

Reynella Primary School Annual Report 2014



Ian Hunter, MLC: the Minister for Sustainability, Environment and Conservation, Minister for Water and the River Murray and Minister for Aboriginal Affairs and Reconciliation with students at the Botanic Gardens.



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Reynella Primary School	School Number:	0379
Principal:	Steve Freeman	Partnership	Panalatinga

Reynella Primary School, 22km south of the Adelaide CBD, caters for about 410 students from Reception to Year 7. There are 21 teaching staff, 3 leadership, 12 School service Officers, 1 Groundsman, 1 Aboriginal Education Officer and 1 Christian Pastoral Support Worker with 15 classes structured as Professional Learning Communities. Each Community is responsible for meeting Site Improvement Plan targets and reporting on them to Governing Council.

The school fosters creativity and broad learning experiences, with literacy, numeracy at its core. Complementing this are specialist programs in Performing Arts, French and Physical Education.

Students have access to current technology, in particular Interactive Whiteboards and wireless connected IBM and Mac computers on a dual platform. The introduction of iPads throughout the school is opening up learning opportunities for students.

Our school garden supports the Right Bite and healthy eating policy of the school with all produce grown by students and used in classrooms and the canteen. A connection with the Adelaide Zoo sees bamboo being grown for the Pandas, Wang Wang and Funi as a part of a South Australian conservation project..

The local community has a strong input within the school, including policy development and review. The Governing Council supports the staff to provide all students with the levels of resourcing needed to enhance student learning. The Governing Council takes a key role in staffing the canteen and OSHC. Teachers encourage parental/caregiver involvement in school programs, as well as in sports, assisting in the classrooms, Resource Centre, fundraising, dress code, uniform room and canteen.

About 20 per cent of students are school card holders.

More information can be found at the schools website www.reynellaps.sa.edu.au.

2. REPORT FROM GOVERNING COUNCIL

Thank you to the Leadership team (Steve Freeman, Karen Thorburn and Kathy Rowland), all teaching staff, and to the SSOs for their continued work in providing the quality education and environment for our children.

Thank you to the staff representatives, my fellow Governing Council members, and the parent members who participate in the Governing Council meetings and parent groups - your time and efforts throughout the year is much appreciated – without this collective effort, Reynella Primary successes would not be possible.

As always, each branch of the Governing Council – Finance, Business, or Programs & Planning – continued to work collaboratively with staff representatives and parent members;

and each branch has provided a report herein, and I urge you to have a read further about the additional hard work of these groups of parents, staff and volunteers. The Governing Council believes we have again represented the school community in a positive and professional manner, where the care and learning needs of the children are paramount in our decision-making.

2014 has seen Reynella Primary School Governing Council continue to provide the valuable parent input and feedback to assist with the future directions of the Reynella Primary School and to monitor progress to strive to enhance the performance and the achievement of Reynella Primary students.

This year Governing Council tasks and accomplishments included:

- Continued supervision of the Governing Council businesses of canteen and the Reynella OSHC-Vac Care programs to ensure their sustained financial viability, including the extension of services to two neighboring schools to ensure they have access to healthy canteen food.
- Supporting the Instrumental Music Program and After School sport extra-curricular activities.
- Continued financial monitoring of the Reynella PS Budget and OH&S, as well as relevant OSHC policy updates.
- The annual Year 7 graduation.
- Continued support to the Site Improvement Plan.
- Provided major contributions for 8 additional sound-field systems, additional SSO hours per week to assist teaching staff, continuing support of the CPSW role at Reynella Primary School, and a suite of iPad/tablets for classroom use.
- Continued surveillance of road safety and car parking around the school.
- Participation in the Credit Union SA School Community Rewards pilot program.

Governing Council's efforts to improve communication to and from the school community include: by way of your representatives of GC and parent members on the GC branches, the suggestion box, the fortnightly Grapevine newsletter, use of the school SMS text service; and the parent morning teas and a new direct GC Chairperson email address.

I would like to take this opportunity to also acknowledge the school's many achievements throughout the past year. Reynella Primary is always represented well by our students in many areas - sporting, academic and performing arts – and I wish staff and students all the very best for the future months.

In closing, THANK YOU to everyone who has played a vital role at Reynella Primary School in 2014. I encourage anyone wishing to see what goes on behind the scenes at the school, and to have a constructive input into their child's school environment to join the Governing Council. Become a parent representative on one of the three Governing Council Branches (Finance, Business, or Programs & Planning), or by joining any of the parent group sub-committees. The Governing Council identifies and incorporates, where possible, student, parent and community input and values into the broad direction for Reynella Primary with the shared focus with leadership and staff on improving student outcomes.

Amanda Carne
Governing Council Chairperson

3. 2014 HIGHLIGHTS

I have included in the following, a number of activities and events that we have seen our students participate in during the last twelve months. They are not an exhaustive list but do give an insight into the busy program that students and teachers have been involved in.

Hot Shots Tennis

In 2012, Reynella Primary School joined the MLC Tennis Hot Shots National School Partnerships Program. We formed a partnership with the Reynella Tennis Club.

In 2013 and 2014, Ray Moyle continued to provide very inexpensive tennis lessons for our students. Students were able to get a t-shirt at low cost as well. The tennis equipment that we have been given has been used in P.E. lessons and in the yard at lunch times on a regular basis.

Sports Day

Our Sports Day included a number of activities which incorporated both fun events (not scored) and competitive events (scored). For all events, students were given points for demonstrating our whole School Agreements. Students from Reception through to year seven had input into which events they preferred, which were combined with some of the more traditional types of activities.

During **Crunch and Sip** time, all students received their fruit and met under the COLA. Some Upper Primary students gave a demonstration of a **Smoothie Bike** (a special bike borrowed from OPAL which can make delicious and healthy smoothie drinks) which was also utilised in class for PE week.

The Sports Day linked directly with our curriculum and supported our Physical Education program. Students took the opportunity to practise what we value; **persistence, confidence, getting along, organisation and resilience**; five extremely important capabilities for a successful future.

Excellence Award

As part of Physical Education Week in November of 2013, ACHPER (SA) - the peak body for Health & Physical Education teachers in South Australia granted an award of Excellence to Karen Thorburn. This award was in recognition of her leadership of the **eat well be active – Primary School Project** at Reynella Primary School.

Extra Curricula Sport

Sport has played a strong role in our offerings to students. SAPSASA track and field events, soccer, netball, cricket, basketball, cross country and swimming have been just some of the sports that students were involved with. After school sport has been supported by a very dedicated group of parents. Volunteering as coaches, team managers, sports coordinators and helping in the sports canteen has meant that many students are able to be involved in team sports where they competed on weekends.

All students are acknowledged at assemblies and end of year presentation events. The Coaches guide the young players to improve their skill level and at the same time to create a positive attitude towards team work and physical effort.

Pre-school Visits

Each term throughout 2013 groups of year 7 students visited our local pre-schools: Mary Bywaters Memorial Kindergarten, Bains Road Preschool and Reynella Kindergarten (formerly named Reynella South Kindergarten) with either Ms Stiffle or Ms Rowland and also visited the Reynella Community Childcare Centre, next door, as they have started a kindergarten class this year.

Way2Go

During the first 4 weeks of term 3 2013, all students in our school were involved in special learning activities as part of our **Way2Go** plan. Through **Way2Go**, the Department for Transport, Energy and Infrastructure (DTEI), local councils and schools work together to improve infrastructure and create school travel environments that encourage safer, greener and more active travel. This program was formerly known as **Safe Routes to School** and our school first joined in 2007.

Additional Facilities

Thanks to funds approved by Governing Council, our Junior Primary playground was extended with a large new piece of equipment from Playon Recreation. The design was the result of extensive consultation with students through the SRC and the OSHC student group and planning with a number of playground companies. The students are certainly very pleased with the end result.

The existing fence behind the soccer pitch was extended vertically and a new fence replaced the pine logs along our boundary on Verdelilho Circuit. Both fences have proven to be very successful and have significantly reduced the problem of escaping balls and children trying to retrieve them!

Remembrance Ceremony

On Monday 11th November 2013, our staff and students gathered in the amphitheatre for a moving ceremony hosted by our Year 7 student leaders to remember those who have lost their lives in the service of our country and those who still serve overseas.

Led by students, everyone was welcomed and the Kaurna people were acknowledged as the traditional owners of the land. Information was shared about Australia's contribution during war and the significance of the poppies worn since 1921 was explained.

A student read John McCrae's moving poem "In Flanders Field" while another student led the school in Laurence Binyon's "The Ode". After the "Last Post" was played, our flags were lowered and we bowed heads for a minute's silence. The "Rouse" was played followed by the raising of the flags.

A year 7 and a year 3 student together placed a wreath of flowers at the base of our flagpole on behalf of all students. Then the ceremony was concluded by singing our National Anthem.

Governing Council Support for Learning

The intention of the Governing Council Finance Branch is always to use our funds wisely, but at the same time ensuring that they are utilised where they might have the greatest effect. In this case, parents, staff and students all had an opportunity to provide input into where best to allocate some additional identified funds.

Late in 2013, the Governing Council approved the additional items to be funded to support students and their learning in our school.

- 8 new Soundfield systems for use in classrooms. This completed our goal to give complete coverage across the entire school.
- 10 hours per week of additional Christian Pastoral Support Worker (CPSW) time, brought our weekly CPSW time to 25 hours per week for Julie Mullins.
- For 2014, each teacher has been given 2 additional hours of school service officer time per week to create specially targeted programs.
- 32 iPads/Tablets were purchased for use by students R-7.

Tournament of Minds

Our team of 7 students prepared a solution to a six week 'challenge' as well as responding to a spontaneous problem on the day. During the year we had over 30 students participate in weekly sessions at recess time and from that a team was selected. In 2014 they have chosen the Maths and Engineering topic which is quite complex. They came third in their division.

Student Well Being

Each year we begin with a strong focus on positive relationships. On our second day of school in 2014, the entire school attended a performance called "**The H Team**" by the award winning touring group Brainstorm Productions.

This performance formed part of our effort to promote positive relationships among our students, reduce bullying and encourage healthy active lifestyles. The performance was a focus of our **Successful Learners Program** which takes place during the first 2 weeks of every school year when teachers and students work together to establish a positive learning environment within their classroom to ensure that all members of the class community feel safe, secure and ready to be successful.

End of Year Concert

The well attended end-of year concert, arranged and led by Di Cocks, our Performing Arts Specialist Teacher, was a wonderful way for the students of Reynella Primary School to celebrate their achievements in the Performing Arts.

Festival Choir

This is one of the highlights of the year, when we have approximately 30 students attend the performance at the Festival Theatre. Students work towards this choir through Rock Divas, a separate boy's choir and the Performing Arts Program.

Instrumental Music

Approximately 45 of our students receive instrumental tuition from DECD teachers who come in during the week. This program is overseen by Di Cocks who works collaboratively with DECD Instrumental teachers to coordinate this. Students form together weekly to play as a school band and have performed at assemblies and for our local community.

Alliance Française Prize

Each year, prizes are awarded to the best Year 7 students in each Primary School where French is taught in South Australia by the Alliance Française of Adelaide. The award winners are invited to attend a special Prize Giving Ceremony in the Memorial Hall of St Peter's College. The student's family and our French teachers attend. Matthew Hancock was our successful recipient in 2013.

Pétanque Competition Winners

A team of 3 students represented Reynella Primary School on 21st November in the SA French Teachers' Association Pétanque Competition. The team travelled to Unley Sports Club and showed great sportsmanship in the way they participated against the other schools. There were 8 teams in the primary competition — 4 from Edwardstown, 2 from Paringa Park, 1 from Scotch College and us. Each team played 7 matches. Reynella Primary School was declared the 2013 **Champions de Pétanque!** We now have the Coupe Pétanque shield back in our possession.

French Fun Day

As a celebration of the work done throughout the year in French, we have an annual French Fun Day where students get to dress in character costumes, ride in the Reynella Tour Down Under, cook a variety of foods and participate in a range of French style activities.

Community Spirit

We acknowledge the fact that our families have supported many others in the wider community by allowing their children to contribute a gold coin donation on our Casual Clothes days. In the last 12 months **\$6079.80** has been raised to support a range of charities.

Grandparents day has been a huge success and everyone who attends is helping students see that their work at school is valued by others. Our Acquaintance evening was again well attended. The attendance right across Reception through to year 7 indicated a keenness to know what children were doing in school.

This report highlights a number of activities but by no means contains all that has been achieved during the last twelve months. Our students are involved in a work experiences and learning that will prepare them for their future. The teachers have spent many hours working in teams to ensure that all students get a sound education in curriculum that is both evident and often not so evident.

Steve Freeman
Principal



The Bridge in Monet's Garden – an Impressionist painting by a student during our annual French Fun Day.

4. SITE IMPROVEMENT PLANNING AND TARGETS

REYNELLA PRIMARY SCHOOL SITE IMPROVEMENT PLAN

2014

Priorities	Key Strategies	Targets	Analysis
<p>Excellence in Learner Achievement</p> <p>Literacy:</p> <p>All students demonstrate growth in literacy.</p>	<ol style="list-style-type: none"> Whole school approach to the teaching of literacy. Focus on inferencing, vocabulary, ideas, grammar, punctuation, sentence structures. Reading <ul style="list-style-type: none"> - Provide ongoing professional development in the area of reading. - Early Years Reading Support Teacher. - LNNP teacher Implementing the Australian Curriculum, including unpacking proficiency strands Use Reading Comprehension Strategies Use of NAPLAN Writing Marking Rubric. Get a broader perspective via a range of Professional Development. 	<ul style="list-style-type: none"> 100% teachers using whole school agreements. 80% of students reach the Reading Recovery benchmark as set by the school: Yr 1 (8 Tms) – L 15 Yr 2 (12 Tms)– L 21 60% of students reach or exceed Reading Recovery targets set by the school. Reading Support Teacher working with teachers in R-2/3 (Karina Romanovskis) Students achieve mean score growth applicable to their year level as measured by 2012-2014 NAPLAN data for reading, writing, spelling, grammar and punctuation for Yr3 and Yr5. To be assessed using 2014 NAPLAN results. 1 Pupil Free Day to be used to have a facilitator working through Reading Comprehension strategies for use in classrooms. TfEL used as a resource for the 'HOW' of teaching. Accessing of the TfEL Pilot Project. 	<ul style="list-style-type: none"> Whole school approach to Literacy including the use of RPS's spelling scope and sequence is in place. Agreements in Grammar and Writing Genre. Reading Recovery attainment: 100% of students who attended exceeded benchmarks. Early Years Reading Support Teacher in place and Café and Daily Five (8 classes) introduced, teachers observed practice from our school and other schools. 2015, class teachers planning to introduce into the upper grades. Fluency testing and analysis in place. Reading Assessments (PAT-R testing) have been analysed with the Literacy Coach. Implied meaning and descriptive writing identified as areas to focus on. Focus on the Big 6 (oral language, phonological awareness, phonics, vocabulary, fluency, comprehension) has continued as a whole school framework. Use of different programs and personnel such as Sheena Cameron. Her work influenced the Daily 5 approach. Staff also visited a range of schools to view good practice and then incorporated that into their own programming and teaching. Literacy and Australian Curriculum Coaches both led professional training in English. TfEL used as a framework for reflection on and improvement of pedagogy.

Priorities	Key Strategies	Targets	Analysis
<p>Excellence in Learner Achievement</p> <p>Numeracy:</p> <p>All students demonstrate growth in Numeracy</p>	<ol style="list-style-type: none"> 1. Whole-school approach to problem solving through explicit teaching of strategies 2. Continue to provide quality PD through the Australian Curriculum Coordinator 3. Implementing the Australian Curriculum, including unpacking the 4 proficiency strands (<i>Understanding, Reasoning, Problem Solving, Fluency</i>) 4. Use of worded problems. 	<ul style="list-style-type: none"> • 100% of teachers using whole school agreements in relation to work by Ann Baker. • 100% of staff using problem solving strategies as modeled by Ann Baker. Lesson observation by trusted peer. • Staff using Problem Solving Resources - check via Resource Centre loans. • 100% of students achieve mean score growth applicable to their year level as measured by 2012-2014 NAPLAN data for numeracy for Yr3 and Yr5. To be assessed using 2014 NAPLAN results. • 1 Pupil Free Day to include a facilitator working through Numeracy. • 80% students using at least 50% of the mental strategies outlined in the secret code, relevant to their year level. Assess by classroom observations. • Have electronic database accessible by teachers in operation. 	<ul style="list-style-type: none"> • Data gathered during Performance and Development indicated use of whole school agreements. Most have adopted all aspects but reflection by students at the end of lesson time is proving to be a challenge. • Students are engaging in mental warm ups as part of their numeracy program, with a focus on number. • Australian Curriculum Coordinator has provided training during staff meetings and on pupil free days. • The aim is that all data is accessible to teachers electronically ie NAPLAN, PAT-R, PAT M, RR, other test results. The Literacy Coach has inducted SSO's on creating data sets for teachers to analyse. • Ability to interpret, analyse and solve problems has been identified as one of the areas to work on in 2015. This reflects state and national trends. While teachers use problem based situations to frame math, students still require a deeper understanding and skill level to be confident and successful problem solvers. • Mental strategies are incorporated by all teachers into their classroom routines. Still require further work to ensure that they adhere to Ann Baker's guidelines for 'mental strategies.'

Priorities	Key Strategies	Targets	Analysis
<p>Improving Pedagogy</p> <p>All teaching staff engage in effective pedagogical development.</p>	<ol style="list-style-type: none"> 1. Use the Teaching for Effective Learning (TfEL) document as a guide. 2. Keep pedagogy as a focus during implementation of the Australian Curriculum 	<ul style="list-style-type: none"> • . Involvement in the TfEL Pilot Project. Leadership have worked with Michele Russell as TfEL Project Officer. • Professional Learning Team's (PLT) meet twice a term and focus directly on pedagogy. • Changes in classroom engagement have been recorded. • Student feedback in place as per TfEL. • Teaching staff participating in discussions about pedagogy and pedagogy change trials happening in classrooms. 	<ul style="list-style-type: none"> • All teaching staff have their own copy of the TfEL books and staff meeting professional learning used the TfEL. Links have been made with the Teacher Professional Standards and teachers are engaging in professional discussions. Some teachers have observed colleagues and given feedback. Student feedback is taking place in most classrooms with the aim of 100% in 2015. • Performance and Development meetings link to the TfEL and Teacher Professional Standards, focusing on evidence and improvement. Teachers are gathering, discussing and recording evidence. • Professional Learning Team (PLT) meetings established and teachers actively discussing pedagogy several times a term.. • Pedagogy changes in classrooms is evident.
<p>Improved Learner Engagement and Well Being</p> <p>Students are able to keep themselves safe and well.</p> <p>Attendance</p>	<ol style="list-style-type: none"> 1. Students R-7 attending school regularly. 	<ul style="list-style-type: none"> • Meet the DECD 2014 attendance targets. • Minimum of 2 items in newsletters per term plus two SMS messages per term. • Personal letter to families (and direct contact as needed) with late/absences greater than 5 days or 10 lates per term in T1W5, T1W10, T2W5, T3W5. • Record of contact and outcomes of attendance issues. Maintain a central Record (electronic). • Attendance Counsellor at student review meetings once per term 	<ul style="list-style-type: none"> • DECD 2014 Targets met. • Information being sent personally to all families re attendance stating how many unexplained absences, late arrivals and early departures. • Attendance data gathered and analysed twice each term. In 2015 this will move to fortnightly analysis. • Newsletter items / SMS information to parents occurred. This happened termly. • Follow up of unexplained absence with personal letters each term. This was followed by phone calls. 20% improvement of those who had exceeded 10 unexplained absences. • The Attendance Counselor followed up three chronic absentees and attended reviews.

Priorities	Key Strategies	Targets	Analysis
<p>Improved Community Learning Opportunities</p> <p>Members of the school and local community will engage positively with each other.</p>	<ol style="list-style-type: none"> 1. Focus on communication with parents through the use of SMS alerts, newsletters, email and personal contact. 2. Parent information evenings / sessions to be organised. 3. Make connections with the local community via kindergartens, the reserve program, police, Kids Hope etc. 	<ul style="list-style-type: none"> • Collect data of how many parents attend specific events eg 1-5,6-10,10-20,>20 • Collect baseline data on the number of community events in 2014. • Citizenship program developed and documented. SBM review 2014. • Business Register collated and published. 	<ul style="list-style-type: none"> • Google Calendar maintained and kept up to date throughout the year. Information added to the Electronic Sign and sms utilized. Parents anecdotal feedback indicated a high percentage received information in a timely manner. Tried to keep baseline data but this proved difficult. Question will be added to the 2015 Parent Opinion Survey. • Parent Morning Teas with personal invitations took place on four times per term. Low attendance (2-4 parents each time). • However, Grandparent's Day had over 400 people, the Community Concert had 1-1500 attend. The Instrumental Evening had over 300 people, and the Growth and Development parent sessions had 55 families represented. • Yr 6/7 Citizenship Program tied in with the Australian Curriculum has been deferred till 2015 when this aspect of the Australian Curriculum will be a focus. However, all classes from years3-7 are involved in a range of roles such as monitors in the front office, bins, road crossing, SRC et al. • A register of local resources has yet to be developed. Following feedback we will add a question to our Parent Opinion Survey in 2015 about willingness to use such a directory.

Priorities	Key Strategies	Targets	Analysis
Professional Development of all staff.	<ul style="list-style-type: none"> • All Pupil Free Days for 2014 to focus on the teaching and assessing of the Australian Curriculum and pedagogy. • Appointment of a Literacy Coach. • Karen Knox (Australian Curriculum Coordinator) to assist with moderation R-7, differentiation re Geography, Civics and Citizenship, The Arts and Literacy and Mathematics achievement standards. • All staff to attend professional learning centered on TfEL/ pedagogy. • Furthering of the Dan Meyer approach to teaching maths included in Training and Development. • Revisit Anne Baker's work on mental routines, problematized situations and reflection strategies in maths. • Incorporate higher order thinking strategies into PD and have these used to a greater extent in classrooms. • Continue to work on the Professional Teacher Standards as a guide for gathering data on personal performance development. • Provide a significant budget to cater for Professional Development needs across all staff. • To continue training of SSO staff in Certificate 3 and 4. • Involve SSO's working with students in all training involving aspects of their work. 	<ul style="list-style-type: none"> • 100% of teaching and non teaching staff have attended professional development during each school term. • The Curriculum Improvement Team will have met a minimum of 4 times each term. • 100% of staff will have received written feedback on their performance once during the year. • 100% of classrooms will have been visited by a colleague or leadership member with corresponding feedback about a specific targeted aspect of the Professional teacher Standards Framework. • All student reports R-7 will be aligned with the Australian Curriculum areas introduced to staff. • 100% of teaching staff will have a completed Personal Performance Development Plan. • 2 SSO's will have completed a Certificate Three qualification. • 1 SSO will have enrolled in a Certificate Four qualification 	<ul style="list-style-type: none"> • Curriculum Improvement Team meetings fortnightly to plan and review progress as well as to set training and development strategies in place. • Garry McPherson as Literacy Coach worked with five teachers from years 3-5 on inferencing, higher order questioning and English. • PAT-R and PAT M Plus has been used yrs2-7 as an assessment and diagnostic tool. SSO's have been trained to collate data for teachers to analyse. Coach has led T&D for whole staff analysis of data. • Performance Development agenda has linked directly to TfEL and Professional Standards. Written feedback given. • Performance Development meetings included pedagogy as part of the focus for discussion and feedback. • Four teachers have engaged in peer observations, reflection and feedback. • Staff meeting and pupil free day agendas have included a focus on the Australian Curriculum and Professional Development commitments, including sharing or resources, ideas and planning. • 100% of staff utilising the Jay McTigh Backwards by Design Planning. • 100% staff have their own Personal Performance Development Plan based on the DECD model. • SSO's have demonstrated their use of learning in Performance Development meetings with leadership.

2015 TO 2017 PLANNING

The 2015 Site Improvement Plan focusses on Problem Solving and Proportional reasoning in Numeracy, plus continues the work in relation to writing and reading a range of genres as well as increasing skill levels in understanding implied meaning (inferencing). Below are the key outcomes that we are striving to achieve between now and 2017. This Site Improvement Plan aligns with the DECD Strategic Plan and covers three of the specific DECD Strategic Directions. The red text indicates the specific areas that we are going to action, beginning in 2015.

HIGHER STANDARDS OF LEARNING ACHIEVEMENT

Literacy

- **Increase student engagement in literacy.**
- Measure growth by all student groups: ATSI, SWD, SHIP, general students.
- Analyse NAPLAN and PAT-R.
- Act on the analyses.
- Personalise learning and connect it to the real world.
- Differentiated entry points.
- **Continue relevant training for all staff.**
- Follow explicit scope and sequence continuums.
- **Improved comprehension of non-fiction texts (inferential and predictive).**
- Sequential learning based on the Big Six.

Numeracy

- **Increase student engagement in numeracy.**
- Measure growth by all student groups: ATSI, SWD, SHIP, general students.
- Analyse NAPLAN and PAT-M and create achievement targets.
- Personalise learning and connect it to the real world.
- Develop skills of proportional reasoning R-7.
- **Continue relevant training for all staff.**
- Follow explicit scope and sequence continuums.
- **Competent use of authentic problem solving strategies**
- Sequential learning based on the Big Seven.

ENGAGE CHILDREN, FAMILIES AND COMMUNITIES

- Common processes through which students can provide feedback to teachers.
- **Authentic student voice via SRC and other means.**
- Staff connecting with parents of students in their classroom.
- Involvement in Community Forum (Panalatinga Partnership)
- Bring parents and the wider community into the school to enhance learning.
- Engage and interact with a range of community groups.
- **More effective parent involvement in student learning.**
- A sense of community and civic spirit.

IMPROVE HEALTH AND WELL BEING

- Improved attendance.
- Agreements are adopted and actively modelled by all community members.
- Timely and appropriate support for our SWD and STAR students.
- Timely and appropriate support for SHIP students.
- **A Behaviour Management Plan that supports our PIW and is fair, consistent and effective inclusive of the 3 R's. (Reflection, Repair, Restitution)**
- Teachers and students 'living' the agreements.
- **Students making healthy choices in their lunch boxes.**

4.1 Junior Primary and Early Years Scheme Funding

This funding is used to reduce class sizes in R-3. This equates to approximately 14 students across the classes in 2014 at the start of the year. The reception classes were kept at lower levels to begin the year to assist with their transition to school. Classes with year 3 students were originally planned on 28 rather than 30 while year's 1-2 were planned on 24. Year 2/3 classes were kept to 26 students. The new reception children started in classes of 24, a reduction of 2 students per class.

4.2 Better Schools Funding

In 2014, Reynella Primary School received \$ 11,156-78

This funding contributed to:

- Increasing the on task behaviour of ATSI / GOM students.
- Provision of targeted support for students in the Early Years within classrooms.

Our strategy was:

- To allocate dedicated SSO time to provision of behavioural support in order to keep a young ATSI student on task in relation to literacy and numeracy. The target was to increase the attainment of the Running Record to match the chronological age. This was successful in that the Running Record (Reading Recovery Level) progressed from Level 16 in Year 1 to Level 26 by the completion of year Two.
- Our Early Years students included five who had been identified as having significant social and behavioural issues which impacted on attendance and learning. Allocation of additional SSO support in those classrooms and also releasing teachers to observe good practice in other sites and the Better Behaviour Class led to much improved readiness for the next school year. ATSI and GOM students were included in this cohort.

5. STUDENT ACHIEVEMENT

Coordination Program (Fun Club)

Met twice a week during 2014. All 7 students graduated except one student with Cerebral Palsy who will remain long term in the program.

Students at Risk (StaR Program)

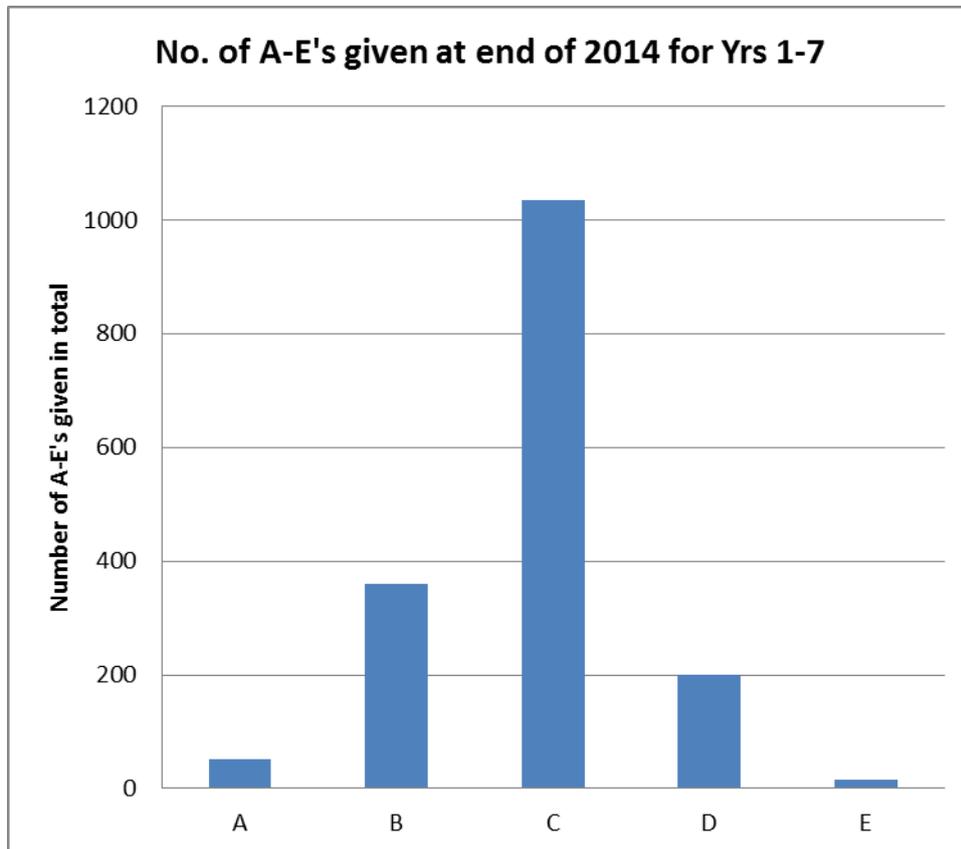
86 students received additional support in literacy depending on identified needs. Trained School Service Officers utilised a range of support strategies such as Toe by Toe, Reading Doctor and Rainbow Reading.

Students with a Negotiated Education Plan

25 identified students received targeted support according to the NEP and their allocated level of support. Goals were set for all students such as in speech and language, with an emphasis on students in the early years. The goals were set with the classroom teacher, the Speech Pathologist, school service officer(s) and the Deputy Principal and then progress was reviewed throughout the year.

Early Literacy Intervention Program

Of the 14 students who accessed Early Literacy Intervention in 2014, all bar one of our students reached or exceeded our benchmarks in the Marie Clay and Sutherland Phonological Awareness Screen carried out in November. The only child who did not reach benchmark had significant absenteeism and transience concerns and during the year moved to another school.

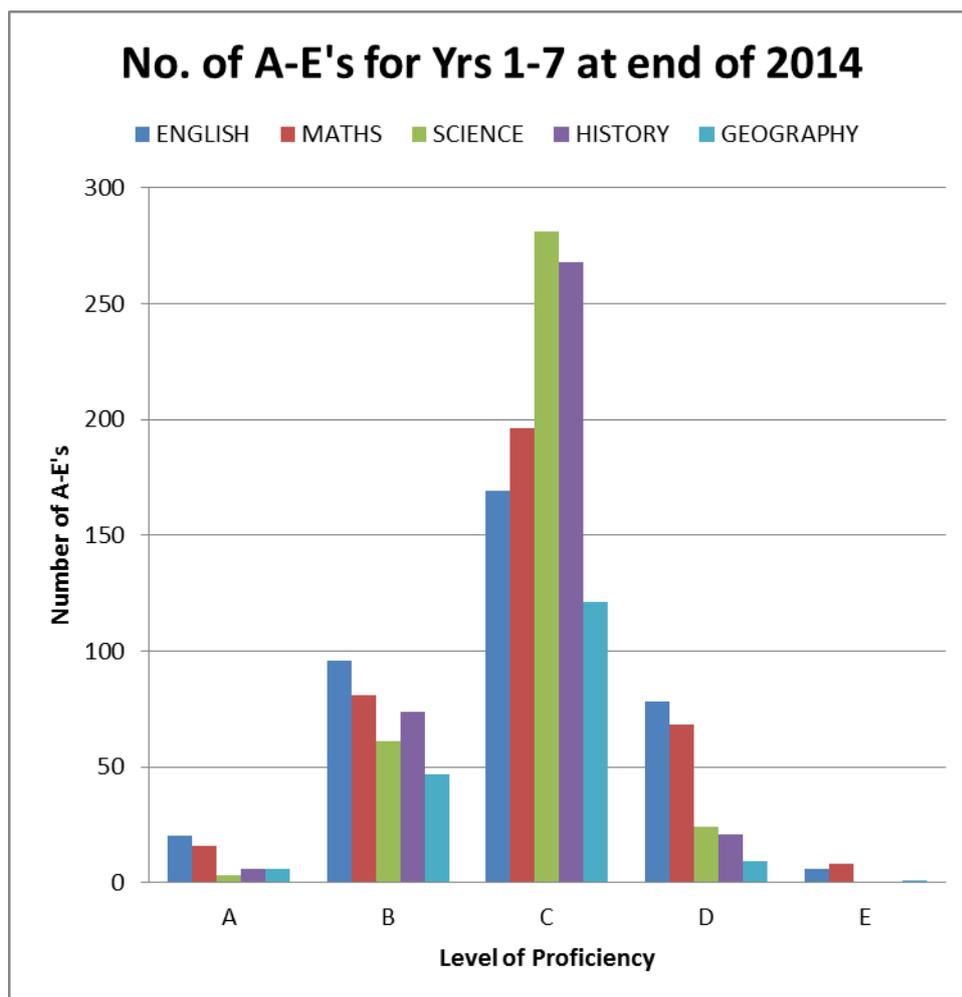


87% of students achieved a 'C' or greater, meaning that they were achieving at or above their level of proficiency.

26% of students achieved above their expected proficiency level.

The 12% who scored below their expected level of proficiency include our students in specific, targeted learning programs as well as several of our students who are on a Negotiated Education Plan.

The target over time is to reduce the number of students achieving below their expected level of proficiency (ie below a C level).



High Achieving Students identified for the extended SHIP Program

43 students were initially identified from teacher information and a range of test results. Of this 22 were selected to take part in a weekly session to extend their problem solving acknowledge and ability. They had the task of returning to classrooms and being role models for the use of strategies designed to assist in higher order thinking. 100% of the students remained in the program for the duration and their class teachers indicated that they did model these strategies when in the classroom. In 2015 we will endeavor to quantify the growth in learning to report on in the next Annual report.

Running Records – Reading Recovery

In our Site Improvement Plan for 2013 our Reading Recovery Benchmarks and Targets were set by the school. Our aim was for 80% of year one and two students to reach or exceed our benchmarks and 60% to reach or exceed our targets. However during term 1 we increased our benchmarks and targets as advised by the Literacy Secretariat. In spite of these increases, 76% our Year 1 students and 83% of year 2s reached or exceeded the increased Reading Recovery Benchmarks. 53% of year 1 students and 80% of year 2 students reached or exceeded the increased Reading Recovery targets. All students below benchmarks were supported through our Early Literacy Intervention Program. All students in the Early Literacy Intervention Program registered substantial growth even though some didn't reach the benchmarks.

The following tables are of the same cohort of students as they progressed through three years of the collection of Reading Recovery Running Record data. It shows the growth in Reading for the same group of students in each table. It is evident that the number who are at or above the target set has increase significantly in each case. We now have data to year 4 and note that most would have reached the independent reading stage by then. Hence the reduction in growth once they have reached level 30. The 14-16% of students who are still under benchmarks, are on our Negotiated Education Plan or our Students at Risk Program. They require additional targeted levels of support in Reading.

The same cohort of students as they progress through the Reading Recovery – Running Record testing over three years.

		under benchmarks	at or > benchmark	at or > target
2012	Reception Totals	26%	74%	40%
2013	Year 1 Totals	24%	76%	53%
2014	Year 2 Totals	16%	84%	74%

		under benchmarks	at or > benchmark	at or > target
2012	Year 1 Totals	25%	75%	57%
2013	Year 2 Totals	17%	83%	80%
2014	Year 3 Totals	14%	86%	83%

		under benchmarks	at or > benchmark	at or > target
2012	Year 2 Totals	20%	80%	65%
2013	Year 3 Totals	12%	88%	76%
2014	Year 4 Totals	14%	86%	82%

Leading Numeracy and Literacy Improvement

Literacy In-School and Cluster Coach - School Report 2014

School Name: Reynella Primary School

School Address: 55-63 Concord Drive, Old Reynella, 5161

No. of years as LNNP/ILNNP/LNLI school: 2

Principal: Steve Freeman

DECD Partnership: Panalatinga

Coach: Dana Lauck

Context background:

Current student enrolment: Male: 206 Female: 223 Total: 429

Enrolment demographics:

	Number of Students	%
EALD	16	3.8
ATSI	10	2.4
Disabilities	31	7.4
School Card	83	20

Literacy intervention and support provided for students

Program	Purpose
<i>SHIP</i>	<i>Higher Order Thinking Skills</i>
<i>Early Literacy Intervention</i>	<i>Improve early literacy skills</i>
<i>Students at Risk</i>	<i>Support in areas of need in literacy</i>

Leadership structure: Principal / Deputy Principal / Assistant Principal

Number of teachers working directly (in class) with the coach: 5

Teacher	No. of students	Year level(s)	Main focus (foci)	Improvement is evidenced by...
Teacher One	29	3/4	<p>Comprehension strategies presented through fiction and non-fiction texts</p> <p>Behaviours that support reading – The Café strategy: Accuracy</p> <p>Linking Sheena Cameron with Café and the Daily Five strategies.</p> <p>Guided writing</p> <p>Making connections from fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Developing the concept of strategies and strategy use • Developed the understanding that texts provide us with information • Developing the understand that information comes from the text and from prior knowledge
Teacher Two	29	3/4	<p>7 week cycle</p> <p>Linking Sheena Cameron with the Café strategy Accuracy</p> <p>Effective teaching and learning cycle</p> <p>Inclusion of multimodal learning materials</p>	<ul style="list-style-type: none"> • Ability to Identify unfamiliar language and use comprehension strategies to make meaning • Identification of key words • Increased understanding by focusing on accuracy
Teacher Three	30	5/6	<p>Writing</p> <p>Critical review and response</p> <p>Comprehensions strategies</p> <p>Making connections</p> <p>Inference</p> <p>Developing written arguments from factual and inferred information</p>	<ul style="list-style-type: none"> • Advancing critical literacy skills • Use and understanding of recording before and after reading knowledge • Advancing inference skills by utilising making connection strategies • Inclusion of drama and discussion as teaching methodologies • Increased teacher knowledge about how to assess student comprehension knowledge

Teacher Four	29	3	<p>Developing Vocabulary</p> <p>Café – Extending vocabulary</p> <p>Linking Sheena Cameron with Café</p> <p>Guided writing</p> <p>Making connections from fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • Increased teacher knowledge of effective teaching and learning cycle • Use of unfamiliar vocabulary in sentence writing • Increased understanding of the main idea in texts • Ability to work on cause and effect from texts • Ability to identify key information from texts
Teacher Five	29	3	<p>Comprehension strategies presented through fiction and non-fiction texts</p> <p>Narrative genre</p> <p>Using NAPLAN as a marking criteria</p>	<ul style="list-style-type: none"> • Increased understanding of the main idea in texts • Increased teacher knowledge of assessment criteria

Describe the processes used by the school to identify teacher participants-

- A volunteer process, based on good quality teaching.
- Later in the year further teachers were nominated to work with the new coach.

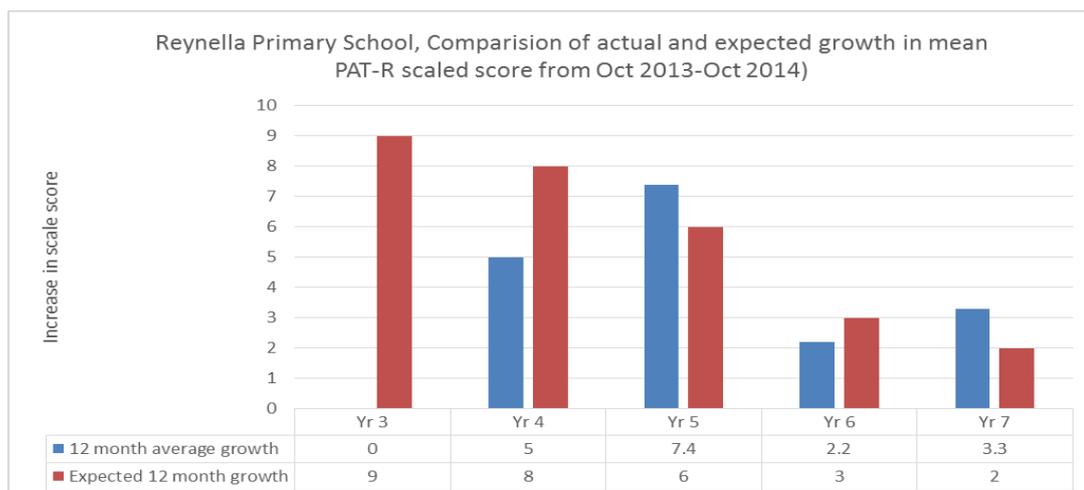
Summary of Strategies and outcomes used to work with the identified staff. (eg. Coaching Cycle, Staff meetings, pupil free days, others...)

Strategy	Outcomes
<i>Coaching cycle</i>	<ul style="list-style-type: none"> • <i>Developed understanding of effective teaching cycles</i> • <i>Increased understanding of Comprehension strategies</i> • <i>Increased understanding of Guided writing</i> • <i>Use of data to inform teaching cycles</i> • <i>Increase teaching effectiveness of specified programs – Café, Daily 5, Guided Writing</i>
<i>Pupil Free day</i>	<ul style="list-style-type: none"> • <i>Analysis of schools achievement in NAPLAN</i> • <i>Programming for differentiation</i> • <i>Provision of AC resources</i> • <i>Introduction to PAT-R data access</i> • <i>Development in PLT understanding of the Australian Curriculum</i>
<i>Coaching provisions</i>	<ul style="list-style-type: none"> • <i>Sharing of data</i> • <i>Set up of Oxford Literacy Access digital RR testing</i>
<i>Support with PAT-R data analysis</i>	<ul style="list-style-type: none"> • <i>Increased understanding of student achievement.</i> • <i>Teacher use of data to inform practise</i> • <i>Support with data analysis</i>
<i>Assisting leadership in guiding data collection and analysis to develop a professional learning plan for the school</i>	<ul style="list-style-type: none"> • <i>Sharing of DECD directives</i> • <i>Clarifying understanding of Australian Curriculum</i> • <i>Developing multiple lens to view NAPLAN</i> • <i>Sharing data analysis techniques with the school.</i>

PAT-R Report:

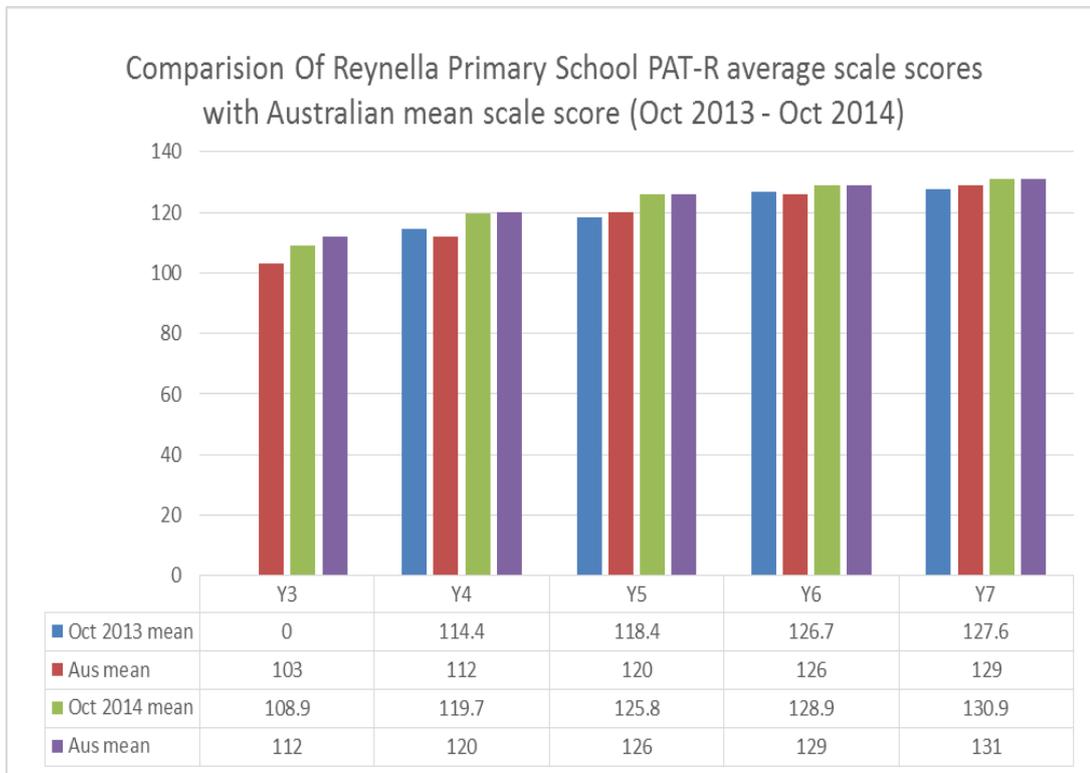
1. *Please provide some background context for the data collection for your site. (eg. Timing, constraints, school decisions around data collection)*
 Testing took place: Term 4 from week 2 through to week 3
 Students mainly tested in small groups with some whole class testing.
2. *Describe how you used 2013 (or early 2014) PAT-R data with teachers and leaders at the beginning of the year.*
 Teachers analysed PAT-R data and assessed identified needs of individual students and small groups of students. This informed intervention programs in classrooms.
 - a) *Following data review with teachers, what was identified for teacher practice?*
 Attention brought to teaching comprehension strategies based on PAT-R data. Inferencing was identified as the priority for the whole school. Teachers then planned in teams the strategies for developing inferencing skills in students. This was supported by the LNLI coach.
 - b) *What was followed up (with teachers and/or whole school)?*
 - Comprehension strategy acquisition – in particular inferencing / implied meaning

3. Graph showing average/expected growth 2013-4 for year level/cohort.



- For all year levels, the period of testing was 12 months (Oct 2013 to Oct 2014)
- Y3 has shown an average growth of 0 as there was no data from the Y2 cohort for 2013.
- The expected growth for the Y4 cohort is less than the expected 8 points. A possible reason is the deliberate focus on writing genre and emphasis on fluency.
- The expected growth for the Y6 cohort is marginally less than the expected 3 points. A possible reason is the developing mastery of complex skills in comprehension at this age and the emphasis on fluency.
- The higher growth from Y5 students could be a result of the use of PAT-R data from 2013 to identify teaching points and the focus on comprehension in particular inference. One cohort of Y5's worked with the literacy coach for a full year on comprehension strategy development.
- The higher growth from Y7 students could be a result of a classroom reading conference structure that highlights comprehension strategies through one on one coaching of the students. This is extended into general classroom focus.

4. Graph showing average scale score per year level with national mean score.



- In all year levels there has been demonstrated growth in Reading. In all cases apart from year 3, this has equalled the Australian Mean.
- Y3 average growth rate is equal to the National Growth rate, but began at a slightly lower beginning. This could well be connected to the testing conditions and computer competency.
- Although Y5 and Y7 students have shown below Australian mean score, mean scaled score achievements are less than 1 point in comparison to Australian mean score and have demonstrated growth. This could be a result of the use of PAT-R 2013 data to inform learning focus, with additional support from the Literacy Coach.

Future plans and priorities for literacy improvement in this school:

- Further focus on PAT-R data at the beginning of the year and frequent professional learning utilising this data.
- Interrogation and comparison of NAPLAN and PAT-R data to assess learning needs of students.
- Use the data to inform Site Improvement Plan targets in literacy.
- Further develop rigorous discussion in Professional Learning Teams.
- Moderation of writing tasks across like schools in the Panalatinga Partnership.
- Further extend the work on Sheena Cameron into our classrooms R-7 and support this through the Seven Steps to Writing Success
- To utilise the Café and Daily Five processes to engage children in their literacy learning.

5.1 NAPLAN**Table 1: Year 3 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		3.5	15.8	19.3	29.8	24.6	7.0
Reading		6.9	6.9	17.2	27.6	17.2	24.1
Writing		1.7	8.6	20.7	19.0	43.1	6.9
Spelling		3.4	8.6	10.3	29.3	32.8	15.5
Grammar		5.2	8.6	13.8	17.2	31.0	24.1

Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	1.6	1.6	24.2	35.5	25.8	8.1	3.2
Reading	1.6	8.1	17.7	30.6	30.6	8.1	3.2
Writing	1.6	11.1	11.1	46.0	25.4	4.8	
Spelling	1.6	7.9	20.6	20.6	22.2	22.2	4.8
Grammar	1.6	6.3	19.0	17.5	28.6	19.0	7.9

Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			18.0	38.0	20.0	18.0	6.0
Reading		3.9	13.7	27.5	29.4	15.7	9.8
Writing		17.6	15.7	37.3	19.6	9.8	
Spelling		17.6	7.8	17.6	25.5	13.7	17.6
Grammar		13.7	19.6	19.6	21.6	15.7	9.8

Year 3 have demonstrated strong achievement in all areas that were tested by NAPLAN. This is particularly so in Reading, Spelling and Grammar. However, Numeracy is also very good given that 61.4% of students achieved in the top three bands.

Year 5 Spelling and Grammar stood out in relation to the achievement, though there were many children who achieved in bands 5 and 6.

Year 7 continued to have strong Spelling and Grammar results. Numeracy was an area where there were no students below minimum standard and 44% achieved in the top three bands.

Only one child was exempted in the year 5 tests. All other students sat the test, including our students who in some cases have significant learning needs. Several students were unable to begin the test or stopped at a very early stage. Those results are included in these tables.

Some goals that come out of this testing:

- Explore different strategies for moving those students in the bottom bands to the next band or further in both literacy and numeracy. We will look at the QuickSmart Program where adults work in small class instructional settings with two students, for three 30 minute lessons a week, over thirty weeks. They use a specially constructed teaching program supported by extensive material and computer-based resources. It is evident that the range of programs designed to assist those in the lower bands who have sometimes significant learning needs are not responding as expected. Therefore we will try a different approach and assess its effectiveness.
- In all areas there is room to move students from the middle to the higher bands. This is where the extension work provided by our High Achiever Program is targeting resources. This will focus initially in the areas of Numeracy and Reading.

Figure 4: Year 3 Mean Scores

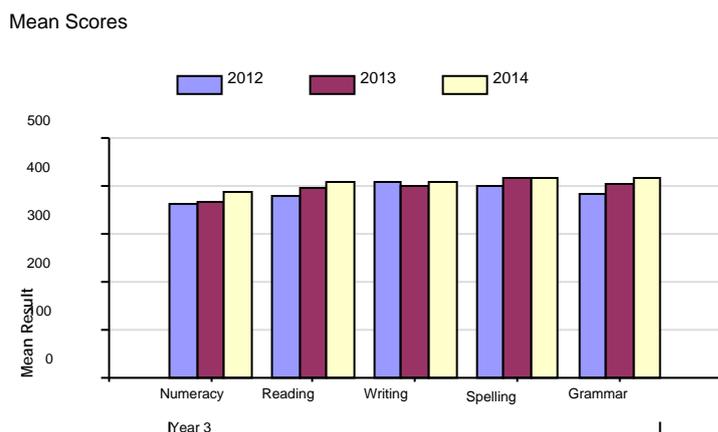


Figure 5: Year 5 Mean Scores

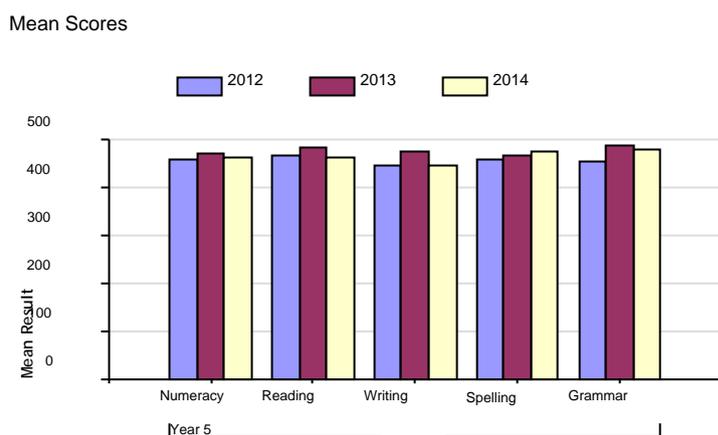
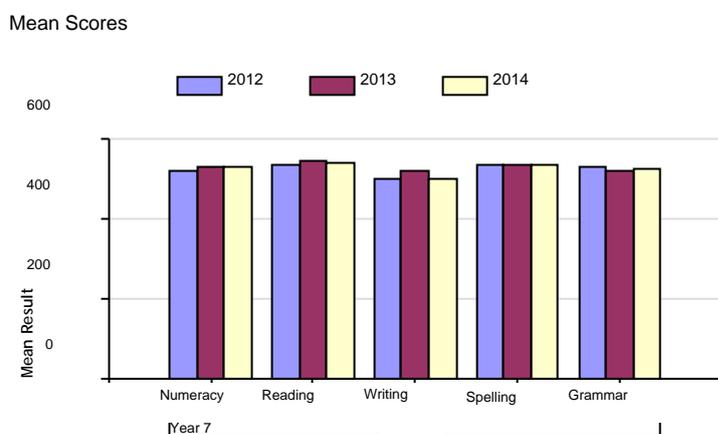


Figure 6: Year 7 Mean Scores



Year 3 Mean Scores show a steady improvement even though they are different cohorts of students. This is a result of the concerted effort to provide a strong phonics approach through the Jolly Phonics and Jolly Grammar program. The students who sat the NAPLAN in year 3 in 2014 have all been through the program from Reception. The only students who have not are those who started in our school after beginning first at another school. This data validates our approach in the early years.

Year 5 Mean Scores show a growth in Spelling and Grammar with the other areas the same as 2012. Given that they are different cohorts of students it is difficult to compare them. We do know that in 2013 we had a number of very capable year 5 students who raised the scores. It is worth noting that the Year 5's are tracking at approximately where they are meant to be.

Year 7 students have been very consistent over the last three years of testing. Writing still appears to be an area that can be improved. In 2013 staff did a lot of work with Stephen Graham, a literacy coach, and this did produce good growth. However, the change in genre for writing presented a challenge for a few students. All other areas continue to show strong attainment.

Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	18.2
	Middle 50%	58.2
	Upper 25%	23.6
Reading	Lower 25%	31.6
	Middle 50%	43.9
	Upper 25%	24.6

Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	19.1
	Middle 50%	59.6
	Upper 25%	21.3
Reading	Lower 25%	12.5
	Middle 50%	68.8
	Upper 25%	18.8

In both tables, in relation to Numeracy we are pleased that there are fewer students in the lower growth progress group, however, we consider that more of those students who achieved in the growth middle 50% can be moved to a higher level of growth and in future should add to the upper 25% of growth rate.

In Reading from year 3-5, we have slightly more than the expected number of students who achieved the lower growth rate. A larger number of students appear in the middle 50% progress group and our aim is to move a number of those students into the upper progress group.

Our High Achiever's program is designed to move some of these students into a higher progress group. In 2015 we will be reviewing how we extend students who are achieving well at their level.

6. STUDENT DATA

6.1 Attendance

Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	93.5	94.3	93.0
Year 1	94.4	93.4	92.6
Year 2	94.1	94.4	93.3
Year 3	94.8	95.0	95.1
Year 4	96.3	94.9	94.3
Year 5	93.0	95.2	94.6
Year 6	95.5	94.7	94.0
Year 7	93.8	95.2	92.3
Primary Other	100.0		
Total All Year Levels	94.4	94.6	93.7
Total ACARA 1 TO 10	94.5	94.6	93.8

We continue to monitor attendance at the school with the majority of students attending regularly. We follow up unexplained attendance via the use of a 'short messaging service' (SMS) phone calls, notes, interviews and when necessary the attendance branch. A number of families take leave and go on holidays from a week up to a month or so. Class teachers will supply work if appropriate for the longer periods or for extended periods and families will utilize the 'Open Access College' for continuity of learning.

- All families are expected to complete an Exemption Form to indicate days that are planned to be absent from school. This is followed very well and gives leadership an opportunity to speak with parents about the value of attendance at school and its connection with learning.
- Prior to school beginning, a letter is sent to all families which includes in part a request that they get students to school on time and keep absences to a minimum.
- Phone calls are made in week 5 of term one to all parents whose child(ren) are showing a pattern of lateness or excessive absence.
- Letters are sent as a follow up.
- Articles are included in the school Newsletter explaining the importance of good attendance on a regular basis.
- Each term, attendance is reviewed by the leadership team and strategies put into place for individual students as required.
- For those who are showing chronic absenteeism, in 2015, we are going to monitor closely those students on a fortnightly basis. This will be about 10 students. The Attendance Officer will be involved during term one if these student's attendance patterns do not change or are not able to be explained (eg illness).

6.2 Destination

Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Interstate/Overseas	6	6.3%	10.9%	10.1%
Transfer to Non-Govt Schl	16	16.8%	12.9%	9.7%
Transfer to SA Govt Schl	71	74.7%	46.1%	47.4%
Unknown	2	2.1%	20.9%	20.1%

A small percentage of our students left to go overseas (6.3%), which was less than category 6 schools. 16.8% transferred to Non-Government schools which were located mostly in the southern area of Adelaide.

While the average for the Region and Category 6 schools was as high as 20.1% leaving for an unknown destination, we worked to ensure that we knew where our students were going to and then supported that transition as best we could to minimize disruption to their learning. Hence we had only 2.1% of our students who we did not know where they had moved to.

The majority of our student who left transferred to another Government School. On following this up, we discovered via our exit surveys and data from families, that the reasons for leaving included; to ensure placement in a local high school, for employment in another location, to relocate to an area where it was more affordable to live and to build a new home, because of financial reasons and to follow older siblings. This has mirrored the feedback from the previous year.

7. CLIENT OPINION

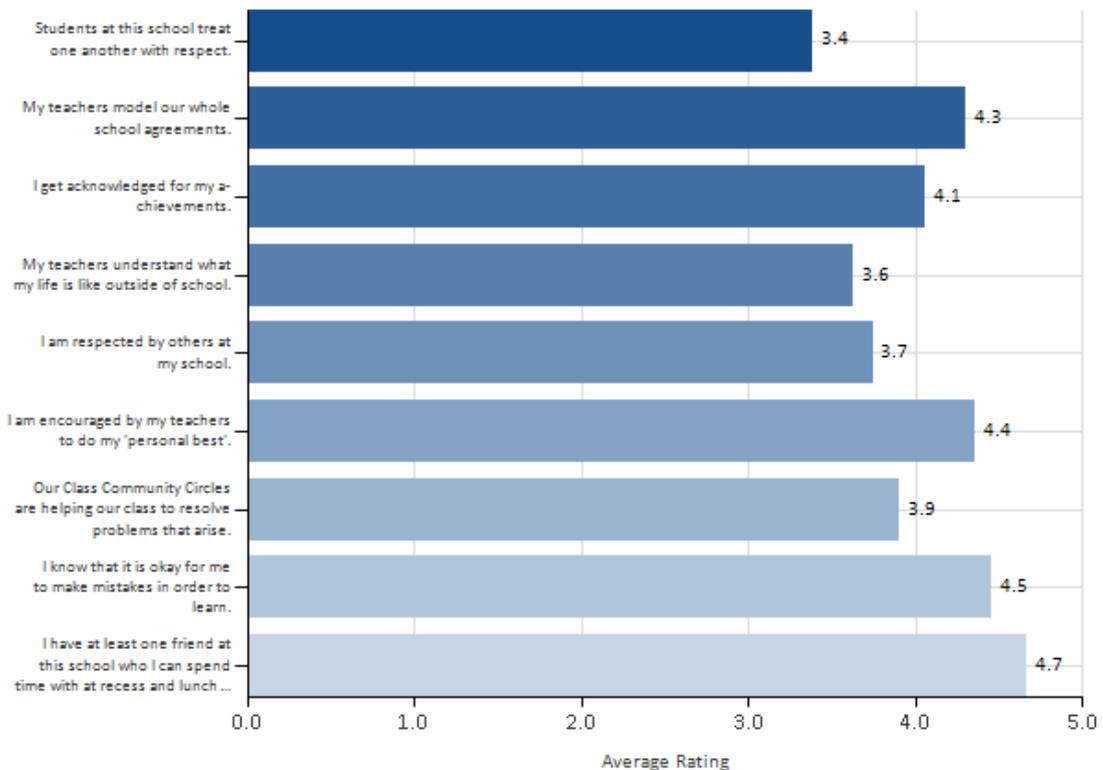
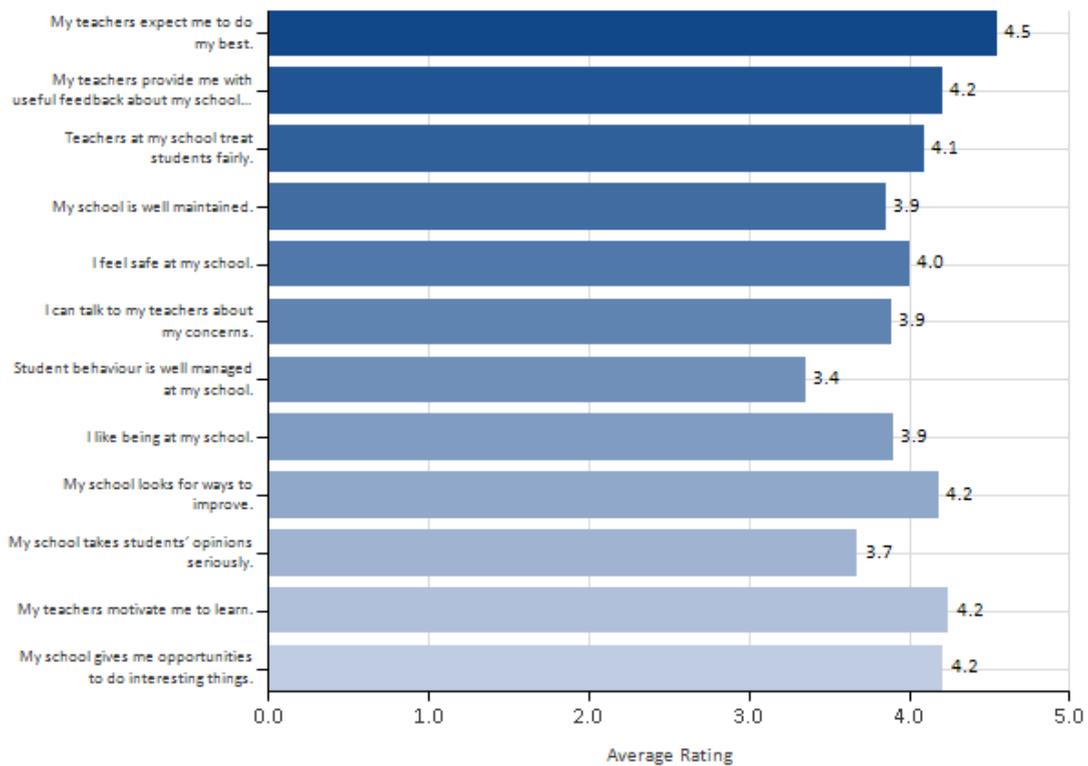
Student Opinion Survey

Students responded across Reception to year 7. They indicated that teachers expected to have them do their best and gave them feedback that was helpful in achieving this goal. Teachers were fair and yet motivated students to learn. Students liked being at Reynella Primary School, with a strong sense of identity.

Behavior of a small percentage of students was noted as interruptive to learning and achieving personal bests. However, at the same time, students felt that they could approach their teachers at any time. This was a response supported by the Bully Surveys where students reported that they would go to their class teacher in the first instance. 85% of students said that they had at least one friend to spend break times with. The remainder said that it varies from day to day and this is why we have our Pastoral care Worker provide lunchtime programs to assist students in making and keeping friends. Teachers encouraged students to do their best and it is considered okay to make mistakes in order to learn.

Student Voice is an important part of school life and our Assistant Principal (Karen Thorburn) leads this area. 60% believed this to be very effective and we are continuing to work on maintaining involvement of as many students as possible in this. A number of students indicated that they didn't realize that some of the activities and decisions made around the school were connected with student voice. The Student Representative Council meets fortnightly and class meetings are held regularly with older students assisting younger ones during class meetings.

Below are two graphs of responses to questions by students. A score of 3 or more is 'good', while 4 or more is 'very strong'.



Staff Opinion Survey

Both teaching and non-teaching staff responded to this survey. There was a strong sense of identity and school pride evident. The quality of teaching and learning rated highly with all staff, in particular that the learning programs are responsive to student needs. Only one staff member felt that the student assessment information could be better used to support the refinement of teaching programs. In support of learning, there is a strong sense that our school's programs do provide for the needs of every student, with a range of support and extension available for students.

The behavior of a small number of students who take up a considerable amount of teacher time was highlighted. The acknowledgement of programs designed to assist individual students who have behavior issues was made. The behavior is mostly 'off task' with a small number of students requiring intervention for more significant and ongoing behaviours. Much of the 'social learning' that is practiced by students occurs during recess and lunch times and teachers will work through issues in community problem solving circles when students return to class.

Performance feedback is ongoing and staff acknowledge that this is a positive experience, where they are encouraged to discuss and share teaching strategies with other teachers. SSO's also receive performance feedback related to their specific roles and have opportunities to share this in meeting times. The school keeps parents informed of what goes on at school through a wide range of means, including newsletters, meetings, grandparents days and so on. Staff are happy to be at this school and feel strongly that their professional needs and interests are met by professional development. At the same time they feel that their role as teachers / SSO's is well supported in the school.

Parent Opinion Survey

The majority of parents meet regularly with their child's teacher(s), with 50% meeting monthly or more often. Many parents discuss their child's schooling out of school, mainly with other parents and the feedback is that these discussions are generally of a very positive nature. There is a real sense of pride in the school and this is reflected in the large number of parents still involving themselves in classroom level help such as listening to reading and volunteering for excursions. 92% of parents say that they put in either a 'quite a bit of effort' or a 'tremendous amount of effort' into helping their children learn. 34% of parents come into the school on at least a weekly basis to assist in classrooms.

There is a strong awareness of how children are faring at school, both socially and academically and if problems arise, parents are one of the supports that students use on a regular basis. There is a strong confidence (over 95 % of parents) in discussing learning needs with class teachers or with leadership at any time. Ongoing support is evident at home with learning and social skills. No parents reported that they don't listen to their child(ren) or assist them in any way when problems arise. 100% of parents felt that the activities offered at school matched his or her interests.

One question related to 'how well do you understand what the Governing Council does' showed 75% of responders saying that they know about the Governing Council with 25% not aware of what they do (not well at all). There has been a concerted effort by Governing Council to raise the awareness of its role but there has been a low level of uptake for meetings at night or after school. Hence they will explore other avenues to inform all parents more successfully of what they do.

A strong sense of belonging was reported by 75% of families with another 25% indicating this to a lesser degree. Children on the whole enjoy attending school with no-one reporting that their child did not enjoy attending school. This is supported by the valuing of student backgrounds and having lessons that are motivating to students. One response indicated a

lack of motivating lessons for their child. This would need to be explored further to determine why this might be so. As the survey is anonymous, this is not possible. However, we endeavor to provide a number of opportunities for students to reveal their concerns in order for us to work through them.

One of the last questions related to ‘how much respect do you think the teachers ... have for the children? This was given a very positive response with 69% rating this as ‘quite a bit’ or a ‘tremendous amount’. 0% rated this at ‘almost no respect.’

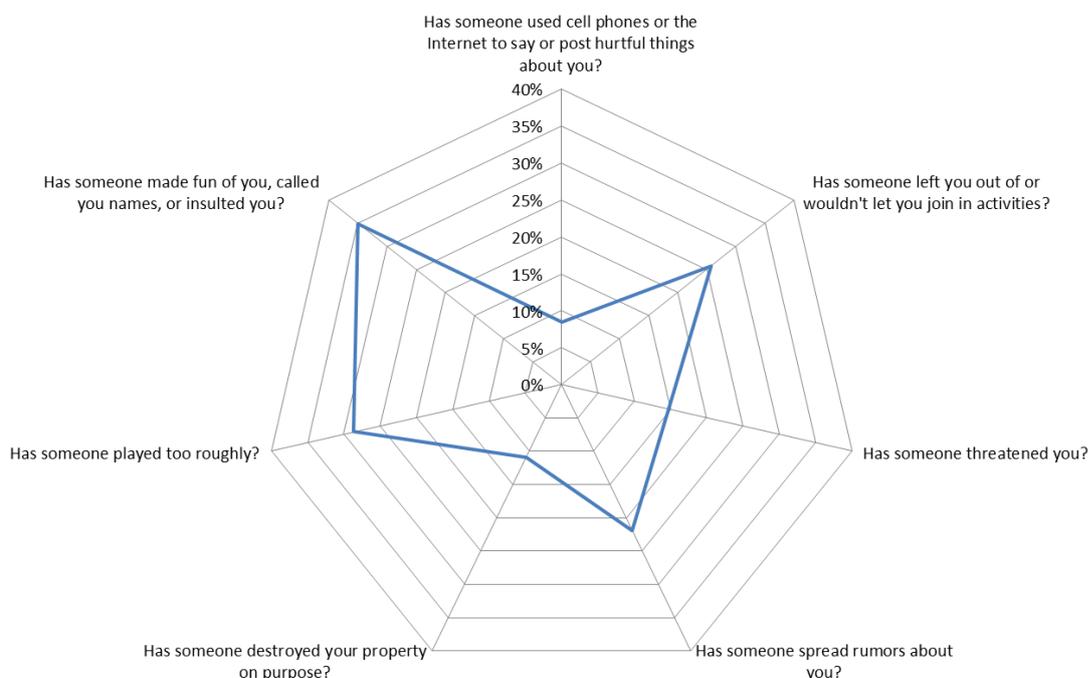
My School website

<http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

Bully Survey Responses as a Percentage of the Total School Population



We survey students twice a year to collect detailed data on issues that they are having in the school yard and in the classroom. In addition teachers carry out Community Circles / Group Problem Solving as a strategy to proactively address concerns before they arise. On occasions it is also a strategy to work through a social issue or class related concern after it has happened. Proactively, the school has been adopting the ‘Play is The Way’ program that incorporates;

- Deliberate use of specific language used to focus on positive social interactions, when addressing issues of concern and when teaching behavior education.
- Common whole school agreements used throughout the school in order to enable common understandings when speaking with students.

- A series of 'games' that reinforce positive group and individual behaviours.
- A restorative approach that enables students to understand the need for restitution after behaviours that impact on other students.
- Parents have access to resources in the library to assist with following the program at home.

For serious breaches of the agreements, take home, suspension and exclusion are still options that are utilized.

Information also comes to us via students, teachers and parents which enables us to follow up specific issues. Where possible we use these as educative processes and support students to develop their own resilience, problem solving strategies, confidence in managing social and other concerns, develop persistence to get a resolution or help from others including adults and develop strong personal attributes for making and keeping friends. Our Pastoral Care Support worker (Julie Mullins) has been employed for 25 hours per week to assist with students either as individuals or in small groups to work through the myriad of social dilemmas that arise while at school.

In 2015, Julie continues in her role and we will add in a part time Counsellor who will be able to bring additional skills and understandings to working with young people and families. This follows Minister Rankine's pledge to provide Counselling funding to assist schools such as ours, where we have not been eligible. This will be an asset in 2015.

As can be seen from the graph of 2014 data collected from students, the main areas that they are concerned with center around being called names and having rumours or untruths spread. The other area to work on is the roughness of play at recess and lunch times. This is where students may begin a game such as chasey or tag that then gets out of hand. During football season, students want to tackle which is problematic, because often others don't anticipate a tackle when it happens.

Class teachers constantly work on the strategies students can use to be involved in games and to make and keep friends who will then want to invite them to play at break times. Performers are invited into the school at the start of the school year and then during the year to provide in dramatic form, positive role modeling of positive social and emotional behaviours.

8.2 Relevant History Screening (formerly Criminal History Screening)

All staff, both teaching and non-teaching have a current Criminal History Screening. If they become non-compliant, then they are not permitted to work with children until a new check is completed and the school has evidence of this.

Visitors who work with students whether in a paid or voluntary capacity are required to have a current Criminal History Check. Any adult on a school camp, school excursion where they are responsible for one or more children, involved in LAP, assisting in classrooms, as mentors etc.

All names are kept in a database at school with dates of expiry. This database is used to ensure that any adult working with children at the school have a current check in place.

All DECD personnel and visitors are required to sign in when visiting the school. Music instructors are required to provide a copy of their current Check at the start of the year. Any copies of Clearances are stored securely on site and are available to refer to.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 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	40
Post Graduate Qualifications	7

Please note: Staff that have more than 1 qualification will be counted more than once in the qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1.00	21.50	0.40	8.91
Persons	1.00	23.00	1.00	13.00

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	3,167,036.21
2	Grants: Commonwealth	2600.00
3	Parent Contributions	108,077.00
4	Other	104,000.00