



Seacliff Primary School Annual Report 2013



Context

Org Unit No: 0913 **Principal:** Mr Greg Miller
School Name: Seacliff Primary School **Region:** Southern Adelaide

In general our students come from stable socio-economic backgrounds. The school is extremely well supported by its community. Staff retention was very high.

	2011		2012		2013	
	No's	%	No's	%	No's	%
School Card	41	12	50	13	45	11
ESL	40	11	52	13.2	47	12
Aboriginal	16	4.4	16	4.2	17	4
NEP	6	1.6	5	1.3	9	2

The table above shows the school community groups have stayed much the same over the 3 year period 2011-2013.

There were a few staff changes as the school welcomed Kate Chandler as our Japanese teacher. Cathy Stevens widened her role to include Quicksmart Literacy as well as Quicksmart Numeracy in her Coordinator 0.4. Murray Porter was our Seaside Cluster Australian Curriculum Facilitator 0.4.

2013 Highlights

- Strong Numeracy results across the school for the last 4 years.
- Amazing success with the Quicksmart Numeracy program for at risk students.
- Data from numeracy comparison students show exceptional results in classrooms
- Strong Reading results across the school for the last 4 years.
- R-3 Literacy at risk program strengthens students attitude to learning.
- Student Environmental Group presented at the International Conference “Kids Teaching Kids” in Melbourne.
- 3 prize winners and 7 highly recommended students in the Oliphant Science Competition. Over 80 entries again this year.
- Another 560 plants, trees and shrubs planted throughout the school.
- Stormy’s Overflow Creek developed into a “Playscapes” playground.
- 15 Volleyball teams regularly competing and winning!
- Concert Series was entertaining, colourful and the kids thoroughly enjoyed performing!
- Circus Troupe took their show “Heros V Villians” on a successful tour of schools.

Strategic Direction 1: Improvement in Literacy Student Achievement

Target/s: Each cohort achieves above the National and Regional mean.

Literacy Summary

Reading across each cohort continues to show strong achievement when compared to the National South Australian and Regional means. All Seacliff cohorts achieved significantly above the South Australian and Regional (14 points or more) and significantly above the National Mean in Year 3 and 7 with Year 5 also above (7 points). When compared to like schools our reading achievement comparison is significantly above in year 3, 5 and 7. School growth from Year 3-5 shows 84% of students are in the Middle or Upper progress group. Likewise school growth from Year 5-7 shows 73% of students are in the Middle or Upper progress group. Overall these are very strong results in reading and continue the trend of the last few years.

The Seacliff PS Year 3 cohort achieved significantly above the Southern Adelaide Region in all aspects of literacy tested. The cohort also achieved above the national mean in all aspects of literacy tested: Reading (+11.2) Writing (+0.7) Grammar (+9.2) Spelling (+12.9).

The Seacliff PS Year 5 cohort achieved above Southern Region in all aspects of literacy tested. They also achieved above the national mean in reading (+7) and grammar (+8.1).

The Seacliff PS Year 7 cohort achieved above the Southern Adelaide Region in all aspects of literacy tested. They also achieved significantly above the national mean in reading (+16.7) and spelling (+25.5) and above in writing (+11.4) and grammar (+10.4).

The support programs in literacy have been very successful. 89% of students in our R-2 reading support program reached or exceeded our target. The 21 students in the spelling support program achieved an average improvement of almost 19 months in a one year period.

A goal for Seacliff PS has been to improve at a faster rate than other schools. An analysis of the following tables shows that in Reading this has in the main been achieved for most cohorts or at the least similar growth.

Table showing: Analysis of Reading NaPLaN Progress for Year 3-5 same cohorts compared to Like Schools and Region over the last 6 years.

	2011		2013	Growth
Seacliff Year 3	418	Seacliff Year 5	509	+91
Region	401	Region	493	+92
Like Schools	406	Like Schools	497	+91

	2010		2012	Growth
Seacliff Year 3	408	Seacliff Year 5	512	+104
Region	399	Region	484	+85
Like Schools	404	Like Schools	488	+84

	2009		2011	Growth
Seacliff Year 3	425	Seacliff Year 5	506	+81
Region	397	Region	478	+81
Like Schools	426	Like Schools	504	+79

	2008		2010	Growth
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Seacliff Year 3	400	Seacliff Year 5	512	+112
Region	400	Region	476	+76
Like Schools	428	Like Schools	502	+74

The actual achievement scores have also been higher than both comparison groups in Year 5 since 2010.

This shows a very positive trend throughout the school over a long period of time.

Table showing: Analysis of NaPLaN Reading Progress for Year 5-7 same cohorts compared to Like Schools and Region over the last 5 years.

	2011		2013	Growth
Seacliff Year 5	506	Seacliff Year 7	557	+51
Region	479	Region	535	+56
Like Schools	482	Like Schools	540	+58

	2010		2012	Growth
Seacliff Year 5	512	Seacliff Year 7	542	+30
Region	476	Region	535	+59
Like Schools	479	Like Schools	542	+63

	2009		2011	Growth
Seacliff Year 5	507	Seacliff Year 7	552	+45
Region	486	Region	533	+47
Like Schools	507	Like Schools	555	+48

The above tables show all cohorts achieved similar achievement in reading to like schools in the 2011 -13 cohort. The growth rate was lower in the 2010-12 cohort when compared to the region and like schools. It is anticipated that the implementation of the Quicksmart Reading program during 2013 will help increased growth rates from year 5-7. As it was implemented after the NAPLAN tests it is too early to see any effect in this data.

Our future priorities will be:

- Our challenge is to continue all cohorts improvement.

Our main strategies were to:

- Continue Literacy support program for Year R-3 students
- Support time for Year 5-7 Literacy Support Programs increased substantially to include Quicksmart Literacy.

What we did:

- Quicksmart Team were trained in the Literacy program
- Collate standardised tests and identify “at risk” students in Year 3-7. Using this data as well as teachers and parents anecdotal observations students were identified for the Quicksmart Literacy program.

- Standardised testing conducted in all classes coordinated to be at various points throughout the year. These are used to track the progress of each student as well as to set Goals for at risk students in consultation with class teachers and leadership team.
- Continue Student Reports for Term 1,2,4 for at risk students written by support teachers
- Continue end of term review meetings for at risk students with Principal

Recommendations for Future Directions:

- **Targets: Each cohort achieves above the National and Regional mean.**
- Consolidate the Quicksmart Literacy program for Year 4-7 students.
- Continue our Literacy support programs R-3.

2012 Table showing Participation and Achievement in Reading Support Programme					
<i>Year Level</i>	<i>No. Students who accessed</i>	<i>Range improvement In reader levels</i>	<i>Av. improvement</i>	<i>No. Who reached target</i>	<i>Comments</i>
<i>Rec</i>	<i>2</i>	<i>+2 to +7</i>	<i>4.5</i>	<i>2</i>	
<i>1</i>	<i>19</i>	<i>+3 to +11</i>	<i>7.4</i>	<i>15</i>	
<i>2</i>	<i>14</i>	<i>+3 to +10</i>	<i>6</i>	<i>13</i>	
<i>3</i>	<i>12</i>	<i>+6 to +12</i>	<i>7</i>	<i>11</i>	
<i>4</i>	<i>9</i>	<i>+1 to +7</i>	<i>4.2</i>	<i>9</i>	

The above table shows that 89% of students in our reading support program reached or exceeded our target.

Table showing: Participation and Achievement in Spelling Support Programme 2012					
<i>Year Level</i>	<i>No. Students who accessed programme</i>	<i>Range of improvement in months</i>	<i>Av. Improvement in months</i>	<i>No. Students who reached target</i>	<i>Comments</i>
<i>Year 3</i>	<i>12</i>	<i>-4 to +53</i>	<i>17</i>		

Year 4	9	+11 to +38	22.3		
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Strategic Direction 2: Improvement in Numeracy Student Achievement

Target/s: Each cohort achieves above the National and Regional mean.

Numeracy Summary

Again this year all Seacliff cohorts have achieved significantly above all comparison groups. This is a consistent trend for the last 5 years. Seacliff student's growth rates are similar to the comparison groups in 2013 however their mean scores for every cohort are significantly above all comparison groups.

Year 3 cohorts have achieved significantly above DECD mean, Southern Adelaide and like schools for 4 of the last 5 years. In 2013 they achieved 32 points above the DECD mean and 11 points above the National Mean.

Year 5 cohorts have achieved significantly above DECD mean for the last 4 years (at least 20 points). In 2013 they achieved 33 Points above the DECD Mean and 9 points above the National Mean.

Year 7 students achieved significantly above all comparison groups in 2011, 2012 and 2013. In 2013 they achieved 27 Points above the DECD Mean and 8 points above the National Mean.

The Quicksmart Numeracy program was in its second year of operation and again the students in the program as measured by the University of New England achieved very strong growth. However what is even more interesting is that the students in the comparison group who are not in the program improved an average of 2/3 years! This shows that the teaching and learning across all classrooms is of a very high standard.

We are really pleased with our Numeracy results but are left wondering can we "Reach further than the Stars!"

The following tables are an Analysis of Numeracy NaPLaN Progress for the same cohort compared to Like Schools and Regional over the same period of time.

Table showing 3 years of Growth from **2011 -2013 for 2011 Year 3** Cohort in Numeracy

	2011		2013	Growth
Seacliff Year 3	412	Seacliff Year 5	495	+83
Region	381	Region	467	+86
Like Schools	385	Like Schools	473	+88

Table showing 3 years of Growth from **2010 -2012 for 2010 Year 3** Cohort in Numeracy

	2010		2012	Growth
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Seacliff Year 3	369	Seacliff Year 5	485	+116
Region	377	Region	467	+90
Like Schools	382	Like Schools	475	+93

Table showing 3 years of Growth from **2009-2011 for 2009 Year 3** Cohort in Numeracy

	2009		2011	Growth
Seacliff Year 3	408	Seacliff Year 5	502	+94
Region	376	Region	468	+92
Like Schools	401	Like Schools	492	+91

Table showing 3 years of Growth from **2008-2010 for 2008 Year 3** Cohort in Numeracy

	2008		2010	Growth
Seacliff Year 3	401	Seacliff Year 5	498	+97
Region	387	Region	471	+84
Like Schools	410	Like Schools	496	+86

The above tables compare the growth rates in numeracy for the same cohorts over three year periods. Seacliff student's growth rates have been higher than both comparison groups for three consecutive years and similar in 2013.

The actual achievement scores have also been higher than both comparison groups in Year 5 since 2009. This shows a very positive trend throughout the school over a long period of time.

Table showing 3 years of Growth from **2011-2013 for 2011 Year 5-7** Cohort in Numeracy

	2011		2013	Growth
Seacliff Year 5	502	Seacliff Year 7	551	+49
Region	468	Region	526	+58
Like Schools	475	Like Schools	535	+60

Table showing 3 years of Growth from **2010-2012 for 2010 Year 5-7** Cohort in Numeracy

	2010		2012	Growth
Seacliff Year 5	498	Seacliff Year 7	550	+48
Region	471	Region	524	+53
Like Schools	477	Like Schools	533	+56

The above table shows the same cohort of students at Seacliff PS who were Year 5 in 2011 and now Year 7 in 2013 have improved at a lower rate than like schools. The actual achievement scores for our students however are in the high to significantly higher category than both comparison groups.

Table showing 3 years of Growth from **2009-2011 for 2009 Year 5-7** Cohort in Numeracy

	2009		2011	Growth
Seacliff Year 5	470	Seacliff Year 7	554	+84
Region	468	Region	529	+61
Like Schools	490	Like Schools	557	+67

This table shows the Seacliff cohort improved significantly in this 2 year period and achieved a similar score to like schools.

Both tables show a very positive improvement and achievement trend for Seacliff PS students over a five year period.

QuickSmart Numeracy Support Program

During 2012 we implemented the QuickSmart numeracy support program for 24 students considered at risk in the years 4-7. This program developed by the SiMERR National Centre at the University of New England (UNE) is still in the research phase and gives us access to high quality data. The “effect data” measures the success level of our program when compared to many other teaching interventions. The following information comes from the report sent to us by the UNE. The evaluation of our program was based on data that was turned into a score called “effect size”.

- *Effect Size is used to show growth or improvement associated with a teaching program. In general, Effect Size statistics can be understood based on the work of Hattie (Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge) such that:*
 - *Effect Sizes below 0.2 are considered poor, with an appropriate range of growth over an academic year for a student cohort established as within the range of 0.2 to 0.4;*
 - *Effect Size scores of 0.4 to 0.6 are considered strong;*
 - *Effect Sizes between 0.6 and 0.8 are considered very strong; and*
 - *Effect Size scores above 0.8 represent substantial improvement of the order of approximately two-three years' growth.*

Results on the PATM assessments

The analysis of the PATM Australian-normed standardised test data was completed based on the scores of all students for whom both pre-intervention and post-intervention PATM test results were available. (Note: Students who did not do a pre-test or were absent at the end of the year for a variety of reasons and missed the post-test, are not included in these results.)

Table 2: PATM results (Scale scores) 2013

Group	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
All <i>QuickSmart</i> Students	21	38.648	10.929	44.338	11.93	5.69	0.497
Indigenous QS Students	4	49.5	15.881	55.625	13.825	6.125	0.411
Comparison Students	6	50.75	12.712	64.616	17.296	13.866	0.913

These results indicate a strong gain for *QuickSmart* students. This improvement is in excess of the expected yearly growth of students' scores as measured on the PATM of 5 scale score points. The Indigenous students had a higher average gain than the overall *QuickSmart* group. The Comparison group have made larger gains on the PATM than the *QuickSmart* students.

OZCAAS Results

Average results from your school are presented below.

A detailed discussion of the results for Division is provided to assist in interpreting the results for other Operations.

(Note the negative number for speed means that the post-test time is lower than the pre-test time which is the desired pattern of improvement.)

Table 1: All OZCAAS operation results – all students 2013

OZCAAS Operation	N	Pre-Mean	Pre-SD	Post-Mean	Post-SD	Gain	Effect size
Add to 20 QS (speed secs)	21	2.679	1.555	1.613	0.646	-1.066	-0.895
Add to 20 COMP (speed secs)	6	1.723	0.887	1.79	0.595	0.067	no improvement

Add to 20 QS (accuracy %)	21	90.41	10.492	97.448	4.26	7.038	0.879
Add to 20 COMP (acc %)	6	97.367	6.45	97.317	4.583	-0.05	no improvement
Addition QS (speed secs)							
Addition COMP (speed secs)							
Addition QS (accuracy %)							
Addition COMP (accuracy %)							
Sub to 20 QS (speed secs)	21	3.642	2.02	1.853	0.914	-1.789	-1.141
Sub to 20 COMP (speed secs)	6	2.377	1.398	2.298	0.961	-0.079	-0.066
Sub to 20 QS (accuracy %)	21	75.814	22.929	95.7	5.456	19.886	1.193
Sub to 20 COMP (acc %)	6	86.833	16.546	96.483	4.295	9.65	0.798
Subtraction QS (speed secs)							
Sub COMP (speed secs)							
Subtraction QS accuracy %)							
Sub COMP (accuracy %)							
Multiplication QS (speed secs)	21	4.258	2.853	2.811	2.317	-1.447	-0.557
Mult COMP (speed secs)	6	2.468	1.171	2.277	1.012	-0.191	-0.175
Multiplication QS (accuracy %)	21	63.504	26.709	82.395	20.486	18.891	0.794
Mult COMP (acc %)	6	83.9	9.403	93.85	8.445	9.95	1.113
Division QS (speed secs)	21	5.128	3.234	3.169	2.033	-1.959	-0.725
Division COMP (speed secs)	6	3.257	1.438	3.597	2.104	0.34	no improvement
Division QS (accuracy %)	21	56.326	25.028	75.947	23.809	19.621	0.803
Division COMP (accuracy %)	6	80.533	10.459	84.767	16.638	4.234	0.305

Discussion of Division Results

On the Division OZCAAS test, there were paired data for 21 *QuickSmart* students. The average decrease in time for *QuickSmart* students is 1.959 seconds. The Effect Size for this result is -0.725, which indicates very strong improvement.

In terms of accuracy, the *QuickSmart* students' average scores on Division for this school have increased by 19.621 percentage points. This Effect Size shows substantial improvement.

For Division the results show that when compared to the scores of the Comparison students, *QuickSmart* students' scores indicate a stronger gain in terms of response time and accuracy.

With OZCAAS accuracy results for some Operations there may be a ceiling effect. The students' pre-intervention results were very high (over 90%) which means that they did not have much room to improve. As a result, the Effect Size for these operations may be low because the Gain Scores are constrained.

Summary of the Quicksmart Program

This program continues to be a huge success. The incredible bonus is the improvement in our students who are benefiting from the outstanding classroom work who demonstrated an improvement of 0.913 Effect Size which is off the scale for a normal classroom! Even the researchers were impressed with this data and concurred that something special is happening in

teaching numeracy at Seacliff. Clearly there is some exciting work being done at Seacliff PS across the school!

Our main strategies were:

- Continue the Quicksmart numeracy program for at risk students in Year 4-7
- Prioritise the teaching of problem solving and reasoning skills as an integral part of the maths program.
- Implement new Australian curriculum in maths

Action taken:

- Quicksmart Team continued the training. Program implemented for 24 students Year4-7
- Training and Development provided for whole staff in Quicksmart mathematics strategies
- Participation in the Anne Baker Professor in Residence Project for Cluster schools.

Outcomes Achieved:

- A very positive improvement and achievement trend for Seacliff PS students over a five year period.
- NaPLaN results show that all cohorts achieved targets in 2013. All year levels tested showed significantly higher levels of achievement in numeracy compared to our region.
- Quicksmart intervention program was highly successful.
- Numeracy resources targeted to teaching reasoning and problem solving.
- Teaching and learning strategies consistent with Australian Curriculum implemented across all year levels
- School participated in the Mathematics Association of South Australia (MASA) workshops for students.

Future Directions:

- Continue the Quicksmart Numeracy intervention program
- Analyse the NaPLaN results for trends and weaknesses in our student cohorts. Indications show we are strong in maths fluency and are becoming stronger in reasoning and problem solving skills. This must continue.
- Participate in the Annie Baker Maths in Residence Cluster Project 2014.
- Continue to develop community understanding of teaching strategies we are using and how they are different from past methods.
- Develop special interest numeracy workshops for students with high interest in maths.

NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

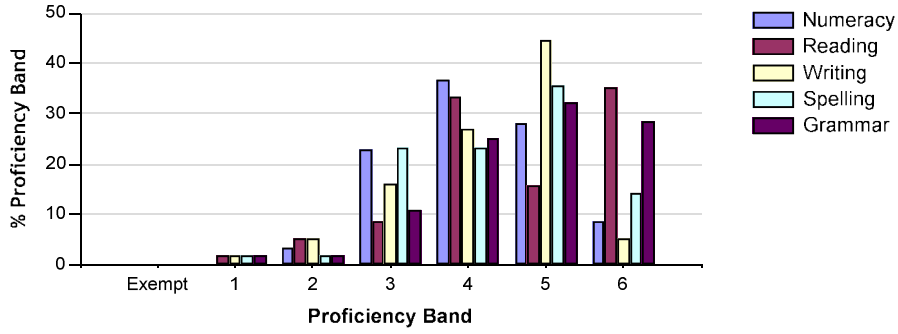


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy			3.5	22.8	36.8	28.1	8.8
Reading		1.8	5.3	8.8	33.3	15.8	35.1
Writing		1.8	5.4	16.1	26.8	44.6	5.4
Spelling		1.8	1.8	23.2	23.2	35.7	14.3
Grammar		1.8	1.8	10.7	25.0	32.1	28.6

Figure 2: Year 5 Proficiency Bands by Aspect

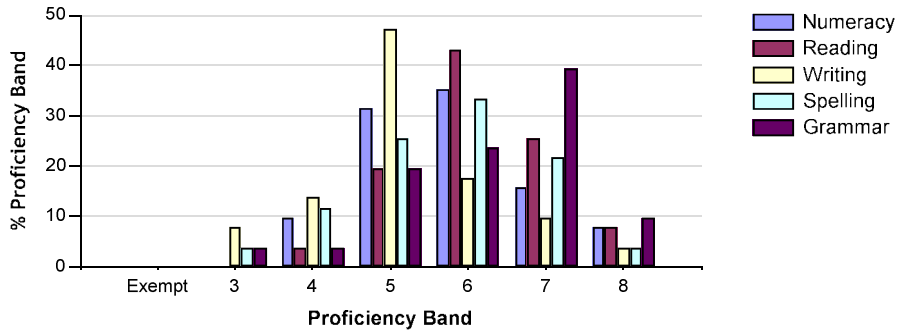


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy			9.8	31.4	35.3	15.7	7.8
Reading			3.9	19.6	43.1	25.5	7.8
Writing		7.8	13.7	47.1	17.6	9.8	3.9
Spelling		3.9	11.8	25.5	33.3	21.6	3.9
Grammar		3.9	3.9	19.6	23.5	39.2	9.8

Figure 3: Year 7 Proficiency Bands by Aspect

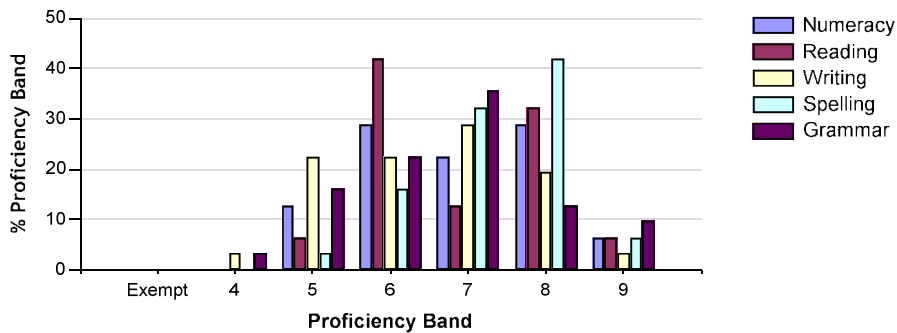


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			12.9	29.0	22.6	29.0	6.5
Reading			6.5	41.9	12.9	32.3	6.5
Writing		3.2	22.6	22.6	29.0	19.4	3.2
Spelling			3.2	16.1	32.3	41.9	6.5
Grammar		3.2	16.1	22.6	35.5	12.9	9.7

Student Mean Scores

Figure 4: Year 3 Mean Scores

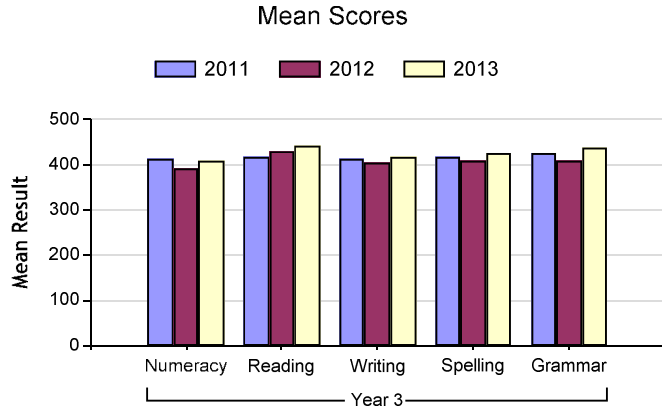


Table 4: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2011	2012	2013
Numeracy	412.5	392.5	408.1
Reading	418.4	429.8	442.5
Writing	412.5	403.0	416.3
Spelling	415.8	410.7	423.6
Grammar	424.4	408.8	437.4

Figure 5: Year 5 Mean Scores

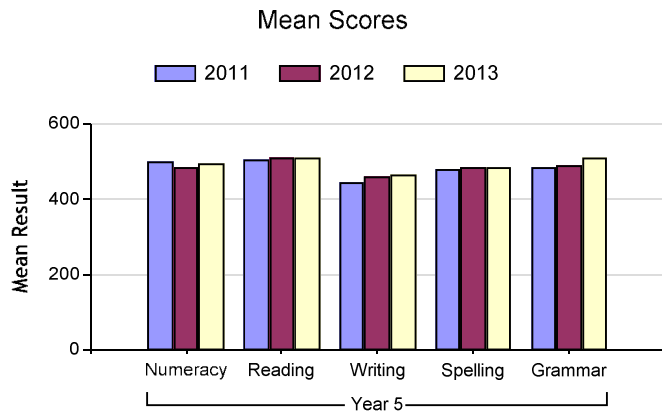


Table 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2011	2012	2013
Numeracy	502.3	485.7	495.0
Reading	506.6	512.2	509.2
Writing	447.2	461.9	466.0
Spelling	480.9	485.2	485.3
Grammar	487.0	490.0	508.9

Figure 6: Year 7 Mean Scores

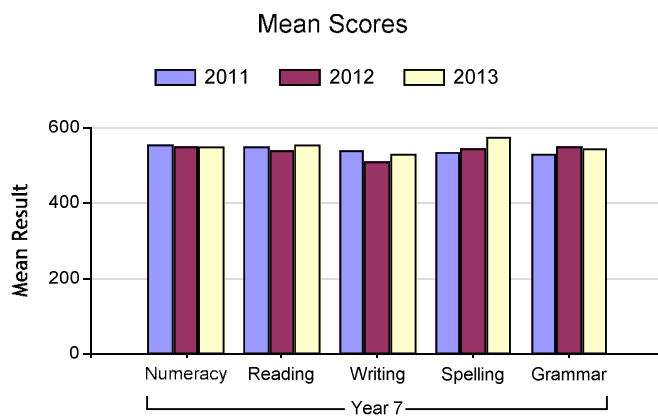


Table 6: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2011	2012	2013
Numeracy	554.1	550.6	550.8
Reading	552.6	542.3	557.1
Writing	540.1	512.6	528.3
Spelling	537.0	543.5	574.7
Grammar	532.6	549.8	545.8

Growth

Figure 7: Year 3-5 Growth

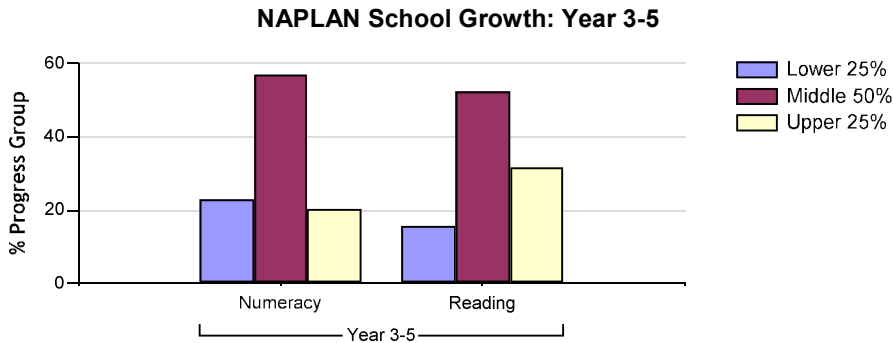


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	22.7
	Middle 50%	56.8
	Upper 25%	20.5
Reading	Lower 25%	15.9
	Middle 50%	52.3
	Upper 25%	31.8

Figure 8: Year 5-7 Growth

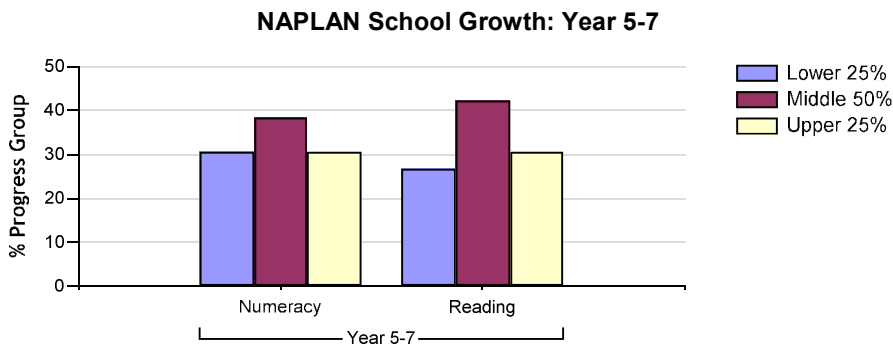


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	30.8
	Middle 50%	38.5
	Upper 25%	30.8
Reading	Lower 25%	26.9
	Middle 50%	42.3
	Upper 25%	30.8

Student Data

Attendance

Figure 9: Attendance by Year Level

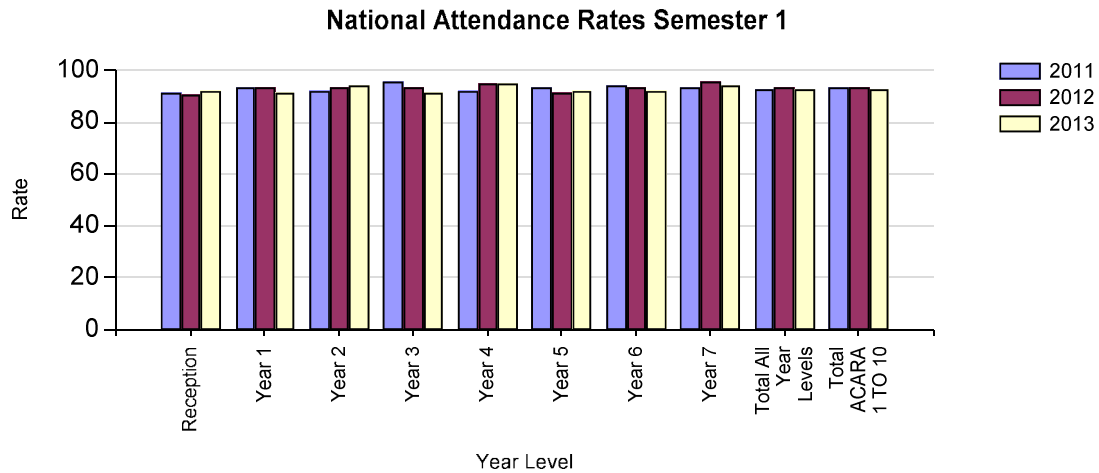


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2011	2012	2013
Reception	91.4	90.4	91.7
Year 1	93.2	93.3	91.0
Year 2	91.8	93.8	94.5
Year 3	95.4	93.3	91.4
Year 4	91.8	95.1	94.6
Year 5	93.3	91.4	91.7
Year 6	94.0	93.8	92.3
Year 7	93.5	95.6	94.1
Total All Year Levels	93.0	93.3	92.6
Total ACARA 1 TO 10	93.2	93.7	92.8

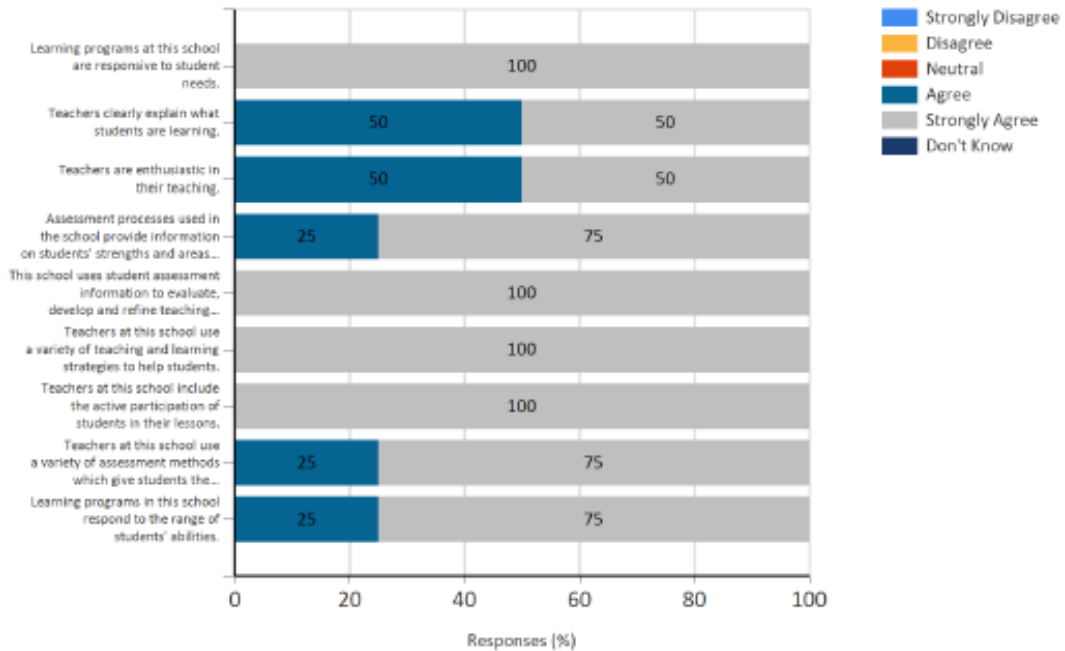
Destination (Delete if not applicable)

Table 10: Intended Destination

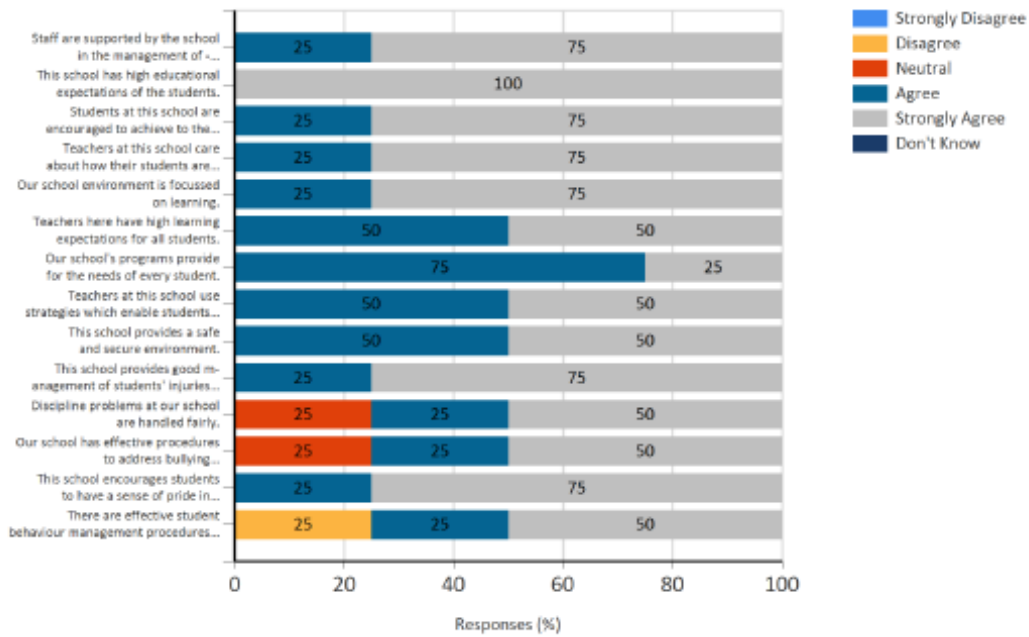
Leave Reason	2012				
	School		Region	Index	DECD
	No	%	%	%	%
Employment			2.9%	1.8%	2.9%
Interstate/Overseas	5	8.8%	8.7%	10.5%	9.1%
Other			1.3%	0.8%	2.3%
Seeking Employment			2.9%	1.7%	3.3%
Tertiary/TAFE/Training			5.3%	5.3%	4.2%
Transfer to Non-Govt Schl	12	21.1%	9.9%	12.0%	9.8%
Transfer to SA Govt Schl	40	70.2%	45.8%	46.2%	48.0%
Unknown			23.3%	21.6%	20.4%

Seacliff Primary School Annual Staff Opinion Survey 2013

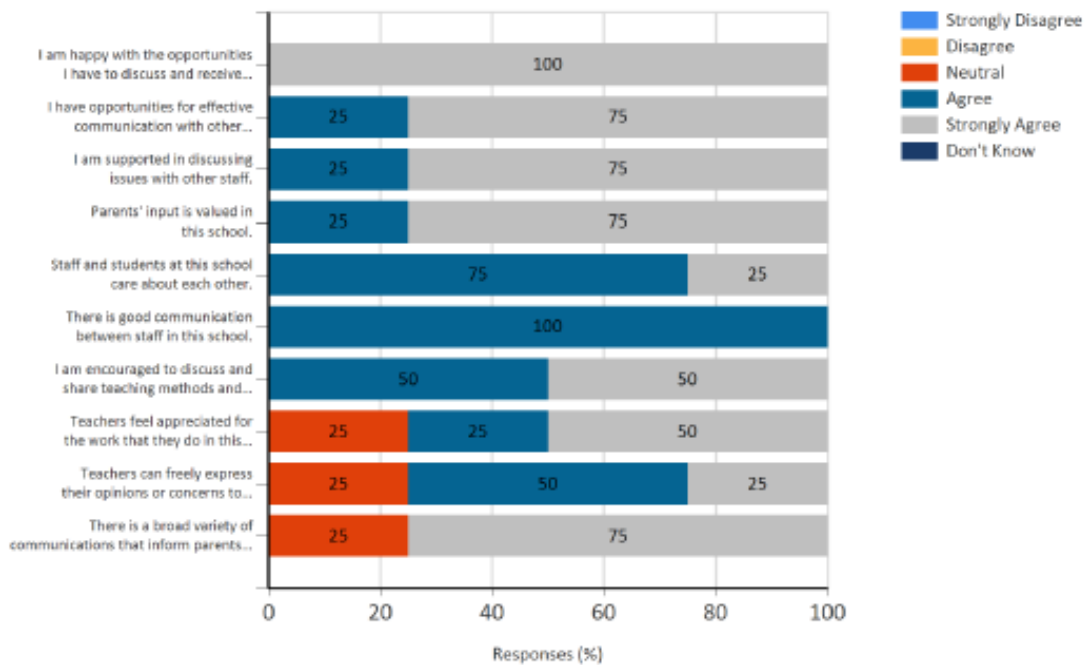
1 . Quality of teaching and learning



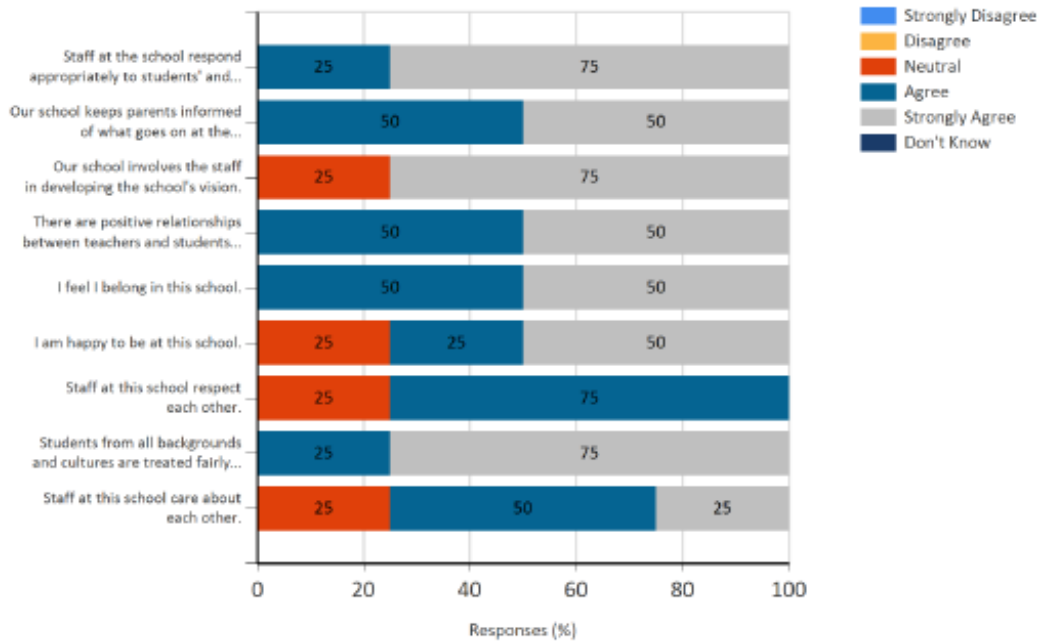
3 . Support of Learning



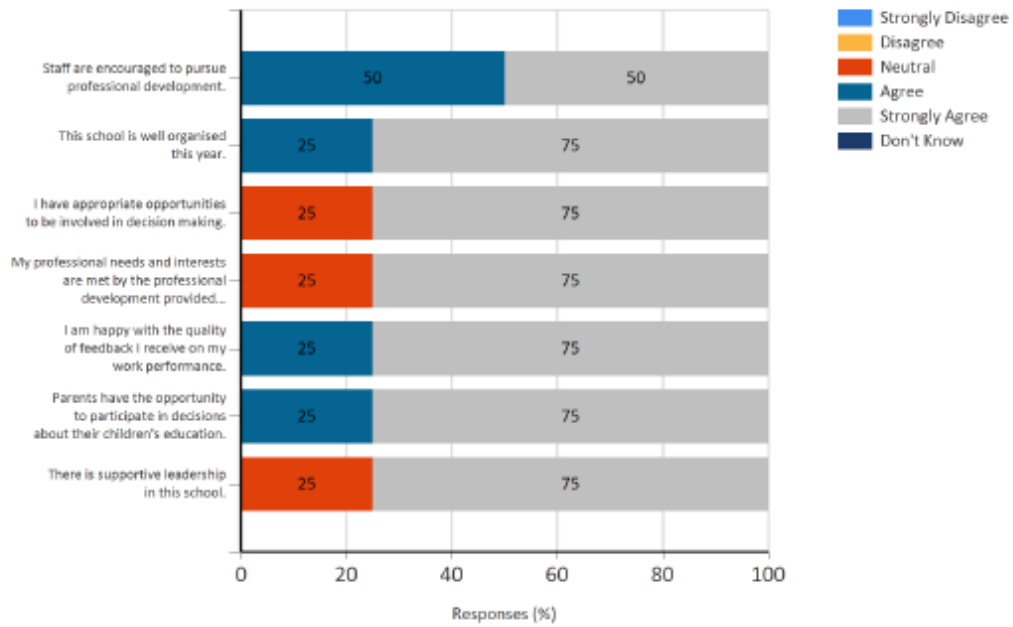
5 . Relationships and Communication (Part 1)



6 . Relationships and Communication (Part 2)

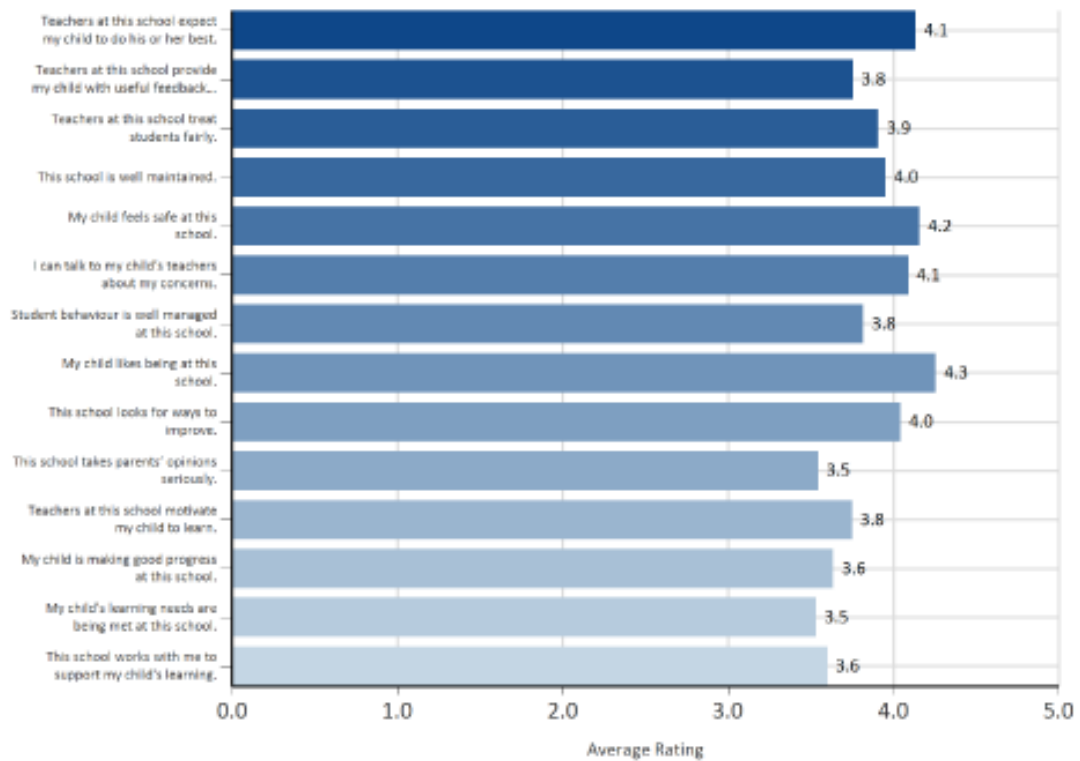


8 . Leadership and Decision-making

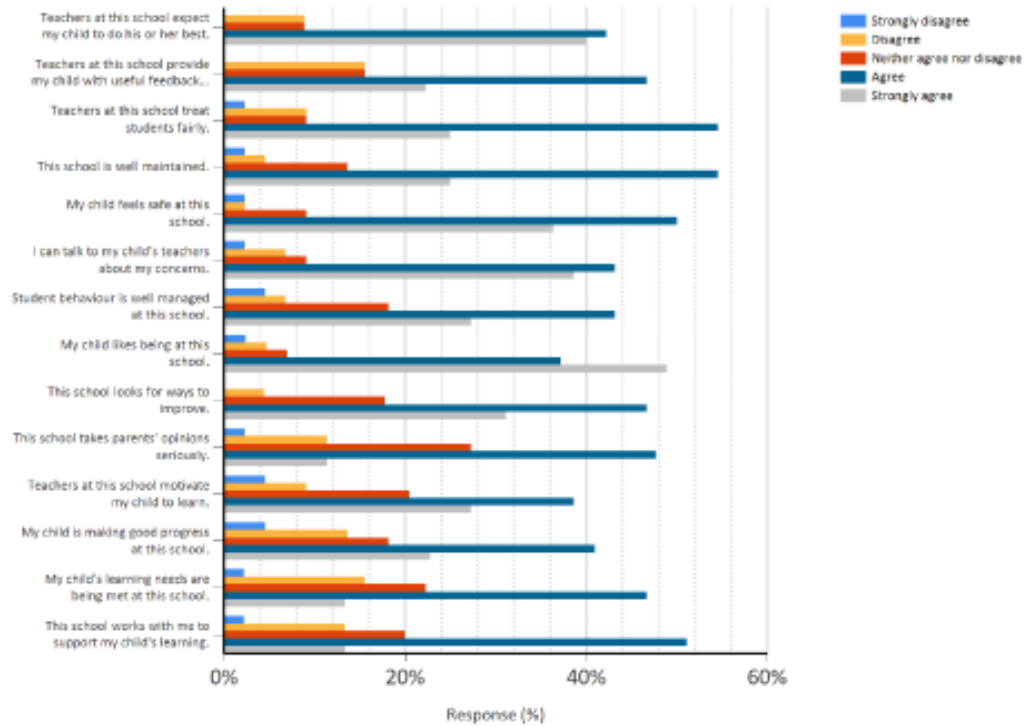


3 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Seacliff Primary School Parent Opinion Survey

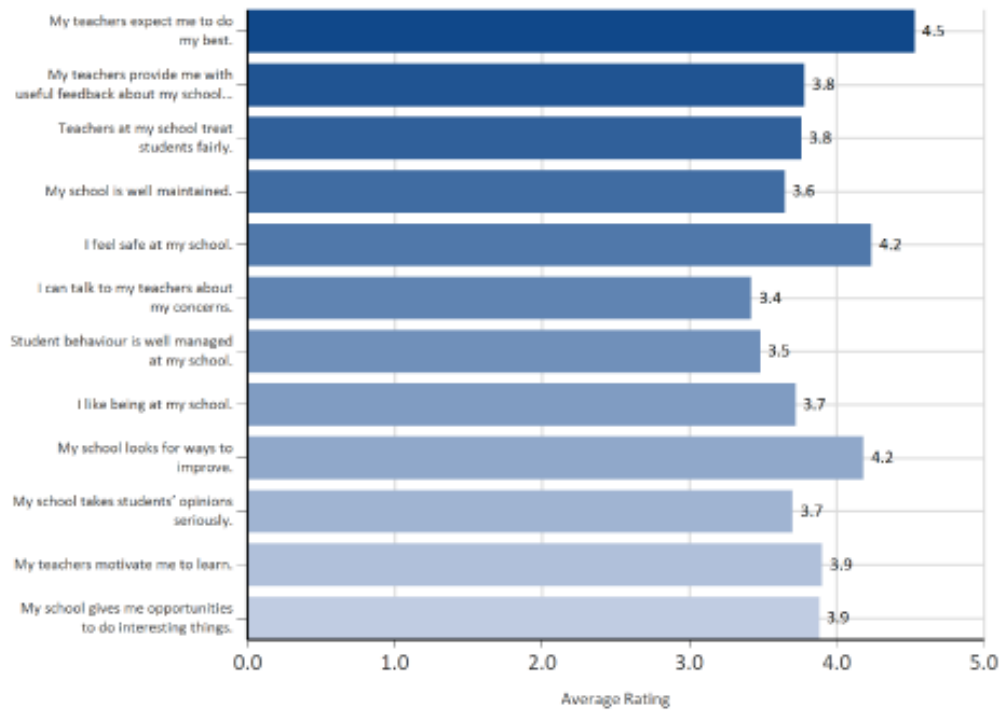


Student Opinion survey No of responses

	Male		Female	
	Num	%	Num	%
Number	25	49%	26	51%

4 . Please rate the items below

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



Seacliff Primary School Student Opinion Survey

