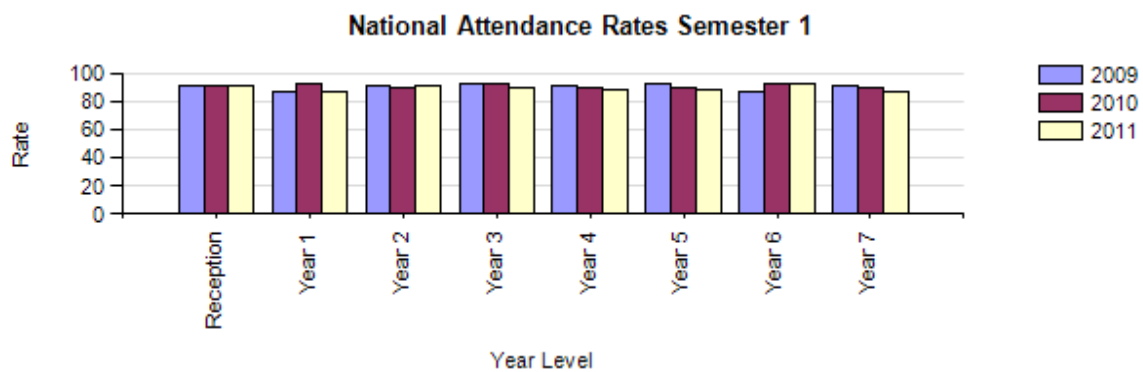


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2009	2010	2011
Reception	91.3	90.5	90.9
Year 1	86.2	92.1	86.7
Year 2	90.9	89.1	91.0
Year 3	91.8	92.5	89.6
Year 4	91.0	89.4	88.6
Year 5	92.5	89.9	88.5
Year 6	87.1	91.8	92.5
Year 7	90.5	90.0	87.2

Attendance

In 2011 our overall attendance percentage was 89.62 which was an increase of 1.5% from 2010. We did not reach our goal of 90%.

In 2011 staff has worked with the Regional Attendance Officer to review attendance procedures and policies. This has resulted in all staff understanding and following the agreed procedures. We identify students who are demonstrating a pattern of poor attendance and ask parents in for meetings to develop an attendance plan. These plans have been monitored and in 90% of cases have resulted in improved attendance. We have a number of students who exhibit chronic poor attendance and we have used a range of strategies to support them with minimal success. The regional ACEO has worked with our indigenous families which has had a positive effect on attendance and engagement in school.

Acknowledgment of high attendance occurs in a number of ways including class teachers recognizing good attendance and not focusing negatively on students' late arrival. Instead they welcome students and contact parents to encourage on time arrival. Classes who achieve attendance rates above 90% are acknowledged at weekly assemblies with the class achieving the highest attendance receiving a special award. Individual students who have less than 3 days absence in a term have a special acknowledgment and a treat. Students who have no absences in a term received a helium balloon which a very visible acknowledgment.

In 2012 staff will review the attendance procedures with a focus on monitoring students who have showed poor attendance patterns in 2011. Teachers will develop strategies to improve on time arrival.

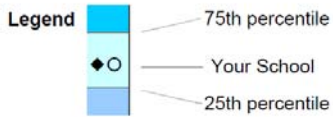
Destination

Table 10: Intended Destination

Leave Reason	2010				
	School		Region	Index	DECS
	No	%	%	%	%
Employment			2.9%	6.5%	4.9%
Interstate/Overseas	6	9.2%	6.9%	7.8%	8.7%
Other			0.7%	1.7%	2.5%
Seeking Employment			3.1%	3.6%	3.8%
Tertiary/TAFE/Training			1.4%	5.1%	5.1%
Transfer to Non-Govt Schl	12	18.5%	14.5%	8.9%	10.3%
Transfer to SA Govt Schl	46	70.8%	50.0%	55.5%	47.6%
Unknown	1	1.5%	20.6%	10.9%	17.1%

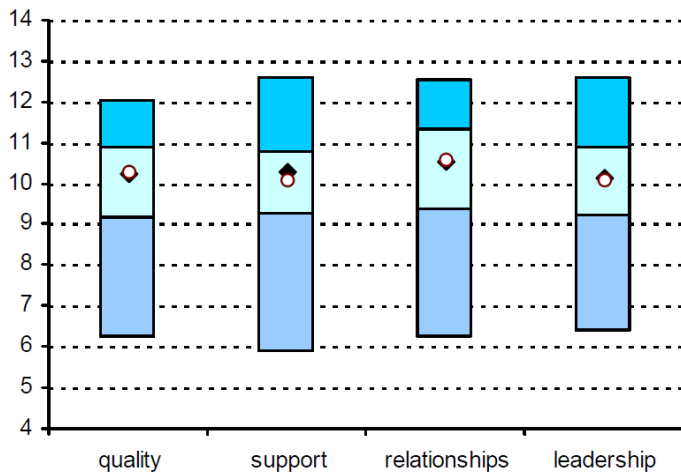
The high transfer rate to other non government schools which would be matched by an equally high rate of transfer into the school from both government and non government schools indicates the significant level of transience within the school community.

Client Opinion

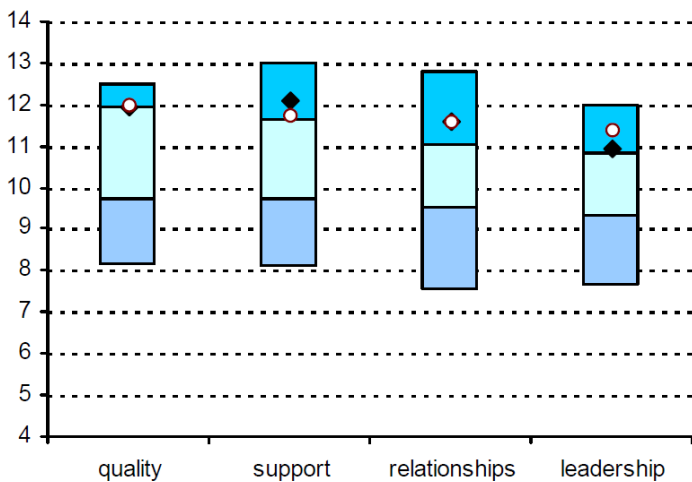


Scores have been calibrated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.

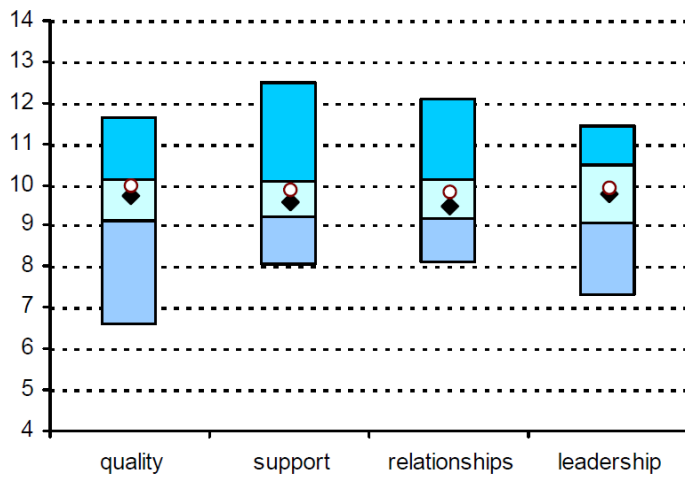
Parent Opinion



Staff Opinion



Student Opinion



I was appointed for 1 year at the beginning of 2011 to manage the school until its merger with Gawler High. At the end of 2011 that appointment was extended until the middle of 2012. There is clearly uncertainty in the community in relation to school leadership.

Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	25
Post Graduate Qualifications	7

Please note: Staff that 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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	13.10	0.3	5.67
Persons	0	14	1	8

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	43228.81
2	Grants: Commonwealth	
3	Parent Contributions	45458.00
4	Other	3903.01