

O'SULLIVAN BEACH ANNUAL REPORT 2009



Context Statement

O'Sullivan Beach School is a relatively small Southern Metropolitan Primary School. The community is diverse in terms of socio economic backgrounds with approximately 70% school card holders and a substantial number of Indigenous Australian families along with Anglo Australian families. The implications of these factors are that the merging values of such diverse groups can be complex and requires understanding, support for all families and explicit teaching of cross cultural perspectives in learning programmes.

Community support and ownership of the school is strong and staff members have a strong commitment to caring and providing education for the students in their care.

O'Sullivan Beach is fortunate in having good facilities and attractive grounds which are appreciated and valued by the whole community. These need to be maintained at the high standard and developed further where possible to add to the learning environment for our students. The continued drought has made it difficult to maintain the grassed areas due to water restrictions, however measures have been taken to ensure that watering the ovals is as efficient as possible.

Stephanie Alexander Kitchen Garden Foundation



In 2008 O'Sullivan Beach School was successful in being a Stephanie Alexander School where students grow produce and then cook with it. Students learn about healthy choices in eating and develop the skills to cook for the family and share what they learn. During Term 3 we held our Community Meeting to gain the interest and spread the word about the program to a wide variety of community member. We had Maggie Beer visit the school, as she is South Australia's Ambassador for the Foundation. The Student Executive greeted community members and Maggie and gave them a guided tour of our vegetable garden and the Indigenous garden. Maggie talked to the community members and shared her passion about the program and from this we gained many interested community members that are willing to support students in the garden and assisting in the kitchen.

The kitchen was started to be constructed during Term 4, Room 10 was stripped by interested parents and community members in order to get the ready

for further stages of the development of the kitchen. A series of quotes have been gathered for electrical, plumbing, flooring, 4 station kitchen and construction of dining space to be built out from the classroom.

The Governing Council and myself attending a Stephanie Alexander kitchen Garden function in the Barossa Valley at Maggie Beer's Farm as a celebration and further promotion of the work that the foundation does in schools across Australia.



SILA

In Term 3 Week 7 the school went through a Diagnostic Education Department Review on Literacy. The review was held over three days where staff, students and parents were interviewed and some students were observed in classrooms at work. From this process a report was written and shared with staff. From the recommendations in the report it will allow to focus on areas for improvement and acknowledge the areas we do well at O'Sullivan Beach School.

Recommendation 1: FOCUS ON LEARNING

That the principal and staff at O'Sullivan Beach Primary School work collaboratively to:

- a. Further develop explicit teaching agreements for each aspect of literacy to promote consistency and achieve curriculum coherence R-7
- b. Advance pedagogies of engagement to cater for the needs of all learners with the provision of challenging, rigorous and differentiated learning tasks
- c. Continue the support of teachers to use achievement data in the classroom and build an *assess-teach-plan* cycle

Recommendation 2: ATTEND TO CULTURE

That the principal and staff at O'Sullivan Beach Primary School work collaboratively to:

- a. Build staff skills in critical collaboration, moderation and reflective practice to enhance professional culture
- b. Further develop clear, consistent and inclusive planning, decision making and communication processes to improve staff professional culture
- c. Institute cohesive professional development and performance management processes aligned to the Site Improvement Plan (SIP) targets

Recommendation 3: SET DIRECTION

That the principal and staff at O'Sullivan Beach Primary School work collaboratively to:

- a. Develop an agreed vision with stakeholders for O'Sullivan Beach Primary
- b. Review existing literacy plans to establish a single focused SIP with a small number of specific literacy targets and strategies enacted at the classroom level
- c. Become more proficient in the analysis and use data to inform planning and programming at site and classroom levels to support improved literacy achievement

Recommendation 4: SHARE LEADERSHIP

That the leadership team at O'Sullivan Beach Primary School:

- a. Uses regular leadership meetings to strategically plan the implementation of the review recommendations in a coordinated, systematic manner
- b. Work with staff to build leadership density and identify collegiate responsibilities to engage with, and support, whole school improvement
- c. Promote pedagogy and curriculum as the key focus for all leadership roles and encourage staff to step up, support colleagues and undertake AST/leadership roles

Family Support Worker

Morgan Miller was appointed as the Family Services Coordinator (FSC) at the beginning of Term 4. The FSC role is part of the Children's Centre initiative and will work alongside childcare, kindy and school staff as well as health workers and other service providers to assist families to have safe, caring, connected and resilient relationships. When the Children's Centre building is complete Morgan will relocate to the site to join the other Children's Centre staff, until then she will remain situated at the school.

Other Community Programs

[Jump and Jive](#) a program ran on Wednesday mornings which was organised by the Speech and OT as another service which will be provided by the Children's Centre. Kindy students came over during Term 3 and 4 with their parents and kindy staff to work on co-ordination skills in the Activity Room.

[Learning Together](#) .is a program involving families in their children's learning that makes a positive difference to both adults and children within the family. Connecting families to each other, and to a range of service providers in family friendly environments, also builds social capacity and enables the development of shared understandings about children's learning. This program has been site for on for four years

[Parenting Workshop](#) Parenting by connection was held during term2 & 3 for parents to develop parenting skills. These were informative and many parents acknowledged that they were extremely valuable in supporting them with the raising of their children.

WiseMove, an initiative of the South Australian Government and the Office for Recreation and Sport, is twelve-week program that is designed to help women incorporate physical activity into their lifestyle. The initiative encourages participants to designate a few hours each week for physical and mental wellbeing.

Wisemove ran at O'Sullivan Beach School in both term 3 and 4 of this year as a joint project between the O'Sullivan Beach Kindy who provided training, funding and child care and the school who provided the space. The program was run by Annette Mumford and Robyn Sable both parents at the school and participants came from both the school and kindy community.

The sessions run for 2 hours and incorporate 1 hour of 'lesson time' covering different subjects each week such as goal setting, motivation, healthy eating, personal safety and stress management followed by 1 hour of exercise. Walking is encouraged and our group also included a variety of exercise such as pilates, circuits, a beach walk, indoor activities with your kids like playing 'donkey tail' and balloon volleyball and a trip to the local gym and swim centre. We also incorporated a letterbox drop to promote the Maggie Beer visit into one of our walks.

Term 3's group participated in the City/Bay Fun Run and raised over \$900 for the Neonatal Unit at Flinders Medical Centre.

Counsellor's Report

Setting up for success

At the beginning of the year during the first two weeks all classes run a Setting Up for Success program which allows staff and students to develop expectations and positive relationships with each other. We work on Circle Time strategies, Child Protection Curriculum, Program achieve and Sullies Success. These activities are designed for students to have a positive and interactive start to the school year. Students across Rec to Year 7 participated in "Big Games", these activities involved students playing a variety of games in small groups. Over the weeks they developed skills in working together, sticking to agreed rules, treating each other with respect, using manners and using appropriate language whilst playing with others.



Manners Day



Matilda Manners and Robbie Respect helped us celebrate the use of great manners here at school. They performed some role plays for the whole school at a special assembly and led our silent lips conga line through out the school. Students worked on a variety of different activities in the classroom which allowed them to show great manners and fill their manners day award certificate. This day helped students to support and develop new relationships by participating in R-7 groups working on trust and group activities.



Student Leadership

In term 1 the Student Executive went to a two day leadership conference at Hindmarsh.

At the Student Executive Leadership Conference on Wednesday and Thursday of Week 7 the students were split away from each other and had to work with 8 other students from schools around Adelaide. Over the two days they bonded and developed new relationships as they participated in activities such as getting to know you activities, learning about a democracy and parliament, meeting structures, what types of decisions there are in our society, developing public speaking skills, what make a great leader and lots of fun activities.

They kept on focusing on the following throughout the two days.

V = Vision
V = Voice
O = Organisation
R = Responsibility
T = Teamwork

Back at school the Leadership group went to classes and ran some of the activities they did on the two days.



Life Education Van Visit

During Week 8, Wednesday 18th - Friday 20th March the school will be visited by the Life Education Van. It is a mobile learning classroom which provides a

valuable interactive learning in the Health and Drug Education curriculum to compliment what is already being done in the classroom.

Each class had a session in the van with the younger students having 60 mins and time increasing through the year levels up to 90 mins for year 6/7 students. Each class also had a series of worksheets and activities that they worked through over the week. The Life Education experience provided students with opportunities to practise strategies to stay safe. All lessons were age appropriate and sequentially developed from Reception to Year 7.



Circle Time

All new staff including new Contract Teachers through out the year were trained in Circle Time by Sue Roffey so that the program to give students the confidence and a process to share learning and have a voice continue to be R-7 focus.

During terms 3 and 4 the Counsellor role has included:

Working with 3 Junior Primary classes on a weekly basis taking PE lessons, concentrating on learning skills such as taking turns and getting along, as well as giving the children the opportunity to work with myself in a friendly, positive environment

Working twice a week with specific children on a program aimed at understanding behaviours and consequences, as well as looking at ways of building friendships and getting along with others. It has been pleasing to see a gradual reduction in time-outs and detentions for more serious behaviours for these children as the sessions have progressed.

Using a program which is new to the school, 'Exploring Feelings' by Dr Tony Attwood. There are

two books in the series and they are specifically aimed at helping children with Asperger's Syndrome work through issues related to anxiety and anger. Two groups, one from lower primary and one from upper primary, have been working through the activities and enjoying the opportunity to interact with each other.

Student Voice has been meeting every Friday morning. Class representative's report back from class meetings, detailing decisions made on issues arising from previous Student Voice meetings, as well as tabling any ideas they may have for fund-raising or special events. Many of the younger children have enjoyed being able to assist the older children in the canteen on Fridays. Student Executive members, who are from years 6 and 7, have taken on extra tasks such as working in the canteen at recess and lunch time on Fridays, helping organise and prepare the lunch orders for Special Lunch days, organising special events during the year and helping with the organisation of the year 7 Graduation. Money raised during the year (\$1000 so far) is going towards buying equipment for our new kitchen.

Time has been spent gathering and making activities for teachers to use during 'Circle Time', as well as streamlining the 'Setting Up For Success' program which is run in the first two to three of school each year. Both of these programs cover issues such as bullying, friendship, getting to know each other, and looking in depth at our school values.

NAPLAN 2009

Year 3, 4, 5, 6 & 7 students underwent NAPLAN assessments in May 2009. This was the first time that all our Primary students were assessed so that base line data could be collected before our engagement in the SILA (Supporting Improved Literacy Achievement) Project. The information and data gained from NAPLAN will assist staff at O'Sullivan with assessment, which then will inform us of future programming needs for our students.

Year 3 Literacy Results

We had a participation rate of 92.9% in NAPLAN in 2009. Fourteen students sat the Language Conventions, Reading and Writing tests, with thirteen students completing them, one student was withdrawn from the testing. 6 students on Negotiated education Plans. 1 of these NEP students was above benchmarks. Of the 9 students not reaching benchmarks in across the varying facets of Literacy, 1 is already identified as Students with a Disability and another 3 have been identified as having

learning difficulties. One student who has an NEP reached benchmark and was in Band 3 or above. Our weakest area is the Grammar and Punctuation component of the Language Conventions. 84.6% of reached bench mark in reading and writing, 53% in spelling, 38.5% in Grammar and Punctuation. In Language Conventions we had around 50% of students sitting in Band 1 where as Reading and writing most students where Band 2 & 3 with a couple of students in Band 4 & 5. Boys are doing better than girls

Numeracy Results

Seven students were below the Benchmark for Numeracy in Year 3 in 2009, which is a significant drop on last year's cohort. The other remaining students have been some progression to having 4 students in Band 3 with 1 student in the higher bands of 4 & 5.

Table 2: School band summary

The percentage and counts of students in each band for each NAPLAN test. Bold format represents below national minimum standard in this year level.

Aspect	Exempt %	Exempt No.	Prof Band 1 %	Prof Band 1 No.	Prof Band 2 %	Prof Band 2 No.	Prof Band 3 %	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band 6 %	Prof Band 6 No.
Numeracy			53.8%	7			32.2%	4	7.7%	1	7.7%	1		
Punctuation & Grammar			61.5%	8			7.7%	1	30.8%	4				
Reading			15.4%	2	46.2%	6	23.1%	3	7.7%	1	7.7%	1		
Spelling			46.2%	6	23.1%	3	7.7%	1	7.7%	1	15.4%	2		
Writing			15.4%	2	23.1%	3	23.1%	3	23.1%	3	15.4%	2		

Year 5 Literacy Results

Twenty-one students, which was 100% participation, sat the NAPLAN in all components. All students reached Benchmark in Reading, 90.5% of students reached benchmark in writing, 85.7% in Grammar & Punctuation and 81% in Spelling. Of the 7 students who didn't make benchmark in one or more components of literacy 5 students have NEP's, one student waiting for guidance assessment. In progression ratios we were higher than the National for Medium and Upper but lower in the Low progression.

Numeracy Results

Four students did not reach Benchmark (all being NEP students). Our greatest proportions of students are in Band 5 with 1 student in Band 8 or higher. In progression ratios we were higher in the Medium, higher in the low and lower in the higher progression.

Table 2: School band summary

The percentage and counts of students in each band for each NAPLAN test. Bold format represents below national minimum standard in this year level.

Aspect	Exempt %	Exempt No.	Prof Band 3 %	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band 6 %	Prof Band 6 No.	Prof Band 7 %	Prof Band 7 No.	Prof Band 8 %	Prof Band 8 No.
Numeracy			19.0%	4	25.0%	4	42.9%	9	14.3%	3			4.8%	1
Punctuation & Grammar			14.3%	3	23.2%	7	23.8%	5	14.3%	3	14.3%	3		
Reading			23.8%	5	38.1%	8	19.0%	4	19.0%	4				
Spelling			19.0%	4	14.3%	3	28.6%	6	28.6%	6	9.5%	2		
Writing			9.5%	2	30.1%	6	19.0%	4	28.6%	6			4.8%	1

Year 7 Literacy Results

Out of nineteen students eighteen sat the reading, Reading and Numeracy tests with 17 students completing the Writing, Spelling and Grammar & Punctuation tests. Of the 9 students not reaching Benchmark in Literacy 2 are already identified as Students with Disabilities. 5 students have NEP's and 1 been identified as students with Learning Difficulties. We had 88.9% reach bench mark in Reading, 76.5% in Grammar & Punctuation, 70.6% in Spelling and 64.7% Writing.

Our students are placed mainly in the Lower bands for Year 7 with no one in Band 9 or higher and only a few in Band 8 for Spelling, Grammar and Punctuation and Writing. We need to increase all Year levels in the higher bands.

The percentages for student growth category were very similar to State with only a slightly higher in the Lower and lower in Upper categories.

Numeracy Results

Only one student was below Benchmark in Numeracy. The majority of our students are placed within Band 5 & 6 with 3 students in Band 7.

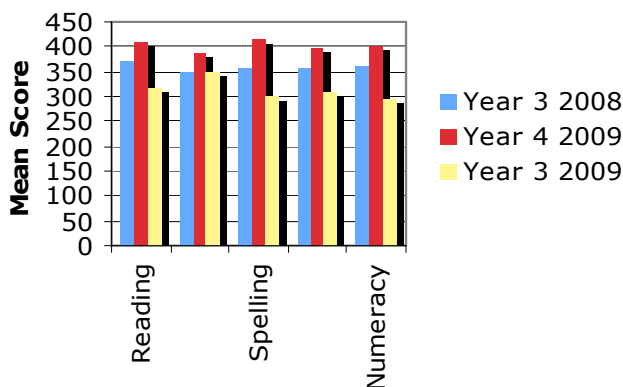
The percentages for student growth category were very similar to State with only a slightly higher Lower and lower Upper categories.

Table 2: School band summary

The percentage and counts of students in each band for each NAPLAN test. Bold format represents below national minimum standard in this year level.

Aspect	Exempt %	Exempt No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band 6 %	Prof Band 6 No.	Prof Band 7 %	Prof Band 7 No.	Prof Band 8 %	Prof Band 8 No.	Prof Band >=9 %	Prof Band >=9 No.
Numeracy			16.7%	3	50.0%	9	16.7%	3	5.8%	1	11.1%	2		
Punctuation & Grammar			23.9%	4	41.2%	7	17.6%	3	5.9%	1	5.9%	1	5.9%	1
Reading			11.1%	2	35.9%	7	38.9%	7	5.6%	1	5.6%	1		
Spelling			29.4%	5	23.5%	4	17.6%	3	17.6%	3			11.8%	2
Writing			35.3%	6	17.6%	3	11.8%	2	23.5%	4	5.9%	1	5.9%	1

Year 4



Test	Year 3 2008	Year 4 2009	Year 3 2009	Year 4 Growth
Reading	372.3	410.8	317.7	38.5
Writing	349.1	390.3	349.2	41.2
Spelling	356.1	416.9	299.7	60.8
Grammar & P	356.1	398.3	309.1	42.2
Numeracy	360.7	403	293.6	42.3

50 points represents a year's growth. Year 4 students have improved by more than one year in spelling and are very close to a year in other curriculum areas.

3 out of 5 NEP students met benchmark requirements. Majority of students in Bands 3,4 & 5 with 5 students in Band for numeracy, 1 in Punctuation & Grammar, 4 in Reading, 2 in Spelling and 1 in Writing.

Table 2: School band summary

The percentage and counts of students in each band for each NAPLAN test. Bold format represents below national minimum standard in this year level.

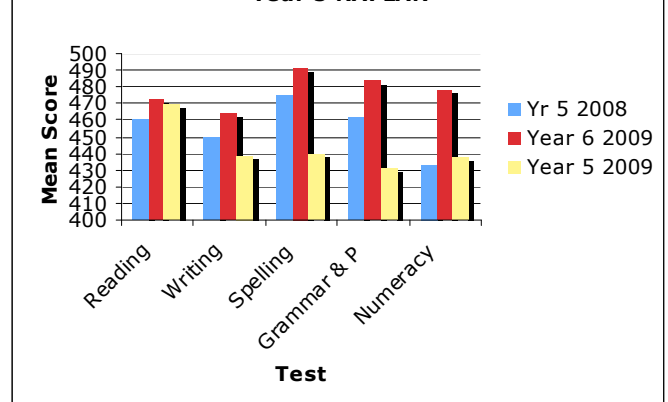
Aspect	Exempt %	Exempt No.	Prof Band 1 %	Prof Band 1 No.	Prof Band 2 %	Prof Band 2 No.	Prof Band 3 %	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band >=6 %	Prof Band >=6 No.
Numeracy			10.0%	2	20.0%	2	25.0%	3	20.0%	4	10.0%	2	25.0%	5
Punctuation & Grammar			17.6%	3	23.5%	4	23.5%	4	29.4%	5	5.9%	1		
Reading			10.0%	2	30.0%	6	25.0%	5	15.0%	3	20.0%	4		
Spelling			5.9%	1			23.5%	4	29.4%	5	29.4%	5	11.8%	2
Writing			7.1%	1	25.7%	5	42.9%	8	7.1%	1	7.1%	1		

Year 6

In numeracy the Year 6's had the most amount of growth over the past year. Very little growth has occurred in literacy.

Four students didn't make benchmark all of which are NEP, 3 NEP students met benchmark.

Year 5 NAPLAN



Test	Year 5 2008	Year 6 2009	Year 5 2009	Year 6 Growth
Reading	460.3	472.3	468.7	12
Writing	449.1	464.2	438.2	15.1
Spelling	475	491	440	16
Grammar & P	461.7	483	431	21.3
Numeracy	432.7	478	437.2	45.3

Majority of Year 6 students fit into 5, 6 & 7 Band with 1 to 2 students in Band 8 across the areas.

Table 2: School band summary

The percentage and counts of students in each band for each NAPLAN test. Bold format represents below national minimum standard in this year level.

Aspect	Exempt %	Exempt No.	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band 6 %	Prof Band 6 No.	Prof Band 7 %	Prof Band 7 No.	Prof Band 8+ %	Prof Band 8+ No.	
Numeracy			4.5%	1	13.6%	3	43.9%	9	22.7%	5	13.6%	3	4.5%	1
Punctuation & Grammar			13.6%	3	4.5%	1	9.1%	2	45.5%	10	22.7%	5	4.5%	1
Reading			12.5%	3	4.2%	1	33.3%	8	25.0%	6	20.0%	5	4.2%	1
Spelling			13.6%	3	9.1%	2	9.1%	2	27.3%	6	31.8%	7	9.1%	2
Writing			13.6%	3	9.1%	2	27.3%	6	31.8%	7	9.1%	2	9.1%	2

Come Out

COLLIDING WORLDS EXHIBITION

We held an Exhibition of Students' work in the Activity Room based on this year's theme of Colliding Worlds. There was a range of different styles of art work produced by the students with their class teacher's assistance. Parents were invited to view the exhibition.



Performance Arts

One day a week has been allocated to performing arts where students participated in a 5-week rotation with 4 weeks preparation and the 5th week performing to the school and parents at a special assembly. The performances were filmed and the DVD footage available for classes and parents to view.

- 6/7 PE dance: Venga Boys "Up and down"
- 6/7 Stick music a percussion item
- 4/5 Sock dance: "Boots are made for walkin"
- 3/4 Boogie board dance – "Let's go surfing now"
- 2/3 & Receptions "Chinese New Year" – percussion/song/dragons
- 1/2 Umbrella dance: "Singing in the rain"
- Receptions (2 classes) Movement/song – "Octopus Garden"

Festival Theatre Choir

Eighteen students were selected from Years 5, 6 & 7 to fill the eighteen the available positions at the

Festival Theatre performance as part of Schools' Choir. Students had weekly rehearsals at school with a choir trainer and pianists. Students had three joint rehearsals with other schools so that got used to performing with others and hear how a choir sounds. There was also 1 assessment that students underwent with the final performance at Festival Theatre. This group of students also performed at assemblies and went down to Christies Beach Retirement Village



Recorder

As part of the music programme, students who excelled in these introductory classes were asked to continue once a week, small group of 10 students to receive extra tuition.



This group of students also performed at assemblies and went down to Christies Beach Retirement Village.

Guitar

As part of the music programme, students who excelled in introductory classes were asked to continue once a week, in a small group of 8 students to receive extra tuition.

Junior Primary Choir

All year 2, 3 & 4 students were given the opportunity to join once a week session. 38 students took up the option to participate to learn new songs and perform at assemblies to the school community.



Upper Primary Choir

During the last term 37 students in years 5, 6, & 7 students were given the opportunity to join once/fortnight sessions to learn new songs and perform as a group.

Xmas DVD

A Xmas DVD was produced for the Carols by Candle Light at Skate Park in O'Sullivan Beach, run by Friends of O'Sullivan Beach and filmed at school. Each class as well as our performance groups of – Recorder, Ukulele, Guitar, JP Choir and UP Choir prepared and practiced their favourite Christmas Carol and had it Videoed, which was a wonderful experience for all involved.

Junior Primary Singing R – 3

Once a fortnight all in students Reception to Year 3 got together for an half hour singing session with Mrs. Morrison and Ms Plisko. Students learnt new songs, revisited old songs and put actions to others.



ICT

In ICT this year the school has been implementing many different programs and software. The main focus this year has been the implementation of Mathletics. Mathletics is an interactive Internet site aimed at engaging every student everyday with a personalised, responsive, intelligent and challenging learning resource. It is Australia's most used educational website and aims to inspire students in understanding maths concepts.

Other programs and software that has been bought for the students and staff are as follows:

Initial Sounds - a junior primary program aimed to help student's basic alphabetical phonics.

Understanding Text Types - an upper primary program, which focuses on different genres of writing.

Furthermore, the school has also purchased new headphones for the ICT room to enable students to listen to programs quietly. These programs and software have been the main focus areas in ICT this year. The staff has also undertaken some training and development sessions on various programs and applications to enhance their learning.

Ukulele

During Term 4 Year 6 & 7 all students were asked to join the group for once / week tuition. Twelve students took up the opportunity to develop their skills further. These students performed in front of the school at assemblies and also went to Christies Beach Retirement Village to bring entertainment to the residents.



Accelerated Literacy

O'Sullivan Beach School is in it's second year of AL. The level of support is intensive which is 20 days per year. Our consultant visits 4 times a term supporting the staff. We had 6 staff participate in these days working on text analysis, observations and feedback. We had 2 staff members begin the program this year with 4 staff in their second year. AL continues to be a very positive force in the Literacy learning and teaching of our school. The conversations are richer

and involve a greater understanding. We will again next year provide with the support of a consultant

Early Years Mentoring Program

This year's formula for determining our early years mentor saw DECS allocate to us a .15 position. Having in the past has an allocation of .2 (one day a week) caused us to think about how best we could be creative with the use of this time. A day spent with other sites and early years mentors gave us some ideas to ponder as the JP staff, along with leadership sought the most worthwhile and creative use of this time to support best learning outcomes for children.

After much discussion it was decided to employ Andrea Clarke to work with JP classes implementing a program focusing on literacy across the curriculum, thus releasing the class teacher to work one on one or in small groups with selected students to improve and extend literacy learning.

All JP teachers have reported that this time has been invaluable as it has given them the opportunity to explicitly assess in a quiet and controlled environment giving students the best opportunities to achieve their learning goals. Not only has it given the class teacher the opportunity to work with those students who have needed extra support in specific areas but, it has also allowed for groups of students to be given extension opportunities.

As yet we are unaware of our allocation for 2010 but staff have already had preliminary conversations about a similar program operating next year.

Premier's reading Challenge

O'Sullivan Beach School students have been participating in the Premier's Reading Challenge since its inception six years ago. The first year of completion students receive a certificate and then subsequent years receive medals, Bronze, Silver, Gold, Champion and this year Legend. Students from Reception to Year 9 throughout the state are asked to read 12 books, 8 of which are from a selected list, between March and September. 'Open up your world with the Premier's Reading Challenge' has been the theme for the year. 126 OSBS students received awards this year. Awarded were 24 certificates, 31 Bronze medals, 20 Silver medals, 17 Gold medals, 17 Champion medals and 17 Legend medals. Well done to those students! We hope they will be keen to accept the Challenge in 2010.

Student Support

In 2009, we have liaised with:

- DECS Staff

- Guidance Officer
- Disabilities Coordinator
- Behaviour Support Team
- Hearing Impairment Coordinator
- Vision Impairment Coordinator
- Autism SA
- Attended fortnightly meetings of Student Review Team (in house staff and relevant DECS support staff)
- Australian Childhood Foundation
- Down Society
- O'Sullivan Beach Kindergarten
- Allianz Insurance and Psychologist John Said
- Transferring students' past primary schools when needed
- Noarlunga and Hallett Cove Libraries
- CAMHS
- City of Onkaparinga
- Department of Families and Community Services
- Noarlunga Swimming Centre
- Local High Schools:
 - Wirreanda
 - Christies Beach
 - Hallett Cove R – 12
 - Blackwood

Training attended by all or some members of STAR room staff in 2009

- Accelerated Literacy training
- Flinders University – Research in Special Education
- Childhood Foundations courses – online and in person
- Julia Atkin Workshop
- Tourette Syndrome & Associated Disorders
- Tourette Syndrome (Workshop run for whole school staff by Lorna Rowe, OSBS SSO)
- Understanding Autism Spectrum Disorder – Tony Attwood and Sue Larkey
- Presentations on Autism Spectrum Disorder – Erica Hanley
- Hearing Impairment Workshop
- Responding to Abuse and Neglect: Education and Care (update)
- Understanding Down Syndrome and signing information
- Toward a better understanding of Students with Intellectual disabilities and Global Developmental Delay
- Personnel Advisory Committee training
- Completing Certificate III in Government (School Support Services)
- Disability Support Services
- Minimising trauma and abuse related incidents in children at risk in both home and educational settings

Firstly, I wish to commend all of the SSOs who work in the Star Room for their enthusiasm, dedication

and professionalism. They have the best interests of the students foremost in their minds and often show how they are prepared to put themselves out, or do unpleasant tasks, if it is in the best interests of our students.

This year we were very lucky, as, along with the rest of the school, we had the Star Room repainted. It has really made a difference, and whilst we were in a little disarray over the holidays, we took the opportunity to spruce up our pin-up boards and change the configuration of the furniture. The students have appreciated their new look Star Room.

We receive allocation for salaries from DECS through Students with Disabilities funding, Students with Disabilities Supplementary Funding, a Learning Difficulties grant and a private Insurance Company. Because of these allocations of grants we are able to provide 1:1 and group articulation and language awareness sessions (programmed by our Speech Pathologist Brooke White), access a weekly swimming program for 8 of our students, 1:1 specific support for funded students so that they can access mainstream education, run Gross Motor skill programs for both Junior and Middle Primary students who have identified coordination delays, Occupational Therapy for a specific student, ongoing toileting support, ESL support, group sessions with specific students both in and out of class, specific help to settle into school in the morning so that the student has a successful day, Extension Literacy and Mathematics sessions, Boys' and Girls' group, Woodworking group, Book based groups, and just for fun during Monday lunchtimes – Rush Hour (a strategy and lateral thinking game). We have also conducted whole school testing in Literacy (reading age, spelling age, comprehension age) and Basic Mathematical Processes (addition, subtraction, multiplication and division).

We also have invested allocated hours in the playground at both Recess and Lunch for one student with an intellectual disability, another with a serious medical condition, and also for students who may not be successful out in the yard due to the stages of their learning about social issues. This proactive stance has saved many children from ongoing Focus' and has helped them learn how to cope better in a larger social group and as a result made the school yard a more harmonious place for all students.

One of the major strengths of special needs in this school, is that students are always keen to access support, in fact we are often called to justify why a particular student is not spending time in the Star Room!

We have received professional input from Brooke White (Speech Pathologist), 3 Psychologists, South

Australian School for Vision Impaired (Marianne Scherer), Hearing Impairment Coordinator (Chris Bowen) and 2 Disability Coordinators (Linda Hale and Catherine Veer), Down Society (Ann Squire), Autism SA (Kathy Cottrell) and Sue Hoffman (Occupational Therapist), Noarlunga Aquatics Centre (Pam Ind). Thank you also to all of these people for their dedication to our students.

Where to from here? We are looking forward to being part of SILA and learning from their expertise, using data collected through NAPLAN and Whole School Testing to even more specifically target areas of learning which need extra support for specific groups of students, whilst advocating and providing extra support in whatever guise is needed to support the students of O'Sullivan Beach to keep learning and believing in their potential, uniqueness and the fact that no matter what stage their learning is at, they can further develop their skills.

Student support continues to assist Students with Disabilities and Learning Difficulties in many and varied ways. In 2008 we supported over 100 students in their learning in additional programmes, which included literacy, numeracy, social development, co-ordination, individual extension and confidence building. Below is a list of the services able to be accessed.

[Junior Primary & Primary Programmes & Support Services](#)

- Speech – provided by SSO staff- Intensive or small group, planned by District Speech Pathologist
- Book Based group- Early Literacy, extension of Speech programme and communication
- Fun and Games- Gross Motor Coordination, includes small group instruction
- Occupational Therapy - new programme to start for small group of Junior Primary students
- Girls and Boys group- For development of planning skills, organisation and self esteem
- In class support by SSO, classroom teacher, Aboriginal Education Teacher, Aboriginal Education SSO
- Out of class support by SSO, classroom teacher, Aboriginal Education Teacher, Aboriginal Education SSO- Small group or individual
- Support in class provided by the Junior Primary Literacy Mentor- including individual and small group reading
- Reading Recovery- provided by Specialist teacher for 2 to 4 (1/2 hr each) individual sessions per week
- Mentor group- provided by specialist teacher, artists and guest speakers
- Numeracy small groups- targeting number facts especially Multiplication and Division

- Woodwork with Mr Kling- skill development and confidence building
- Weekly Swimming lessons (for eligible students) to develop confidence and water skills
- Gardening with Mrs Chambers- individual, small group and whole class activities
- Counselling with Lynn Wilson, Tina Delchau, Deb Harwood and District Social Worker, CAMHS worker
- External Specialist groups such as Autism Association, Downs Syndrome Association
- Special Education support provided by Catherine Veer Disabilities coordinator
- Support with behaviour issues with Liz Edge and Sue Weir

Aboriginal Education Report

The national theme for Reconciliation in 2009 has been **'See the person, not the stereotype'** and in Aboriginal Education this year at O'Sullivan Beach School we have endeavoured to continue building an awareness of these types of issues through our teaching and learning practices. These range from whole school activities and events to the work taught in class throughout the year.

In the Classroom

Examples of Aboriginal Education taught in the classroom across the year levels (R-7) included a variety topics ranging from contemporary to traditional culture such as **famous Aboriginal Australians of modern times, the Dreaming and the Kurna language (literacy focus)**. Simon (AET) taught mini lessons with all classes to introduce them to the language of the local Kurna people. Students learnt words from the Kurna language and many could be heard asking *Ninna marni* "Hello, are you well?" or around lunch time saying *Ngai taityo* "I'm hungry" or simply shouting *Wadu*, which means to shout out loud. Various units on **the Dreaming** were taught looking at the role the Dreaming plays for Aboriginal people and how it relates to rules for living, relationship to land and spiritual stories. Students also learnt that the Dreaming is an ongoing process and connects to everyday life in Aboriginal culture. Underpinning the learning this year was a focus on the variety of Aboriginal cultural groups found across Australia and more specifically South Australia. Students learnt about Dreaming stories such as Thukeri and Kondili the whale, and also listened to stories and life experiences of visiting Elder (and ACEO) Aunty Eileen Butler. They heard about her childhood days with her traditional family near Birdsville, gathering bushfood in the dunes and being told the Dreaming story of the Seven Sisters by her Elders and then later how she won a scholarship and attended boarding school in the city. They also learnt about the history of the Kurna people from Paul Dixon

and heard about some of the issues they faced when settlers first arrived at Glenelg. Students made the connection between the Kurna shield in our front office and the old shield found on a battlefield in the Kurna plains (now on display in the South Australian Museum).

Whole School Reconciliation Week Celebrations & Bush food BBQ:

"See the person not the stereotype:"

This year we received more valuable volunteer parent help and support for our traditional Bush food BBQ for which we are grateful as it really helped make the event a success. All classes hand-made their own Reconciliation wrist bands (which they proudly wore) and watched the Sullies Kids Crew launch 'Spirit in the Sky' and Naomi Hicks (musician and parent) sing some of her original songs. They were then able to sample a variety of Bush tucker after the performance. Representatives of DEEWR also attended the event.

Island Dreaming Performance

Another whole school event was Island Dreaming, a performance by Phil (Napatali) Geia and his cousin all the way from near Cape York and the Torres Straight Islands. In a warm, humorous style, Napatali took his young audience on a journey through the history and lifestyle of the Kaurareg people. Students learnt about Island singing, customs play dances, ceremonies and heard some amazing stories.

Indigenous Garden Bush food trail resource:

Over the year all classes have at some stage participated in helping nurture the garden by weeding, spreading mulch, watering or helping collate information on the plants.

Katherine Hillier from Urban Forests provided support identifying plants and helping out on our planting day in Term 4, which was kindly sponsored by Indige Flora who donated plants. Students helped plant new local native plants to replace ones that were lost over the harsh summer. The Year 6/7 classes have been working with the AET to identify, photograph and document all of the plant species found in our garden and investigate their traditional uses. Students drew their own garden maps and prepared questions for Paul Dixon who visited in week 3 and shared his knowledge on Kurna names and uses of plants. While here Paul also donated a local Kangaroo Apple tree, which we have now added to the garden.

On her visit to our school for the Kitchen Garden, Maggie Beer was very impressed with our

Indigenous Garden with its large variety of plants that have bush food and medicinal uses. She acknowledged the symbolism of the newly planted Yacca (Xanthorrhoea) and its longevity, relating this to our long-term commitment to Aboriginal education and community development.

Michelle White (parent undertaking SACE at Christies Beach High School) as part of her project found a number of local businesses to donate additional plants and also contributed several trailer loads of mulch. Mulch had been a problem until we had several storms, which brought down trees - all problems were then solved! Support from Heather Chambers with the garden has also been valuable.

Other Projects

The **Mentor Project – Creative Connections** funded by DEEWR under the Parent School Partnership Initiative (PSPI) in 2008, saw flow-on benefits in 2009 with the completion of the song **Spirit in the Sky** by the Sullies Aboriginal kids who consolidated what they had learnt in two live performances. The final version was mixed by Jeremy Conlon (a professional sound engineer based in Darwin).

The main literacy outcome from this was the composition of original lyrics arranged from brainstorming workshops with the students who then quickly learnt how to sing the song and perform it live. The **Spirit in the Sky CD** live performances were during Gavin Wanganeen's visit at the **Community Day event** on the top oval and during the **Reconciliation Week celebrations** for the whole school.

Naomi Hicks volunteered additional time to help run practice sessions during lunch times and William Bendessi, lead singer and Sullies graduate (now attending Warriappendi School), returned for both performances.

Aboriginal Education District Day

Two year seven students were invited to speak at the **Aboriginal Education District Day** sharing their experience of the creative process working on the song including writing, rehearsing, recording and playing the CD to all of the District representatives from schools in the Southern region. Clare Jenkins distributed copies to the all of the schools who added their details to the request list.

Spirit in the sky has also been used as an exemplar of multimedia literacy by DECS curriculum writers.

Excursions

Nunga Day excursion

All of the Aboriginal students attended the Nunga Day event as part of the come out festival at Christies Downs Primary School (organised in conjunction with Carclew). They participated in a variety of workshops including art, story telling and

music hip-hop run by positive Aboriginal role models and artists such as Jimbla.

Come Out:

Binnenindi Performance at Higher ground.

Some of the Aboriginal boys attended a special event and travelled with other school groups into the city to watch a performance called Binnenindi. This was a showcase of music & fashion by young Aboriginal role models.

Botanic Gardens

Room 9 &10 are visiting the Adelaide Botanic Gardens as part of the unit of Aboriginal Studies they are doing in Term 4. They will follow the Aboriginal Culture Trail and build on the knowledge they have been learning over the term.

Work experience: Jessica Grey (Warriappendi SACE student) undertook two weeks of work experience in the ACEO role and was well supported.

Aboriginal Community Education Officer (ACEO):

The role of ACEO has been changed recently with the department now requiring that the ACEO spend more time developing and maintaining community links than spending time in class. Eileen Butler stepped in to work during terms 1& 2 as our ACEO and made a valuable contribution to the school. Fiona Nicholson returned from maternity leave for terms 3 & 4 and has continued to play a vital role in maintaining communication between families and the school.

Clay tile mural: Michael Tye, a mosaic artist who has worked on numerous community art projects and as an artist in residence at schools, visited to fix the tiles designed and made by students during the Creative Connections project with clay artist Connie Giacomis into a two panel wall mural.

Individual Learning Plans: Simon worked closely with teachers, providing release time for teachers to update and further develop the ILPs for all Aboriginal students. Clare Jenkins also visited staff in term 3 to update on the requirements of ILPs and the role of AET.

Staff T&D: Staff were given opportunities to attend the Aboriginal Education Conference and during the white board T&D Simon again shared with staff the **Aboriginal Education Note book page** which is available on the public server for all staff to access and add to. This page provides links to various websites and resources including The National Reconciliation website, Us Mob, Dust Echoes and more. Debbie Harwood attended an ICAN information session and Fiona Nicholson attended

the Aboriginal Education Conference in addition to an ACEO course she is currently undertaking.

APAS (ITAS) tutoring: Simon collated data and worked with teachers to identify individual student needs for literacy & numeracy and submitted applications for APAS tutoring. The school received funding to run an intensive ITAS tutoring and reading recovery program during term 4. Jade Lock and Yvette Finae have been the ITAS tutors and Darren Ross Masters has been running the Reading Recovery program. Simon has also submitted APAS applications for students to receive funding beginning in term 1 (2010).

Deadly Start to High School: Three year seven students have been participating in the Deadly Start to High School program run at the Reynella Youth Enterprise Centre, in partnership with Mission Australia. The program provides transition support through workshops and by linking students from various schools (Deadly Mentors) and a High School transition visit.

ITAS Tutoring Program

Throughout Term 4 Aboriginal students from O'Sullivan Beach School have had access to extra support & tutoring through the ITAS program.

Three qualified teachers were appointed to run the tutoring program across the school in the form of 1:1 tutoring in Literacy and Numeracy. Students accessed one Reading Recovery session per week and worked with another tutor within their identified areas of need for two extra sessions per week.

Students within the program have demonstrated an understanding of their areas for improvement & have actively participated in learning tasks to improve their knowledge & skills. The program's focus has been on the basic skills necessary to develop a stronger foundation of skills in the areas of Literacy & Numeracy.

At the beginning of the program students were assessed within their identified areas. This assessment provided evidence of their current levels of understanding and competence. At the completion of the program students will be assessed again to see what level of improvement has occurred over the 9 weeks.

At this stage of the program we have noted several positive outcomes of the 1:1 tutoring. Class teachers have commented directly to the tutors on their students increased confidence and engagement in topics that previously posed a problem for the students. Students have also reflected on their personal progress, explaining how they have been able to complete work with a greater sense of

independence as a direct result of the tutoring sessions.

The ITAS tutoring program has made a significant and positive difference for the Aboriginal students at O'Sullivan Beach. It is hoped that we can continue these positive outcomes with continued funding into 2010.

Arbury Park Camp

We secured another opportunity for students in year's 2/3/4/5 to attend this excellent camp in Term 2. We had an excellent attendance rate with 72 students attending with only 5 students remaining back at school. They were involved in environmental studies and science activities. Many parents also attending the camp in order to support the younger students with most of them were experiencing their very first camp. Many photos were taken and Lynn turned these photos into a DVD for parents to purchase as part of our fundraising for the Kitchen Garden.

Sports

Throughout the year students at O'Sullivan Beach School have been involved in various activities aimed at improving and promoting physical skills, fitness and healthy eating.

Students participated in the following skills clinics:

- Term 1
 - Soccer x 5 sessions Year
 - Golf Year single session 6/7
- Term 2
 - Tennis x 4 sessions Junior Primary
 - Baseball single session Year 6/7
 - Squash single session
- Term 3
 - Softball single session Year 6/7
 - Buddy class skills training in netball
- Term 4
 - Tennis x 5 sessions Primary
 - Swimming x 5 sessions R – 5 held at Noarlunga Aquatics Centre
 - Aquatics Year 6/7 x 2 days held at Port Noarlunga
 - Life Be In It session R - 7

Students participated in the following SAPSASA events approx. 45 students in total

- District Athletics Day (O'Sullivan Beach School 2nd place)
- State Athletics Day
- Swimming

In Term 3 all students participated in the O'Sullivan Beach Schools Sports Week. The following activities were enjoyed by all:

- Cross country fun run
- School aerobics
- Sprints
- Tug of war
- Team games

Healthy eating has also been encouraged through:

- Parent cooking classes
- Healthy eating posters and information for parents
- A special healthy lunch order day (Subway)
- Fruit platters during sports week
-

School Pride Funding

During the term 3 holidays the classrooms through out the school were painted which improved the appearance of learning spaces and students taking pride in their environment. All taps through out the school have been converted to timer taps which automatically turn off and toilets were installed with dual flush. All which will assist the school to reduce water wastage.

We also had our new asphalt play area resurfaced and lined which again has improved the appearance of the school but has decreased the number of accidents which occurring prior.



CPS Worker

Heather Chambers is our CPS Worker at O'Sullivan Beach.

This year in my role as Christian Pastoral Support Worker at O'Sullivan Beach School I have been involved, once again, in assisting students to develop a flourishing garden area. Lunchtime gardening is an option for those who miss out on class time during the three day I work.

It's a delight to watch students develop skills as they join in a range of activities including digging, planting, weeding, watering, fertilizing, raking, harvesting, propagation, seed collection the ever-

popular, hunting for bugs. I've assisted several classes with cooking stir-fry, broccoli soup and making salad faces using largely our own garden produce.

Other programmes I've been involved in this year are, The Christmas Shoebox Appeal, organizing Social Justice Seminars and a Christmas Puppet Show. Parenting by Connection, swimming supervision, Arbury Park Camp, Cuppa & Chat and supporting Simon with the Indigenous Garden.

I have also started the 'Sunshine Club' after school for parents who want their child to have some Christian Education.

It is a varied role and I enjoy it immensely.

Qualifications of Staff

All teaching staff members have appropriate qualifications and are currently registered with the Teacher's Registration Board. 1 member of staff has Masters Degrees.

We have one indigenous staff member our ACEO who is employed for 16hrs as permanent.

Attendance Term 2

We had three students who were absent for more than 10 days in a row. All students were Aboriginal Students Since then 2 of these students have left our school through Families SA intervention. The other student has had contact with the attendance officer, District Office involvement and a case worker working with the mother. We have continued to make phone calls home and make regular home visits to try and get this student to school.

The school contacts home after 3 days of absence to check on the student. We have regular print outs for staff to chase up any U's, if they are unsuccessful a nominated staff member contacts home and chases up the non-attendance.

Retention of Staff

Staff has been consistent for the last three years with only one transfer in 2009. We have several staff members that have been here for more than 10 years as they enjoy working here and a band of younger contract teachers who have been here for 2 to 3 years. This continuity is vitally important for relationships, the development of educational opportunities and our community.

Opinion Surveys

Staff Survey

With the change of Leadership mid way through the year this may effective the survey results.

Quality of Teaching and Learning

Staff response is that a majority agree and strongly believe that the Staff at our school provide learning programs that cater for individual needs and assessment processes provides information on students' strengths.

Staff also agree the assessment tools used assist staff to evaluate, develop and refine teaching programs and as a strategy to help students improve and actively participate in lessons.

Support of Learning

Staff responses to the support of learning vary with one response in disagree with the rest ranging from neutral to strongly agree. The area that stood out was that parents strongly agree that teachers at this school care about how their students are going and the school provides a safe and secure environment.

Relationships and Communication

Responses for Relations and Communication with one or two Responses in the disagree with all other responses in neutral through to strongly agree. Most response where in the agree column, with high responses that they are happy to be at our and that students from all backgrounds are treated fairly at our school. Followed by staff and students at our school care about each other and parents feel they have opportunities for effective communication with other staff.

Leadership and Decision Making

There was one to two responses which fell into the disagree column with all other areas falling into the agree and strongly agree with the following areas ranking high for staff, that staff are encouraged to pursue personal development, professional needs and interests are met and there is a supportive leadership in this school.

Parent Survey

We had a small sample of responses returned to the school.(6)

Quality of Teaching and Learning

Majority of parents ranged from neutral to strongly agree with teachers are enthusiastic in their teaching with one response which disagrees that the school has high expectations and an excellent learning environment.

Support of Learning

Again a similar spread of responses with the majority in agree and strongly agree with parents believing that their child would receive support for any special needs they might have, student know how they are expected to behave

and they are satisfied with the management of facilities at the school.

Relationships and Communication

Most responses fell into agree and strongly agree categories with parents feel welcome, given an opportunity to have a say and the school would respond appropriately if I have concerns or suggestions. Where there were two responses who felt the opposite about concerns not being met.

Leadership and Decision Making

There was only 1 response on the disagree column with again the majority in agree and strongly agree with the school is always looking at ways to improve what it does and being satisfied with the school's planning.

Satisfaction

All responses where positive with a majority being very satisfied remembering it was a small sample of responses.

Interaction

In the agreement section all but 1 didn't strongly agree, but they somewhat agree and all strongly agreed in the importance section.

Implications for 2010

Continue to develop our gardens as part of the Stephanie Alexander Kitchen Garden Foundation. Build the kitchen using the parents and community members as much as possible as well as local businesses and seeking out sponsorship. Employ a Kitchen and Garden Specialists 10 hrs per week each.

Through SILA developing an integrated approach in the areas of writing through Science, Health and the Kitchen Garden Project to engage and motivate students to improve their learning outcomes.

Using NAPLAN and School based assessment and testing to assist in the greater identification of students at risk and to further inform teachers so that explicit teaching can occur in the areas of need.

Accelerated Literacy training and development of new staff and existing staff that have not been trained so that AL becomes a whole school approach

Analysing and identify the Recommendations from the SILA report with staff.