



# Rapid Bay Primary School 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Rapid Bay Primary School Number: 650

Partnership: Fleurieu

**Name of School Principal:**

Mark Shadiac

**Name of Governing Council Chair:**

Victoria Wetherby

**Date of Endorsement:**

30/3/17

## School Context and Highlights

Rapid Bay Primary School is a small rural school on the Fleurieu Peninsula, 100km south of Adelaide. The school serves the communities of Delamere, Cape Jervis, Parawa, Second Valley and Rapid Bay. Most students travel to and from school on the school bus. Students work and play in a safe, family-like environment. Local resources used by the school include a well-maintained town oval, beach, jetty and hall at Second Valley.

Enrolments in 2016 started at 34 students in two classes. Teaching and learning programs were delivered by one full time teacher and one part time teacher with the principal having a teaching role of two and a half days a week. A weekly Playgroup established in 2013 continued to be well attended throughout the year.

Rapid Bay Primary School has strong support from its school community in the governance of the school and in the development and maintenance of school facilities. Members of the local communities are supportive in fundraising and attendance at school events.

The school grounds and facilities continued to improve during 2016 with the construction of a new sandpit being the notable addition.

## Governing Council Report

The Governing Council undertook a number of projects during 2016.

Rapid Bay promotes 'self-directed' learning where students take an active role in decision making on what to do, how and when to do it. It puts students in control of their learning. It enables tailored learning for individuals. The Governing Council worked with staff to investigate ways of creating a flexible learning environment. The classrooms had an overhaul. The Governing Council approved:

- New furniture to create flexible learning options
- Repainting classrooms
- 24 new laptops (replacing old ones) and 6 additional iPads
- Replacement of 3 interactive whiteboards
- Carpeting the walls – expand capacity to showcase student learning

The students continue to be challenged in their learning. Their self-esteem and achievement continues to grow. The Governing Council is proud to support projects that have a direct impact on student learning.

Other projects and activities include:

- Outside, the major project was the construction of the new 'mega-sandpit' which has received unanimous support from the students!
- The Governing Council resisted a proposal from the Yankalilla Area School ("YAS") to have an "Early Finish Day" after having had the YAS Principal present the proposal at a meeting.
- The Governing Council hosted a Parenting Program, ran a Fundraiser and improved the "Bullaparinga Bus Stop" with varying success!

The Governing Council enacted a strategy in its last meeting for 2016 to increase enrollments for 2017 and beyond. 8 students graduated from Year 7 at the School at the end of 2016 leaving numbers down but for the best of reasons!

Victoria Wetherby/Kew (Governing Council Chairperson)

## Improvement Planning and Outcomes

The External Review directions are:

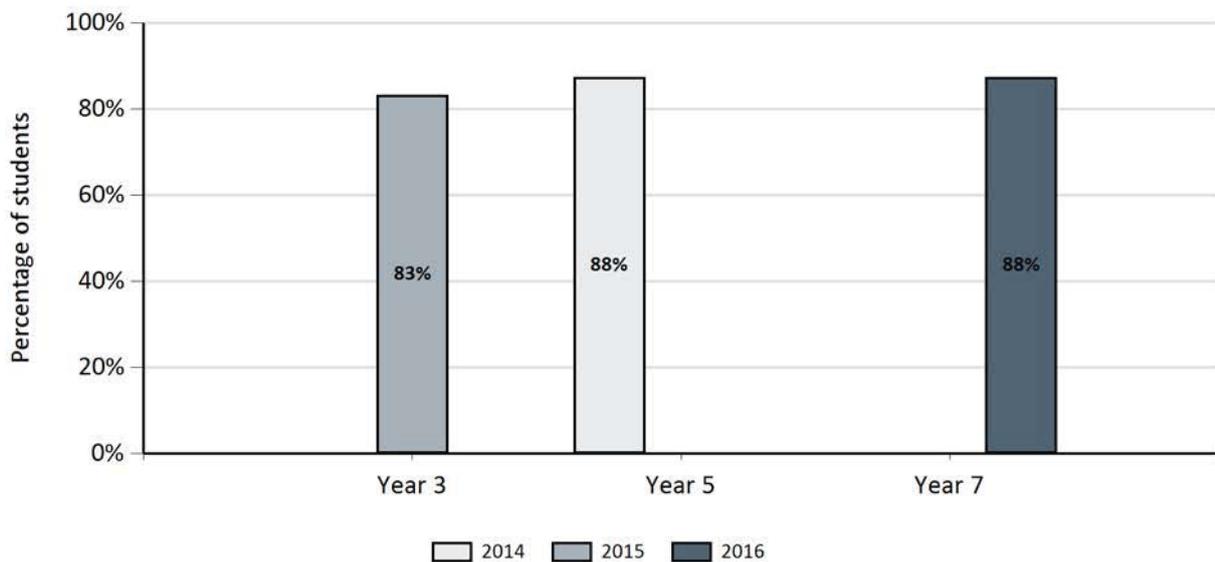
1. To improve reading and numeracy achievement, growth and retention in upper bands - refer to 'School Performance Comments' below for results.
2. To set targets against the Standard of Educational Achievement - targets were set and exceeded expectations as evidenced in the Site Improvement Plan
3. To improve engagement of students and build greater learning independence - the school is developing a culture that supports students becoming self-directed in their learning and provides them with greater learning independence.
4. To use data to track and monitor growth - data is used consistently to review directions and plan for intervention
5. To make learning intentions clear - is part of the Site Improvement Plan.

## Performance Summary

### NAPLAN Proficiency

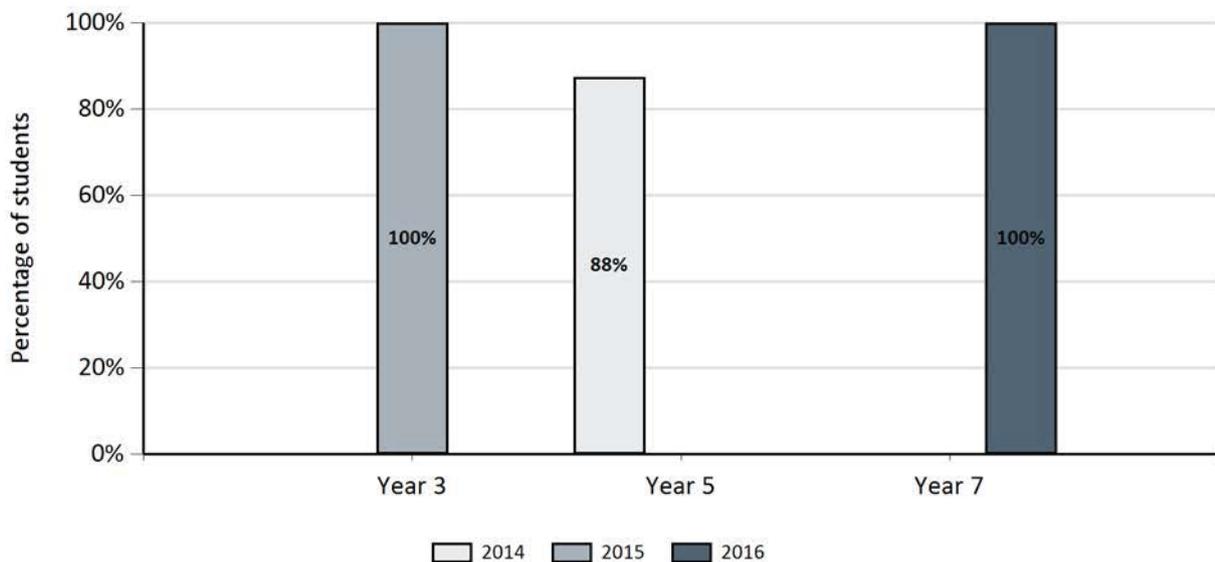
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	*	25%	25%
Middle progress group	*	75%	50%
Upper progress group	*	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 3-5	Year 5-7	State (average)
Lower progress group	*	0%	25%
Middle progress group	*	50%	50%
Upper progress group	*	50%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	8	8	2	3	25%	38%
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort.

\*\*NOTE: Percentages have been rounded off to the nearest whole number.

## School Performance Comment

In the school's Site Improvement Plan, objectives were set in the areas for standardized tests aligned to the DECD Standards of Educational Achievement. The evidence shows a strength in performance in Numeracy and Literacy in the early years. The school has a focus in developing a Growth Mindset for students and staff, and has made significant improvement in 2016.

### Running Records

Running Records captures the reading levels of Year 1 and 2 students. The average growth per student compared to the DECD standard was 2 years in one year.

### NAPLAN

This report does not include the performance or outcomes for each year level or for groups of students receiving intervention. These groups have less than six students and identification of individuals would be possible. Comments refer to large group or whole school data.

Twelve students in total in years three, five and seven did the NAPLAN tests in 2016. There were no absentees or exemptions. In NAPLAN, every student attained the NMS (national minimum standard) or better in Numeracy, Reading, Grammar & Punctuation, Writing and all but one student achieved the NMS in Writing, Spelling and Language Conventions. This student was on a Negotiated Learning Plan. There were 7 tests where students achieved in the higher bands.

### PAT Tests

Twenty four students participated in the PAT testing for Numeracy and Comprehension. All students achieved the DECD minimum standard in Reading Comprehension and all but two students achieved the DECD minimum standard in Numeracy. There were 8 students in Numeracy and 6 students in Reading Comprehension that improved their scores by the equivalent of 2 year's growth.

### NAPLAN MOVEMENT TO HIGHER BANDS NUMERACY

GROWTH	2015	2016
Upper	2	5
Medium	2	5
Low	3	1

### NAPLAN MOVEMENT TO HIGHER BANDS LITERACY

GROWTH	2015	2016
Upper	0	1
Medium	2	8
Low	5	2

### Growth Mindset

The Site Improvement Plan has an objective to improve the Growth Mindset of students. In 2016, the objective was to attain Improvement /growth in one or two areas per student from fixed – mixed - growth. All students made improvements in one or more areas.

## Attendance

Year level	2014	2015	2016
Reception	93.6%	93.9%	92.1%
Year 01	100.0%	95.8%	89.8%
Year 02	92.1%	85.8%	96.1%
Year 03	96.1%	93.1%	94.1%
Year 04	90.9%	93.0%	94.8%
Year 05	94.4%	96.0%	90.7%
Year 06	92.0%	92.7%	91.3%
Year 07	94.5%	91.6%	94.3%
Total	93.7%	93.1%	92.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Rapid Bay has a relatively high attendance ratio comparative to schools on the Fleurieu and the remainder of DECD schools in the state. Parents are supportive of the school's management of non attendance with Of the 7% non attendance, a substantial chunk relates to families taking holidays. There are no students that regularly miss school without good reason.

## Behaviour Management Comment

Students are well behaved and well managed. Students take responsibility for their behavior and are supportive of one another. No student has been suspended or sent home for behaviour over the last 8 years.

## Client Opinion Summary

The statements below have been collected from students, parents and staff over the latter part of 2016 and early 2017. It is a part of a process to confirm the school's values and opinions about Rapid Bay School. Each family voted on these statements and were given an opportunity to add to or edit.

Students love coming to school because:

- They feel a sense of belonging and pride in their school
- They feel supported by staff and fellow students
- Learning is fun, yet challenging
- They form close friendships with students of all ages
- It is a magnificent environment that is part of their classroom – beach, hills, oval
- It has great facilities
- They feel safe

Smaller class sizes mean:

- Greater opportunities to take an active role in all areas of school life ie: performances, sport, public speaking, leadership, mentoring younger students
- Teachers spend more quality time one-on-one with every student
- Learning is tailored to the individual needs of the student

Rapid Bay students

- care about each other – older students look after younger students
- have pride in their environment
- model highly social behaviour
- on excursion have exemplary behaviour, noticed and commented on by other adults
- are confident in their abilities and are prepared to have a go
- are inclusive and learn how to stick up for themselves
- take on challenges and risks

Other

- The school has a positive climate and parents are very supportive
- It is close and convenient
- The school is like a family

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	14.3%
Transfer to SA Govt School	2	28.6%
Unknown	3	42.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

All staff and volunteers had the relevant history screening.

## 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	4
Post Graduate Qualifications	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.8	0.0	1.7
Persons	0	3	0	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$595,637
Grants: Commonwealth	\$19,342
Parent Contributions	\$8,244
Fund Raising	
Other	\$20,389

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

## 2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Funding is used to increase SSO support and is directed towards students that need additional support	All students on a NEP have achieved the DECD SEA.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy  First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant  Australian Curriculum	Funding in this area has been used to support the literacy and numeracy program across the school. The money has been used to send staff on a conference relating to numeracy. Other funding is used to provide SSO time for students in the categories listed.	Early years reading results excelled in 2016 exceeding DECD and school targets.
Program Funding for all Students	Aboriginal Languages Programs Initiatives  Better Schools Funding  Specialist School Reporting (as required)	N/A	Numeracy results have improved partly through the targeted funds.
Other Discretionary Funding	Improved Outcomes for Gifted Students  Primary School Counsellor (if applicable)	N/A	