



At the recent AGM of Governing Council the 2012 Annual Report was presented. This is available in full on our website, but for those who couldn't attend or are pressed for time, here is a brief synopsis.

Student enrolments

Our student cohort includes 13% students from Non-English Speaking backgrounds and 13.9% for whom English is an Additional Language (EALD). This is higher than our 'like schools'. 12.8% of students receive School Card financial assistance and this is lower than the region or state levels, but higher than our 'like schools'. A trend in our enrolments is the high number of students in the junior primary and the relatively high number of students who leave to attend private school at the end of Year 5 or Year 7.

2012 Highlights

2012 again saw a rich program of curricula and co-curricula events: camps, sleepovers, Enterprise Day, discos, in-school performances and excursions, staff-student sporting matches and more, all contributed to the rich tapestry of daily school life.

Sport

Sports Day was a highlight of the year. The school also successfully participated in SAPSASA competitions, fielding teams in beach volleyball for the first time, as well as soccer, basketball, swimming, netball and softball. In football we won the Lightning Carnival; we came second in the state for table tennis, and we had three representatives in the state championship-winning tennis team.

The school had an active After Hours Sports program in netball, basketball, soccer, football, cricket and softball. Bike Education, Footsteps dance workshops, tennis clinics and a health program by Port Power players all added depth to our ongoing physical education program.



Performing Arts

The 2012 Lighting Up the Arts at Adelaide Town Hall was an outstanding success. Along with the End of Year Concert, and Lower Primary Dance Spectacular, it showcased the skills developed through the specialist performing arts program, the choirs and instrumental music tuition.

21st Century Learners

2012 saw a large investment in the provision of mobile technology with the purchase of iPads and laptops, led by an ICT committee of students, staff and parents. There was a high level of take-up in classroom use of these technologies and evidence of higher levels of collaborative learning among students.

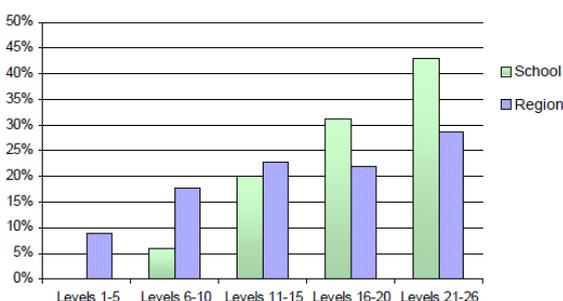
Academic Excellence

Students at Colonel Light Gardens are encouraged to extend themselves academically. Students entered the Oliphant Science Awards, Tournament of the Minds, debating and the University of New South Wales competitions in maths, English and science. Our school won a commendation in the National History Challenge and won the inter-school Reader's Cup. We were recognized at a ceremony at Government House for the high percentage of our students involved in the Premier's Reading Challenge.

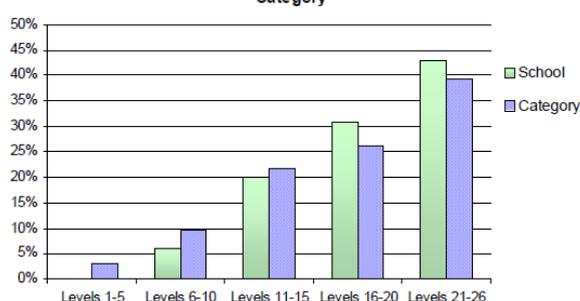
Student Achievement

Year One Reading

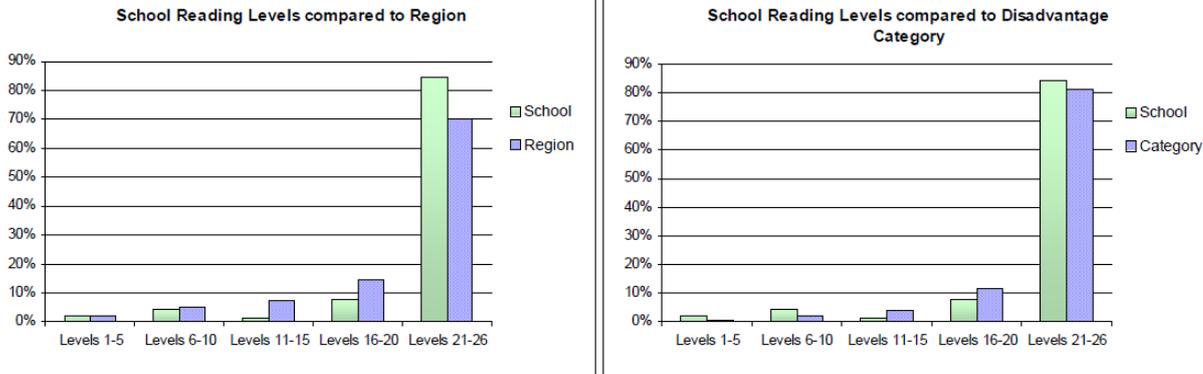
School Reading Levels compared to Region



School Reading Levels compared to Disadvantage Category



Year 2 Reading



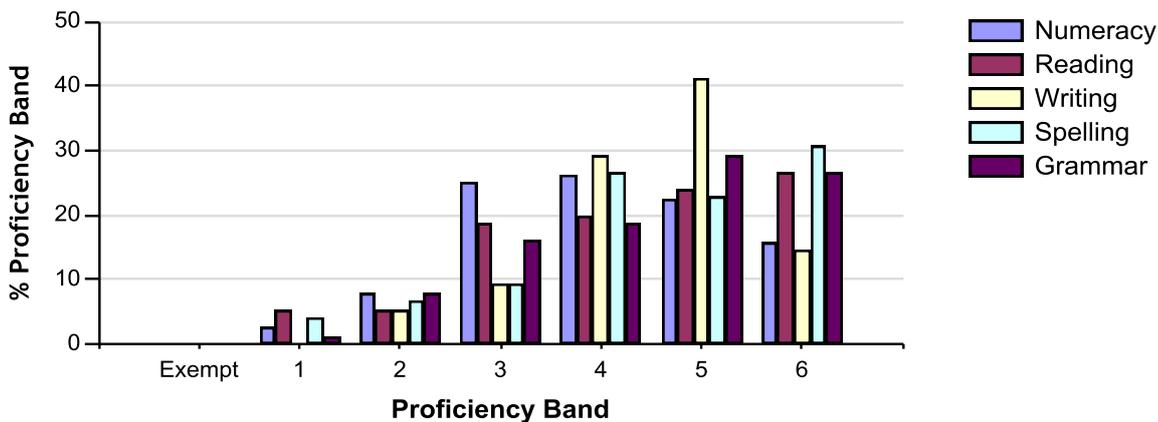
Reading levels for students at both Year One and Year Two are high, well above results for the state and for our school Index, or 'like schools' at Year One and continuing in Year Two. This strength in reading is reflected right throughout the Year 3, 5 and 7 NAPLAN reading scores and indicates the importance of early success and intervention in developing ongoing reading skills.

NAPLAN Results

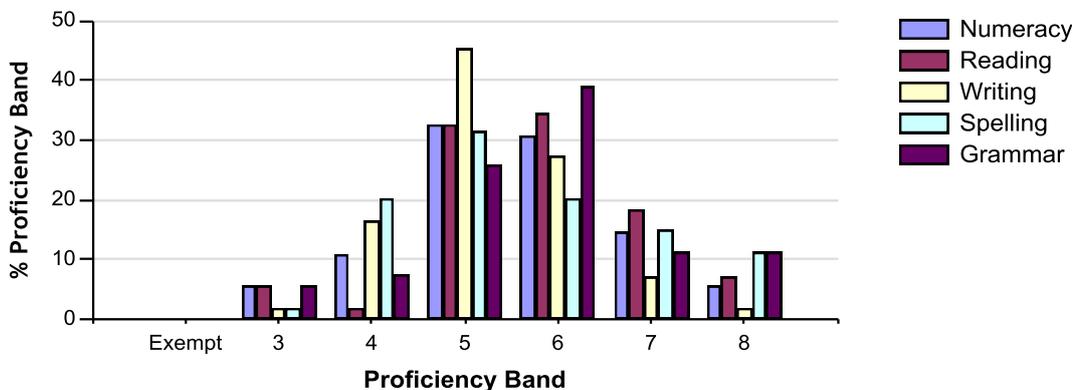
In Years 3, 5 and 7 our students are achieving well and it is pleasing to note the small numbers in low achievement bands. This indicates that we are identifying and addressing the needs of students with learning difficulties.

A clear goal for us now is to increase the number of students in the high proficiency bands. Teachers have conducted a question by question analysis to identify any areas causing students problems and we have also identified students achieving in the middle or upper proficiency bands but who made low growth rates over the last two years. These students 'could do better' and teachers are monitoring them carefully to ensure they do!

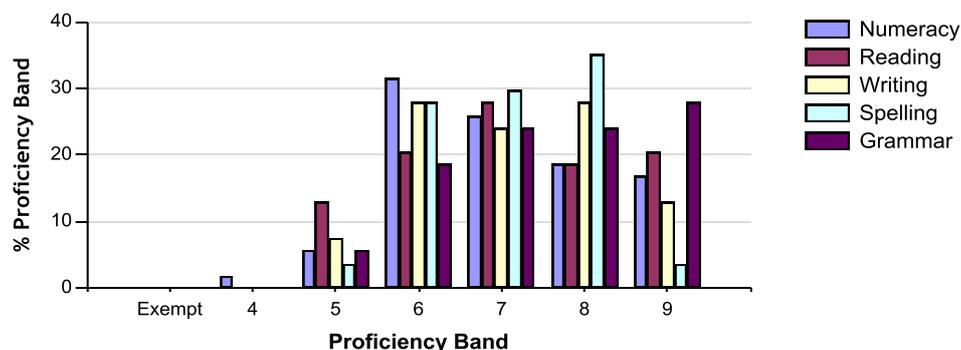
Year 3 Proficiency Bands by Aspect



Year 5 Proficiency Bands by Aspect



Year 7 Proficiency Bands by Aspect



School Improvement Priorities

Maths and Science

In 2012 teachers became familiar with Australian Curriculum: Maths and used it as a basis for class programmes, focusing on the four proficiencies of fluency, reasoning, problem-solving and understanding. Teachers assessed students using the Achievement Standards. Written reports at the end of 2012 included grades assigned for three strands of the Australian Curriculum: Maths as well as Science.

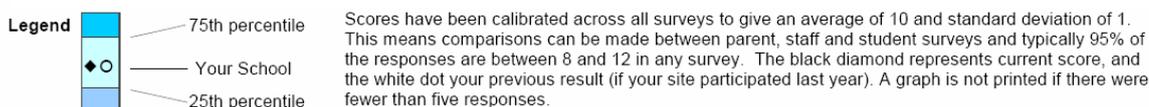
In Science, Years 3 – 7 students completed an opinion survey about their engagement, attitudes and aspirations. And this was compared to 2011 base line data. In 2012, 7% more students thought that it was important to study Science and this was reflected across all year levels. In 2012, the number of children who thought Science helped adults and children rose by 8%.

Literacy

Staff training was provided in 'the Big Six' in reading: oral language, phonological awareness, letter-sound knowledge, vocabulary, fluency and comprehension. Staff mapped how these components were developed R-7 and identified the areas of Guided Reading and comprehension as areas for development. The use of student achievement data for informing instruction, interventions and resourcing was enhanced by the introduction of the *MarkIt* record keeping system.

Client Opinion

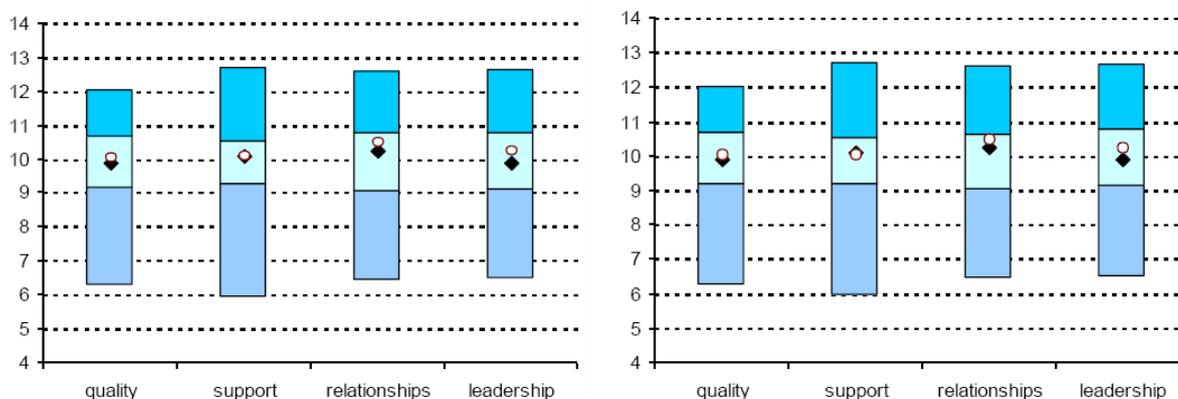
This information is gathered through the online survey conducted by the Department each year. Randomly selected parents and students are invited by DECD to respond.



REGION COMPARISON

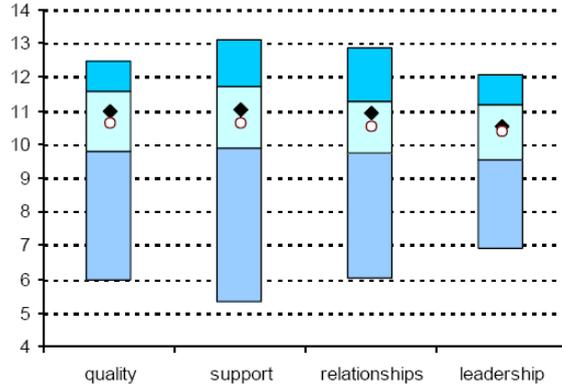
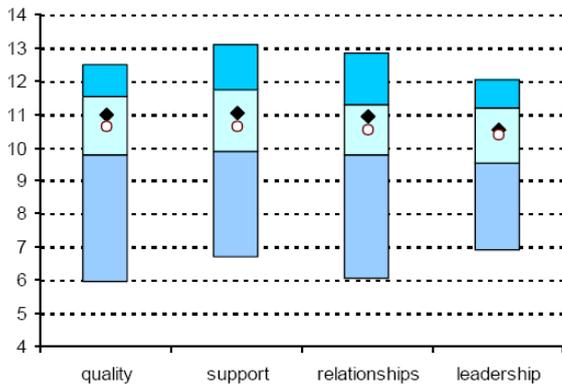
STATE COMPARISON

Parent Opinion



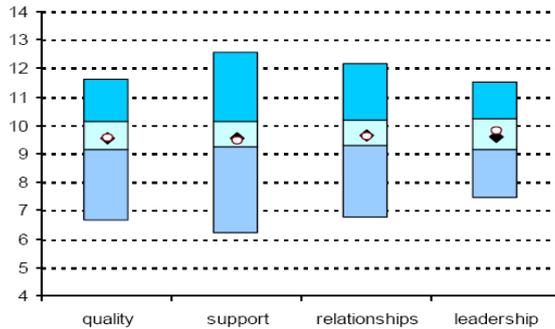
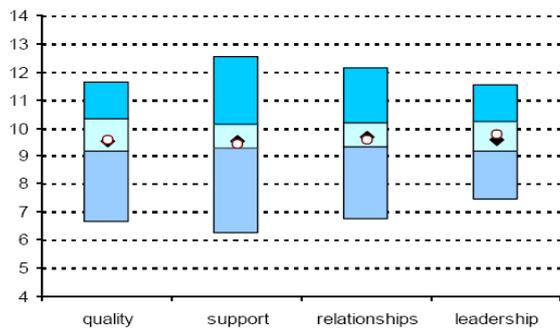
A very small sample of families responded to the Parent Opinion Survey, but parent opinion about the school was very positive and consistent with previous years. The slightly lower scores in the areas of relationships and leadership are likely to have been caused by the number of leadership changes in 2012.

Staff Opinion



Staff opinion was highly positive in all areas, consistent with data obtained through other sources. It indicates high morale and transparent, equitable processes for decision-making. Staff opinion was higher than state average regarding relationships with students and parents, communication among staff and opportunities for professional feedback.

Student Opinion



Scores have been calibrated across all surveys to give an average of 10 and standard deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year). A graph is not printed if there were fewer than five responses.

100 students completed the opinion survey and were our toughest critics! Results were on a par with previous years and in the average band of responses. The area lower than state average was that of involvement in decision-making. It seems everyone wants to be on the S.R.C! Staff will explain class meeting structures and other avenues for involvement in decision-making.