



2022 Annual Reports



O'Sullivan Beach Primary School



2022 Annual Report – O’Sullivan Beach Primary School

Overview

Site context and highlights

O’Sullivan Beach Primary School was founded in 1969 and is located approximately 28 kms south west of Adelaide. In 2022 it catered for 108 students across 5 classes from Reception to year 6. Approximately 12% of the school population identify as being of Aboriginal or Torres Strait Islander descent and approximately 50% of students are recipients of the South Australian Government School Card Scheme. The school community takes great pride in their redeveloped main building and the award-winning grounds. The school runs a very successful Stephanie Alexander Garden program, where students assist in the planting and maintenance of the school garden. Our garden produce and kitchen garden projects have won multiple awards at the Royal Adelaide Show over the past 6 years, including second place for our ‘herb bouquet’ and ‘harvest basket’, ‘first place for ‘patch to plate’, ‘salad of the imagination’ and a traditional scarecrow, as well as prizes for the ‘most successful kitchen garden’ and ‘champion kitchen garden competition exhibit’. In addition, O’Sullivan Beach Primary School has a broad range of teaching and learning programs, including specialist teachers for Physical Education, Auslan (sign language) and the Arts.

Students and staff at O'Sullivan Beach Primary create positive learning experiences by constantly challenging themselves, setting high expectations and being critical, creative thinkers, in order to equip our students with the necessary skills to be effective community members for an ever-changing future. Our CARE values of Co-operation, Achievement, Respect and Empathy guide all our actions. Learning is supported with extensive in-class support from school services officers and intervention programs such as Minilit and Quicksmart, with wellbeing supported through SSOs allocated to a nurture/ Interoception Room and small group "What’s the Buzz" sessions. Proactive and restorative behavior practices are used across the school and are aimed at building and maintaining respectful relationships.

Governing Council report

On behalf of the O'Sullivan Beach School Governing Council, I would like to present our report for the 2022 school year. This year the Governing Council was made up of 4 parents and 2 staff members. I would like to thank all the Council members and volunteers for supporting the school and helping to make it great. With volunteers helping the school with activities like excursions, gardening, cooking classes and governing council, we have worked together to achieve great things at the school this year.

2022 has again been a hard year for the school, teachers and the students with COVID-19 restrictions, cancellations, and uncertainty. Throughout all the chaos, everyone has come together and shown resilience, determination, and support for each other. The teachers have gone well past any expectation with keeping the classes going even when everyone was not at school.

Due to these circumstances, the council has put a hold on major infrastructure investments. We are currently focusing on restructuring the Governing Council. With a fresh perspective, we are looking at new fund raising ideas, and other events that will encourage parents and the greater community to be more involved in school. Already the Governing Council has been involved in organising the sausage sizzle and raffle at the end of year concert. The school community embraced being able to be on school grounds.

Looking toward 2023, we need to continue to support each other, take pride in what we can achieve and continue to make this school even better.

Regards

Bronwen McCrae

Chair, Governing Council

Improvement planning - review and evaluate (school)

Despite the ongoing challenges of the Covid 19 pandemic, our school went from strength to strength, and together we achieved so much as a school community. It was great to see the return of much-loved school events such as the camp at Arbury Park, Sports Day, and Book Week.

I want to acknowledge the exceptional work of our staff for their commitment in planning and providing these events to support the engagement and wellbeing of our students.

Our nurture room, our 'Zones of Regulation' work, and individual 'Ready to Learn' plans have supported students to acknowledge their emotions to support their engagement in their learning, and an increased connection to their class and school community. This is also reflected in our school values: Cooperation, Achievement, Respect, and Empathy.

Teachers and leaders worked together in staff meetings and within the partnership to explore data collections and portfolios of student learning to productively influence classroom practice for increased student achievement. With the support of the Assistant Principal in Curriculum, staff and SSOs effectively utilised assessment data to inform next steps in teaching, participated in training in units of work across the partnership and engaged in explicit direct instruction. Staff provided high quality formative feedback to students to ensure they can actively engage in learning and goal setting. As part of the Berry St strategies implemented over the past 3 years, individual 'Ready to Learn' plans were developed and shared with families, providing students and their families with strategies to support engagement and self-awareness. These plans are monitored and adjusted as required.

Staff continued to implement the Brightpath assessment strategy. Staff moderated a wide range of writing samples across the site from Reception to Year 6 to assess student learning and devise next steps for all students. Taking into account students transferring into our site, staff have tracked student progress across the last three years, and there has been a steady growth in students reaching their individual goals.

With the enthusiasm and support of our Governing Council we have continued our work during changes in school leadership and we have a strong foundation on which to build. As a new Principal has been appointed for 2023, we are excited for all that we can achieve for our students academically, emotionally, and socially at our beautiful site.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

The engagement of parents and carers about their child's progress in literacy and maths was undertaken, with the Deputy Principal and the ACEO linking conversations around student achievement, goals and wellbeing, while leadership liaised with other DfE sites to strengthening transition points for students (CC to primary school, primary school to high school) by engaging all stakeholders in the process.

All teachers use the data to undertake analysis and monitoring of all ATSI students and set individual goals which were designed in consultation with each student. In addition, the Deputy Principal and the ACEOs were proactive in facilitating discussions with Aboriginal and Torres Strait Islander families to ensure that consistent attendance as well as interventions and support provided by the school were identified. As partners in their child's literacy and numeracy learning, Aboriginal and Torres Strait Islander families provided feedback. This strengthened the school/home communication and provided opportunities to discuss how they can support their child and to connect them to the school's online platforms (e.g. Seesaw). The ACEO and AET also liaised with several outside agencies and support services when required. In 2023, leaders will continue to target ATSI learners who are below benchmark in literacy and numeracy with frequent assessment and monitoring of growth.

Performance and attendance

School performance comment

A focus on reading skills and explicit instruction in phonics over the past 3 years has shown a steady increase in reading achievement in Year 5s at 92% SEA (standard of educational achievement) and Year 3s indicating progress at 76% SEA.

In 2022 we exceeded our Year 3 reading SEA target and our higher band target, while in Year 5 reading we exceeded our SEA target by 22%. The 2022 target in Year 3 maths was 59% to reach SEA. We met this target. Our Year 5 maths was 50% to meet SEA. We exceeded our target, as 62% met SEA.

As a small site, O'Sullivan Beach Primary School has less than 20 students eligible to sit NAPLAN in each year level, so small changes in the number of our students can affect our improvement planning outcomes and can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. If we did not meet our target, the data indicates that it was missed by only 1 student.

Attendance comment

O’Sullivan Beach Primary School places a high emphasis on regular school attendance, with daily phone calls home if a student is absent. Student absences due to illness impacted on attendance in 2022 with the Seesaw app. increasing being utilised as a form of communication by families if a child is absent. If staff identify a student at risk due to habitual or chronic nonattendance, this is followed up by the Deputy Principal, the ACEO and front office staff, working with families and external providers to support students at risk of disconnecting with school.

Behaviour and client opinion

Behaviour support comment

The completion of the 2022 school year saw the first cohort of year sixes transitioning to high school. To support this transition our Year 5/6 class participated in “Passport to Success” coordinated by the Smith Family. Teachers across the site actively utilized proactive strategies that concentrated on building and maintaining positive relationships by aligning our restorative approach to behaviour management to the Berry St Education Model. Restorative approaches decreased the number of Office Chill Outs, while students were able acknowledge their own behaviour and implement anti-bullying strategies. Positive anecdotal feedback from students and caregivers on restorative approaches and self-regulation strategies taught in class and in the nurture room were further enhanced by the student survey which indicated that students’ wellbeing literacy went up 12 % on 2021, school belonging and emotional engagement with staff both went up 27%, and academic self-concept was up 13% on the previous year.

Parent opinion summary

The Parent feedback indicates that parents strongly agree and agree that people treat each other with respect, their child is important to the school, and the school communication channels are generally effective. Parent feedback also indicated that they know what standard of work the school expects and teachers provide useful feedback to students, while the feedback for useful discussions with the school about their child’s learning is still an area to develop. Seesaw is the most effective communication channel with text or phone calls also effective.

Screening history

Relevant history screening

O'Sullivan Beach Primary School screening processes have been updated to ensure that all their party and NDIS providers are carefully screened prior to them commencing work on site, and thorough checking processes are in place to ensure that all employees, pre-service teachers, contractors and volunteers are compliant with Department for Education requirements.

Financial Statement

| Funding Source Amount | Amount (rounded to the nearest \$) |
|-----------------------|------------------------------------|
| Grants: State | \$2,044,183 |
| Grants: Commonwealth | \$4600 |
| Parent Contributions | \$30,784 |
| Fundraising | \$3128 |
| Other | \$31,350 |

2022 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 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes | Outcomes achieved or progress made towards these outcomes |
|--|---|---|--|
| Targeted funding for individual students | Improved wellbeing and engagement | Allocation of an Assistant Principal to support teachers to identify, program and implement high impact teaching strategies to engage students with a non-identified learning disability or difficulty, to engage in their learning. SSOs allocated to nurture room /interception sessions to support wellbeing and engagement. | Increased engagement and team around the child support with behaviour concerns, with an increase in self-regulation to support engagement in learning. |
| | Improved outcomes for students with an additional language or dialect | 1:1 SSO and/or teacher support to work with students on their learning goals. | Increase in participation and wellbeing. |
| | Inclusive Education Support Program | SSO in class support in literacy and numeracy. Upskilling SSOs to provide Wave 2 support. | Increase in student participation in learning, NAPLAN, PAT-M and PAT-R |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support | All Aboriginal and Torres Strait Islander students received in class support targeting their individual needs. Additional SSO support and APAS funding provided individual intervention and support for identified ATSI students. All students have ready to learn plans and individual goals which supports emotional wellbeing, connection to the school, and numeracy and literacy achievement. | One plan and individual learning goals were reviewed with greater engagement of students and families in setting goals. |
| Program funding for all students | Australian Curriculum | Assistant Principal in curriculum released to support teachers planning with DfE units of work (Maths), differentiated learning and model and support 'spaced, interleaved and retrieval' practice in classes. | Increased number of students achieving Maths standards. |
| Other discretionary funding | Aboriginal languages programs initiatives | N/A | N/A |

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|--|---|--|---|
| | Better schools funding | Assistant Principal in Curriculum 0.4 to support ongoing professional development with targeted SIP focus, with the support of the Partnership release days. | Implementation of DfE units of work in Maths across the site. |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |