

# Challa Gardens Primary School and Challa Gardens Child Parent Centre

## 2016 Annual Report to the Site Community



**Government  
of South Australia**  
Department for Education  
and Child Development

Challa Gardens Primary School Number: 714

Challa Gardens Child Parent Centre Number: 1716

Partnership: Inner West

Name of School Principal:

Amelia Angelakis

Name of Governing Council Chair:

Carol Jones

Date of Endorsement:

22/12/2016

## Site Context and Highlights

School tradition creates and sustains an ethos of achievement. The traditions and culture underpinning the school are nurtured and supported by the school community and the active involvement of the old scholars through school leadership awards. Our vision is to work collaboratively with our community to provide a quality, broad and relevant education for all students according to their skills and abilities in a caring and safe learning environment. We are committed to developing students who will become lifelong learners able to participate and contribute effectively to society. Our values of Honesty, Respect, Responsibility and Excellence and the school motto, Learn, Grow and Achieve together drives all student interactions..

Challa Gardens Primary School provides learning for students from Pre School to Year 7. The school has a diverse student population made up of approximately 65% school card, 70% EALD students and 14% Aboriginal students. Over the year enrolments have remained steady with numbers at 340 in the school and 45 in the Preschool.

Preschool highlights included regular visits to resource centre where a specialised program with Teacher Librarian was implemented. Specialised language program with support of Speech Pathologist working in the Preschool on a weekly basis which involved stories with family packs being developed to enrich the oral language of children. Special Sports Day program organised and delivered by student house captains. Buddy class activities with students from Room 10. The preschool was involved in all whole school activities mentioned below. Preschool Graduation was a celebration of a very busy year.

Highlights this year has included the Brighter Futures Program which has been run with Life Without Barriers to support Aboriginal students in the school. This has included a support person, Phil Allen in the school to improve cultural awareness of all students. As Phil was highly skilled in the Arts he worked very closely with the school Drama teacher and they taught students Dance, Drama and Music that had a very Indigenous Cultural influence. A new school song was composed and debuted at the End of Year Concert. Several artist were part of the program teaching students dances and song local and Torrens Islander Culture.

Biannual camps for Year 6/7 students to Arbury Park was inaugurated this year as was Year 5 students to Zoo Snooze, both camps were highly successful and future students have indicated that they are looking forward to these camps in two years time.

The school has been very successful in Grant applications with obtaining a Federal Government grant of \$20,000.00 to develop a Community Garden including Aboriginal plants. This will be established on the area behind the Preschool. A local Council grant \$3,000.00 will see the school involved in the painting of Humphries Tce. and Bolland St. stobie poles. The school was also very fortunate to have been nominated through Team Vista charity to win \$5000.00 which went towards our Quick Smart Numeracy program as well as resources for students including supporting excursions. They further donated close to \$4,000.00 from fund-raising efforts which went to support families with uniforms and home packs of stationary to support students do homework.

A grant of \$1,000,000.00 which is part of State Government's STEM Works Program was granted to the school. This money will go to building a Science Laboratory for our school. Plans for this have already begun.

Other highlights have included :School disco, Book Week and Premier's Reading Challenge, Sorry Day & Reconciliation Week activities, Lions Peace Poster Competition, Children's Vegetable Garden, Choir Performance at Festival Theatre and End of Year Concert

Excursions have included visits to Festival Theatre, Museum, visits to Torrens Grove Aged Care Residence

## Governing Council Report

Challa Gardens Governing Council.  
Chairpersons report for 2016.

As a parent of the school for the past 16 it has been my pleasure to have been chair of Challa Gardens School Governing Council chair especially as my last child has been in Year 7.

This year Governing Council have adopted using the Kaurna Acknowledgment to Country at the beginning of meetings, spoken by a different council member every meeting. Some council members have translated the acknowledgment into their own language. It has been a lovely way to start our meetings.

During the year we talked with Tracey Davis who is a member of the Kilkenny Gorilla Art team. This group are working on beautifying Kilkenny, they do stobie pole paintings and other community art projects. We applied to SA power and received permission for the school to do art on the stobie poles that surround the school. We also applied for a Discretionary Ward Allowance grant which we were allocated enough money to pay for our paints and brushes to do the artworks. Children's class groups are going to work together to each design a pole. This project will be kick-started in 2017.

The grounds committee have worked hard over the year planting up garden beds, parents have donated succulents which have helped tremendously to fill these areas. The school received a community garden grant of \$20,000 from the Federal Government. This money is being used to upgrade our garden areas and the vegetable gardens to create a Community Garden. We are sure to see the benefit of this in the up and coming years.

Challa Gardens were extremely lucky to be given a STEM (science technology engineering maths) grant through DECD to the value of 1,000,000. The school have pursued how this will look for them in 2017, there is to be a space built for children to work, including an outside area, this space is being designed and awaiting final approval. There is going to be some very exciting opportunities for our children and staff due to this grant, Governing Council look forward to seeing this all unfold and hearing more about what is happening which will benefit our school community and children's experiences in their education at Challa Gardens Primary School.

We are intending on including students from Student Voice to be part of Governing Council in 2017.

## Quality Improvement Planning (Preschool)

During 2016, Literacy and Numeracy have been an integral part of the children's preschool learning. As part of the Preschool's Quality Improvement Plan for this year, we identified the need to keep concise records and observations of children to enable staff to plan and inform us of the children's progress 1:2:1.

This year preschool staff had the opportunity to work with DECD Speech Pathologist Cathy Ireland. Cathy provided the staff with professional development around phonological awareness, as well as support to implement a phonological awareness program in the preschool. Whilst implementing the program, staff collected data using the PASM tool. Using the data collected, teachers were able to gauge the range of phonological awareness skills within the preschool group. We were then able to plan learning experiences for both whole and small group learning based on the children's needs shown through the assessment process.

Throughout the year, groups focussed on basic vocabulary development, sentence building, questioning, rhyming, syllables, and letter sound knowledge. Children were encouraged to take part in everyday literacy/numeracy experiences with communication encouraged, particularly with their families. The children were able to do this when taking home the literacy packs developed around focus books used in each terms program. Parents were encouraged to work with their children to complete the activities in the pack. Bilingual workers assisted staff to provide families with skills to support their child in developing confidence, conversation and independence.

This was also an area highlighted in our preschool's QIP - 1:1:4, Improving the way in which we communicate and involve parents in the preschool program.

As many of the families come from non English speaking backgrounds, visual displays of photos highlighting children's involvement in the program were set up on boards near the entrance of the preschool. These displays were changed regularly, and became a focus where parents could not only to their child, but to each other about things happening in the preschool.

This will be something that we continue to build on and develop further next year, both in literacy and numeracy. Preschool staff will again work with Reception teachers to work towards the continuity of learning between both settings, developing common terminology to be introduced, pedagogy, and positive growth mindset. This was a focus during the partnership Numeracy Inquiry Project, and as part of whole school learning at Challa Gardens School.

## Improvement Planning and Outcomes (School)

During this year staff has spent time continuing the process of developing a deeper understanding of the Australian Curriculum. Staff meeting time, out of school professional development, Pupil Free Days, year level meeting times and regular who school release time have been organized to develop scope and sequence for each year level, common assessment tasks and agreements on reporting achievements. Teachers have been able to share practices and link their content knowledge with best practice pedagogies through their PLC's.

Mathematics Blocks for all 3-7 classes have continued this year and we have continued supporting Year 2 students. Teacher knowledge of students and 'in house data' was used as a basis for forming the groups. Where possible, students were grouped according to age/year level. Teacher Year level meetings regularly monitor student placement and adjustments made as required. Teachers use an agreed Scope and Sequence in Mathematics across the school. Support teachers and SSOs have been assigned to specific year levels to support the Mathematics blocks so that an explicit and targeted program of learning is in place to meet the needs of individual students.

This year, teachers have shown great interest and enthusiasm towards training and development, especially around the Growth Mindset and 'How students learn maths, Jo Boaler. These were run by the Teaching and Learning Coordinator and completed as a staff at PFD and staff meeting PLC time. A combination of methodologies, videos, group discussions, student activities was used to allow teachers to then use within their classes with students. Students showed a more positive attitude towards maths and other learning areas through the Growth Mindset language they were learning. The first three weeks of 2017 will see teachers implementing the Growth Mindset way.

All teachers have continued to demonstrate evidence of AC learning and assessment programs within their year level planning time sessions as well as Transforming Task training sessions with CPAC. Next year we have identified a need to focus more on the moderation of assessment pieces across year level and not just with the teaching group in the class. All staff has completed the natural Maths program and is following the whole-school maths agreement by having certain elements within their program. The Challa STAR model for Problem Solving will need to be reassessed due to new models (Quicksmart) being introduced and further student 'language development' to understand worded multi-step problems.

2017 looks promising as teachers will receive STEM training with our mathematic school focus being an instrumental partnership.

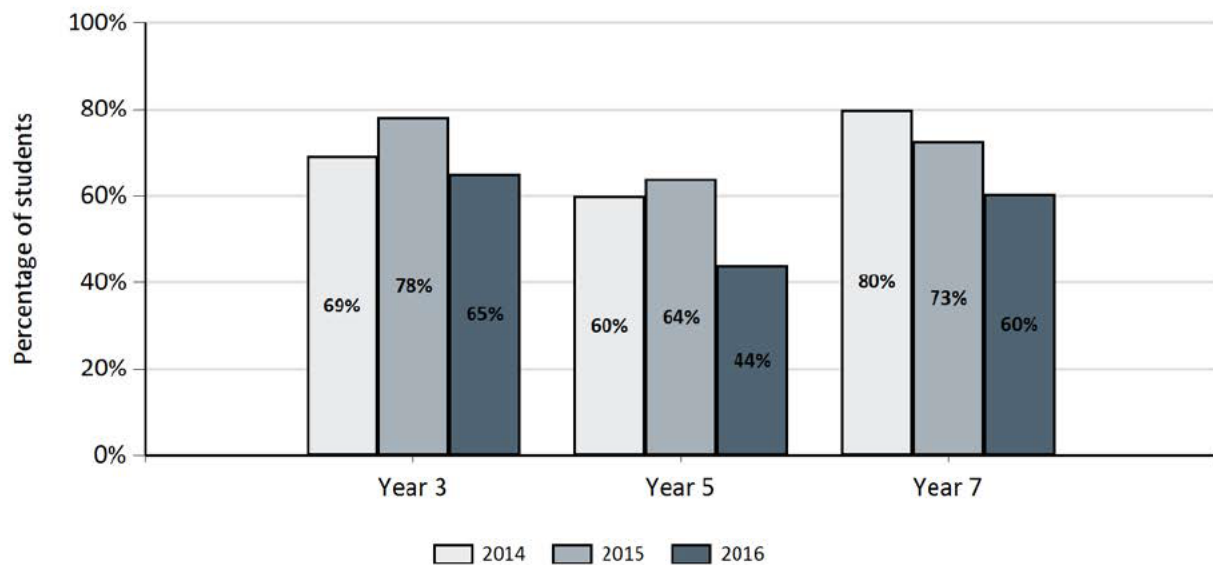


## Performance Summary

### NAPLAN Proficiency

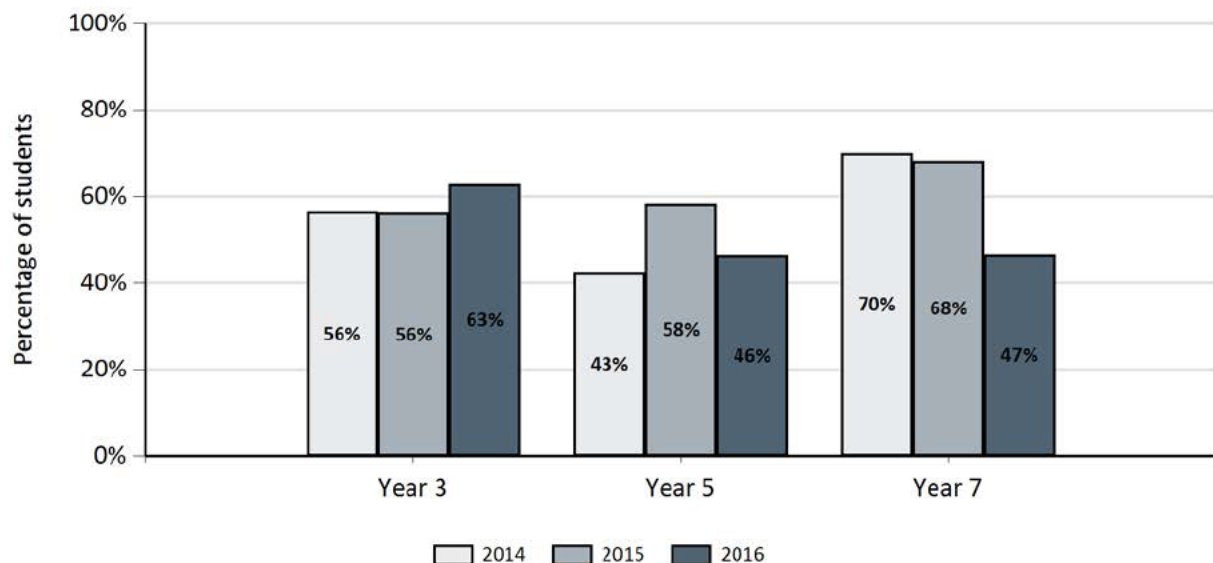
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	32%	13%	25%
Middle progress group	55%	61%	50%
Upper progress group	14%	26%	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	30%	39%	25%
Middle progress group	43%	48%	50%
Upper progress group	26%	13%	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	43	43	16	7	37%	16%
Year 3 2014-16 Average	41.0	41.0	10.7	4.0	26%	10%
Year 5 2016	41	41	5	2	12%	5%
Year 5 2014-16 Average	39.0	39.0	5.3	5.0	14%	13%
Year 7 2016	43	43	7	7	16%	16%
Year 7 2014-16 Average	39.0	39.0	5.7	6.3	15%	16%

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

Running Record data for 2016 was a great improvement from 2015 especially with our Year 1 students. In Year 2, students continue to demonstrate great achievement when compared to schools across the state as well as to like schools. Our Reading Blocks support students at their ability level and provides a framework for incremental and consistent improved learning.

The Year 2 cohort, when compared with their previous year's achievement level has improved significantly in a year. In 2015 60% have now reached achievement at SEA benchmark which has now increased to over 70%. Reading blocks, with targeted teaching continues to influence student growth rate and is having a positive impact on overall learning.

NAPLAN results for Year 3 students has remained consistent with students in year 3 performing very well at State level and extremely well compared to like schools. The school's spelling and written language was exceptional at all levels including at National level. Maths is still an area the school needs to further develop.

Year 5 students have also remained constant with a slight drop in spelling and grammar. Compared to like schools the school is performing well. Once again these students writing levels are very high compared to state, national and like schools. Despite some improvement in Maths, it is still an area the school needs to further develop.

Year 7 students have also remained constant with a slight drop in spelling and grammar. Compared to like schools the school is performing well. Once again these students writing levels are very high compared to state, national and like schools. Maths is still an area the school needs to further develop.

The growth rate of Year 7 students in reading was particularly pleasing with 84% of students improving in the medium to higher progress rates.

The writing program implemented in the school which targets the genres and types of features they contain has supported students very well and results in the great achievements of students in NAPLAN Writing. Ongoing moderation of student work identifies key learning needs which become teaching points for staff.

## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	86.5%	86.8%	78.0%	78.0%
2015 Centre	81.0%	85.7%	78.0%	81.4%
2016 Centre	78.3%	78.0%	87.8%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.



## School Attendance

Year level	2014	2015	2016
Reception	86.4%	88.8%	86.1%
Year 1	89.2%	83.6%	87.4%
Year 2	89.6%	91.7%	89.3%
Year 3	90.4%	89.8%	91.5%
Year 4	93.3%	88.2%	90.7%
Year 5	90.2%	90.6%	91.5%
Year 6	90.1%	89.2%	91.4%
Year 7	93.5%	91.1%	89.8%
Primary Other	50.0%		
Year 8		2.8%	
Total	90.3%	89.1%	89.7%

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

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

## Attendance Comment

Attendance and lateness continue to be an issue for a small group of students. The school uses its Attendance Action Plan and regularly monitors all student attendance and lateness on a weekly basis. Regular contact is made by Principal and Counsellor, the Principal and ACEO make regular home visits to Aboriginal families where issues of attendance are noted. Reminders in the newsletter regarding the importance of regular on time attendance are regular featured items. Discussions have also been conducted with Attendance Officer and the school continues to explore innovative strategies to address this issue.

For students when attendance has improved the growth in their learning has become significant

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	37	38	41	41
2015	42	42	41	43
2016	46	41	41	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool Enrolment Comment

Preschool enrolments remain steady with up to 45 students enrolled.  
Local enrolments make up a 85% of child enrolments with the remainder having siblings enrolled in the school.  
Aboriginal children are enrolled from the age of three and remain with us until enrolment at school.

## Behaviour Management Comment

The whole-school approach to behaviours of all classes using "Play is the Way" concepts and language which encourage students to treat others as they would like to be treated, has given students a way of understanding their behaviours in a social context. When our behaviour code is breached students are encouraged to self-reflect using the Self-Mastery checklist in Thinking Room.

Students Behaviour Management in the school has improved. We excluded one student to the Learning Centre and had one attending the Positive Pathways Program at Woodville in 2016.  
Suspension this year included several on Cyber bullying, Physical Violence and Harassment.  
We had 4 students that were suspended on more than one occasion.

## Client Opinion Summary

Despite parents being randomly selected for Client Opinion Survey there were no responses from families through Formal Opinion Survey

Other surveys conducted by parents throughout the year re attendance, reporting and camp and excursion were better responded to.

Comments made by parents from surveys included:

- \* camps was fantastic
- \* cost - value for money
- \* program provided at camps was excellent
- \* felt supported with attendance and knew school was available to further support if required
- \* reports were informative better received with a formal interview
- \* continue with mid Term 2 Interview and Written report as per the last two years

Comments made at whole school events:

- \* best Concert to date
- \* Student artwork for Sorry Day & Reconciliation assembly were excellent
- \* another fantastic Sports Day
- \* Both Preschool and Year 7 graduations were wonderful - great attendance student performances were great.
- \* Book Week Parade was great - fabulous costumes
- \* Staff theme for book week was exceptional
- \* school has a great feel about it
- \* love coming to Challa

Comments re school programs

- \* Reading blocks are great
- \* student progress in reading is very high
- \* wish I had moved my children here earlier
- \* my children have learnt more in this school in a term compared to their old school in a year.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0714 - Challa Gardens Primary School	100.0%	100.0%	96.9%
9089 - Whitefriars School	0.0%	0.0%	3.1%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	13	13.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	9.5%
Transfer to SA Govt School	73	76.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Destination Comment

The transiency of Challa Gardens School community especially with Aboriginal Housing and Women's shelter the school still has over 100 students transferring in and out of the school in any one given year. This adds further complexity to the school.

This year we have had students enrolling into the school within the last three weeks of Term 4 which has been unusual.

## DECD Relevant History Screening

All volunteers, including Governing Council Members have undergone relevant history screening. The cost is covered by the school.

The school has a data base that is used to ensure that relevant screening remains current.

Volunteers for Homework Club which is provided by Smith Family provide school with History Screening.

All visitors to the school who deal with students including performers and sporting groups must issue school with a hard copy of all clearances which are then retained in the school.



## 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	44
Post Graduate Qualifications	19

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.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.0	1.0	6.9
Persons	0	30	1	10

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

## Financial Statement

Funding Source	Amount
Grants: State	\$3,392,011
Grants: Commonwealth	\$754,472
Parent Contributions	\$49,000
Fund Raising	\$1,500
Other	\$30,000

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Literacy - Phonics program Literacy Programs - story based - purchase of books Take home packs - parent involvement Numeracy Program and Partnership Project - Transition from Preschool to school.	Improved oral language skills Greater oral language of English for NESB children Common language - preschool & school Improved involvement of children Increased risk taking
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Individual support by SSO's - individual for identified students - speech programs and in centre support for full student participation Individualized speech programs with SSO and Speech Path.	Full participation of children in Centre Preschool Program  Speech outcomes improved
Improved outcomes for children with additional language or dialect	BSSO's support students with limited or no English Links between BSSO's and parents - more engaged and gaining information	Children being engaged and participating in full preschool program

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

## 2016 School Annual Report: Tier 2 Funding Report\*

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	Individual support for two students that were identified needing additional support to increase engagement in their learning in areas of Literacy and Numeracy	Improved results - Numeracy skills and abilities and Reading level independent
	Improved Outcomes for Students with an Additional Language or Dialect	In class support for Reading and Maths blocks, in class support in writing and individual support for IELC exits	Students achieving higher Reading levels, improved writing levels
	Improved Outcomes for Students with Disabilities	In class support for Reading and Maths blocks, in class support in writing and individual support including speech programs	Students achieving higher Reading levels, improved writing levels more success
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	Aboriginal students are being supported in Maths and Reading blocks by staff in small group setting. AET is part of the blocks. ACEO support wellbeing needs of students and families.  Maths and Reading blocks 4 times a week for all classes R-7  Arabic and Vietnamese programs - students have a 50min lesson each week  Specialist Special Ed teacher supports students as well as SSO's that deliver speech programs	
Program Funding for all Students	Australian Curriculum	Staff training and development in areas of Maths - and supplementation for additional CPAC time	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Unable to find a Teacher for Kurna until Nov 2016  Salary will be used in 2017	Preparation for 2017
	Better Schools Funding	Used to purchase additional SSO and Specialist teacher time for Blocks and Quick Smart Maths	All student leave Challa as independent readers Improved achievement for student
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	In class Well being programs - social skills and positive problem solving skills	Improved over students well being as students are able to problem solve positive

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.