1. CONTEXT

School Name: EAST ADELAIDE SCHOOL  School Number: 1036
Principal: VICKI STRAVINSKI  Partnership: MORIALTA

East Adelaide School is a large Reception to Year 7 school situated in an historic inner Eastern suburb with strong links to its local community. The school is located in the tree lined avenues of Second and Third Avenues St Peters. It is a school steeped in history and features the heritage Heysen building.

East Adelaide School ended the 2015 school year with 672 students, of which: .9% are of Aboriginal or Torres Strait Islands, 2.8% are students with disabilities, 26.7% are students from non-English speaking backgrounds and 7.2% are supported through school card. Fifty staff and 400 families once again successfully managed the challenges brought on by the final stages of building refurbishment to the Vaughan Higgins Performing Arts building.

The steady increase of enrolments has seen the re-introduction of defined criteria for waiting lists, for families who live outside the school ‘zone of right’ which ensures the access rights of families who live within the zone. The school is highly sought after due to its proud reputation and pursuit of excellence. The increase in enrolments has seen an increase in cultural diversity adding value to our school community.

A safe and inclusive learning environment is evident and explicit social skills programs develop a strong sense of belonging and wellbeing. Positive relationships are at the center of our beliefs and restorative practices are used to foster and maintain this positive approach.

The school culture is underpinned by a set of the following values - Respect, Responsibility, Relationships and Resilience. The school’s Graduate Qualities make explicit to our students the ways to become a successful learner. Our aim is to provide rich learning experiences that challenge and support all students.

The school offers specialist learning in Performing Arts, Italian and Physical Education, and promotes a rich co-curricular program of activities to extend and enrich the general curriculum including instrumental music, performing arts through Ovation and visual arts.

The Governing Council and staff have continued their collaborative work to achieve the best possible learning outcomes for all students. The school’s strong culture and positive community spirit have contributed to ongoing success across many areas. Through the various Parents and Friend’s fundraising events in particular the Fun Run we raised much needed funds for the continued upgrading of our outdoor learning spaces.

This Annual Report outlines the programs and developments of the year, analyses the results and makes recommendations for the future.

2. REPORT FROM GOVERNING COUNCIL

The work of Governing Council, who embrace the notion of servant leadership – and work as co-stewards of our School community, are to be commended for the work in 2015. They serve our community as volunteers, providing their time and expertise not only to Governing Council but to the sub-committees. At this point I would like to to the members who left us during the year, Verity May, Laura-Ann Maguire, Tahnya Donaghy and Scott Zarcinas. I would like to pay special thanks to Anna Pannell (Deputy Chairperson) and Anne-Marie Miller (Treasurer) for their continued support, guidance and leadership.
2015 saw Council reflect on the work of both the Canteen and the Out of School Hours Care service that we provide to our community. These reflections examined what best can be described as the core purpose of these business units. These examinations provided a number of recommendations to Council to ensure that both services go from strength to strength; recommendations which Council has endorsed.

Governing Councils’ partnership with the School Leadership team of Vicki Stravinski, Dora Iuliano and Lucia Baldino is one that continues to grow stronger and we are very pleased with the leadership of our School. On behalf of Council I would like to congratulate Dora on her appointment as Principal of Thorndon Park Primary School and thank her for her work over the past 4 years at East Adelaide. We look forward to the appointment of a dynamic and innovative Deputy Principal throughout the course of 2016.

Council endorsed a further spend of around $19,000 from the Library fund to purchase 30 more student devices to support the teaching and learning program. This, however, will be the last spend in this area by Governing Council for the foreseeable future. Council also authorized $35,000 from the Building fund to assist with the refurbishment of performing arts. This now marks the end of the major refurbishment project.

The Parents & Friends Committee again took to the call for fundraising through the extremely successful fathers’ day breakfast and grandparents and special friends day. We thank them for their tireless planning and support and look forward to 2016. We thank the Assets and Landscaping committee for working in partnership with the P&F to make the Schools’ Master Plan a reality.

The work of the other-subcommittees may not be as visible as that of the P&F or Assets & Landscaping, however it is just as important. Thank you to the Chairs of each of these sub-committees and to the parents, caregivers, staff and community members who work within these groups.

East Adelaide has a diverse community and I thank the volunteers who help out with the working-bees, in-class support, extra-curricular activities and to those who provide feedback and opinions on matters of vision and practice. No matter how small you may think your contribution is – it is highly valued and does have an impact on our children daily.

Thank you to the teachers and support staff who work with our children every day; their professionalism and hard work does make a difference in the lives of each of our children. Governing council continues to be pleased with the NAPLAN results, the evolution of the Australian Curriculum in our classrooms and the other support strategies that are put into place. Council will continue to support and resource these measures, where we can.

With 2016 now well and truly upon us and with a school enrolment of over 700, we welcome the new families and staff to our community. There are several challenges moving forward for Governing Council and the School. One of these is to ensure that the School recovers from families the legally recoverable amount for the School fee, for each student that attends in a timely manner. Another is the continued funding of the masterplan and supporting the technology initiatives required by the curriculum. While none of these will be easy, the commitment demonstrated by the EAS community will ensure that each of these initiatives will be achieved.

Troy Thomson
Chairperson East Adelaide School

3. 2015 HIGHLIGHTS

The key achievements of 2015 in the quest for continuous improvement have included the following:

1. A paradigm shift on the part of teachers and parents regarding the value of BYOD (bring your own device) to student learning at years 5-7.
2. An increasing focus on pedagogy – the way we teach and learn- as the key to further improvements in student achievement. This has led to a renewed focus on the value of creative thinking and questioning through inquiry learning.
3. Success in implementing the Australian Curriculum.
4. Increasing understanding and sophistication in the use of data at all levels to support the personalization of learning programs offered to individual students.
5. Offering a broad, rich and engaging curriculum through the specialist programs and extra-curricular programs which have enhanced learning for all.
6. Recognition of Australia’s Aboriginal Peoples through the development and implementation of the school’s Reconciliation Action Plan. The launch of our plan by the Minister of Education the Honourable Dr Susan Close, at the Reconciliation assembly.
7. Our continued commitment to recognising and celebrating the school’s cultural diversity through Harmony Week and the opportunities staff take to embed this in learning programs throughout the year.
8. Creating an environment of learning whereby teachers see themselves as researchers, partnering with UniSA and DECD to further explore pedagogy and how improvements in practice translates to improvements in student achievement.

Physical Activity
- Continued success in all areas of SAPSASSA
- Ministerial recognition of our work through the Premier’s Be Active program
- Our 20th successful win in state Orienteering
- The in school Be Active lunchtime programs facilitated by teachers through their additional duties at during lunch times
- Sports Day
- Extended after school programs and increased student partition in after school sports

Performing Arts
- The School Choir, that performed at several school events followed by their performance in September at the Festival of Music
- Carols in the Park with the opportunity for family and friends to come along as a community enjoy the atmosphere, with the chance to eat, sing and chat.
- The opportunity to learn about drumming and the purchase of a class set
- Year 5 Remembrance Day school performance which left the official guests and the wider audience in tears.
- Instrumental music performances by students enjoyed by parents, extended families and friends.

Languages Other than English (LOTE) – Italian
- Celebrating Carnivale
- Extending the two lessons/week of Italian to include other classes, strengthening the program
- The Implementation of the Australian Curriculum in LOTE

Improvement of Assets
The completion of the Vaughan Higgins Performing Arts room

Staff has continued to work on their craft to be the best we can be and to improve student learning outcomes. We have furthered our journey in exploring quality learning through Powerful Learning and Intellectual Stretch. All these achievements and efforts would not have been possible if it weren’t for the dedication and commitment of the staff and the support and belief of our parent community.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Mathematics/ Numeracy Improvement
Teachers were expected to collaboratively plan learning designs based on the AC, use rich assessment tasks which provide opportunities for multi-entry points for students to demonstrate what they know, can do and understand with a specific focus on Mathematics. Additional requirements included:

1. Teachers to develop a consistent understanding and application of the A-E in reporting AC standards.
2. Teachers work effectively in their PLC collaboratively moderating student work samples.

The Coordinator:
• Used a distributive leadership model, creating a team of leaders (one teacher per year level team and one specialist).

• Collaboratively wrote an action plan with team of leaders outlining how the outcomes of the improvement were to be achieved at a whole site level.

• Surveyed teaching staff on their confidence levels of the above 3 outcomes in June and again in November 2015 to gather baseline data and growth over these 6 months.

• Released teaching teams to collaboratively plan with Coordinator and/or Partnership Australian Curriculum Coordinator and address individual and team needs in relation to the 3 outcomes.
  o Most teams chose to further develop a deeper understanding and application of:
    ▪ collaboratively creating learning designs in maths, science, English, geography and history (maths and science were the most commonly chosen).
    ▪ rich summative assessment tasks – creating more open, multi entry tasks focused on identified achievement standards in learning design.
  o Some teams chose to build upon their moderation skills, collaboratively moderating student work samples and reflecting on the task provided analysing whether it was rich and open enough for all students to show what they know, can do and understand.

• Was involved in the Mathematician in Residence program with international consultant and promoted and modelled 21st Century maths teaching practices for teachers during staff meetings, PLCs and when working alongside teachers directly modelling practice (eg demonstrating mental routines, problematised situations, building strategies, reflection and strategy lessons).

• Facilitated the Numeracy PLC learning – which chose to collaboratively focus on maths learning designs, AC Maths and Numeracy capability, mental computations, mental routines, problematised situations, reflection and strategy lessons.

• Was a collaborative member of the schools leadership team.

• Coordinated a Pupil Free Day on moderation.

• Surveyed and collated the school community (staff, students and parents) on mathematics and numeracy perceptions.

• Was an active participant of the EAS Action Research group – with a focus on using questioning to increase student voice and engagement through mathematics.

• Coordinated and ran parent maths workshops on the mental computations. The first session with international mathematics consultant drew over 100 parents. Parent workshops to follow have drawn 15-30 participants each time. The feedback from participants has been very positive and some have returned to other sessions to consolidate their understandings of the mental computations.

The Teachers:
• Planned collaboratively, using the learning design process.
  o Three teams effectively implemented learning design from the start of 2015.
  o The other teams continued to improve upon this throughout 2015.

• Created rich summative assessment tasks within their learning designs.
  o All teams improved upon their understanding and application of this during the year.

• Participated in a whole day Moderation Matters PD.

• Moderated with their year level teams.

• Accessed EAS Coordinator, and Morialta Partnership AC Coordinator, to increase understanding and application of Australian Curriculum, learning design and rich assessment tasks.
Nine participating in a Mathematician in residence program focusing on pedagogy in the teaching of Mathematics.

Seven teachers accessed EAS Coordinator to model 21st century maths practices in class time.

Eight teachers worked collaboratively with the EAS Coordinator as the team leaders group. These team leaders encouraged and supported their teams with meeting and planning collaboratively, using learning design, creating rich assessment tasks and moderating student work samples. They met with the Coordinator initially to develop a common understanding of the 3 outcomes and write an action plan, then met once a term or more often if required to touch base, share learning journeys, ask clarifying questions.

**Evidence of Teachers achieving the 3 outcomes:**
Anecdotal and observation evidence showed that 3 year level teaching teams starting collaboratively planning with learning design at the beginning of 2015 and that all were collaboratively planning with learning design to varying degrees by mid 2015. Teams that started later found it challenging as some had covered some areas of AC when other had not.
At the end of 2015 staff showed full commitment to start collaborative planning from the start of 2016 with their whole year level team.

EAS Coordinator surveyed the teaching staff in June and again in November using surveymoney.com, on the 3 outcomes to gain baseline data and growth over the 6 months.

The data collected informed us that:
- More teachers are feeling confident in using learning design.
- More teachers are feeling confident in creating rich assessment tasks.
- Similar amount of teachers are feeling confident with consistently providing A-E grading.
- Similar amount of teachers are feeling confident with using moderation.

Given the time frame, most of the work with the Coordinator has been around learning design and rich assessment tasks.
In 2016 the teachers will be involved in another pupil free day PD on moderation with the partnership schools.

EAS Coordinator surveyed the school community (parents, staff and students), September 2015 to determine perception of Mathematics.

The data collected informed us that:
- Parents think mathematics is an important learning area.
- Parents are confused to the difference between mathematics and numeracy.
- Parents feel less confident in helping their child at home with maths as their child gets older.
- Parents would benefit from maths workshops, starting with the mental computational strategies.
- Some students are starting to articulate more when asked “what is maths about?” As most say numbers and counting, but some are now adding problem solving, using strategies. Students need to understand what maths is about, why we do it and the purpose of each lesson.
- Students need to not just do maths but think mathematically.
- Students need to build their repertoire of strategies and fluently articulate the strategies they are using.
- Students need to increase their maths vocabulary and comprehension of worded problems and visual tools (e.g. graphs, number line).
- More students need to feel like they are good at maths.
Students like to work collaboratively and individually during maths lessons.
An increase of opportunities for students to learn from each other.
Continue to build upon problem solving strategies.
Increase the number of students seeking specific feedback and asking questions during maths lessons.
More Teachers need to use questioning to push student thinking and articulation.
More teachers need to give clear, explicitly stated purpose of each lesson.
Teachers need to further develop their learning community, to encourage and embrace students struggling, taking risks and learning from mistakes.
More teachers need to use formative assessment strategies to inform teaching on a regular basis (e.g. student goals, self-evaluations, peer assessments, top 5 strategy checklists, problematised situations, clear expectations and criteria for success etc)
Teachers need to continue to work on problem solving and transforming tasks.
Increase ways in which students represent their maths thinking.
More teachers need to build in reflection and peer assessment/feedback of strategies used into their maths lessons.

Recommendations for 2016:
- Teachers focus their learning with the Coordinator through one curriculum area – mathematics, to dig deeper and expand upon 2015 teaching and learning.
- Teachers become more fluent and confident in the mental computational strategies and 21st century math teaching and learning practice. (eg mental routines, problematised situations, reflection, strategy lessons, vocab building, comprehension strategies, questioning to increase student voice and mathematical thinking)
- Students are taught a variety of strategies when using mental computation and problem solving and are taught how to articulate their mathematical thinking and strategy choices.
- Parent workshops in math around the mental computational strategies continue in 2016.
- Teachers build upon their understanding and application in rich assessment tasks, expanding from a focus on summative assessment tasks to pre-assessment and formative assessment strategies, to inform teaching and push learning forward.
- Teachers are involved in further learning to use moderation and other practices to consistently provide A-E grading for their students.

Digital Technologies and Bring your own devices (BYOD) Initiative Years 5-7

Information Communication Technologies (ICT) Committee with IT technician support (30 hours per week) implemented the EAS Strategic Directions in Technology Integration through visible learning, evidence in changes in pedagogy and support strategies and resources. Rec – Yr 7 learning are enhanced through use of iPad digital tablets and shared Microsoft devices. We worked on improving our infrastructure to ensure that staff and students were able to access anytime, anywhere in the school. WE did recognize the increase in student enrolments added to the pressures of infrastructure and a plan for further improvement was in place by November for implementation mid-February 2016

Digital technologies are used to enhance learners’ communication, creativity and social and ethical skills. New devices were purchased and distributed across R-7 to increase student access. Teachers use smart board, notebook software, lap tops and ipads that can be air played to project to smartboard wirelessly and specialist teachers have increased the number of devices available to students in order to present learning in a variety of ways.

Professional Development opportunities were provided to assist teachers to familiarise, implement and report on the Australian Curriculum Digital Technologies and to integrate general capabilities in lesson/unit plans through the use of Microsoft 21st century learning rubrics, SAMR model, Bloom’s Digital Taxonomy and Pedagogy Wheel. Personalising and connecting learning as a whole school focus resulted in teachers presenting and communicating in multiple modes. Teachers and student
leaders mentored others in multimedia applications as evidenced in an increase in the range of technical presentations demonstrating student learning, understanding, skills and applications.

Staff use e-communication tools such as email, blog, wiki, edmodo, one note and see saw to support student learning at home and at school.

The Bring Your Own Device (BYOD) 1 to 1 initiative was available to year 5, 6 and 7 students in order to meet the requirements of the Australian Curriculum, enhance critical and creative thinking, ensure students become responsible digital users and develop their ICT capabilities. This will continue into the future.

The ACER and HP devices were selected to complement the shared devices already used at our site in agreement with educational suppliers IP Partners and IT technicians who provide 3 year warranty provision, ongoing school service and parent support to meet the educational needs of teachers and students at EAS primary school.

The EAS BYOD agreement provides clear expectations for students and parents along with the EAS Acceptable Use Agreement for the use of school devices.

Recommendations for 2016:

- Continued professional development opportunities for staff to improve their pedagogical practice using a range of digital devices, programs and applications.
- Continue to facilitate parent sessions and student learning expos to showcase learning and provide support with communication tools, new applications, cyber safety, security tips and updates for families.
- Work towards extending the BYOD program to enable year 4 students to increase access to technology in the classroom and further personalise learning and higher order levels of application.
- Modification - Students use email/edmodo/blogs/seesaw/schoology to communicate with class teacher at school and at home, responding to tasks after hours and adding value to learning through communication between the teacher and student.
- Increase IT support hours to match the increased demand of the network.

Data Management – Sentral and ACER PAT Assessments

Sentral Education – School and Student Management software to assist with the comprehensive recording of student achievement and to provide student reports.

Yr 1-7 students are assessed annually in ACER PAT Reading Comprehension, Mathematics and Spelling. Years 3-7 students are tested in Vocabulary and Science. Science baseline results will be used to inform the STEM Partnership initiative. Data is analysed in conjunction with NapLan results by staff in Professional Learning Communities (teams) and the Student Review Team to inform teaching and learning. There is increasing evidence of differentiated learning, personalised learning goals and use of individual learning plans (One Plans), with relevant strategies and adjustments supported by PAT Resource materials. Year level cohort data is analysed to identify focus areas for staff Professional Development and resourcing.

Recommendations:

- Teachers to enter student ACER PAT, NapLan and reading results in Sentral to support their tracking and monitoring of students, teacher impact on learning and reporting progress to parents and students.
- Leadership and staff training in Sentral data management system to support the creation of student reports in 2016.
- Continue with the analysis of data to further inform teaching and learning foci and intervention programs particularly at the Professional Learning Community (PLC) level.
- Explore Sentral as a means for secure parent-school communication, and attendance.
Implementing the Literacy Cycle - Improving Writing and Reading Focus of English as an Additional Language and/or Dialect

The 4 main EALD foci for 2015 were:

- Identification and grouping of priority students.
- Familiarisation and implementation of the Literacy Cycle across F – 7 classes.
- Familiarisation of the Language and Literacy Leveling documents to assign levels to EALD students’ written/oral samples across F-7.
- Collaboratively planning and working with teachers in their classroom to support EALD students F-7. Working with teachers to improve student writing and reading.

The identification of priority EALD learners requiring support was done in consultation with the Student Review Team, classroom teachers and Leadership. The monitoring of the EALD students on the Special Needs Map was ongoing throughout the year.

Professional Development of the Literacy Cycle was offered to all staff in after school workshops, modeled lessons as well as ongoing planning with teams and individuals. The two EALD teaching staff worked with classroom teachers team teaching the literacy cycle with a particular emphasis on improving levels of sophistication in student written text and vocabulary including technical language. EALD teachers also focused on developing consistent approaches to teaching reading comprehension strategies through a common guided reading process to improve inferential comprehension.

Professional Development of the Language and Literacy leveling process was delivered through after school workshops and individual sessions at teachers’ request. All staff participated in a collaborative moderation and leveling process which enabled them to explore the Language and Literacy Leveling rubrics and assess individual student’s work against the marking criteria. This process will continue in 2016.

A range of writing rubrics have been developed with the support of the Partnership CPAC which will further support the work of teaching staff and EALD staff when moderating work samples and planning for learning.

EALD teachers met with teams and individuals to assist in the planning, resourcing, implementing and reviewing of their Literacy program.

Recommendations and continued work for 2016:

- In review of East Adelaide School’s current Site Improvement Plan, the foci for 2016 will be continuing the implementation of the Literacy Cycle as well as the planning, resourcing and implementing of Guided Reading programs across F-7. This will include explicitly teaching comprehension strategies as per the Site Improvement Plan focusing on inferential comprehension and using higher order thinking skills through a model of inquiry.
- In 2016 we will continue to revisit the Literacy Cycle as a staff to ensure it is effectively delivered within teaching and learning programs and to ensure that the level of sophisticated written text can be improved for all students. EALD teachers again will work alongside classroom teachers modelling and team teaching as a method of professional learning for class teachers.
- To attend Professional Learning; with Stephen Graham focusing on the writing of sophisticated texts and ALEA sessions related to reading comprehension strategies.

Reading Support for the Early Years

The priorities for reading support for 2015 were:

- Improve awareness of Dyslexia
- Share Professional Development opportunities as well as attend Professional Development on Dyslexia and support teachers to implement strategies to support students identified with Dyslexia.
- Support F-2 teachers in the development of Guided Reading Programs.
Expansion of the Rainbow Reading program offered to Yr1 and Yr2 students as an additional intervention.

Development and implementation of a reading enrichment program for Year 2 students.

Awareness of Dyslexia as a preferred learning style was increased through the Reading Support Teacher and classroom teachers attending specific Professional Development to further enhance our understanding of Dyslexia and how to differentiate and assist students within the classroom.

This will continue to be an ongoing focus for teachers, as we have identified that the strategies used to assist students with Dyslexia benefit all students and link closely to our goals of teaching Literacy explicitly through the Literacy Cycle for 2016.

The Reading Support Teacher met with numerous classroom teachers across the F-2 levels to assist in the development, planning, resourcing and implementation of Guided Reading Programs. Weekly support was given in class to ensure teachers were able to meet the needs of the program as well as the students.

As Guided Reading is a priority for 2016, the development and implementation of Guided Reading programs and consistency across F-7 will continue to be a focus in 2016.

The Rainbow Reading Program was initially offered to Year Two students; however with positive feedback received from teachers, students and parents, it was decided to include Year One students with great success shown in increased confidence for younger students. The Reading Support Teachers set up a new system to accommodate 4 additional classes, train volunteers and coordinate the daily running of the program.

**Recommendations for 2016:**

- The Rainbow Reading Program will continue to be coordinated by the Reading Support teacher in 2016, be offered to Year One and Two students with an SSO overseeing the daily running of the program.
- The reading enrichment program, Book Buzz Café, was developed to incorporate a reading text topic that complemented the classroom focus. It focused on using the same set of reading comprehension strategies used by all teachers with the emphasis on strategies that required intellectual stretch through, higher order thinking and discussion, questioning to improve vocabulary and inference.
- The Book Buzz Café will once again be offered to Year Two students and will be developed in consultation with the classroom teacher to ensure it complements the class focus regarding topics.

**Student Wellbeing**

In term 3 2015, the school counsellor/wellbeing coordinator role was introduced at EAS. At first an analysis of behaviour data from terms 1 and 2 gave a snapshot of classes that could benefit from additional support in running a proactive social skills program that built upon existing practice.

These programs included a combination of:

- Circle Time - a way of discussing whole class needs that takes into account each individuals voice.
- Play is the Way - games specifically tailored to address the choices children make and support them to develop resilience.
- Kimochis - characters that children use to support their emotional vocabulary development as well as empathy.
- Restorative Practice - a way of speaking through problems that allows the affected students to reach a positive resolution.

The aim of combining these approaches was to build on teachers’ skills, as identified by a term 2 staff survey and promote positive relationship building within classes. The long term goal was and is to develop a whole school approach to fostering student wellbeing. To achieve this we will develop and implement a targeted approach to teaching emotional and social wellbeing Reception to year 7 that is underpinned by our school values of Respect, Relationships, Resilience and Responsibility.

To better inform the development of student wellbeing a PAT Wellbeing, Reception to year 7 survey was completed and below is a summary of the results as well as future recommendations for 2016.
**Wellbeing Survey**

For the purpose of empowering students, teachers and parents this data has been broken down into year level groupings of Early Years Reception-2, Primary Years 3-4 and Middle Years 5-7.

Some of the survey results are scaled from levels 1-6:
- Level 6 Highest level wellbeing
- Level 5 Very high level wellbeing
- Level 4 High level of wellbeing
- Level 3 Low level of wellbeing
- Level 2 Very low level of wellbeing
- Level 1 Lowest level of wellbeing

Other aspects are scaled:
- High
- Moderate
- Low

**Early Years Data: Reception to Year 2**

Due to the nature of the survey questions, teachers were asked to complete the survey on their students’ behalf.

**Snapshot of Data**

1. Overall 90% of students surveyed were level 4 or above, 46% of students at the highest level.
6. 85% of students showed indicators of high social-emotional wellbeing, however 3% of students indicated low results in this area.
3. At year 2, a low number of students get very angry sometimes, say ‘mean’ things to intentionally hurt someone else, go through periods of feeling bad or sad, instigate fights with other children and ‘boss’ others around.
4. 20% of students have moderate to low emotional skills, needing an adult to help them calm down.
5. 20% of students have moderate to low social skills; almost a third of all students don’t demonstrate a variety of friendship making skills, with Receptions and boys in year 1/2 lacking confidence when playing with others.

**Recommendations**

Learning skills are directly affected by wellbeing, especially in the Early Years of school. Around a fifth of our students have indicated that they need our support in developing their social and emotional skills. Our school values and programs such as Play is the Way, Kimochis and Program Achieve can promote social and emotional wellbeing.

Whilst it is only a small percentage, there are some students at EAS who don’t feel generally happy and cheerful or safe and secure. It is imperative that all students feel valued and listened to through Circle Time and one to one conversations.

**Primary Years Data: Years 3-4**

Students completed the survey questions independently during lesson time.

**Snapshot of Data**

1. 33% of students recorded a level 3 or below for their overall wellbeing.
2. The majority indicated that they are happy, however around a third of all year 3s indicated they do not feel safe and free from danger.
3. Over half of the year 3 boys and year 4 girls believed they could do better at their school work, with 20% of year 3 girls and year 4 boys indicating the same belief.
4. 100% of students indicated that they get along well with their teacher with over 90% saying that they like being at school and love to learn.
5. 40% of students indicated low to moderate emotional skills and 25% of students indicated low to moderate social skills.
6. A third of boys in year 4 indicated that when they are angry they do not stop and think before they act.
7. 50% of year 4s and 30% of year 3s agreed that it is hard to describe the way they feel.
8. Around 45% of students indicated that when they don’t understand something they think ‘I can’t do this’.
**Recommendations**

Taping into the high percentage of students who indicated they could do better at their school work could be a starting point for establishing and cultivating the growth mindset early on in term 1 for years 3-5. That almost half of students indicated that they have a fixed mindset by saying 'I can’t do this' when something is hard, further suggests a need to shift students thinking towards a growth mindset.

Continuing to help students to develop their emotional intelligence using resources such as Kimochis, the Emotional Thermometer and Catastrophe Scale may help students to better regulate themselves and gauge their emotions more accurately.

**Middle Years Data: Years 5-7**

Students completed the survey questions independently during lesson time.

**Snapshot of Data**

1. 40% of all students indicated level 2 or 3 for their overall wellbeing, none were at level 1 and only 2% were level 6, leaving the majority at level 4 or 5.
2. Many students indicated that they could do better at their school work. 50% of year 5 boys, 30% of year 5 girls, 60% of year 6 boys, 40% of year 6 girls, 85% of year 7 boys and 60% of year 7 girls.
3. Around 50% of students think ‘I can’t do this’ when they don’t understand something.
4. A third of year 7 boys indicated that they did not get along well with their teacher, with 15% of other students indicating the same.
5. 20% of year 6 boys and year 7 girls feel bad for long periods of time and 10% of all students do not believe that when they grow up they will have a good life.
6. 60% of students indicated moderate to low emotional skills and 40% indicated moderate to low social skills.

**Recommendations**

Again at these year levels, tapping into the high percentage of students who indicated they could do better at their school work could be a starting point for establishing and cultivating the growth mindset. With a number of students still indicating low to moderate social and emotional wellbeing, this highlights a need to continue to provide education in these areas right through from Reception to Year 7.

Around a fifth of students indicated that they feel bad for long periods of time. This warrants further exploration of initiatives such as positive psychology and Kids Matter in support of student wellbeing.

**Eat Well Be Active**

The EWBA lunchtime activity program has again played an integral role in addressing how to keep our students active during playtimes resulting in minimizing incidents and sedentary behavior. EWBA is a school initiative where teaching staff organise equipment and engage students during lunchtimes in organized play or sporting activities. A challenge that the committee faced this year was having all Reception students commence at the beginning of the year. Not only did we have larger groups at our lunchtime activities, there was a whole school need for three extra teachers at each playtime to provide supervision. We analysed play spaces around the school, including the park, and thought about ways to provide safer more stimulating play space for all year levels.

From this analysis we have now implemented:

- R-2 play in Yard B, predominantly on the grassed area
- R-2 activities in the gym three days a week
- 3-7 play at the park
- 3-7 sandpit play next to OHSC

Examples of EWBA activities:

- R-2 activities included ball skills, hula hoops, skipping, dancing, Funastics and soccer on the grassed area in Yard B.
- 3-7 activities included soccer, hockey, netball, basketball, cricket, Hot Shots tennis, table tennis and dancing.
- R-7 students were invited to join into any activities provided they considered their relative size and skill level.

The teachers who have participated in the lunchtime activities have commented that the program is brilliant! Students enjoy the opportunity to participate in the range of activities organised for them and
it inspires them to create their own versions of the games. The next step is to further involve House Captains in the activities. Students continue to participate positively in this program and demonstrate the school values during activities. The suitability of allowing years 3-7 to support children in Yard A is a 2016 priority as our enrolment numbers continue to grow.

### 4.1 Junior Primary and Early Years Scheme Funding

With the additional funding received through the Early Years Class Size allocation, staff through the Personnel Advisory Committee (PAC) decided to create an additional class in the early years to decrease the numbers of students at the reception and year 1 level. This initiative supported teaching staff to concentrate on wave 1 students, differentiating learning particularly at the year 1 level. It provided the reception staff the opportunity to assess, monitor and track student progress and support the successful transition between pre-school and school.

### 4.2 Better Schools Funding

East Adelaide School received a funding allocation of $13,500 for 2015, with this funding we increased the hours of school support officers to work with our ATSI students in classrooms. In term 3 we commenced an after school reading club for the ATSI students and other identified students who are educationally disadvantaged.

Additionally we used some of this funding to supplement the site allocated budget to increasing ATSI cultural identity through connections with Aboriginal peoples representative of our ATSI community.

This targeted use of funds has supported improvement in reading confidence and comprehension as demonstrated in running record data.

It has also recognized the importance of Aboriginal cultural identity as a means of valuing students’ family language and cultural backgrounds and the profound difference this makes in their connection to their heritage and importance of their present and future education, keeping them connected to education.

### 5. STUDENT ACHIEVEMENT

#### Students with Special Needs

In 2015, teachers and SSOs worked together to provide relevant support to students with Special Needs including Coordination (Reception), Phonological Awareness (Reception), Reading program (Year 1; identified Aboriginal students), Phonics (Years 2 and 3), in-class support/programs focusing on individual needs (R-7), EALD (Reception – Year 7), and identified students with disabilities (R-7).

Approximate number of students assisted in specific intervention programs and classroom support in 2015

<table>
<thead>
<tr>
<th>Rec</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading program</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific learning needs</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>16</td>
<td>12</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>EALD - priority</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>EALD - monitor</td>
<td>11</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Aboriginal students</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

One Plans (individual learning plans) and NEPs (negotiated education plans) were used R – 7 to assist in the identification of learning goals and in setting outcomes to be achieved allowing for the monitoring of individual and group progress; and to personalise learning to the needs of these students. These plans were continuously monitored, reviewed and evaluated. Staff continued to build knowledge of SMART(AR) goals through professional learning opportunities and working with colleagues and the Senior Leader - Special Needs in order to better identify specific goals relevant to individual student’s learning outcomes and achievement.
The Student Review Team consisting of the Senior Leader, Reading Support Teacher, EALD teachers and representatives from The Early, Primary and Middle Years teams, and School Services Officers met regularly throughout the year to assess referrals from teachers and identify and make recommendations for Wave 2 and EALD students requiring additional support; monitor Wave 3 students and support; identify options for action including support at the school level and referral to Support Services and other agencies; monitor student progress, including when a student no longer requires intervention; and to evaluate and review learning programs and processes.

Student achievement was tracked by teachers, Professional Learning Communities and the Student Review Team throughout the year to monitor growth and the impact of intervention and differentiated teaching and learning programs. In conjunction with the analysis of formal and informal data, including PAT Comprehension and NAPLAN data, future courses of action were planned and refined; and in term 4 students requiring intervention in 2016 were identified.

**Students with Disabilities**

In 2015, 20 students were identified as students with disabilities, two students in particular requiring additional focus and coordination due to their specific needs. Partnerships were maintained and established between students, teachers and parents to ensure the appropriate environment to meet the learning and physical needs of students. These partnerships were supported by collaboration with School Support Officers, the Student Review Team, Regional Special Educator and other external agencies.

Targeted professional learning occurred at a whole school level or for individual teachers as required.

**Nationally Consistent Collection of Data on School Students with Disability**

In 2015, East Adelaide School was involved in collecting data on students with disability. The purpose of this collection is to provide a nationally consistent picture of Australian school students with disability; to support students with disability to take part in school on the same basis as students without disability; to capture a wider cohort of students than is currently covered including students with learning difficulties, mental health or health issues; and to support the professional judgement of teachers about their students.

The 10 week Collection period occurred between Monday 18th May – 7th August. Using specific guidelines, teachers were required to identify all students with disability; the broad category of disability; the level of adjustment provided to the student; and provide appropriate evidence to support their judgements.

From 2016, all schools will participate in the Nationally Consistent Collection of Data on School Students with Disability on an annual basis.

**Recommendations**

- Continued use of One Plans to personalise student learning and to individualise learning needs. Plans to be updated regularly with teachers communicating with parents any changes to goals.
- Source and provide appropriate professional learning opportunities for teachers to participate in the data collection; and to further their understanding of One Plans. Monitoring of tracking and review process at SRT meetings to ensure that no student falls through the net. Continuously exploring intervention processes and programs to support student learning Explore avenues of working across the Morialta Partnership to share good practice relating to intervention processes and programs.

**Year One and Two Running Record Data**

In looking at our year one and two data collected by the Department for Education and Child Development (DECD) in September 2015, the school reading levels compared to the overall State are substantially stronger.

Year 1 Term 3 2015
45% of our year one students were reading between levels 21-26
22% reading between levels 16-20
18% reading between levels 11-15
15% reading between levels 6-10
0% reading between levels 1-5

**Year Two Running Record Data**

Once again, an input error occurred in the Year 2 reading data. Therefore, we have collated the data at a school level and then compared to the overall State level provided in the DECD report.

**Year 2 Term 3 2015**

<table>
<thead>
<tr>
<th>No. of students</th>
<th>Levels 1-5</th>
<th>Levels 6-10</th>
<th>Levels 11-15</th>
<th>Levels 16-20</th>
<th>Levels 21-26</th>
<th>Levels 27-30+</th>
</tr>
</thead>
<tbody>
<tr>
<td>106</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>20</td>
<td>76</td>
</tr>
</tbody>
</table>

Percentage of students

| 1% | 1% | 0% | 7% | 19% | 72% |

91% of students at year 2 are reading at level 21 and higher, with 19% of students reaching the benchmarks of levels 21 – 26, and 72% at levels 27+.

Of the students identified in the lower reading levels, they are EALD background or identified with a disability or specific learning disability. These students have been supported throughout the year by an EALD teacher, or School Services Officers through One Plans and specific short term learning goals, and differentiated learning programs by the class teacher.

Teachers in the Early Years continue to focus on improving student reading comprehension across a variety of texts including fiction and non-fiction; and planning and implementing Guided Reading.

### 5.1 NAPLAN

**Year Three Proficiency Bands**

At year three we had 2 students exempt from the NapLan assessment process. 45.4% of students achieved in the top two bands (5 and 6) in numeracy and 26.7% in band 4.

In reading the achievement was even greater with 68.3% achieving in two highest bands (5 and 6) and 16.5% in band 4.

These achievement levels are outstanding and were again evidenced with further progress in PAT Maths and PAT Reading assessments in September.
Two students of the 56 year 5 students were exempt from the NapLan assessment process. In the area of numeracy 26.3% achieved in the top two bands (7 and 8) and 36.8% achieved in band 6. Over the 2015 school year the two year 5 teachers demonstrated evidence of vast improvement in these students’ understanding and application of Mathematics and numeracy which was further evidenced through the PAT Maths assessment undertaken in September.

In reading 47.4% achieved in the two highest bands (7 and 8) and 29.8% achieved in band 6. All well above bench marks.

Again our students have achieved well. 33.3% of our 46 year 7 students who participated in the NapLan assessment achieved in two highest bands in Numeracy. 22.2% achieved in band 7. There was a notable increase from the previous year. In reading 40% of students participating achieved in the two highest bands with 28.9% achieving in band 7. All well above bench marks.

These results can be attributed to the improvement focus of reading comprehension to improve inferential comprehension and a deeper understanding of Mathematics through thinking and using a range of strategies to solve problems.

We will continue our foci on whole school strategies to support our learners to continue develop the skills of inferential comprehension and Mathematical and numeracy skills through creative thinking, questioning and clear strategies that students are able to articulate which can be applied to problem solving.
**Progression Data**

The tables below demonstrate our progression data for students as they move between years 3-5 and 5-7 as results of the NapLan Assessments.

Below the table shows that in reading our students between years 3-5 have had a greater progression of achievement in NapLan for reading than the norm of 25%, a higher progression in the middle progression range of over 50% and much lower in the lower level of the norm 25%. These are pleasing results however we need to continue to focus on reducing the middle progression rate and increase the upper level of progression by year 5.

For numeracy we have a slightly larger number of students progressing at the lower level than at the upper. Again indicating that continued work between years 3-5 need to focus on mathematics and numeracy skills.

### Growth by Test Aspect

<table>
<thead>
<tr>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower 25%</td>
<td>26.5</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>51.0</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>22.4</td>
</tr>
</tbody>
</table>

As demonstrated below we have a larger cohort of students progressing in numeracy as compared to the 25% however we continuously work to reducing the 50% middle range of progression. Teachers must be commended on this for 2015.

In reading our cohort of students only increased in the upper levels by 21.1% with the bulk of our students moderately improving between years 5 to year 7. These results are still good results and we are focusing on improving inferential comprehension to continuously support student progress over the 8 term progression period between year 5 and year 7.

<table>
<thead>
<tr>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower 25%</td>
<td>18.4</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>57.9</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>26.5</td>
</tr>
</tbody>
</table>
6. STUDENT DATA

6.1 Attendance

<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>94.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>95.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.1</td>
</tr>
</tbody>
</table>

The table above identifies the target percentage for attendance was 95%. EAS achieved 94.9% of overall attendance for R-7 students. This is attributed to the commitment to ensuring that we all take responsibility for the attendance of our students and working together with families to assist that partnership of ensuring students are at school on a daily basis.

Attendance at school is of fundamental importance. The correlation between school attendance and achievement is well established. Students who develop a pattern of poor attendance are at the greatest risk of dropping out of school early. Missing school also leads to missed opportunities to interact with peers which can impact on self esteem and lead to social isolation.

Deeper analysis of our attendance data demonstrates that we have a very small number of students who have chronic non-attendance patterns. The school has been vigilant in following up non-attendance and has worked closely with the Regional Attendance Counselor and families to support improved attendance.

We believe that the stronger monitoring and early intervention measures (including face to face meetings with students and families), teachers following up directly with families, have contributed to the improvement of attendance at East Adelaide.

Teachers will continue seeking information from families as to reasons for non-attendance of students after consecutive 3 days of absence. We appreciate the support of families who call the school and inform us of a child’s non-attendance via reception.
### Destination Data

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>0.5%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>14 12.8%</td>
<td>12.4%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other</td>
<td>0.3%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0.9%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>0.5%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>25 22.9%</td>
<td>17.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>65 59.6%</td>
<td>42.7%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5 4.6%</td>
<td>25.3%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Above the table shows the numbers of students leaving the school and their destinations. Unfortunately the system is only able to provide us with the 2014 data.

### 7. CLIENT OPINION

As in previous years we have asked for feedback from parents, students and staff in relation to how well we are progressing. The surveys ask for opinions in four areas: Quality of what we do, the Support we provide, the Relationships we build and on the Leadership of the school.

**Parent Survey**

There were 14 respondents from a random selection of a possible 160. This number does not allow us to gauge accurate community perceptions hence the survey will be sent out early in term 1 to gather the views of a wider audience.

Parents indicated that their children enjoyed coming to our school, felt safe and that all students knew what was expected of them regarding behaviour.

Parents also applauded our endeavour to seek ways of improving what we do, instilling in students a sense of pride, valuing parental input and that generally we communicate well with our community.

The majority of respondents reported favourably across all areas, with a small percentage providing us with constructive feedback that we will look at throughout 2016. This feedback was in the areas of;

- The provision of greater opportunities for students to be challenged and think creatively.
- The provision of relevant learning for students.
- Provision of high expectations of all students.
- For all staff to show a commitment to supporting students being optimistic learners.

**Staff Survey**

There were 29 respondents from a possible 48 (including school support officers).

The majority of respondents reported favourably in the same areas as the main focus areas, with a small percentage providing us with constructive feedback in the following areas;

- Effective behavior management procedures need to be implemented consistently by everyone
- All staff are to use effective procedures to address bullying and harassment
- The school to develop consistency of high expectations of all students.
- The staff to consistently enact the school vision and priorities in their teaching practice.
- The school provide a clearer structure to enable teachers to share and discuss teaching methods and strategies that are effective in student learning through PLCs.
- Enable and further support staff to set performance goals and to achieve these through constructive feedback.
- Support staff to access professional learning to support their performance and development
- Leadership to support staff to continuously grow professionally and develop their teaching practice.

Student Survey
The majority of respondents reported favourably in the same areas as the main focus areas, with a small percentage providing us with constructive feedback including:
- Increasing the opportunities for students to make decisions both in the classroom and whole school
- Being involved in decisions about their learning – how I learn
- Teachers discussing progress with students, giving students timely feedback
- Teachers making time to listen to students
- Personalising learning to match with the needs of students
- Increasing activities out in the yard during break times
- Making learning interesting
- Improving the resources in the library/resource center
- Work on developing high expectations of all students related to behavior (56%)
- Work on increasing school pride and ensuring that everyone looks after our school (65%)

2016 Actions:
- Review of the Behaviour Education Policy and Procedure
- Greater participation of student voice in teaching and learning and policy/procedure development
- Continued Be Active programs increasing activities for students when they are out at break times
- Rewarding pride in the school through recognition, stopping 5 minutes earlier each day and cleaning up
- Clarity for staff professional learning and performance and development
- Focus on high expectations for all students through TIEL – teacher pedagogy including student voice
- Staff participating in the student engagement surveys for feedback regarding learning in the classrooms

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

8.1 Behaviour Management

Behaviour Data
School population of 672 showed 200 incident reports overall for a range of classroom and yard behaviours over a 12 month period-
Violence – threatened or actual; threatened good order; threatened safety and well-being; interfered with the rights of others; and persistent and wilful inattention.
71 students were sent to the office and 9 students had external suspensions.

<table>
<thead>
<tr>
<th>Year level</th>
<th>No of students</th>
<th>Suspensions</th>
<th>students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>20</td>
<td>2015</td>
<td>9</td>
</tr>
<tr>
<td>Yr 1</td>
<td>10</td>
<td>2014</td>
<td>6</td>
</tr>
<tr>
<td>Yr 2</td>
<td>40</td>
<td>2013</td>
<td>10</td>
</tr>
<tr>
<td>Yr 3</td>
<td>58</td>
<td>2012</td>
<td>11</td>
</tr>
<tr>
<td>Yr 4</td>
<td>16</td>
<td>2011</td>
<td>12</td>
</tr>
<tr>
<td>Yr 5</td>
<td>27</td>
<td>2010</td>
<td>7</td>
</tr>
<tr>
<td>Yr 6</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yr 7</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of suspensions has decreased significantly in comparison to increasing enrolments.
Student behaviour data was reported to teachers regularly at the end of each term and Semester 1 student behaviour was reported to Governing Council.

This data informed staff analysis of individual and year level behaviours and to implement the following:
• Intervention programs created in collaboration with teachers, parents/carers, DECD Behaviour Support Coach, Pastoral Care Worker, SSOs and School Counsellor.
• Promotion of student well-being through personalised learning, the enactment of our school values and the creation of safe supportive learning environments.
• Recognition of positive behaviours using our school values as the framework to base whole school house point reward system, community service and assembly awards.
• Leadership and staff employ restorative questioning, circle time sharing, explicit teaching of social skills and collective problem solving to support students to make more appropriate choices, accept responsibility and negotiate consequences for their behaviours.
• Align targeted support to focus year levels in particular years 2 and 3 students who required increased intervention and support in Semester 2.
• Staff creating and maintaining safe and supportive learning spaces with the resources – SA Teaching for Effective Learning (TiEL) Domain 2, Australian Professional Standards for Teachers Standard 4 and Child Protection Curriculum
• Classroom teachers structuring classroom, library, Be Active and outdoor natural play activities to promote social skills, rebuild relationships and create networks of friends.
• Students discussing issues, setting personal goals and problem solving using restorative questioning and classroom circle time
• Leadership team members provided ongoing support for staff, students and parents when behaviours were inappropriate and high risk to the safety and well-being of others

Recommendations:
• Support new and existing staff members with professional development in Circle Time, Restorative Practices, Play is the Way, SMART practices, Cyber safety and Program Achieve.
• To ensure that the whole child’s needs and behaviour data are considered in the Student Review Team.
• Action plans are created collaboratively with the Be Active working group, student leaders, buddy classes, specialist teachers, School Counsellor, Pastoral Care Worker and leadership team.
• Increase student leadership opportunities across the school to address challenges, issues, interests and projects.
• Explore Positive Psychology starting with the Middle Years (5-7) and supported through the purchase of resources.
• Explore and implement Growth Mindsets across the school.
• School Counsellor to work alongside classroom teachers building and maintaining supportive classroom environments.

## 8.2 Relevant History Screening

Teaching staff are screened by the Teacher Registration Board and are required to provide proof of registration. All non-teaching staff and staff employed by Governing Council as well as all volunteers in the school are required to have a DCSI Relevant History Screening Clearance.

A volunteer is defined as anyone – a parent or non-parent - who has been accepted to provide any form of on-going assistance to the site irrespective of whether the assistance involves direct contact with children and young people. The on-going assistance can be of a regular or irregular nature. The site uses the EDSAS data base to track and record the Relevant History Screening Clearances of volunteers and non-teaching staff and monitors this through the use of an additional spreadsheet updated regularly by the Administration officer.

The school’s procedures were audited early 2015 bringing a high commendation for the thoroughness of procedures. Areas for improvement that were discovered were the recording of clearances of third party providers which has since been improved. It was also found that some subcommittee members not having direct contact with students did not have DCSI clearances who have since submitted applications and been approved.

## 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>62</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>19</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>32.70</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>37</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>$320,650</td>
</tr>
<tr>
<td>2  Grants: Commonwealth</td>
<td>$45,378</td>
</tr>
<tr>
<td>3  Parent Contributions</td>
<td>$233,863</td>
</tr>
<tr>
<td>4  Other</td>
<td>$14,500</td>
</tr>
</tbody>
</table>

For this report state grants have included:
- Primary Australian Curriculum support
- WHS
- ICAN
- EALD
- Early Years
- Special needs
- Early Literacy support
- Early Years Class size and year 3 scheme
- Additional IT support

Commonwealth Grants have included:
- Better Schools
- Pastoral Care Worker
- APAS

Other has included:
- Excursion levy