Rapid Bay Primary School is a small rural school on the Fleurieu Peninsula, 90km south of Adelaide. The school serves the communities of Delamere, Cape Jervis, Parawa, Second Valley and Rapid Bay. Most students travel to and from school on the school bus. Students work and play in a safe, family-like environment. Local resources used by the school include a well-maintained town oval, beach, jetty and hall at Second Valley.

Enrolments in 2013 started at 38 students in two classes, rose to 40 by term 2 and were at 31 by the end of the year. Teaching and learning programmes were delivered by one full time teacher and two part time teachers with the principal having a teaching role of two days a week. Two student teachers completed their teaching practicums at Rapid Bay during the year. A weekly Playgroup for pre-school children began in July and was well attended over the remainder of the year.

Improvements in literacy and numeracy were targeted through development of teaching strategies to increase engagement and confidence. Assessments were focussed on individual outcomes in standard tests. Teacher training in the Australian Curriculum, the Teaching framework for Effective Learning and workshops in Natural Maths changed the learning environment and improved outcomes for students. Access for students to hands-on and online materials improved with the purchase of resources aligned with the new curriculum and contemporary modes of learning. The school values of honesty, respect, friendliness, responsibility and tolerance continued to be developed. They serve as foundations for giving students an identifiable place in school and home life and a moral perspective on their learning.

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

The school grounds and facilities continued to improve during 2013 with complete replacement of the ceilings in the UP and JP classrooms and repairs to the roofs. The art room and pergolas were repainted and window screens on all buildings were replaced. A new air conditioner was installed in the MP room. The space behind the UP classroom was landscaped to create an outdoor learning area alongside the student vegetable garden. An automatic irrigation system was installed to the trees and bushes around the covered outdoor learning area. An audit of trees and vegetation for safety identified pruning and removal tasks that were completed before the bushfire season.

2013 Priorities
In late 2012 into early 2013 staff used data from standard assessments, feedback from parents and learning outcomes from individual student plans to identify improvement targets and strategies for the new school year. Continuous review of school performance through the DECD Improvement and Accountability framework also identified areas for improvement. A continuing focus on all students achieving their potential in literacy and numeracy was
maintained as the focus for our core business. Literacy priorities included reading and spelling with targeted outcomes looking for improvement measured against chronological ages. Strategies included using the Teaching for Effective Learning framework to improve student engagement and effective learning. Staff continued to embed the principles of the PALL literacy project into daily practise to ensure intervention where needed and extension for all students. Extra time was given to support teachers and students achieve these goals. Staff attended training and development aligned with site improvement goals. Continued development of the learning profile, previously established for each student, enabled individual learning programmes to be more focussed on individual targets. Measurable targets were set and the learning outcomes re-assessed regularly. Information and opportunities to inform parents about how to support their children’s learning were made available. Teacher training in the Australian Curriculum in Maths, Science and History throughout the year brought changes to the teaching delivery and content of those subjects.

A target for every student to move up at least one level in numeracy over the twelve months was highly successful. Staff worked together to create individual intervention schedules with clear processes leading to achievable outcomes. We continued to improve the maths resource base in the school. Improved access to the internet and the purchase of new numeracy resources gave teachers more options for individualising maths learning tasks. Mathletics was used more often by students at home and parents through a greater understanding became strong supporters of maths learning.

2013 was the fourth year of our involvement with the ACHPER Eat Well, Be Active project. Our commendation as a ‘High Achieving School’ reflected the implementation of whole school healthy eating and physical activity programs. The vegetable garden project continued through the support of a parent using fresh school grown produce to prepare healthy recipes. The covered outside play area facilitated even more activity choices for students in 2013. Volleyball, soccer and badminton were added to the usual list of popular sports. Jump Rope for Heart was a great fitness, skill and fundraising success.

Parents are regularly involved in school activities from the well-attended ‘meet the teacher’ sessions through high levels of volunteering in classrooms to handy jobs around the yard. Information in school and classroom newsletters, reports and interviews include parents as partners in their children’s learning journey.

**Highlights of 2013**

In 2013 teachers at Rapid Bay Primary School took the challenge of teaching many year levels in the same class to a higher level. Learning outcomes showed that programs were able to meet the needs of individual students. Student behaviour reflected an environment of safety and security and an appreciation of the value of learning.

In 2013 our students were given the opportunity to be involved in a wider range of SAPSASA sports by combining with other schools. A new playgroup was established in July through school funding and the Playgroups in Schools project. The coordinator received training in a new early years focus on parents and pre-schoolers learning together through play.

Projects to develop a deeper understanding of Asia were begun mid-year. As principal I began a twelve month project to increase Asia Literacy in our school and across the Fleurieu District. Called Leading 21st Century Schools: Engage Asia the focus began with the building of understanding and capacity in Indonesian at Rapid Bay. A successful application for a Bridge Project with a school in Yogyakarta will extend this work into 2014.

In 2013 the JP literacy programme moved into a second year of using Jolly Phonics to build a strong foundation in early literacy. The program was extended with staff training and the introduction to students of Jolly Grammar. New resources were available to students through the school server and online. JP students now engage daily with activities on the electronic
whiteboard and laptops to reinforce their phonological awareness and phonics recognition. Reading extension was supported through involvement of all students in the Premier’s Reading Challenge. Two students achieved the highest award of “Lifetime Reader’ Certificates. Rapid Bay Readers Rap team again achieved a top four placing against twenty other schools. Our young team maintained our strong reputation in this event over many years.

Our new Christian Pastoral Support Worker, Gina Hunt, strengthened the values based and success oriented culture of Rapid Bay PS with student activities such as Harmony Day, community art works and basketball mentoring. Support for staff, parents at home, attendance at camp and Governing Council meetings ensured her work was a highlight of the year.

The Student Representative Council was active every term and organised fundraising events for Harmony Day, Childhood Cancer, and they continued their support of our World Vision Child. The wide range of students receiving Student of the Week and Aussie of the Month awards is indicative of a great work ethic and behaviour that reflects our school values. In the local community students and parents participated in Clean Up Australia Day, they planted over 200 trees along the Rapid Bay foreshore and made good use of the beach for swimming and the roads and caravan park for the annual cross country run. We again had many volunteers from the community for our Learning Assistance Programme.

Our sports day was again a huge success on the town oval opposite the school. Many parents, families and friends attended and helped out with the running of the day. The adult invitation relay becomes more popular every year. The Governing Council were active in supporting the school in policy development, grounds improvement and outstanding fundraising activity.

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

Literacy and Numeracy
2013 has seen continued use of the PALL (Principals as Literacy Leaders) focussed framework and teaching approach in literacy. Students continue to be regularly assessed for specific literacy learning gaps. Assessment occurs throughout the year in all areas of the curriculum including Running Records for assessing young readers’ levels of ability, NAPLAN tests for years 3, 5 and 7 give us a measure of how our students perform against other Australian students. In November all of our students complete a number of Australian literacy and numeracy standardised tests. Students identified as needing a higher level of intervention to achieve outcomes appropriate to their age are supported through programs administered in the classroom and sometimes one on one with a teacher or SSO. To reach these goals individual programs are reviewed and modified regularly. At Rapid Bay this support has enabled students to achieve progress beyond the expectations of standard tests. 2013 gave us our fourth year of consistent data collection. A clear pattern across all data is that all students perform more strongly in their learning the longer they have been at

Parent, Student & Staff satisfaction.

Difficulties with access to the internet for online surveys caused a disruption to the planning and completion of the staff, student and parent surveys in 2013. National School Opinion Survey questions were completed on paper by nine parents, fifteen students and five staff members. The mean score between ‘strongly agree – score 5’ and ‘strongly disagree- score 1’ was taken as the average in each case. The results were not assessed externally so a single score covers the four measures of quality, support, relationships and leadership in each survey. Parents survey – 4.1, Student survey - 4.4, staff survey – 4.6.
Rapid Bay Primary School. Running Records results for years 1 and 2 in reading show that our year 2 students are above regional and state averages. Year 1 students showed strong improvement in the last 12 months.

Eighteen students across three year levels did the NAPLAN tests in 2013. Most students scored well and showed progress in the middle to upper range over two years.

Testing with standardised tools in November 2013 showed that 85% of the thirteen year R-3 students were reading above their chronological age. In Maths 77% of these students achieved at or above the mean standard score. Eight of these students achieved above average scores in numeracy. 78% of the year 4-7 students are spelling above their age and 82% of them showed 12 months or more improvement in spelling results. 78% maintained their rate of progress or moved to a higher band in maths.

These results are strong and show the success of the changes made this year to literacy programming and teaching. Analysis of the results has identified some areas for improvement in 2014. A stronger focus on writing skills across all year levels and closer monitoring of numeracy progress at Year 7 will be strategies to improve outcomes in these two areas.

Wellbeing
High student satisfaction with the safe and supportive culture at Rapid Bay Primary School is evident in the excellent standards of behaviour and reflected in student surveys. There have been no suspensions or exclusions at Rapid Bay in the last six years. Our school values form the basis of all relationships and are reinforced at meetings and assemblies.

Staff Attendance / Retention
We began with an allocation of 2.3 teaching staff in 2013. Programs were delivered by one full time teacher, two part time teachers and a 0.4 teaching load by the principal. One of the teachers is permanent and has been at Rapid Bay PS for over ten years. One permanent part time teacher was on leave for the full year. The Finance officer is permanent with other support staff and grounds person temporary.

Teacher Qualifications and Professional Learning
All teaching staff hold teaching qualifications, are registered and are teaching in their areas of knowledge and skill. $1600 was spent on training and development across all staff in literacy, maths and Asia literacy during the year. Staff attendance at workshops in literacy, maths and Asia literacy was supported through the Fleurieu & KI Regional office, the Primary Maths and Science strategy and the Asia Education Foundation. All teaching staff members completed their Professional Development requirements.

Student Attendance
Student attendance improved again to exceed our target in 2013. Small class numbers prevent figures for each year level being published. Employment options for a large number of our families means they take their own holidays during the semester. Many community and health services are only available in Adelaide which often means the whole family is away for the day. The school has a rigorous system to check and record attendances. The importance of high attendance is stressed to parents in newsletters and meetings.
Self Review
The site improvement plan includes strategies to achieve the best possible learning outcomes for all students. Targets, planning and resources to support the programmes are put in place and assessment of achievements is ongoing. Staff share the process of evaluating student outcomes and modifying the learning journey. A continuing challenge is the number of students leaving and new students coming. Improvement strategies continue but targets formed from analysis of one set of student data can change with the new students. The flexibility and commitment of a small staff enables us to adjust to those changing needs. Collecting and using site data for improvement is now embedded in the learning culture at Rapid Bay. Peer analysis of the school programmes and outcomes occurs at the school review in October each year. Commendations from our site review in 2013 recognised that ‘setting directions and continuous improvement were real strengths’, ‘consistent whole school standards testing and monitoring...has made a difference’. Recommendations to look at in 2014 will be to increase support for parents of students who need higher levels of support and extension programmes for more able students.

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<th>2013 Governing Council</th>
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Chris Heartfield
Principal.

Mr Michael Krichauff
Chairperson, Governing Council.