1. CONTEXT

School Name: Greenock Primary
Principal: Vivienne Wright

Greenock Primary School is a small school located in between Kapunda and Nuriootpa in a pleasant rural setting in the heart of the Barossa Valley. Students attending are primarily from our local community and adjacent rural properties, with some travelling from neighbouring towns.

Our school is a positive, inclusive and welcoming place with a 'family feel'. Some growth in numbers is anticipated as future real estate development takes place in the town. Our school logo also reflects our strength in developing strong ties to families and the wider community.

Our core values of respect, honesty, responsibility and success lie at the heart of our teaching and learning approach and are reflected in our diverse curriculum.

Students and the broader school community are actively engaged in local community events and activities throughout the year.

Students in years 4 to 7 have the opportunity to be part of our school choir and year 6 and 7 students have the opportunity to attend the Primary Schools Festival of Music.

Students are actively engaged in a wide variety of sporting and extra-curricular activities both within the school (sports clinics and other sporting events) and the broader Barossa community. All students from Reception to Year 7 may attend a camp each year (between 80-90 per cent of students attend).

Our strong links to local preschools, primary and high schools mean that students are provided access to strong transition programs which are in place to ensure that the transition between preschool, primary school and high school is positive and empowering.

We provide quality learning in all areas of the curriculum and place a particular emphasis on meeting the individual learning needs of our students. Effective support programs are an integral part of our daily curriculum delivery.

All classes have interactive whiteboards, a bank of computers and access to I-pads. These are an integral part of teachers' curriculum delivery. Whole-class information communications technology learning also takes place in our computer room.

Our current focus areas are literacy and numeracy improvement. Indonesian is taught as our second language.

High level parent involvement in supporting classroom programs and activities is valued. We have an active Governing Council that supports and fosters wide community involvement in the future growth and development of our school.

Student Cohort
The school’s enrolment at the completion of 2015 was 103 students with five classes: Reception/1, 2, 3, 4/5 and 6/7.

13 students were on school card, representing 12% of the student population.

Staffing
The staff consisted of a Principal, 7 class teachers working across 5 classes, a 0.2 Indonesian teacher, 0.4 Arts teacher, 0.4 Health and PE teacher, 3 classroom School Support Officers, 2 admin School Support Officers, an IT technician and a grounds man.

Local Community
Parental Support and involvement at the school continues to remain strong with parents well represented at Governing Council and on various committees. High levels of parental involvement occur with extra curricula activities such as camps, excursions, sports days, working bees and fundraising activities.

A successful Playgroup occurs each Tuesday.
2. REPORT FROM GOVERNING COUNCIL

2015 Governing Council Report, Anthea Blenkiron

We had yet another great year at Greenock primary school in 2015, with a fantastic team supporting our children’s learning and growth. With the larger enrollment numbers the school was able to sustain 5 classes, with two smaller classes for years 2 & 3.

Term one saw the arrival of Ella Mickan as our year 6-7 teacher, a change of position for Rae Norley taking on the role of the year 2 teacher and Amanda Hall sharing the year 3 class with Sue Ellis. With Rae tied up much of the time with the year 2, Ms Sewell joined the school to assist Rae with arts and music education. At the end of 2014 we had farwelled Christin Valley as she took maternity leave; we congratulate Christin and Jason on the arrival of Leila on Australia day.

The outstanding dedication of the team of staff lead by Viv is reflected in the behaviors and learning outcomes we have been seeing in our children, they have shown strong educational growth, with above expected improvements in literacy levels, PAT testing & Naplan results.

We should also be proud of the personal confidence our children exhibit, they transition successfully to high school, how they carry themselves when representing the school in the public & the positive feedback we constantly get from people that come across the children when they are on outings and camps. They are a happy and cohesive community, always looking out and caring for one another.

Thanks to Viv & her enthusiastic staff, our children have had been exposed to so many extra-curricular experiences in the last year, including the (catered) art exhibition, Arbury Park whole school camp, outings to the Adelaide markets, community walks, the Choir and the fantastic end of year performance.

The kids have been very physically active over the year with a strong sporting curriculum, pre-school athletics, jump-rope for heart and may students representing the school in SAPSASA. This was reflected in the high level of both performance and sportsmanship shown at sports day.

The staff should also be recognized for the sense of humor they maintain with all the hard work and additional hours that they put in.

I would also like to thank all the volunteers who have had involvement over the year. Not only the parents & children but the extended families and members of the local community.

Our very high level of volunteer commitment has allowed the school to provide so many extra opportunities for our children, helping in the classrooms, applying from grants, offering bobcats used for the new playground, maintaining a kitchen garden, improved sporting equipment, another successful book week and VIP day.

New for the year were the school magazine, our first ever school fair and the entertaining quiz night.

The support shown by families within our school is not just for the children but extends to the whole family unit, this represents what is so great about being part of this school community.

Finally, I must thank all those enthusiastic & energetic member of the Governing Council for their support and hard work this year. Again they have all worked tirelessly for the benefit of the school, sharing the vision of a creating an effective and caring learning environment for our children. I have really enjoyed being a member of the council and strongly encourage other to get involved, for the insight you get to what is happening in our children school lives and to reaffirm to them how much we value their education.

Anthea Blenkiron, Chair, Governing Council
3. 2015 HIGHLIGHTS

Improved learning outcomes and grounds improvement were two of the main highlights for 2015. Our main focus was literacy and numeracy skill development and teachers attended a range of professional development in relation to these aspects of their teaching. School testing showed increased understanding and skills resulted from the focus on these areas.

The Governing Council, with huge support from many parents, focused on grounds development at the numerous working bees held this year. The yard is looking much greener and tidier for their efforts and the redevelopment of the play area in front of the Junior Primary block is finished. The students are enjoying this wonderful new play area.

In 2015 students and parents at Greenock Primary School had the opportunity to participate in the following activities:

**Acquaintance Night**
Acquaintance night was held in week 3 of Term 1. Parents had the opportunity to visit the classrooms, listen to a presentation from the classroom teachers and gain an insight into the educational programs and learning priorities for 2015.

**Assemblies**
Assemblies were held each fortnight in the Activity Hall. Assemblies were run by each class in turn and provided the opportunity for students to showcase their learning and sporting achievements. Students demonstrating our school values, attention to learning and high attendance were recognized through the awarding of certificates. A large number of parents attended the assemblies.

**Book Week**
The theme for book week was “Books Light up our World”. Students worked in groups across a number of year levels. Parents organized a Book Fair which was very well patronized.

**Camp**
In 2015 we went on a whole school camp to Arbury Park. It was a terrific experience and the students participated at a high level in the variety of activities the camp offered.

**Choir**
The choir continued to rehearse across the year with students being involved from years 4 to 7 gaining many skills from the expertise of Sandy Bowen our choir trainer and Sue Ellis our support teacher. The choir performed at a number of local events and nine students in year 6 & 7 performed at the Magic Millions and at the South Australian Primary Schools Festival at the Festival Theatre in Adelaide.

The Christmas choir trained by Sue Ellis performed at the Christmas in the Park event at Greenock oval and at a number of local nursing homes.

**End of Year School Concert**
We held our annual concert on the school oval in perfect conditions. The concert was organized by our Arts teachers Raylene Norley and Jeanette Sewell. Students made the back drops and props and handled the publicity. A dedicated group of parents held costume making evenings through Term 3 and 4 and the end result could only be described as spectacular. High numbers of parents and extended family members attended on the night and all students performed with precision and enthusiasm. We farwelled our 12 year 7’s and sent them off with the traditional letting go of balloons.

**Excursions/Incursions**
A number of successful excursions and incursions were held throughout the year with high levels of student participation. Some of the main events were Wipe out Waste and the Wheelinet programme,

**Premiers Reading Challenge**
Participation levels for this year were again high with students showing great enthusiasm for the Challenge. Awards were achieved at all levels.
PE and SAPSASA
This is our third year of employing Bob Ellis, a specialist PE teacher, and the students have had the opportunity to learn the skills necessary to participate in a large number of sports. Specialist coaching clinics in hockey, touch rugby, and cricket have added specific expertise. The high level of physical activity in the breaks is another indicator of the effectiveness of this program. Students were encouraged to try out for a range of SAPSASA trials and carnivals and a number of students represented the state in a variety of sports.

Splash Day
Students and parents enjoyed the opportunity to celebrate a fantastic year’s work at the Splash Day held at Kapunda Swimming Pool in the last week of term.

Sports Day
This was a well-attended and highly enjoyable whole school event. Organized by Sharee Richardson and Bob Ellis, it was held at the Greenock oval. The activities were supervised by parent volunteers and all ran smoothly throughout the day. Congratulations to all students that participated, great sportsmanship was showcased on the day.

Spring Fair
The fundraising committee ran a very successful Spring Fair. It was a really enjoyable day and raised considerable funds for the school. Lots of work from some very committed people.

Swimming lessons
Reception to year 5 students attended DECD swimming lessons at The Rex at Tanunda.

SRC
The SRC under the guidance of Dana Sitters continued to demonstrate leadership throughout the year hosting assemblies and fundraising days. The main focus of the fundraising was the sponsoring of the Sumatran Tiger at the zoo and the CFS. A leadership group attended a Leaders Forum in Adelaide at the beginning of the year which increased their knowledge and skills.

Tasty Lunches
Overseen by Rachel Standish, healthy lunch offerings continued to happen throughout the year on a weekly basis with high numbers of students continuing to order each week.

VIP and Grand-persistent Day
Held as part of the book week celebrations visitors were treated to a Devonshire Morning Tea baked by the students. Visitors had the opportunity to share class activities with the children. This was a huge success with the majority of children having a Grandparent or special friend visiting on the day.

Volunteers
We have an amazing group of parent and community volunteers. 19 police checks were completed and we issued over 100 invitations to our Volunteers Games night held to acknowledge the huge contribution our volunteers make to the school. Those attending had a great evening and made the most of the hot evening enjoying the castle water slide.

Year Book
A small group of parents collated our first year book in some time. It was a quality product and showcased the many aspects of school life.

Year 7 Graduation
In 2015 our 12 year 7’s celebrated the end of their Primary years of schooling with a dinner held at Dutton Park in Kapunda. We wish them the best for the next stage of their education.
4. SITE IMPROVEMENT PLANNING AND TARGETS

The Greenock Site Improvement plan for 2015 had two major areas for improvement. The focus on Literacy was to consolidate work completed in previous years and to continue to strengthen Literacy pedagogy and improve student learning outcomes. The focus on Numeracy involved considerable staff training in effective Numeracy pedagogy to improve student learning outcomes.

**Literacy Targets**
Ensure a Whole School Literacy Plan which identifies research based effective practice for the teaching of English skills and the monitoring of student progress has been developed.
Ensure staff have the skills to effectively teach as outlined in the document.
Ensure staff are aware of and address literacy across all curriculum areas.

**Reading Targets**

**NAPLAN Reading Targets**
90% of students to be achieving Band 3 or above in year 3.
This was achieved with 93% of students in Band 3 or above.

90% of students to be achieving Band 5 or above in year 5.
This was not achieved with 75% of students in Band 5 or above.

90% of students to be achieving Band 6 or above in year 7.
This was achieved with 90% of students in Band 6 or above.

**NAPLAN Reading Growth Targets**
80% of students to achieve moderate or high growth in reading between years 3 and 5.
This was achieved. 100% of students made moderate or high growth.

80% of students to achieve moderate or high growth in reading between years 5 and 7.
This was achieved. 90% of students made moderate or high growth.

**Text Level Targets**
100% of students in Reception to be independently reading age appropriate text levels in December.
This was not achieved. 71.4% of students achieved this.

100% of students in year 1 to be independently reading age appropriate text levels in December.
This was not achieved. 60% of students achieved this.

100% of students in year 2 to be independently reading age appropriate text levels in December.
This was not achieved. 87.5% of students achieved this.

100% of students in year 3 to be independently reading age appropriate text levels in December.
This was not achieved. 87.5% of students achieved this.

100% of students in year 4 to be independently reading age appropriate text levels in December.
This was not achieved. 85.7% of students achieved this.
**PAT-R Comprehension Test Targets**

80% of students in year 2 to score above the DECD Standard of Achievement in September.  
This was achieved. 86% of students scored above the DECD Standard of Achievement.

80% of students in year 3 to score above the DECD Standard of Achievement of 100 in September.  
This was achieved. 100% of students scored above the DECD Standard of Achievement.

80% of students in year 4 to score above the DECD Standard of Achievement of 110 in September.  
This was not achieved. 70% of students scored above the DECD Standard of Achievement.

80% of students in year 5 to score above the DECD Standard of Achievement of 115 in September.  
This was achieved. 100% of students scored above the DECD Standard of Achievement.

80% of students in year 6 to score above the DECD Standard of Achievement score of 120 in September.  
This was not achieved. 64% of students scored above the DECD Standard of Achievement.

80% of students in year 7 to score above the DECD mean score of 124 in September.  
This was not achieved. 73% of students scored above the DECD Standard of Achievement.

**2015 Spelling Targets**

**NAPLAN Spelling Targets**

For 90% of students to be achieving Band 3 or above in year 3.  
Achieved with 93% of students in Band 3 or above.

For 90% of students to be achieving Band 5 or above in year 5.  
Not achieved with 83.3% of students in Band 5 or above.

For 90% of students to be achieving Band 6 or above in year 7.  
Not achieved with 80% of students in Band 6 or above.

**Westwood Spelling Test (SAST) Targets**

100% of students in year 2 to year 7 who are not working towards the goals in their NEP will be working at age appropriate spelling levels in November.

Year 2 Not achieved. 75% age appropriate.

Year 3 Not achieved. 81.25% age appropriate

Year 4 Not achieved. 38.4% age appropriate

Year 5 Not achieved. 66.6% age appropriate

Year 6 Not achieved. 12.5% age appropriate

Year 7 Not achieved. 80% age appropriate
2015 Writing Targets

NAPLAN Writing Targets

90% of students to be achieving Band 3 or above in year 3. This was achieved with 93% of students in Band 3 or above.

90% of students to be achieving Band 5 or above in year 5. This was not achieved with 83.3% of students in Band 5 or above.

90% of students to be achieving Band 6 or above in year 7. This was not achieved with 60% of students in Band 6 or above.

Numeracy

Math’s Targets

NAPLAN Numeracy Targets

For 90% of students to be achieving Band 3 or above in year 3. This was achieved with 93% of students in Band 3 or above.

For 90% of students to be achieving Band 5 or above in year 5. This was not achieved with 75% of students in Band 5 or above.

For 90% of students to be achieving Band 6 or above in year 7. This was not achieved with 60% of students in Band 6 or above.

NAPLAN Numeracy Growth Targets

For 80% of students to achieve moderate or high growth in numeracy between years 3 and 5. This was achieved. 80% of students made moderate or high growth.

For 80% of students to achieve moderate or high growth in numeracy between years 5 and 7. This was achieved. 80% of students made moderate or high growth.

PAT-M Test Targets

100% students who are not on an NEP for Math to score above the DECD Standard of Achievement in September.

Year 2 Achieved. 100% were above the DECD Standard of Achievement

Year 3 Not achieved. 81.25% were above the DECD Standard of Achievement

Year 4 Not achieved. 61.5% were above the DECD Standard of Achievement

Year 5 Not achieved. 90% were above the DECD Standard of Achievement

Year 6 Not achieved. 66.6% were above the DECD Standard of Achievement

Year 7 Not achieved. 90% were above the DECD Standard of Achievement
Writing, Spelling and Numeracy are areas that need continued focus in 2016.

Analysis shows that students have made measurable growth in all areas. We will continue to work with students to enable them to achieve the goals set in the Improvement Plan.

In 2016 we will be focusing on skilling the students to develop a growth mindset towards their learning and support them to set aspirational goals. Through developing students as powerful learners we expect to see further improvement across all subject areas.

### 4.1 Junior Primary and Early Years Scheme Funding

We used this funding along with school funds to establish an additional class. The alternative would have been to have a reception /one/ two with 25 students and a two/ three with 26 students which was not the Governing Council or staffs preferred option.

We funded a Reception/One class with 19 students, a year 2 with 16 and a year 3 with 16.

This initiative resulted in improved learning outcomes for students in the year 2 and 3 classes.

**Significant growth in the year 2 reading levels** with 5/16 students achieving in excess of 8 levels growth, 2/16 achieving 7 levels growth, 5/16 achieving 6 levels growth, 3/16 achieving 5 levels growth and 1/16 achieving 3 levels growth.

14/16 children are above their age appropriate level at the end of year 2.

**PAT-R** 13/16 students reached the DECD Standard of Achievement.

**PAT-M** 14/16 students reached the DECD Standard of Achievement with 6/16 making over 25 points growth since 2014. All students were in Stanine 4 and above.

**All Year 3 students have made considerable growth in their text reading levels.**

14/16 students were above their age appropriate text level in December.

**PAT-R** 15/15 students reached the DECD Standard of Achievement for Comprehension.

**PAT-M** 13/15 students reached the DECD Standard of Achievement for Math.

### 4.2 Better Schools Funding

In 2015 we received $4500 in funding. This was used in combination with Early Years Funding and an allocation from the school budget to support the establishment of another class in the Reception to Year 3 group. See above.

### 5. STUDENT ACHIEVEMENT

A detailed analysis of student achievement occurred in the Site Improvement section.

Intervention provided in 2015 included

- the smaller class sizes for year 2 and year 3 classes
- five children completed the MultiLit program
- a two term Rainbow Reading program for the students on levelled text in year 4
- a trial of a SPELD Reading program for 5 students for two terms
- a Math Basic Skills program for year 6 students in Term 4.

All of the students involved in these programs showed significant growth.
5.1 NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>6.7</td>
<td>13.3</td>
<td>33.3</td>
<td>26.7</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>6.7</td>
<td>26.7</td>
<td>13.3</td>
<td>20.0</td>
<td>33.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>6.7</td>
<td>13.3</td>
<td>46.7</td>
<td>26.7</td>
<td>6.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>6.7</td>
<td>20.0</td>
<td>20.0</td>
<td>26.7</td>
<td>26.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The objective of increasing the number of students achieving in the higher bands was achieved. In reading **53.3% achieved in the higher bands.** This is a significant increase from previous years. 2013 (33.3%) 2014 (21.4%)

In writing **33.4% achieved in the higher bands.** This is a significant increase from previous years. 2014 (21.4)

In spelling **53.4% achieved in the higher bands.** This is a significant increase from previous years. 2014 (7.1)

In grammar **73.3% achieved in the higher bands.** This is a significant increase from previous years. 2014 (7.1)

In numeracy **46.7% achieved in the higher bands.** This was a significant increase on the previous years. 2013 (25%) 2014 (7.1%)

These results could be attributed to the cohort of 16 students and to two interventions that have been used to support the learning of these students.

In 2014 we funded 2 a literacy intervention where our 2/3 class were split for the literacy block. This meant that the 2015 year 3 students were working in a group of 15 for fourth term. The teacher used the Café 5 strategy which provided a range of focused teaching strategies.

In 2015 we funded an extra class. This meant our year 3 class consisted of 16 students. The teacher trialed a modified Café 5 Literacy program with a focus on explicit teaching of skills. In addition 2 of the children were involved in the Multi Lit intervention.
The objective of increasing the number of students achieving in the higher bands was achieved in all areas.

In reading **58.3% achieved in the higher bands**. This is a significant increase on previous years. 2013 (23.1%) 2014 (18.2%). 100% of students who had achieved in the higher bands in year 3 in 2013 achieved in the higher bands in year 5.

In writing **8.3% achieved in the higher bands**. This is a significant increase on previous years. 2014 (0%)

In spelling **16.7% achieved in the higher bands**. This is a significant increase on previous years. 2014 (0%)

In grammar **66.6% achieved in the higher bands**. This is a significant increase on previous years. 2014 (9.1%)

In numeracy **16.6% achieved in the higher bands**. This is a significant increase on previous years. 2013 (7.7%) 2014 (9.1%). 50% of students who achieved in the higher bands in year 3 achieved in the higher bands in year 5.
The objective of increasing the number of students achieving in the higher bands in some areas was achieved.

In reading 30% achieved in the higher bands. This is an increase on previous years. In 2013 (25%) 2014 (18.8%)

60% of students who had achieved in the higher bands for reading in year 3 in 2011 achieved in the higher bands in year 7.

In writing 10% achieved in the higher bands. This is a decrease from 2014 (31.3%)

In spelling 30% achieved in the higher bands. This remained the same as 2014 (30.8%)

In grammar 66.6% achieved in the higher bands. This is a significant increase on previous years. 2014 (31.3%)

In numeracy 40% achieved in the higher bands. This is a significant increase on previous years. 2013 (0%) 2014 (31.3%).

100% of students who achieved in the higher bands for numeracy in year 3 in 2011 achieved in the higher bands in year 7.

Writing and Spelling across all year levels is presenting as a concern. We will review our Whole School Literacy Plan in first term 2016 with particular reference to the effective teaching of writing and spelling skills and strategies.
Student Mean Scores

As all of our cohorts are 16 or less all comparisons need to be treated with caution.

Figure 4: Year 3 Mean Scores

![Mean Scores chart for Year 3](image)

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>399.2</td>
</tr>
<tr>
<td>Reading</td>
<td>426.6</td>
</tr>
<tr>
<td>Writing</td>
<td>433.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>414.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>449.4</td>
</tr>
</tbody>
</table>

In all areas other than writing there has been a significant increase in the Mean Score since 2013. The teaching of writing skills and strategies will be reviewed in 2016.

Figure 5: Year 5 Mean Scores

![Mean Scores chart for Year 5](image)
Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>441.2</td>
</tr>
<tr>
<td>Reading</td>
<td>475.8</td>
</tr>
<tr>
<td>Writing</td>
<td>463.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>453.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>456.1</td>
</tr>
</tbody>
</table>

There has been a significant increase in the year 5 mean scores across all areas other than writing since 2013.

Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>532.9</td>
</tr>
<tr>
<td>Reading</td>
<td>541.1</td>
</tr>
<tr>
<td>Writing</td>
<td>567.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>569.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>551.2</td>
</tr>
</tbody>
</table>

There has been a significant decline in the mean scores in all areas, particularly writing.

The earlier comment about cohort is particularly relevant in this instance.
Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

The growth data for Numeracy indicates that 80% of students are making medium to high growth. Since 2013 our year 4/5 teacher has received training in a range of Math’s strategies and has been implementing and refining them over the past 3 years.

The growth data for Reading is exceptional. Some of this progress can be attributed to the support provided to students with a disability as they have made significant progress as a result. This support has been a combination of specific targeted out of class support, Multi Lit and in class support. A focus on specific comprehension strategies taught by the class teachers has also improved students’ skills in reading.
The growth data indicates that the majority of students are continuing to progress at an acceptable level. 80% of students have made middle to high level of growth in Numeracy and 90% have made this level of growth in their reading.

Some of this progress can be attributed to the support provided to students with a disability as they have made significant progress as a result. This support has been a combination of specific targeted out of class support, Multi Lit and in class support.

A focus on specific comprehension strategies taught by the class teachers has also improved students’ skills in reading.
6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.7</td>
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<tr>
<td>Year 3</td>
<td>94.3</td>
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<tr>
<td>Year 4</td>
<td>93.6</td>
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<tr>
<td>Year 5</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
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</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.0</td>
</tr>
</tbody>
</table>

In 2015 our attendance data was affected by two families (5 students = 5% of our school population) who had extended leave from school for term 2. Measures to acknowledge and celebrate high attendance were generally well received by the community.
6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>2</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>20</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

Parent opinion survey is a separate attachment

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

We use a restorative process where students have an opportunity to discuss issues which have affected them. Behaviour is managed in line with our class and yard policies. Behaviour issues which occurred were of a low level in 2015. No suspensions or exclusions occurred.

Any incidences of bullying are addressed promptly. There were minimal (less than 5) issues in 2015. These were managed in consultation with the Principal, class teacher, parents and children involved.

Observation indicated that the majority of students were actively involved in a range of physical activity options at recess and lunch breaks which we felt has had a positive impact on yard behaviour. The PE specialist teacher had a focus on building responsibility in the older students and this resulted in them setting up equipment and organizing a range of activities on the days the PE teacher didn’t work.

There was an opportunity for students to access the computer room for half of the lunch break. It was noted that many of the students who regularly accessed this space were those who sometimes found social interaction difficult. The reduced time in the yard appeared to increase their ability to play productively when they were there.

The parent body raised funds and held working bees to refurbish an area of the school for outdoor creative play. This area has been well used.

There is a culture of acceptable behavior in the school. Students are involved in establishing understandings about the behaviour they wish to see in the classroom and in general follow them. Our school values of Respect, Honesty, Success, and Responsibility are the cornerstones for how the school operates.

8.2 Relevant History Screening

19 volunteers received Police checks in 2015. We have a total of 76 volunteers who have current police checks. This is a high number considering we have 100 students in the school. We ran a number of RAN training sessions for volunteers which were available for volunteers across our partnership. RAN training was made available at other partnership schools. The audit showed our processes are compliant.

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.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>20</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>10</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>6.8</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>0</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>22956</td>
</tr>
<tr>
<td>4 Other</td>
<td>415</td>
</tr>
</tbody>
</table>