

# Rapid Bay Primary School

## 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Rapid Bay Primary School Number: 650

Partnership: Fleurieu

Name of School Principal:

Mark Shadiac

Name of Governing Council Chair:

Victoria Wetherby

Date of Endorsement:

26th March 2018

## School Context and Highlights

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

Enrolments in 2017 started at 22 students in two classes. Teaching and learning programs were delivered by one full time teacher and one part time teacher with the principal having a teaching role of two and a half days a week. A weekly Playgroup established in 2013 continued to be well attended throughout the year.

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

Highlights -

\* A review of the school's mission and values was undertaken by parents staff and students.

\* Establishment of Promotions Committee and the events organised by them, including a stall at the Yankalilla Show, establishment of a Facebook page and an Open Day.

\* The publicising of the school has resulted in a sharp increase in enrolments leading into 2018.

\* Student learning continues to grow at an ever increasing rate, especially in numeracy which has been a focus for the last 2 years.

\* In the Wellbeing and Engagement survey Rapid Bay students continue to show a high level of resilience, happiness and well being.

\* Other highlights are mentioned below in the Governing Council report.

## Governing Council Report

Student enrolments were increased by 26% due to an outstanding Recruitment Drive made by the Governing Council's Promotions Subcommittee! The Promotions Subcommittee was formed at the end of 2016 in response to student enrolments being reported as 22 for the upcoming year (2017). At the end of 2017 student enrolments for 2018 stood at 30 – an increase of 8 students or 26% (as stated above.) This was achieved by:

1. launching a FaceBook Page for the School;
2. extending the existing Bus Run for the School;
3. posting (significantly) the extended Bus Run on the School's FaceBook Page;
4. hosting a site at the local agricultural show complete with a professionally printed banner for the School and show bags (which included a copy of the extended Bus Run);
5. advertising the Show Site on the School's FaceBook Page;
6. holding an Open Day combined with the Official Opening of a mural completed by students of the School with a local artist and a book launch by the artist;
7. advertising the Open Day on the FaceBook Page; and
8. entering a float in the local New Year's Eve Pageant!

On the basis that funding from the Department of Education and Child Development (DECD) is linked to enrolments some hard decisions were made in regard to Staffing throughout 2017. A good, solid and positive Staff Team is now on board for 2018 and the members of the Team are embracing modern technology and the "Growth Mind Set" Learning Strategies of the School.

The Governing Council also:

- ̄ approved funding for further improvements in Information Technology (IT);
- ̄ approved funding for an Outdoor Learning Decking Area adjacent to the Junior Primary Students' ("Team JP") classroom;
- ̄ facilitated the provision of free souvenir T-shirts for the Annual School Camp;
- ̄ continued its support for the "Growth Mind Set" Learning Strategy of the School; and
- ̄ continued to pursue funding and/or approval to fix concerning fencing and infrastructure on the School's Grounds.

The Governing Council is looking forward to an exciting 2018 with a new Chairperson at the helm.

Prepared by Victoria Wetherby/Kew (2017 Governing Council Chairperson)

## Improvement Planning and Outcomes

Due to the low numbers of students in each age cohort, it is difficult to see the actual evidence of student progression. Individual families are aware of their own child's progress through the information sent home to parents. Overall, the Numeracy in PAT tests and NAPLAN show outstanding growth for practically every student. All students have achieved the DECD standard and in many instances have shown more than double the expected growth in one year. In Literacy, 88% (up from 83% in 2015) achieved the DECD standard for reading. In the PAT Reading, all students reached the DECD standard, with a number of students achieving at a level, at least a year above the standard.

With regard to Running Records, in junior primary reading, all students achieved the DECD standard, with many students reading at a level one year ahead of the standard.

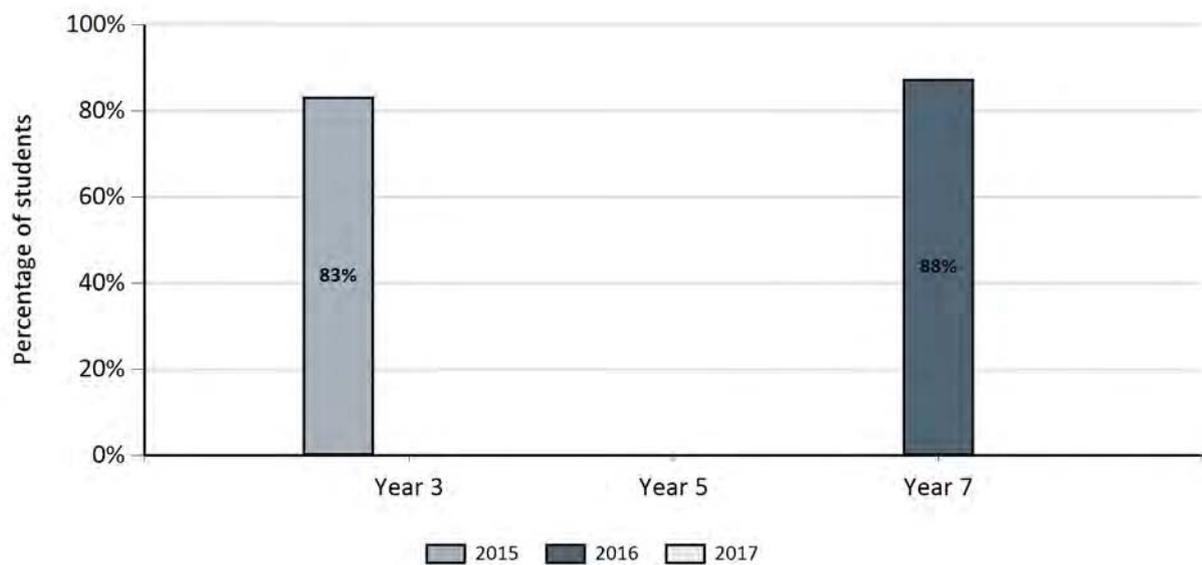
The school undertakes a survey on growth mindset that measures a student's capacity to take on challenges, persevere, take risks, ask questions and so on. Students demonstrate a resilience in their capacity to take on challenges and solve problems. Students at Rapid Bay have a very positive outlook, build strong bonds with peers of all ages and adults.

## Performance Summary

### NAPLAN Proficiency

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

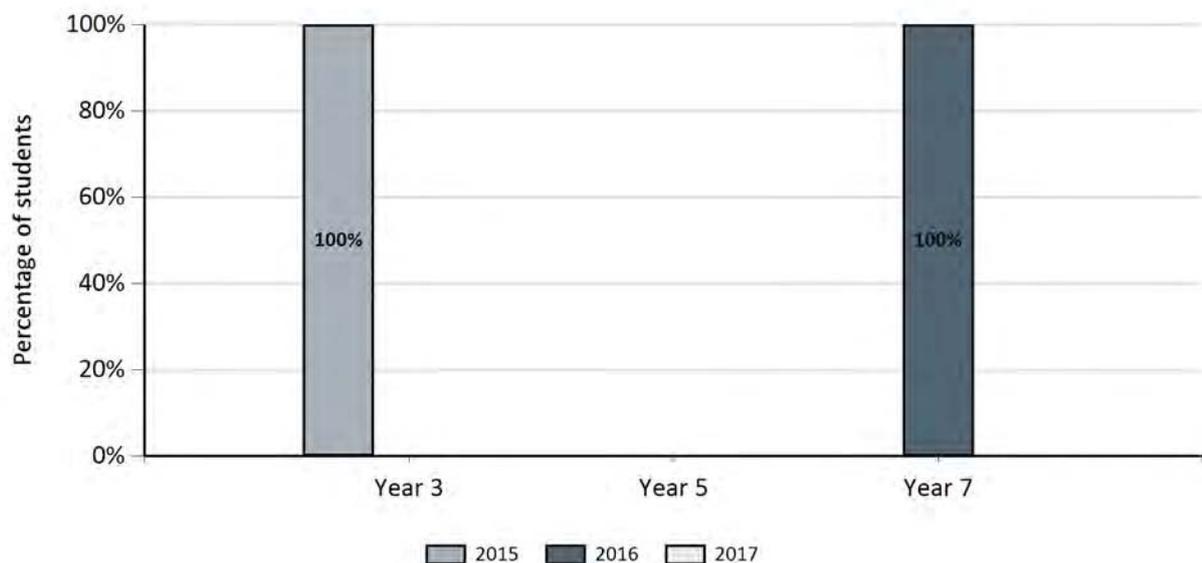
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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, July 2017.

\*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

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

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>includes absent and withdrawn students.

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

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

## School Performance Comment

Refer to section above titled, "Improvement Planning and Outcomes"

## Attendance

Year level	2014	2015	2016	2017
Reception	93.6%	93.9%	92.1%	100.0%
Year 1	100.0%	95.8%	89.8%	94.6%
Year 2	92.1%	85.8%	96.1%	91.9%
Year 3	96.1%	93.1%	94.1%	96.4%
Year 4	90.9%	93.0%	94.8%	95.1%
Year 5	94.4%	96.0%	90.7%	93.8%
Year 6	92.0%	92.7%	91.3%	92.5%
Year 7	94.5%	91.6%	94.3%	95.1%
Total	93.7%	93.1%	92.8%	93.7%

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

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

## Attendance Comment

Attendance is consistently high and meets the DECD standard.

## Behaviour Management Comment

Students are well behaved and well managed. Students take responsibility for their behavior and are supportive of one another. No student has been suspended or sent home for behavior over the last 9 years.

## Client Opinion Summary

In terms of student well being, Rapid Bay students are a stand out in terms of connectedness to adults at home and school, and 100% of students rated the school climate at Rapid Bay highly. With regard to learning, students at Rapid Bay generally have a positive mindset and are engaged in their learning.

Other data collected about Rapid Bay is also available on the My Schools website:  
<http://www.myschool.edu.au/>

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	6.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	53.3%
Transfer to SA Govt School	5	33.3%
Unknown	1	6.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

All staff and volunteers had the relevant history screening.

## Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	6
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.8	0.0	1.6
Persons	0	3	0	4

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	\$551,603.65
Grants: Commonwealth	\$3,900
Parent Contributions	\$5,313
Fund Raising	\$204.70
Other	\$12,693

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

## 2017 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 2017 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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Individual learning programs are established for funded students	Results exceeded targets in PAT and NAPLAN testing
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	2 staff members undertook the Back to Front Maths program contributing to improvement in the numeracy performance of students	All students met the SEA standard for PAT Maths and NAPLAN. In many cases showed exceptional growth.
	Australian Curriculum		
Program Funding for all Students  Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)	The school undertook a review of its reporting system to parents that involved student self assessment and incorporated student capabilities and dispositions	New report
	Improved Outcomes for Gifted Students		
Primary School Counsellor (if applicable)			