Balaklava Primary School is a proud public school with a long history of serving the Balaklava township and surrounding areas. We manage a fleet of 10 buses and students come from areas as far afield as Lochiel and Port Parham. Our school is set in attractive, well-kept grounds, shares a boundary with Balaklava High School and is within a short walking distance of the Balaklava Child Community Centre and Out of School Hours Care (OSHC).

Balaklava Primary has a strong focus on developing the whole child. In addition to strong literacy and numeracy programs and the integration of digital technologies, we offer an exceptional music program and we promote healthy eating and daily fitness. We aim to develop strong minds and bodies and in 2014 we became a Kids Matter school. Our school expectations; Be Safe, Be Respectful, Be Responsible reflect our values and are evident in all areas of our school community. Our motto Believe, Participate, Succeed encapsulates our attitude to learning and life.

In 2014 9 classes were established and early in the year we also introduced an intensive intervention program for 8 students with additional needs, which ran for 3 mornings a week.

We began the year with 238 students. This included around 31% of students on school card, 27 students identified as Students with Disabilities, 9 EALD students and 3 ATSI students. Transience increased and we had 37 new enrolments (not including our new receptions) and 29 students leaving the school over the year.

2014 saw the introduction of the Same First Day Policy with 19 new receptions starting the year in term 1 with no further intakes over the year.

The School’s Index of Disadvantage is 5.

In 2014, staff continued to deliver a comprehensive curriculum, supporting students and their learning with commitment and dedication and I would like to formally acknowledge them for this. Balaklava Primary is fortunate to have such a dedicated and talented staff. Thank you also to our Governing Council Chair, Andrew Lane, and the Governing Council and its hard working and active parent committees for their invaluable contributions to our school.

This Annual Report outlines the school’s progress towards achieving its priorities and identifies areas for future growth.

Tricia Joseph

Summary of Governing Council Report

The school continued to work hard on improving both numeracy and literacy by devoting both time and resources to these valuable programmes. BPS also embraced Positive Behaviour for Learning by looking for and rewarding good behaviour from students. Reading Recovery, multilit, minilit and quick smart Math programs provided intervention for those who required a bit of extra support.

Music continues to be a focus and we were well represented at the Festival of Music (both in the choir and soloists) and in the Eisteddfod etc. We were also well represented at the myriad of SAPSASA events that happened throughout the year. The financial position of the school remains strong. We decided that in the best interests of our current students and class sizes we would have a 10th class for 2015 even though it would not be entirely funded by DECD.

Our major projects this year included:
- Relocating the Resource Centre into the Open Space Unit
- Replacement fencing along Gwy Tce
- New photocopiers
- ICTs including purchase of XOs, iPads & laptops

Thank you to all of the volunteers that made relocating the Resource Centre into the OSU a semi-smooth process. This was a major project so capably run by Cherie, Barb and Diane whose attention to detail and adaptability ensured this was a total success. It was also excellent to see so much support from the school community and previous principals at the opening. It was also pleasing to have Sharon Hoepner’s family there to dedicate the gazebo. Sharon was an inspirational and devoted SSO who will always be fondly remembered by all of our school community.

Our grounds committee continued to be well supported by Budget Botanics ensuring that our school gardens look loved.

Thank you to Tricia, Jo and Diane as well as the teaching staff for their support throughout the year.

I would also like to thank my fellow governing councillors who work tirelessly filling roles on the various committees (Finance, PCC, Grounds & Facilities, Canteen, Fundraising & Bus) and make my job so much easier.

Thank you

Andrew Lane
BPS Governing Council Chairperson
2014 Highlights

Community was a major theme of our school year. We are lucky to have such active parent bodies working tirelessly for the benefit of our students and this year the wider community also played a bigger role. An example of this occurred during the relocation and upgrade of our Resource Centre. People came from near and far to help out and saved the school considerable costs. This community spirit was greatly appreciated and continued all year.

Transforming part of the OSU into the new Resource Centre.

Open Day

We had a wonderful turnout to our Open Day. It was great to see so many people take the opportunity to participate in a tour of our school, visit classrooms, and stay on for the official opening of our new Resource Centre. The school was buzzing with excitement as students happily showed off their learning to families, past principals, SSO’s and other specially invited guests. The feedback students and teachers received on the day was positive and uplifting.

Numeracy and Literacy Week and Book Week

It was great to have some students from the high school come and read to our students as part of the Numeracy and Literacy Week ‘Read for Australia’ activity. The students read Sunday Chutney by Aaron Blabey and then donated the book to our library. Many of our students were keen to borrow the book and share it with their families.

Buddy activities occurred across the school for Book Week and students enjoyed the engaging activities organised for them by Cherie Cleary our teacher librarian.

Working with the High School and BCCC

We have strong ties with the High School and Balaklava Children’s Centre and we actively seek ways to work together to provide a seamless transition for all students. This year, our CPSW, David Woodroofe, organised a group of older and younger students to visit the Ag Block in the high school on a weekly basis. For the students involved this became a highlight of their week.

Staff also got together a number of times through the year to participate in joint training and development (T&D) which included other schools in the Lower Mid North partnership. The sharing of ideas, skills and expertise across sites was beneficial to all and is something that will continue in the future with the aim of further improving all students learning outcomes.

Premier’s Reading Challenge

Our Premier’s Reading Challenge results were impressive. 90% of students completed The Premier’s Reading Challenge and 2 students were invited, on behalf of our school, to receive awards for our outstanding achievement at a special presentation at the Adelaide Zoo.

XO’s and ICTs

Integrating ICTs into learning is a focus and in term 3 we purchased 90 XOs which supported differentiation of student learning for students in 3 of our early years classes. XOs are a hybrid between a laptop and Ipad and they came with many different learning apps. Teachers undertook training before we received the XOs to ensure we could use them to their maximum capacity. The XOs have proven very popular and the grant we received from the National Partnerships More Support for Students with Disabilities Project enabled us to purchase some of the XOs and other ICT equipment and assistive technologies for students across the school.

Music

Musical experiences continue to be a highlight for students and families in our school. All students are involved in regular music lessons as part of the curriculum and a significant number of students also receive private tuition to learn an instrument. Many of our older students are also involved in the choir and performed confidently and with pride at the Festival Theatre. The Balaklava Eisteddfod was another success and many of our students were excited to have the opportunity to
showcase their talents over the week of the Eisteddfod and did well in the competitions.

In May the Play Group visited the school and had a music session with Mrs Cottle which was enjoyed by all.

**Fun Fair and Concert**
There were lots of happy families and excited students busy running stalls or purchasing items, busking, or having a go at winning a prize on the many side show events at our first Fun Fair. The Filipino food and barbecue were also a big hit and most people were able to get some tea before our concert began. The concert items were enthusiastically performed and many amazing talents were revealed. At BPS we are ambitious and always encourage our students to reach for the stars and on this night they almost touched them as twilight caught up with us and we almost ran out of daylight for the finale. Generally our feedback was positive and attendance by families and community members was outstanding.

**SAPSASA**
Students participated in a range of SAPSASA events including swimming and athletics, and many students won their events and were invited to participate in further activities across the state.

**Site Improvement Planning and Targets**
We completed the second year of our three year Site Improvement Plan. This plan was supported and monitored by 100 Day Plans in three areas; Literacy, Curriculum and Pedagogy, and Student Engagement in Learning. Throughout the year we gathered, analysed and reviewed a range of data to inform site improvement planning and to incorporate the DIAF (DECD Improvement and Accountability Framework) Validation recommendations from 2013. At a ‘Data Day’ in term 4 further recommendations were made for continued improvement.

**Priority 1: Improved Reading Comprehension**
The main goal of reading is to read for understanding and to be able to critically reflect on what is being read. The ability to read well is important in all areas of learning. Our data shows that many of our students can make sense of texts literally but experience difficulty with inferring (or reading between the lines) and making connections to prior knowledge and experience. In numeracy students some students have difficulties with understanding word problems.

**Targets**
- 80% of students year 3-5 achieve medium to upper level growth in Reading as measured by Naplan.
- 85% of students year 5-7 achieve medium to upper level growth in Reading as measured by Naplan.
- 80% of students read at or above their age appropriate level at agreed YMN standard.
- 75% of students achieved A, B or C in end of year reports in English.

**Actions**
- Running Record training sessions to further develop teacher consistency in gathering and analysing running record data across the school.
- PAT R data was collected in terms 1 and 3 for students in year 2-7. This data identifies where students are having difficulties with comprehension and is used along with Naplan data to support differentiation in the classroom.
- Staff release to work in year level teams and PLCs (Professional Learning Communities) to examine student data, discuss and trial explicit teaching strategies (based on work of Sheena Cameron) to improve reading comprehension.
- Staff worked towards the development of consistent literacy theory and practice through discussions in year level meetings and PLCs, training and development and peer observations.
- Moderation processes occurred on site and with local schools.
- The Big 6 of Reading (oral language, vocabulary, phonological awareness, phonics, fluency and comprehension) continued to be incorporated into literacy blocks as part of the further development and enactment of whole school Literacy Block agreements
- An additional 2 teachers attended training in Ann Baker Maths strategies to support comprehension in problem solving in numeracy.
- Reading Recovery intervention teacher and Reading Teacher Sue Jones, worked towards increasing teacher capacity in teaching reading.
- Online reading programs purchased including Reading Eggs and Reading Express.
- Targeted intervention included mini Lit and multiLit.
- SSO’s 50 mins 3xs a week in Literacy Block to work with ‘wave 2’ students (students not identified as Students with Disabilities) who require additional targeted support
- EALD students assessed using EALD scales

**Outcomes**
- 83.3% of students Year 3-5 achieved medium to upper growth in Naplan Reading.
- 53.3% of students Year 5-7 achieved medium to upper growth in Naplan Reading.
84% of year 1’s achieved targets (RR of between level 15 and 20)
81% of year 2’s achieved benchmarks or targets (RR of between level 21 and 26) above state level.
66% of students achieved A,B,C in End of year report. With the introduction of Jolly Phonics and synthetic phonics and a focus on comprehension across the school we are noting an improvement in reading and spelling results in the early years. This will continue to be a focus in 2015.

Recommendations
- Continue whole school approach to the teaching of literacy and the enacting of Literacy Block agreements across the school, including Guided Reading agreement.
- SSO’s 50 mins 3xs a week in Literacy Block to work with ‘wave 2’ students (students not identified as Students with Disabilities) who require additional targeted support.
- Release teachers 2xs per term for year levels/PLC (Professional Learning Community) meetings with a focus on analysing student data and joint programming and planning. (term 1 and 2 a focus on literacy)
- All students continue to be monitored and have Running Records taken and analysed until they achieve level 26 as per data schedule.
- Continue teacher training in differentiation and formative assessment.
- T&D in Sheena Cameron and ‘Strategies that Work’ and comprehension for all staff.
- Deprivation of practice and peer observations occur across the school and across sites.
- Continue targeted intervention processes and individual targets implemented for identified students at risk.
- Review, and adapt intervention programs and processes as required, including retesting.
- PAT R analysis is revisited and teacher understanding, analysis and use of PAT R is strengthened.
- Early years staff work with BCCC staff to analyse TROLL (teacher rating of Oral language and Literacy) data.
- Year 6/7 teachers work with high school staff and share practice in literacy.

Our Naplan results in writing were concerning and in 2015 we are also exploring training for all staff in Literacy for Learning which is a professional development program for teachers and links explicitly to the Australian Curriculum. We will also be joining with Owen and Port Wakefield Primary Schools to improve the teaching of Indonesian at our schools by engaging in the Multilingual Literacy Approach (MLL) The key aim of this joint work is to foster student language learning in the primary years through a dual language literacy approach that scaffolds literacy development within and across languages.

Priority 2: Curriculum and Pedagogy (Numeracy Focus)
The Australian Curriculum is being developed and implemented over a number of years. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas. In 2014 the expectation was all schools would implement and report on mathematics, science, English, History and Geography using the Australian Curriculum, and implement The Arts. In South Australia, schools are guided by the TEF (Teaching for Effective Learning) document which provides insight into how the curriculum should be delivered based on proven research based methods that improve student learning outcomes. In 2014 we again focused on improving our numeracy outcomes using the Australian Curriculum.

Targets
- 80% of students year 3-5 achieve medium to upper growth in numeracy as measured by Naplan.
- 80% of students year 5-7 achieve medium to upper growth in numeracy as measured by Naplan.
- 75% of students receive A B or C results in end of year reports as measured against Mathematics In the Australian Curriculum.

Actions
- Staff worked with local schools to familiarise and receive training in areas of the Australian Curriculum including mathematics.
- Further participation in the Ann Baker mathematician in residence program (2 teachers) and strategies to support the alignment of pedagogy (teaching and Learning) with evidence based best practice.
- Revisited Big Ideas in Number at staff meeting.
- Ensuring the purpose of learning experiences was explicit and known by students (intentional). This was tied in to observations which occurred as part of Performance Development.
- Students contributing to assessment and learning processes.
- Modifying and adapting curriculum to provide intervention for individuals and targeted groups as required.
- Student Reports revisited and modified in line with Australian Curriculum requirements.
- Moderation in mathematics in staff meetings.
- Trial of the online Mathletics program.
- T&D for teachers year 5-7 on the Singaporean maths method.

Outcomes
- 79.0 % of students Year 3-5 achieved medium to upper growth in Naplan Numeracy.
- 63% of students Year 5-7 achieved medium growth in Naplan Numeracy.
- 61% of students Year 1-7 received an A,B or C in their end of year reports.
Recommendations
- A stronger focus on numeracy in 2015.
- Ann Baker maths strategies implemented across the school to increase student’s mathematical problem solving skills.
- Year 6/7 teachers working closely with the Year 8 High School mathematics teachers to share understandings and pedagogy around mathematics in the Australian Curriculum and the Singaporean maths methods used in the High school.
- Observations in classrooms to share good practice.
- Involvement in the combined Lower Mid North schools PLCs (Professional Learning Communities)
- Implementation of a Numeracy Block across the school
- Revisit the Big Ideas in Number and trusting the count.
- Continue Quicksmart maths intervention with initial testing including trusting the count to determine if students are suitable for this program.
- Providing intervention for older students in trust the count as required.
- Release teachers 2xs per term for year levels/PLC (Professional Learning Community) meetings with a focus on analysing student data and joint programming and planning. (term 3 and 4 focus on mathematics)
- Purchase of the Matheletics program and training for teachers and families in its use for learning and assessment.

Priority 3: Student Engagement
Teaching for Effective Learning (TFEL) T&D was a focus for Lower Mid North (LMN) Pupil Free days. Feedback and differentiation were highlighted to support student engagement. This was also the focus of some LMN staff PLCs which met once per term.

We continued to embed Positive Behaviour for Learning, (PBL) a whole school framework which focuses on promoting and maintaining a positive learning environment to improve student’s social and academic achievement through preventing problem behaviour. Intervention before inappropriate behaviour occurred was highlighted.

Attendance and late arrivals continued to be a focus of the work of the Student counsellor and Student Engagement Committee and shared with staff.

Targets
- Improvement in attendance from 93.6% to 94% in 2014
- 15% reduction in office behaviour referrals

Actions
- Pupil free day focus on TFEL and feedback and its importance in student engagement.
- Continued implementation of Positive Behaviour for Learning Strategies.
- A Kids Matter team was established including an SSO and parents with a focus on building community through respectful relationships, belonging and inclusion and increasing student engagement in learning.
- Review of Behaviour and attendance policies.
- Bullying data collected each term and student interventions and parent contact made as needed.
- T&D for all staff on ASD (Autism Spectrum Disorder) including with the high school, at autism SA workshop and observations in another school.
- Involvement in More Support for Students with Disabilities (MSSD) project to improve engagement and outcomes for students with identified learning needs
- Differentiation of learning T&D as part of the MSSD project.
- Self managed learners group meeting weekly.
- PALs (Play at Lunch Time program) established. All year 6 students were trained to run this program for younger students
- CPSW Buddy program developed with some students visiting the high school Ag block on a weekly basis.
- Plan was developed for a sensory garden in 2015
- Intervention programs continued to be reviewed twice per term.
- Prompt contact and follow up with families re attendance concerns including the development of attendance plans.

Outcomes.
- PBL data was collected and analysed termly. When analysed at individual student level there have been some significant gains with reduction in behaviour incidents for some students. However, EDSAS office referrals continue to be high.
- Reduction in office time out was variable over the year.
- ASD (autism) training for staff resulted in the implementation of WAY to A program across the school and increased awareness of proactive strategies, such as the use of the 5 point scale, to prevent problem behaviour.
- Attendance levels dropped slightly to 92.8%

Recommendations
- Continue making feedback and formative assessment a focus in 2015
- Visible learning T&D for all staff across the partnership.
- ‘Visible Learning’ team established to focus on explicit teaching and students knowing where they are at and what they need to do to improve
- Positive Behaviour for Learning strategies continue to be implemented and social learning concepts explicitly taught in classes each week using the Program Achieve resource.
- Individual behaviour plans established for those who need them using functional behaviour analysis.
- Continue tightening processes to record and respond to office time out and ensure consistency.
• Continue Bullying Surveys each term and prompt action taken to address issues.
• Continue implementing Attendance plan and strategies.
• Send home termly attendance records for every child.

Junior Primary and Early Years Scheme

Funding was used to start Early Years classes below 26. In addition, the Reading Recovery teacher worked with small groups of students to reduce class size in literacy time. Additional SSO time was also provided to withdraw small groups of students for additional support.

Intervention and Support

A range of data is used when considering intervention and support including the Australian Early Development Census (AEDC) formerly known as the Australian Early Development Index (AEDI). AEDC is a census that helps create a snapshot of early childhood development in Australia. Every three years, teachers of children in the first year of full-time school are asked to complete a series of Early Development questions, based on their knowledge and observations of each child in their class in five areas or domains: physical health and wellbeing, social competence, emotional maturity, school based language and cognitive skills, and communication skills and general knowledge. These five areas are closely linked to the child’s health, education and social outcomes as they grow into adulthood: The AEDI results for our school in 2012 indicated that there is a concerning high percentage of our children who are developmentally vulnerable in two or more domains. This is higher than State and National average. This data, when considered with other school data, provides invaluable information when we are considering intervention for students who are already behind other children their age in key areas that are necessary for schooling.

Better Schools Funding was received this year to enable schools to provide more support for students who need it. We received just under $10,000 and used the funding to provide additional intervention across the school. Our interventions included:

- Early Years ‘Fun and Games’ support, which focuses on fine and gross motor skills.
- Reading Recovery teacher working with individuals, small groups and classes.
- Small groups of students participated in an early intervention program run by SSO’s which incorporated elements of Jolly Phonics and reading recovery, devised by our Reading Recovery teacher.
- 10 students participated in Minilit or MultiLit
- 10 students participated in Quicksmart
- 8 students with significant additional needs working with a teacher and SSO 3 mornings per week in and Intensive intervention program (II club)

- EALD (English as an Additional Language or Dialect) support was provided for those students who were New Arrivals.
- A group of highly independent learners worked with the teacher librarian to further develop their passion for learning about topics of their choice.
- Students with identified social and emotional needs worked individually or in small groups with the school Counsellor.

While most students showed good growth as a result of intervention, a small number of students who do not have an identified disability, have been hard to move despite interventions such as reading recovery or multilit. Some of these students made good progress when participating in these programs but plateaued when the programs ended. This will be a focus for deeper analysis next year.

National Partnerships

In 2014 Balaklava Primary School received a $50,000 grant for More Support for Students with Disabilities (MSSD) - A ‘buddy school’ program involving collaboration with three other local schools.

The aim of the MSSD initiative was to further develop staff understanding and skills when working with students with identified learning disabilities, in particular Autism spectrum (ASD) as well as those with significant learning needs. Through this initiative staff was able to access a range of T&D. The funding we received also helped us purchase new technologies and software and undertake training to support students with additional needs, benefiting the learning of all students.

Behavior Management Anti Bullying Strategies

Positive behaviour is demonstrated by the majority of our students. Data shows around 7% of our students have some difficulty regulating their emotions and/or controlling anger which can result in office time out, take homes and suspensions. Preventative and proactive measures, including working with parents, the school counselor, CPSW and engaging outside support agencies are making a difference for some students as well as our focus on Positive Behaviour for Learning and Kid’s Matter. The regular teaching of social skills continued in each class and the PBL team used whole school behaviour data when making decisions about the focus for each term. Strategies from the Child Protection Curriculum were also implemented across the school.

Bully Audits were carried out each term and the counselor worked with identified students. Parents were contacted as needed and plans and consequences were implemented to address bullying. Bullying surveys over the year indicated more students were identifying that they feel safe at school.

Cyber bullying sessions were run by the high school and 3 workshops were offered and attended by staff, parents and students in upper primary classes.
Student Achievement

NAPLAN

Minimum National Standard results

<table>
<thead>
<tr>
<th>YR</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>96%</td>
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<tr>
<td>5</td>
<td>90.7%</td>
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<td>83.3%</td>
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</tr>
<tr>
<td>7</td>
<td>95.2%</td>
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Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
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<tr>
<td>Reading</td>
<td>8.0</td>
</tr>
<tr>
<td>Writing</td>
<td>8.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>8.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>8.0</td>
</tr>
</tbody>
</table>

23 students sat the tests. 2 students were below National Minimum Standard in two aspects. 3 students were below in one aspect. These students have identified learning needs and are receiving additional support to improve their learning outcomes. Writing had the lowest representation in Band 6.

Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
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<tr>
<td>Numeracy</td>
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<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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</tr>
<tr>
<td>Grammar</td>
<td>5.0</td>
</tr>
</tbody>
</table>

20 students sat the Reading test and 19 students sat all other aspects. 2 students were below NMS in numeracy and 1 student in all other aspects. There were no students in the higher Band 7 in writing in year 7.

Writing will be an area for further attention in 2015.

Reading intervention for all students will be examined further next year as some of our students who have received intervention have not made expected growth.
Mean Scores

Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Numeracy</td>
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<td>Reading</td>
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<td>405.9</td>
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Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
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<th>2014</th>
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<tr>
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<tr>
<td>Grammar</td>
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<td>457.4</td>
<td>434.8</td>
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NAPLaN School Growth: Year 3-5

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<tr>
<th>Progress Group</th>
<th>Lower 25%</th>
<th>Middle 50%</th>
<th>Upper 25%</th>
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<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
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</tr>
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</table>

School Growth showed the majority of students (79.2%) had made medium to upper growth in numeracy and 82.5% of students made medium to upper growth in reading. These results are very similar to last year.
NAPLAN School Growth: Year 5-7

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>% Progress Group</th>
<th>Site</th>
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<tbody>
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<td>Numeracy</td>
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<td>Middle 50%</td>
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<td>Upper 25%</td>
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<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
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<tr>
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<td>Middle 50%</td>
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<td>Upper 25%</td>
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</tbody>
</table>

School Growth showed 64.3% of students made medium to upper growth in numeracy and 53.3% of students made medium to upper growth in reading. Most of our students read functionally very well. But when looking deeper into the question analysis, many students are experiencing difficulty with interpreting information which again demonstrates the importance of our focus on comprehension.

Student Data

Attendance

Attendance across the school decreased slightly. We are continuing to work on achieving our 2015 target of 95%. The school has a number of intervention strategies in place to improve attendance including follow up with parents, attendance referrals. The Attendance Policy and Plan were reviewed at Data Day.

Client Opinion

Parent Opinion Surveys

This year we received 25 responses from families (up from 15 families in 2013) Greatest satisfaction was indicated for the following statements

- staff expect students to do their best
- their child is making good progress
- their child feels safe at this school
- the school is well maintained

Areas identified for improvement included:

- teachers provide their child with useful feedback.
- Behaviour is well managed

Student Opinion Surveys

Student Opinion surveys were completed by students in year 4-7. The results of the surveys were difficult to analyse as there was a huge range of responses across each statement.

Greatest agreement occurred in the statements

- teachers expect students to do their best.
- the school looks for ways to improve.

Student behaviour was identified as an area for improvement.

Staff Opinion Surveys

14 staff response were received. Greatest satisfaction was indicated for the following statements

- staff expect students to do their best
- students learning needs are being met
- students feel safe
- the school looks for ways to improve.

Areas identified for improvement included: behaviour management and taking staff opinions seriously.

Behaviour is an area which continues to be raised in each year’s survey by staff, parents and students. We continue to work on developing preventative rather than reactive strategies to ensure the good order of the school is maintained.
Criminal History Screening

Criminal History Screening is carried out on an ongoing basis. When applicants receive their clearance they undertake volunteer training at the school. This training is offered twice per term and must be completed before volunteers can support in the school, classrooms or on excursions and camps. Members of parent groups, including Governing Council and The Parent Coordination Committee also undertake criminal History Screening.

Staffing

Jo Michalanney again won the position of Deputy Principal in 2014 and continued to build on her knowledge and understanding of our families and community with great effect. However, stability in leadership is a priority for BPS as the current situation of three Deputy Principal’s in three years has not been ideal. Happily we were able to advertise the position for three years and Keven Dooley has won Deputy Principal from 2015 – 2107. We thank Jo for her outstanding contributions. She will be going back in the classroom as a year 6/7 teacher in 2015.

David Scobie continued as student counselor but took ill at the beginning of term 4. Cherie Cleary capably took on the role of counselor until the end of the year. We wish David well in his recovery.

David Woodroofe won the role of CPSW in term 2. David is a great asset to the school providing additional support for students, families and staff.

At the end of the year Kirsty McCardle won a position at Cummins and Jacinta Ahrens won a position at Hewett Primary School. We wish them both all the best in their new ventures.

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>21</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>5</td>
</tr>
</tbody>
</table>

These totals represent a count of all Bachelor Degree and Postgraduate qualifications.

Qualifications are counted for staff at each school who are active or on paid leave. Where staff have multiple appointments across schools, qualifications are counted against the school for the main appointment only.

If a staff member has more than one qualification then this is included in the total count (the totals are the number of qualifications, not the number of staff who have a qualification).

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>12.80</td>
</tr>
<tr>
<td>Hours</td>
<td>5</td>
<td>6.05</td>
</tr>
</tbody>
</table>

In 2014 George Laugton was appointed as Aboriginal Community Education Officer (ACEO) for 5 hours per week.

Destinations of School leavers 2014

<table>
<thead>
<tr>
<th>School leavers</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Non-government schools</td>
<td>4</td>
</tr>
<tr>
<td>2 Interstate</td>
<td>1</td>
</tr>
<tr>
<td>3 Government schools</td>
<td>42</td>
</tr>
</tbody>
</table>

Financial Statement (attached)

Fundraising had another successful year with 2014 fundraisers totaling $14,573.

Catering for the Balaklava Show $2,940
Family Fun Fair $4,473
Christmas Hamper $1,655
3 weddings bar and waiting staff $1,800
Election trading table and raffle $1,145
SAPSASA Athletics stall $975
NMR Morning Tea $396
Mother’s Day and Father’s Day stalls $368
Entertainment Books $253
Kyton’s Bakery $566

A big thank you to the Fundraising committee, who put in so much time to the organisation and running of each fundraiser. Thank you also to the PCC, Alexis Mardell and the Koenig family for all their help with the Fun Fair, and Sue Jones for the Christmas Hamper.

A huge thank you also Jo Michalanney and Tania Heaslip who carried the lion’s share of the work with Balaklava Show and the Family Fun fair.

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>2,280,363</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>51,500</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>85,981</td>
</tr>
<tr>
<td>4 Other</td>
<td>46,983</td>
</tr>
</tbody>
</table>

Signatures:

Principal (Tricia Joseph)
Governing Council Chairperson (Andrew Lane)