



Annesley Junior School
Values Matter

**School Performance
Information
2013**



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Annesley Junior School

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Mr Haydn Lush

Introduction

Set on beautiful grounds on the edge of the city, Annesley Junior School is a caring community where every child is cherished for their individuality. What families most love about Annesley is

that it's a school where children can genuinely feel at home, and where values are lived out every day.

Annesley Junior School caters for boys and girls from two years of age to Year 6. Annesley children engage in a rigorous program with a focus on leadership, service and community sustainability. We offer flexibility as to when your child commences in our Early Learning Centre and we have multiple intakes into our Reception classes, recognising that children are ready to start school at different times. Children are also welcome to join us in other year levels.

At Annesley, our children enjoy an expansive outdoor space with lush green lawns in which to learn and play, and their inside learning environment was purpose-built for young children. Our school is mid-fee and is open 49 weeks of the year. The Early Learning Centre, Before and After School and Vacation Care Programs are accredited, enabling families to access the child-care benefit and rebate for these services.



Our children benefit from the rich history of a distinguished educational institution founded by the Uniting Church in 1902. Community events are held in what is the historic heart of the school, Gillingham Hall, a grand structure built in the 1920s. Here a sense of tradition is most tangible. The school is a ten-minute walk from the CBD or a three-minute walk to the tram stop, which many parents working in the city find very helpful. Annesley's close proximity to the tramline also means classes frequently travel into the city for excursions to extend their learning.

Curriculum

Annesley has ten core values, which form the basis of how our teachers and students interact: resilience, responsibility, humility, civility, justice, compassion, respect, gratitude courage and integrity. When our Annesley children grow and enter the wider world these values serve them well, allowing them to appreciate the differences – religious, cultural or otherwise – of those they encounter, and to flourish as true global citizens. Annesley's values are implicitly and explicitly taught through role modelling, trans-disciplinary units, discussion, questioning and guided reflection.

At Annesley, learning is not confined to traditional subject areas but is supported and enriched by them. Our students are given many opportunities for hands-on learning and can tap into the

specialist knowledge and real life experiences of our extended community. We have a gym onsite, and children in the junior school have twice-weekly French and PE lessons taught by specialist teachers. We are also committed to offering a co-curricular program with a difference; activities vary from soccer to sign language. There is an instrumental music program, and students enjoy opportunities to interact with and learn from a broad range of people of varying ages and walks of life. Our co-curricular program sits outside daytime teaching and learning and aims to expand students' skills and experience.



Annesley's curriculum is engaging, challenging and relevant. It actively supports the developmental differences and learning styles of girls and boys. The curriculum is framed by the International Baccalaureate Primary Years Program (IB PYP), which aims to develop internationally minded people who help to create a better and more peaceful world. Structured, purposeful inquiry is at the heart of the philosophy.

Our students actively construct meaning based on their prior knowledge and their engagement with the curriculum and units of inquiry. They investigate important subject matter by devising questions and then conducting research, experimenting or observing, which allows them to formulate their own responses to issues. Technology is a key focus at Annesley and our digital natives are guided in using familiar and new technologies as a way of engaging with peers, teachers and experts beyond the classroom.

The program in our Early Learning Centre is influenced by the international best practice of the Reggio Emilia philosophy. This fosters a sense of inquiry based on the concept that young children can learn in many ways and can create their own understanding of the world around them.

All children in the Early Learning Centre undertake units of inquiry from the International Baccalaureate Primary Years Program. They have many opportunities to engage in hands-on projects that they initiate and lead. In 2013 the Reception – Year 2 students planned a shopping expedition to the Central Market, designed their own money system and created products for their market stalls after inquiring into their central idea "A market place is a system of exchange that serves the needs of the community".



Annesley Junior School is a vibrant place of learning. Our students are well prepared to be active, responsible and ethical citizens of our global world.

School Mission Statement

Symbol

Heart is "community sustainability"

Around outside are:

Values

The values we teach at Annesley Junior School have passed the test of time. Throughout the world, regardless of religious or cultural differences, these values are central to how well we function as individuals and communities.

We all need to take RESPONSIBILITY for our actions and the impact we have on others. We need COMPASSION to empathise with, and aid, those less fortunate than ourselves. CIVILITY leads to the cultivation of personal behaviours that benefit the communities in which we live. A concept of JUSTICE teaches us fairness in our dealings and actions. As does RESPECT, which suggests that we can learn from the wisdom and experience of others. INTEGRITY comes from learning the importance of honesty, truthfulness and consistency in our actions. COURAGE gives us the ability to confront the unknown and to resist intimidation or discouragement. RESILIENCE is an ability to cope with setbacks or adversity. GRATITUDE is an ability to appreciate and be thankful for what we have or are given. And finally, HUMILITY teaches us self worth, without the need to openly display it to others.

Service

Our values encourage us to look beyond our personal desires. We CAN take action to improve the local and global communities we live in.

Diversity

The staff, students and families at Annesley value the diversity that each of us brings to our school. As a community of learners we draw upon each other's life experience and cultural backgrounds to expand our thinking. This nurtures strong connections in our desire to live harmoniously.

Relationships

At Annesley every interaction is valued. As a community of learners we listen within and beyond our boundaries. In doing so we grow reciprocal partnerships that respond to aspirations and needs. We build meaningful relationships by nurturing and caring for each child enabling them to be effective and considerate contributors to their expanding community.

Learning

The environment at Annesley provides spaces for people to meet, play and learn. The staff inspires the joy of learning and draws upon the skills of our wider community to offer an array of learning experiences. Our curriculum is progressive and responsive. We seek to support individuality and the different learning styles of our children.



2013 Community Highlights

Our first community event of 2013 saw the unveiling of our ten School values represented in a piece of art created by our community- students, teachers and parents. A former Head of Art at Annesley College, John Caskey, led this community project and the art now hangs in our Imaginarium.



It makes me feel bright. My Mummy helped make it. ELC student

The core values of life are given life in a way that opens communication and makes learning fun and thought provoking giving these lucky children the very best tools to be successful human beings. Parent

I love that so many parts of our school community were involved in creating this beautiful artwork and put into action what it represents. Staff member

The unveiling was followed by a parent education seminar. Barbara Murray, Early Childhood Advisor, at the Association of Independent Schools delivered a motivational presentation on the importance of early years education for life-long learning.

Our students were also excited about the 2013 school year as they returned to an extension to their play equipment. During 2012 some of the Student Voice meetings were devoted to our children designing the playground extensions. They chose a spider web, monkey and uneven bars and were also very keen to have a nest swing. I thank the Annesley Parents' Association for donating the funds to purchase the swing. The equipment is enjoyed by our youngest school members two years of age, through to our Year 6 students.

The next major community event took place in May when the School named the playground after the oldest living old scholar, Daphne Gum. Daphne Gum attended Methodist Ladies College as a student from 1929 - 1930, completed her teaching practice at MLC from 1933 - 1935 and taught at the College from 1970 - 1975. She was made a Member of the Order of the British Empire in 1960 for her work as Director of the SA Cerebral Palsy Children's School and granted a Medal of the Order of Australia in 1996 for service to the education and welfare of children and adults with physical and intellectual disabilities. Two children of old scholars in Years 2 and 4 addressed the audience of eighty which included the Mayor of Unley, Lachlan Clyne, to acknowledge Daphne's long term commitment to the community of MLC/Annesley. They helped Miss Gum to unveil the plaque on the playground bearing her name.



How can I express my thanks adequately for the great honour you have shown me in naming the school playground after me...I have enjoyed many happy and memorable days since I first walked in as a student so proudly more than 80 years ago. Daphne Gum

Due to the increasing number of enrolments, Annesley Junior School opened its fourth room in the ELC with the community coming together to celebrate this new addition in October. With the opening of the Eucalypt Room catering for two and three year old children our Early Learning Centre now offers places for 100 children. During the year our centre was also assessed according to the new standards set out under the National Quality Framework and overseen by the Australian Children's Education and Care Quality Authority, ACECQA. The framework is arranged into seven areas to cover all aspects of quality care and education for young children. We received the top rating of ***Exceeding National Quality Standard*** – the highest rating.

Learning and Teaching

- Two students from the Year 3-6 class were awarded 'Highly Commended' awards as a result of their outstanding participation in the 'I'm a scientist, Get Me Out of Here' program in Term 1.
- Students participated in the Premier's Reading Challenge and achieved outstanding results. Two students were invited to represent our school at the Premier's Reception at the Adelaide Zoo in recognition of this success. During Book Week the students enjoyed a drama performance of a short-listed book and dressed up in costume for the event.
- Adelaide Fringe Act CirColumbia performed in the school gym. Our students were filmed and interviewed by ABC 'Behind the News' educational program.
- Implemented and reported on Science and History from the new Australian curriculum.
- Purchased ten I-Pads for use by students in the classroom.
- Aunty Josie from Kurruru Youth Performing Arts conducted a welcome to country in Kurna and English permitting us to acknowledge our Kurna heritage at formal school occasions.
- The number of children from four years of age participating in instrumental music lessons continued to rise. The program was run by Hallmark Studio with children learning piano, acoustic and electric guitar, violin, trombone, voice, drums and flute. A weekend concert was held in Gillingham Hall when students showcased their musical talent.

Excursions:

- Year 3-6 and R-2 excursions to Unley Library with monthly visits to Goodwood Library.
- Reception – Year 6 students participated in swimming lessons at Unley Pool.
- Question Time at Parliament House, tour of Law Courts, Federal Offices and Unley Council
- Year 3 – 6 students participated in the Three Cheers Program, ETSA Park. The program promotes the sport of netball, along with healthy nutrition, healthy bodies and healthy minds for primary aged children.
- Year 3 – 6 students visited Eynesbury College to interview international students and Central Market to explore connections between Australia and Asia.
- Year 3 – 6 students participated in a three day camp to Narnu Farm, Hindmarsh Island.
- Students visited St Luke's Community Centre to create three large butterfly sculptures for the Walyo Yerta garden. St Luke's is run by Uniting Communities to connect different generations from the local area.
- Planetarium at Mawson Lakes
- Urrbrae Wetlands
- Jewish Synagogue
- SAPOL Safety School
- Bureau of Meteorology
- Living Kurna Cultural Centre, Warraparinga Wetlands
- Central Market
- Migration Museum
- *Possum Magic*, Norwood Concert Hall

Incursions:

- Tri-Skills
- Yoga
- Queen Bea Productions
- Australian Girl's Choir
- President of SA Astronomical Society brought telescopes to Annesley for family evening of star gazing
- *ANZAC Girls*, an ABC TV mini-series, was partly filmed on our campus. The courtyard was transformed into a Parisian square, the principal's office a bedroom, the foyer a café and the French flag flew from the bell tower. Approximately 150 actors were on location as well as a horse and cart. Old Scholar, Honey DeBelle (09) who studied at NIDA, was one of the actors. Our children visited this film location and saw "behind the scenes" of a large scale film production.

Our community members continued to be generous in donating time and/or goods to our School modelling the importance of service for our impressionable young students. I would especially like

to thank the members of the **Annesley Parent's Association (APA)** for their continued support of the School. Their contribution to our community not only raised funds for our World Vision child, Yeun, and for School Projects, but they provided important social functions for community members and varied experiences for our children.

Community Events

- Pancake Breakfast for Shrove Tuesday
- Community Breakfasts
- Milkshake Day, Soup Day, Sundae Fun Day
- Harmony Day - one of our Indian parents dressed in traditional clothing, led students in a Garba Dance and talked about the Navratri Festival that her family participates in each year. A Malaysian parent cooked a traditional satay dish (Nasi Lemak) for the children. Funds raised from the lunch went to the RAEY Foundation to support an orphanage in Ethiopia - service to our global community
- Be Active Day (School Sports Day)
- Working Bees
- Mother's Day Morning Tea
- Father's Day – fathers invited to join their child's learning in the classroom followed by a burger tea with other dads.
- Grandparents/Showcase Day
- Family Film Night
- Parent education wine and cheese evening with Dr Glenn Cupit (Senior lecturer in Child Development at the School of Education, UniSA). His presentation: "Children and the Media – Practical Strategies for Healthy Media Consumption"
- Thank you brunch for volunteer's
- End of Year Production *Little Owl and the Star*
- Performed Christmas Songs for Malvern Uniting Church Street Party
- End-of-Year Parent Dinner.

Service

- Students held casual days to raise funds for our World Vision Child and the Ryan's Well Project.
- Clean Up Australia Day: Annesley families came together on a Sunday morning to clean up the southern parklands opposite the School
- Year 3-6 classes and gardeners from Walyo Yerta, a community garden in the south parklands, participated in reciprocal visits. This resulted in positive engagement between aged people and students planting vegetables and learning about gardens in the winter months. Students applied this knowledge and skills to our gardens at Annesley.
- Students visited Resthaven as part of a co-curricular service program after school concluding with afternoon tea with the residents. Students completed an art project.

- o Performed Christmas songs from end of year production "Little Owl and the Star" to aged residents at Resthaven.
- o Annesley supported Operation Christmas by donating wrapped presents for children and canned food for people who are vulnerable and disadvantaged in our community during the Christmas season.



Student participation in the broader community was reported in local and state newspapers with articles published about the CirColumbia performance, Clean Up Australia Day, ANZAC Day Assembly (school parents in the armed services told of their experiences in Afghanistan), Harmony Day, opening of the Daphne Gum Playground, Mother's Day Morning Tea and Christmas Carols at Resthaven.

Co-curricular program

Reception – Year 6 students participated in optional co-curricular programs in five week blocks during each term at Annesley. In 2013 the students were offered the following activities:

Australian Rules Football	Calisthenics	Dance
Rock Paper Circus	Soccer	Origami
Resthaven Visits	Boccia	Netball
Sign Language	Cooking	Music

Teacher Standards and Qualifications in 2013

All teachers were registered with the South Australian Teachers Registration Board and met the requirements for registration including mandatory notification and criminal history check. Staff are involved in a cyclical training program for updating their First Aid and Mandated Notification.

- 100% of teaching staff had at least one teaching qualification
- 29% had two professional qualifications
- 29% had three or more professional qualifications

Professional Learning in 2013

To open the school year our staff was involved in a one day workshop led by Jo Fahey, author and International Baccalaureate Workshop Leader. She led us in gaining a deeper understanding of inquiry and play in our endeavour to develop a seamless curriculum from 2 to 11 years of age

at Annesley. On our second school closure day the staff investigated the essential qualities of an Annesley Education led by Barbara Murray, Early Childhood Advisor, AISSA and Lynda Secombe, Director of Educational Services Early Childhood and Primary, AISSA. This included teachers and educators undertaking peer classroom observations to identify the strengths of our inquiry pedagogy.

During the year staff members also participated in the following professional learning:

Using ICT Effectively in the Early Years

Maths and Play – Transition from Early Learning Play Environments to School

Intentional Teaching

Assessing Young Children's Learning

Taking the Learning Deeper

Solving Words

Out of the Box

PYP Induction for New Teachers to PYP

The Australian Curriculum: Capacity for Transformation in Schools

Understanding Your Leadership Style

Organisation climate and the Impact on Performance

Play and Learning in the Outdoor Environment

IPSHA ICT Leaders Workshop – I-pad workshop

Planning for Disability: I-pad Implementation

Introduction to Financial Management

Designing and Planning a Kitchen Garden

Leading Assessment Reform and the Australian Curriculum

I-pad Apps and Methods

Strategic Planning – Defining your School

Developing Emotional Resilience in Young Children

Advanced Financial Management for Schools

Using Open Ended and Rich Learning Tasks to Engage Students in Maths

Early Childhood Organisation: Risky Business

Making Meaning with Multimodal Texts

Independent Schools and the Federal Election

I-pad training Critical and Creative Thinking

Supporting and Guiding Children's Behaviour

Australian Curriculum Leadership Workshop – Assessment

Work Health Safety workshop

Changes and Reforms in the Not-for-Profit Sector

Teaching Writers in the Early Years

Marjoribanks Oration, Adelaide University

Early Childhood Organisation Conference

Primary Teacher selected to complete course to become a PYP Workshop Trainer in the Asia/Pacific Region
 Australian Institute of Company Directors Course

Workforce Composition, including Indigenous Staff

In 2013, 92% of our staff was female and 8.0% was male. None of our staff members were indigenous.

Student Attendance at School

The total student attendance in 2013 was 95.1%.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93,8%	94,7%	93.6%	97.7%	95.4%	94.7%	95.9%

The School Receptionist phones the person responsible for the student if notification of a student absence has not been received. Days absent are recorded on a database and are noted on student reports at the end of each semester.

Student Outcomes in Standardised National Literacy and Numeracy Testing

Percentage of Students At or Above the National Minimum Standard

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	100%	100%	100%	100%	100%
Year 5	100%	100%	100%	100%	100%

Parent, Staff and Student Satisfaction at Annesley Junior School in 2013

Parent Satisfaction Survey

Parents were invited to respond to statements in the following areas: Teaching and Learning, Student Wellbeing, Leadership and Decision Making and Community Relations. The survey drew a response rate of 66% with the majority of responses agreeing or strongly agreeing with the statements. There were many positive comments indicating that the parent community is pleased

with the education and services we are providing at Annesley Junior School. There was also some helpful feedback which will guide our plans for continual improvement.

Teaching and Learning

Seven of the eleven statements drew over 90% in the strongly agree/agree categories which affirms we are delivering our core business well. While support for special needs was positive, its percentage was lower in the agree/strongly agree area with a number of responses being neutral.

Student Wellbeing

96% of parents responded positively to "my child is happy at school" with the majority of the statements in this category drawing strong positive response rates. Even though the response to the diversity of our co-curricular program in the primary school was positive we are aware that some parents would like sporting teams. We have implemented initiatives to have school sporting teams in 2014.

Leadership and Decision Making

Over 85% of parents had responses of strongly agree/agree to the school being well organised and having effective educational leadership. The remaining eight statements drew positive responses. Parental involvement in the development of school plans and in decision making drew the highest number of neutral responses at 28%.

Community Relations

Seven of the eleven areas drew responses above 90% in the strongly agree/agree categories with 97% of parents stating they feel comfortable about approaching their child's teacher to ask about their progress. This feedback validated the approach Annesley Junior School adopts to engaging the community in our school.

Staff Satisfaction Survey

70% of staff members responded to the Staff Satisfaction Survey in 2013. The statements in this survey encompassed the following four areas: Teaching and Learning, Student Wellbeing, Leadership and Decision Making and Community Relations.

Teaching and Learning

Over 85% of the staff strongly agreed/agreed to 10 of the 15 statements. The results highlighted the need for further development in Information and Communication Technology.

Student Wellbeing

100% of the staff strongly agreed that student achievement is celebrated at Annesley Junior School and that students are provided with opportunities to engage with the wider community to

extend their learning and personal development. The majority of staff members agreed or strongly agreed with the remaining eleven statements in this category.

Leadership and Decision Making

75% or more of the staff strongly agreed/agreed to twelve of the fourteen statements in this category. Staff responses highlighted the desire for more professional development opportunities in areas of interest.

Community Relations

This area attracted strong positive responses from the staff with 100% of members strongly agreeing that pastoral care is supported and enhanced by the school chaplains and that staff are aware of where to access policies and procedures and feel confident in seeking further support. Staff indicated that they would like more time to discuss and share teaching methods and work practices with their colleagues.

Student Satisfaction

Primary students were invited to attend regular meetings with the teacher responsible for Student Voice during each term. Students used this forum to organise a disco and casual days and to contribute ideas to community events such as Harmony Day. Students also voiced concerns, worked through ways to address these and contributed to the design of the playground extension.

School income broken down by funding source

	2013
Fee income	37%
State Government Grants	5%
Commonwealth Government Grants	20%
Other Sources	38%