



Balaklava Primary School Annual Report 2015



ANZAC Day Dawn Service

BPS choir perform as part of commemorating 100 years since the landing at Gallipoli



Government of South Australia

Department for Education and
Child Development

Context

School Name:	Balaklava Primary School	School Number:	0477
Principal:	Tricia Joseph	Partnership	Lower Mid North

Balaklava Primary School is a proud public school with a long history of serving the Balaklava township and surrounding areas. Our students come from Balaklava, local farms, and 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 are 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 2015 10 classes were established and we also continued an intensive intervention program for 8 students with additional needs, which ran for 3 mornings a week.

We began the year with 260 students which peaked at around 266 students. This included approximately 31% of students on school card, 37 students identified as Students with Disabilities, 16 EALD students and 9 ATSI students. We had higher than expected numbers of students starting at the beginning of the year but a number of students relocated to other regions over the year. Transience continues to increase.

The School's Index of Disadvantage is 5.

In 2015, our highly accomplished staff continued to deliver a comprehensive curriculum, supporting students and their learning with commitment and dedication and once again 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, the Governing Council, and its hard working and active parent committees, particularly the Parent Coordinating Committee, 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

It is pleasing to have a stable leadership team at BPS last year with Principal Tricia Joseph being well supported by Keven Dooley as Deputy Principal. Keven has stepped up to the challenge as Acting Principal in Term 1 of 2016 whilst Tricia is on well deserved long service leave.

At the end of the year we had to say goodbye to teachers, Julia Leicester and Shaun Hughes. During 2015, Sue Jones retired. Sue has made a significant contribution to our school community during her many years here, particularly in more recent years, in the area of Literacy. Her passion and dedication resulted in the very successful Reading Recovery programme running at BPS over several years as well as supporting our English Second language and Junior Primary students. We welcomed the return of David Scobie & Julie Wickham.

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 the students. Multilit, Minilit and QuickSmart Math programs provided intervention for those who needed 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) Eisteddfod, Balaklava Show, Carols by Candlelight 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 interests of our current students and class sizes we would have a 10th class for 2016 even though it would not be entirely funded by DECD.

Our major projects this year included:

- RM 8 upgrade
- RM 14 upgrade
- Photocopier
- Phase 1(of3) new data projectors/whiteboards
- iPads & laptops

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

Thank you to Tricia, Keven and Diane, as well as the teaching staff for their support throughout the year. I would also like to particularly 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

2015 Highlights

Community continued to be a major theme of our school year. Connecting students to current local events and involving them in their school and wider community helps to increase their sense of belonging and enhances relationships. This was a focal point over the year as shown in the highlights on the next pages.

Meet and Greet

We had a wonderful turnout to Meet and Greet in term 1. Allan Dean, one of our music providers, set the scene by playing his guitar in the gazebo as families visited classrooms in an informal manner to meet our staff, receive term overviews and talk about how the year had begun. A community BBQ ended the evening. Feedback from parents on the night was very positive and many commented on the improvements we made to the school during the holidays.



Ben shows his family how he uses the XO computer in his learning

**Chinese New Year with Rooms 6, 7 AND 8
'Kung hei fat choy'**



Celebrating cultural diversity is important to our school and this year, to observe Chinese New Year, Rooms 6 & 7 children made red lanterns with help from Mrs Rowland's class. They enjoyed joining with Mrs Wood's children to parade their lanterns and dragons.

Buddy Classes

At the beginning of the year each class 'buddied up' with another class to support learning and relationships. Mrs Leicester's year 4/5 class and Mrs Russell's R/1 class met regularly for Buddy Reading. This was a time when the bigger buddies read and supported reading comprehension skills with the younger buddies.



Anzac Day

On the first day of term 2 students were welcomed back at a morning assembly with an ANZAC Day theme led by David Woodroffe our Pastoral Care Worker. David spoke to our students about the significance of this year's ANZAC Day which commemorates a hundred years since the landing at Gallipoli and how it personally affected his family. He also spoke about the sacrifice and bravery of our men and women in the armed services. Our choir sang three songs which they had performed beautifully at the Balaklava Dawn Service. The whole school then joined in with a moving rendition of 'Lest We Forget', a song learned in their weekly music lessons.

Students learnt more about the significance of ANZAC DAY as part of their studies in history. In term 1, students from Mrs Rowland's class entered a writing competition in the Advertiser and four of them were excited to win the book '1915' by Sally Murphy.



Congratulations to Brooke Michalanney, Cameron Nicholls, Paige Bubner and Olivia Allen on this wonderful effort.

Open Morning and Opening of the Natural Play Garden

In week 3 of Term 3 we held an Open Morning to showcase our students' learning, skills and talents. Our student leaders took visitors on tours of the school, classrooms were opened up and some of our students entertained our visitors with items from the eisteddfod. This was followed by a morning tea and the planting of a commemorative ANZAC Day grevillea in our newly established Natural Play Garden which was officially opened with special guests including Mr Don Beare and Mr Paul Ramm from the RSL.



The Natural Play Garden was the concept of Kevyna Gardner and was brought to life with the help of students,

including our Young Environmental Leaders group and Mr Woody's band of boys - older students mentoring younger students, who did a lot of the ground work for the garden. Community support was invaluable with the donation of time and resources by so many.

KESAB Award for Outstanding School Initiative

The SRC nominated our Natural Play Garden for a SA KESAB Award and in term 4, Abbey Bubner and Ailisha Saunders represented BPS when the awards were announced and presented in Adelaide. We were very excited when our school won the Award for Outstanding School Initiative, recognising all the work done by the students who had participated in the garden creation in any way, from moving pavers, mulching, to planting and nurturing the trees and shrubs. The girls proudly accepted the award and were very excited to share it with the school on their return.



Ailisha and Abbey

Working with the High School and BCCC

We have strong ties with the High School and Balaklava Community Children's Centre and we actively seek ways to work together to provide a seamless transition for all students.

Our staffs have also been involved in training and development opportunities with the Lower Mid North Partnership. The focus this year has been on **Visible Learning**. One of the main ideas of Visible Learning is to help students become assessment capable learners, knowing where they are 'at' in their learning and what next steps are needed to reach their learning goals.

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 beautifully at the Festival Theatre. We were very proud of them all.

Once again, 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.

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.

2015 External Review

The DECD's Strategic Plan aims to build "a high performing system that improves the educational attainment and wellbeing of South Australia's children and young people" and in line with this we continuously monitor our processes and student achievement to improve student learning outcomes. To help ensure we are on track an External Review was undertaken in term 2 to identify areas of effectiveness and areas that require improvement. This review involved a representative from DECD and a peer principal who interviewed some staff, students and parents about learning at BPS. The External Review was a positive experience and gave us some valuable directions and ways forward to improve learning outcomes for all students.

Direction 1

Raise and sustain higher levels of achievement by using formative and summative assessment processes to inform curriculum planning and instruction and to monitor progress, track growth and improve the rate of learning for all students.

Direction 2

Implement the school's Performance and Development Policy to ensure that appraisal and peer feedback supports all teachers to improve learning outcomes for all students.

Direction 3

Increase learner engagement and improve student learning outcomes by strengthening the collective responsibility and capacity of staff to lead, shape and implement whole school agreements.

These directions tie in with the work we have begun with Visible Learning and the development of whole school agreements. The challenge now is to 'stay the course' and through performance and development processes and Professional Learning Communities (PLCs) ensure we are all moving in the same direction.

Site Improvement Planning and Targets

We completed the third and last year of our current 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, triangulated 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 and the new directions from our External Review. At a 'Data Day' in term 4 further recommendations were made for continued improvement and to inform the new Site Improvement Plan.

2015 Priorities

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

- 85% of students year 3-5 achieve medium to upper level growth in Reading as measured by Naplan.
- 70% of students year 5 -7 achieve medium to upper level growth in Reading as measured by Naplan.
- 85 % of students read at or above their age appropriate level at agreed DECD standard.
- 75 % of students achieved A, B or C in end of year reports in English.

Actions

- PAT R data was collected in terms 1 and 3 for students in year 3-7. This data identifies where students are having difficulties with comprehension and is used along with Naplan data to support differentiation in the classroom and intervention. Two staff members attended training in using the PAT resources to inform teaching.
- Continued staff release to work in year level PLCs (Professional Learning Communities) to examine student data, discuss and trial explicit teaching strategies to improve reading comprehension.
- Staff worked towards the development of consistent literacy theory and practice through discussions in PLCs, training and development and peer observations.
- Moderation processes occurred on site and with local schools.
- Online reading programs purchased including Reading Eggs and Reading Express and T&D organised for staff in these programs.
- 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.
- Data schedule was updated and additional information provided to staff in regards to targets.
- Students were involved in setting individual goals for their learning in reading.
- Deprivatisation of practice and peer observations were encouraged and enabled through offer of release time.
- Literacy for Learning training occurred

Outcomes

- 77.8 % of students Year 3-5 achieved medium to upper growth in Naplan Reading. (declined from 83%

in 2014) In low growth and at minimum standard we had a number of students with identified learning difficulties who are receiving additional support.

- 57.3% of students Year 5-7 achieved medium to upper growth in Naplan Reading. (Slight improvement from 53.3% in 2014) 72% of students were above or well above minimum standard.
- 80% of year 1's achieved targets (RR of between level 15 and 20) decline of 4% from 2014.
- 70% of year 2's achieved targets (RR of between level 21 and 26)
- 65% of students achieved A,B,C in End of Year Report.

Naplan results show that in Year 3 38.9% of students were in the top two bands in reading, this reduced to 12.5% in Year 5 and 8.2% in Year 7. To improve we will continue a focus on further developing high order thinking skills, having high expectations of all children and helping them understand and develop the concept of growth mindsets.

Recommendations

- Continue whole school approach to the teaching of literacy and the enacting of Literacy Block agreements across the school, including Guided Reading and Text Type agreements.
- Release teachers 2xs per term for year level PLC (Professional Learning Community) meetings with a focus on analysing student data, problem solving and joint programming and planning.
- 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. We recognise the best interventions happen in the classroom.
- Deprivatisation of practice through PLCs and peer observations are strengthened across the school.
- Continue targeted intervention processes and individual targets implemented for identified students at risk.
- PAT R analysis is revisited and teacher understanding, analysis and use of PAT R and accompanying resources is strengthened.
- Stronger focus on developing formative and summative assessment strategies. (External Review Direction 1).
- Integration of digital technologies to enhance learning

Our Naplan results in writing continue to be concerning and we need to build on strengths to create positive outcomes for all students as well as embed learning from the Literacy for Learning T&D. Training for all staff in 7 Steps to Writing Success has been initiated for 2016.

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 2015 the expectation was all schools would implement and report on mathematics, science, English, History and Geography and the Arts using the Australian Curriculum. In South Australia, schools are guided by the TfEL (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 2015 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
- 70% of students receive A B or C results in end of year reports as measured against Mathematics In the Australian Curriculum

Actions

- Some staff worked with local sites to familiarise and receive training in areas of the Australian Curriculum including mathematics.
- A number of teachers attended training in the Ann Baker maths strategies to support the alignment of pedagogy (teaching and Learning) with evidence based best practice.
- Revisiting Big Ideas in Number for some students to enable successful participation in quick start maths intervention.
- Ensuring the purpose of learning experiences was explicit and known by students (intentional).
- Students contributing to assessment and learning processes.
- Modifying and adapting curriculum to provide intervention for individuals and targeted groups as required.
- Moderation in mathematics in staff meetings.
- Use of the online Mathletics program.
- Using PATM resources and analysing students test scores.

Outcomes

- 68. % of students Year 3-5 achieved medium to upper growth in Naplan Numeracy. (decline from 78% in 2014) Students who were at minimum standard have been identified as at risk and strategies to improve learning outcomes implemented.
- 61.7% of students Year 5-7 achieved medium growth in Naplan Numeracy. (decrease from 63% in 2014)
- 60% of students Year 1-7 received an A,B or C in their end of year reports.

Recommendations

- Appointment of a Learning Improvement Coordinator with a strong focus on pedagogy.
- Development of a numeracy agreement as a priority which will including Ann Baker maths strategies

implemented across the school to increase student’s mathematical problem solving skills.

- Implementation of a numeracy block across the school.
- Peer observations to share good practice.
- 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 numeracy.)

Priority 3: Student Engagement

Visible Learning T&D was a focus for Lower Mid North (LMN) Pupil Free days with the aim of increasing student engagement and learning outcomes. Formative and summative assessment, feedback and differentiation were highlighted. A small Visible Learning team was established and we explored ‘effect size’ as part of data analysis.

Kids Matter strategies were put in place to improve student resilience and Program Achieve and the keys for success was the main focus for developing social skills. We continued to embed Positive Behaviour for Learning (PBL) in fortnightly assemblies. PBL is a whole school framework which focuses on promoting and maintaining a positive learning environment to improve students’ social and academic achievement through preventing problem behaviour.

Intervention before inappropriate behaviour occurred was highlighted using the 5 point scale and Way to A resource.

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

Target

- Improvement in attendance from 92.8% to 94% in 2015

Actions

- Pupil free day focus on Visible Learning with LMN sites.
- Continued implementation of Positive Behaviour for Learning Strategies.
- Kids Matter T&D led by the school counsellor with a focus on relationships, belonging and inclusion and increasing student engagement in learning,
- Review of Behaviour and attendance policies.
- Bullying data collected and student interventions and parent contact made as needed.
- Self Managed learners group met weekly.
- PALs (Play at Lunch Time program) was established.
- PCW Buddy program developed with some students involved in development of the Natural Play Garden.
- 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 for some students.
- Reduction in office time out was once again variable over the year.
- Attendance levels dropped slightly from 92.5% to 91.5%. with some attendance concerns being referred to the DECD attendance officer for advice and support.

Recommendations

- Continue making feedback and formative and summative assessment a focus in 2016
- Visible learning T&D continues for all staff across the partnership and is included in induction for new staff.
- Visible Learning team re-established to focus on explicit teaching and students knowing where they are at and what they need to do to improve.
- Explicit teaching of growth mind set.
- Positive Behaviour for Learning strategies continue to be implemented and social learning concepts explicitly taught in classes each week.
- 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.
- Embed Kids Matter Social and Emotional Learning component and Working with Families into BPS.
- Bullying Surveys each term and prompt action taken to address issues.
- Continue implementing Attendance plan and strategies.
- Review termly attendance records for every child.

Junior Primary and Early Years Scheme

Funding was used to start Early Years classes below 26. However we had an unexpected influx of students at the start of the year which put pressure on class sizes. Additional SSO time was provided in JP to withdraw individuals and small groups of students for extra support.

Intervention and Support

Intervention and Support

Better Schools Funding enabled our school to provide more support for students. We used the funding to provide additional intervention across the school.

Access to quality learning for all students is pivotal in our school ethos. Therefore, considerable planning occurs in providing intervention support and strategies for students. A range of data is collected prior to intervention; the data includes, input from Balaklava CCC

staff, comments and requests from parents, medical practitioners information, standardised tests in literacy and numeracy, NAPLAN results, A to E grading against Australian Curriculum standards, and teachers' perceptions and assessments.

Students that receive interventions include those with identified learning disabilities and difficulties, Aboriginal students, students from poverty, ones that have been transient, new arrivals from overseas, behavioural issues, and some that simply don't achieve as expected.

Our interventions included:

- Early Years 'Fun and Games' support, which focuses on fine and gross motor skills.
- Parents listening to reading..
- Small groups of students participated in an early intervention program run by SSO's which incorporated elements of Jolly Phonics and reading recovery, programmed by class teacher.
- Minilit or MultiLit aimed at improving reading.
- Quicksmart designed to improve mathematical computations.
- 8 students with significant additional needs working with a teacher and SSO 3 mornings per week in an Intensive intervention program (II club)
- EALD (English as an Additional Language or Dialect) support was provided to 8 students
- A group of highly independent learners worked with Jo Michalanney to further develop their passion for learning and providing stretch.
- Students with identified social and emotional needs worked individually or in small groups with the school Counsellor.
- Multi entry points to learning within classroom programs.

In total over 50 students received some form of additional support, utilising greater than 150 hours per week. Data shows that in both reading, spelling and maths the majority of these students progressed close or equal to the entire school population.

There is an aim to have high expectations of these students and attempt to progress some at a faster rate than the general student population. In 2016 the students with intensive disabilities will be included in mainstream classes with intensive support from SSOs to increase inclusion in the classroom program.

Behaviour Management and Anti Bullying Strategies

Behaviour targets were achieved by a number of individual students who responded well to proactive strategies. As well as a focus on Positive Behaviour, the introduction of the Way to A and the 5 Point Scale across the school is making a difference as students have a

common language to discuss behaviour and are using the Five Point scale with positive results.

Bully Audits were carried out and were adjusted in line with staff and student feedback.

Through these audits students were asked to name students who they identified as having bullying behaviours. These students were monitored closely and the counsellor worked with them. Parents were also contacted as needed and plans and consequences were implemented to address the bullying. Bullying surveys over the year indicated more students were identifying that they feel safe at school

Involvement in Cyber bullying sessions, run by the high school each year, will be a priority next year. 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.

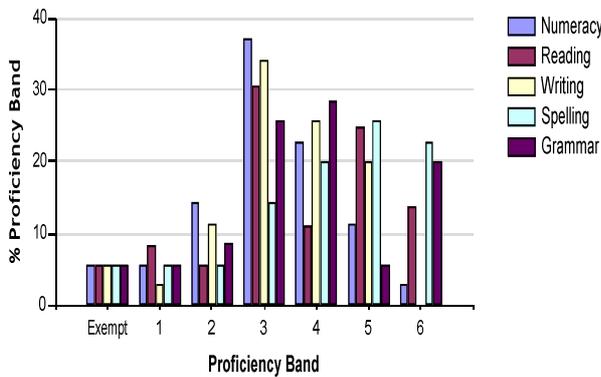
Student Achievement

NAPLAN

At or above Minimum National Standard

YR	Numeracy	Reading	Writing	Grammar	Spelling
3	88.6%	86.1%	91.4%	88.6%	88.6%
5	90.3%	93.8%	68.8%	75.8%	84.8%
7	100%	100%	77.8%	88.9%	88.9%

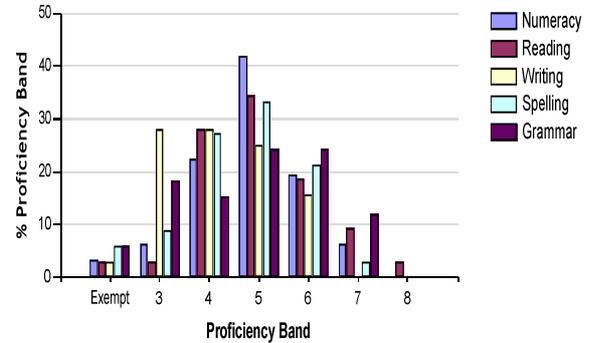
Year 3 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	5.7	5.7	14.3	37.1	22.9	11.4	2.9
Reading	5.6	8.3	5.6	30.6	11.1	25.0	13.9
Writing	5.7	2.9	11.4	34.3	25.7	20.0	
Spelling	5.7	5.7	5.7	14.3	20.0	25.7	22.9
Grammar	5.7	5.7	8.6	25.7	28.6	5.7	20.0

33 students sat the tests. 2 students were below National Minimum Standard in numeracy (1 a student with disability, the other was new to the school) and 3 in reading (All relatively new to the school and have not had full benefit of our programs or intervention)

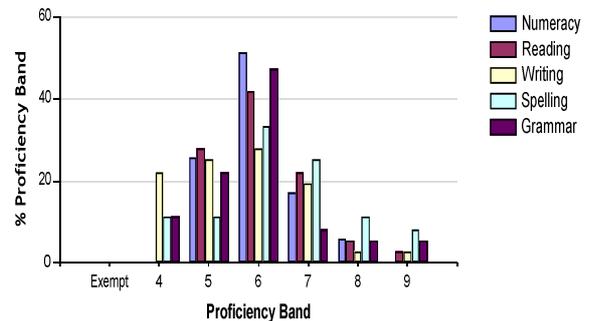
Year 5 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	3.2	6.5	22.6	41.9	19.4	6.5	
Reading	3.1	3.1	28.1	34.4	18.8	9.4	3.1
Writing	3.1	28.1	28.1	25.0	15.6		
Spelling	6.1	9.1	27.3	33.3	21.2	3.0	
Grammar	6.1	18.2	15.2	24.2	24.2	12.1	

30 students sat the tests. In this year level 2 students were below National Minimum Standard in numeracy and 1 in reading. A high number of students were at Minimum standard in these two aspects. These students had been identified through screening processes and were receiving additional support or intervention.

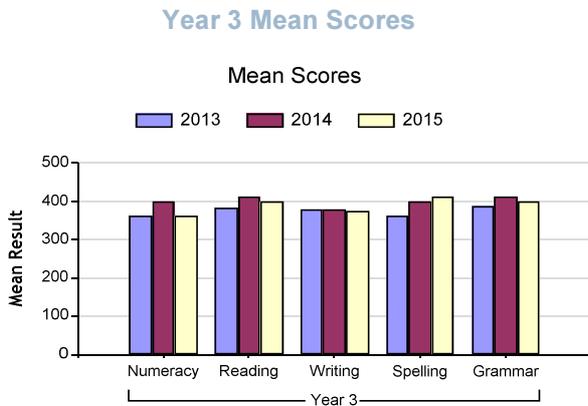
Year 7 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			25.7	51.4	17.1	5.7	
Reading			27.8	41.7	22.2	5.6	2.8
Writing		22.2	25.0	27.8	19.4	2.8	2.8
Spelling		11.1	11.1	33.3	25.0	11.1	8.3
Grammar		11.1	22.2	47.2	8.3	5.6	5.6

35 students sat these tests. 0 students were below NMS in numeracy and reading however there was 25% of students at minimum standard in numeracy and 27% in reading.

Mean Scores

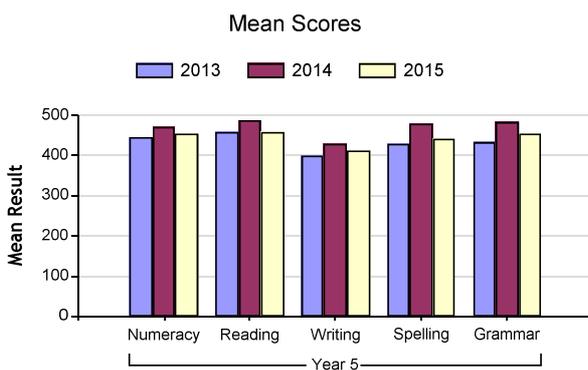


Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	364.8	399.6	363.5
Reading	384.9	413.5	402.4
Writing	380.6	380.6	373.9
Spelling	362.3	399.3	411.7
Grammar	389.1	414.1	398.8

Spelling averages continued to climb indicating Jolly phonics is continuing to make a difference in JP.

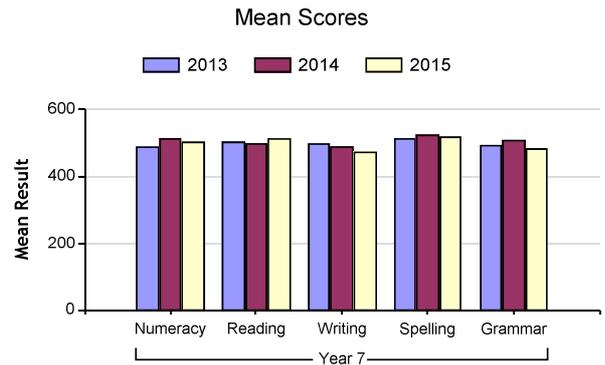
Year 5 Mean Scores



Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	447.7	472.6	453.1
Reading	458.4	489.7	457.8
Writing	398.5	429.0	413.9
Spelling	429.6	480.9	443.0
Grammar	434.8	483.9	454.4

Year 7 Mean Scores

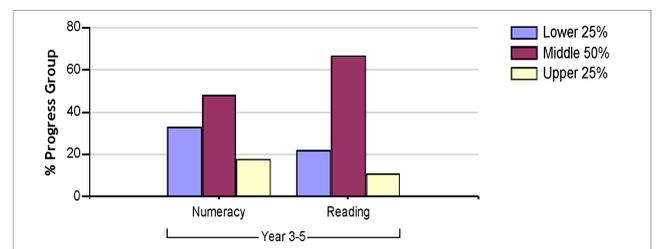


Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	492.5	513.7	505.8
Reading	505.1	500.3	513.6
Writing	498.9	491.4	476.9
Spelling	515.9	526.2	521.5
Grammar	494.4	508.7	486.0

Reading averages also continued to climb which was pleasing.

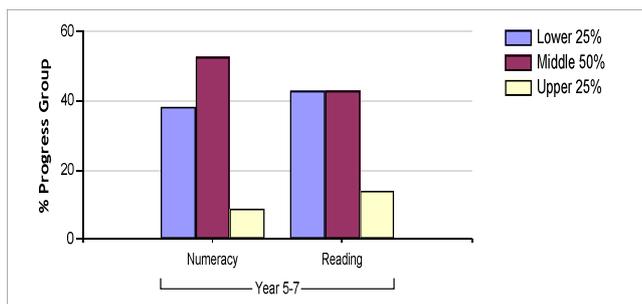
NAPLaN School Growth: Year 3-5



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	33.3
	Middle 50%	48.1
	Upper 25%	18.5
Reading	Lower 25%	22.2
	Middle 50%	66.7
	Upper 25%	11.1

Low growth in numeracy was an area of exploration. Reading growth is heading the right direction.

NAPLAN School Growth: Year 5-7



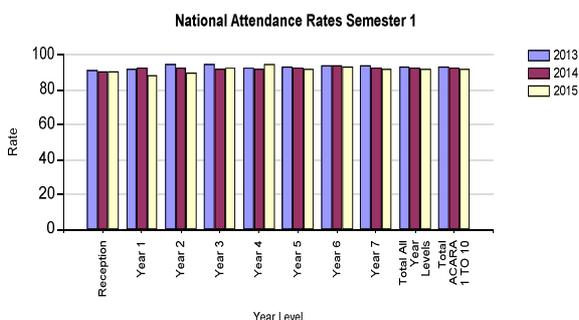
Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	38.2
	Middle 50%	52.9
	Upper 25%	8.8
Reading	Lower 25%	42.9
	Middle 50%	42.9
	Upper 25%	14.3

Year 5-7 growth continues to be of concern in both numeracy and reading. This year the Upper Primary teachers have been working closely as a team to develop consistency and support each other in teaching and learning strategies to increase growth.

Student Data

Attendance

Attendance across the school decreased slightly. We did not achieve our original 2015 target of 95%. Transience has had an impact on attendance this year and we continue to seek the support of families to ensure their children attend school regularly unless they are sick. The school has a number of intervention strategies in place to improve attendance including follow up with parents and attendance referrals. The Attendance Policy and Plan were reviewed at Data Day in 2014.



Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	91.5	90.5	90.4
Year 1	91.9	92.8	88.5
Year 2	94.9	92.9	89.7
Year 3	94.7	91.9	92.7
Year 4	92.6	92.4	95.0
Year 5	93.3	92.6	92.3
Year 6	94.5	93.9	93.6
Year 7	94.1	92.6	91.7
Total All Year Levels	93.4	92.5	91.8
Total ACARA 1 TO 10	93.6	92.8	91.9

Client Opinion

Parent Opinion Surveys

This year we received 24 responses from families. Greatest satisfaction was indicated for the following statements

- My child likes being at this school
- My child feels safe at this school
- My child is making good progress at this school
- I can talk to my child’s teachers about my concerns
- staff expect students to do their best
- the school is well maintained

Areas identified for improvement included:

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

6 parents indicated that they were unsure if their child was provided with useful feedback. Next year we will share examples with parents about how we do this.

It was great to receive feedback that parents felt their child liked coming to school and felt safe. This was an improvement from last year although 4 parents indicated they didn’t know if behavior was well managed and 3 parents disagreed that behavior was well managed.

Student Opinion Surveys

Student Opinion surveys were completed by students in year 4-7. Greatest agreement occurred in the statements

- I like being at my school
- My teachers expect me to do my best.
- My teachers motivate me to learn
- I have an understanding of my own specific learning goals
- I know what I need to do to improve
- The school looks for ways to improve.

Teachers treat students fairly and student behaviour were identified as areas for improvement.

Students in one class were asked why they felt behavior wasn’t being well managed. Some felt other students got away with teasing and bullying as they were not aware of consequences from teachers.

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 staff are well supported at this school.

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

Keven Dooley won the position of Deputy Principal for 3 years at the start of 2015. He is continuing to build on his knowledge and understanding of our families and community with great effect. Cherie Cleary won the position of counsellor for the year and we thank Keven and Cherie for their important contributions to the smooth running and learning at our school.

At the end of the year Shaun Hughes won a position at Angaston and Julia Leicester at Mark Oliphant College. We wish them well in their new ventures.

We were happy to appoint a new coordinator, Trish Thompson, in Improving Learning and Kate Langdon as our new French teacher for 2015.

Muriel Karpany was appointed our new ACEO (Aboriginal Community Education Officer) and we are very happy to have her support and expertise for our indigenous families and she is a wonderful resource for our whole school.

In term 1 2016 David Woodrooffe is taking leave but will return to us in term 2 in his PCW role. David is a great asset to the school providing additional support for students, families and staff. He may also return to a teaching role for one or two days a week.

I will also be taking leave and look forward to seeing you all in term 2.

Workforce Data

Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	23
Post Graduate Qualifications	4

Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	12.80	0	6.05
Persons	0	15	0	8

Financial Statement

Income by Funding Source

	Funding Source	Amount
1	Grants: State	2,574,582
2	Grants: Commonwealth	16,500
3	Parent Contributions	101,004
4	Other	41,914

Once again we would like to thank everyone who contributed in some way to the ongoing improvement of our school, especially members of our active Governing Council and PCC. We would also like to thank our fundraising committee who put in so much time to organize and run each event.

We would also like to thank Governing Council members who will retire from Governing Council this year. Your work and support has been invaluable to our school.

2016 Priorities

In 2016 there will be a refinement and publication of the new Vision Statement. This work was begun with staff, students and the Governing Council.

The new Site Improvement Plan will also be completed using priorities and data analysed throughout the year and on Data Day in term 4. Through this data, new targets have been set which also include PAT data targets based on year level results.

We look forward to working with many of you again in 2016