נכתבו ספינות צה"ל – 3,302 נהרות 2015

Annual Report

2015
School context

Seaton Park Primary is a metropolitan school in the western suburbs, 9km from the Adelaide GPO. The school has experienced declining enrolments and currently 135 students attend the school. The school has an ICSEA score of 959, and is classified as Category 3 on the DECD Index of Educational Disadvantage.

The school population includes 12% Aboriginal students, 11% Students with Disabilities, 26% students with English as an Additional Language or Dialect (EALD), 4% students under the Guardianship of the Minister (GOM), and 65% of families eligible for School Card assistance.

The school leadership team consists of a Principal in her second year at the school, and a Counsellor.

The school serves students and families from a broad cross section of the community. Students come from many non-English speaking backgrounds: Indian and many African backgrounds form the largest components, with currently 28 cultures represented. Over 50% of students access school card. There are currently 20 Aboriginal students.

In recent years a large percentage of the school population has become transient. Numbers have declined steadily since an enrolment peak in the 1970s. From 2011 the relocation of families for the Woodville West Housing Redevelopment resulted in a significant drop in enrolments.

Since 2012 the school once again has experienced a decline in population. As mentioned an increase in transient families causes the population to fluctuate throughout the year.

By the end of 2015 the re development of the administration building and the relocation of Woodville West Kindergarten finally started. The re development was long awaited by the community. By the end of term 3 2016 we hope to have Woodville West Kindergarten on site. This will enable us to work closely with the kindergarten community with the hope of increasing enrolment numbers.

Governing Council Chairperson Report—Sharon Manka

I would like to share with you what I believe has been the highlights of 2015 for Seaton Park Primary School.

This has been my first year as chairperson for Seaton Park Primary School.

When my family and I became part of our school community I wanted to take an active role in my child's education as well as improve his school environment. Being part of governing council has helped me achieve this goal.

I believe my role on governing council is to promote our school. This is something I do constantly both within the school and outside. A few times I have been confronted with negativity from parents and caregivers but I have had many opportunities to highlight the hard work and commitment the staff makes towards my son's education and across the school. I encourage all parents and caregivers to take a more active role in the school community.

Seaton Park Primary School works hard to develop positive relationships with families. Across the year we have had many opportunities to connect with the school. The school year always starts with an Acquaintance Night. For some families it is the first time to meet the staff and other families. It's also a time to hear about the learning opportunities that our children will have throughout the year.

Throughout the year the school also organised

- Open Mornings
- Kids Day Out
- Seaton Celebrates
- Volunteers Thankyou Morning Tea
All these events have helped families connect to the school.

Last year we finalised the implementation of the school colours. Families received the changes positively and the students especially loved the new colour introduction. I believe the students have developed a sense of pride and speak positively about wearing their school colours now. Next term we will be implementing a school rugby top which will complement the changeover.

The challenge last year was our budget. As we are a small school trying to keep our budget in the black has been difficult. The school was making a loss at the end of each month. This was mainly due to the staffing. However by the end of the year the school was back in the black and we have started the year healthily.

An exciting thing that happened towards the end of the year was the administration redevelopment. For some families and staff this has been a long awaited development. The admin block was finally completed 2 weeks ago and the results are fantastic. Students and families have been so positive about the new administration block.

The school underwent an external review in the fourth term 2015. The two day review looked at the school data as well as interviewed students, staff, parents and governing council. I’m proud to say the final report was very positive.

Parents and governing council were able to speak all the good things that happen at our school such as

- Personal contact with staff
- Caring nature of staff
- Positive initiatives eg: garden, PE programmes, after school sports, camps
- Range of intervention to support learning
- MARBLES programme
- Events to help increase engagement
- SKOOL BAG APP

Parent also spoke about wanting to work with the school to increase enrolments and participate in more decision making concerning the school.

So one of the recommendations is to:

**Further develop collaborative processes for the Governing Council to understand and be involved in authentic decision-making in setting the directions of the school.**

This recommendation will be a focus for us as a governing council.

To finish I would like to thank the staff of Seaton Park Primary School for the hard work in making a school a success.

I also would like to thank governing council members for their time and effort.

- Sharon Ferguson
- Katrina Munro
- Marie Hazelwood
- Janet Woodward
- Paul Hazelwood

2016 will bring a new set of challenges especially with Woodville West being relocated on our site. This will be a great opportunity to work with the kindy to increase our enrolment and I hope as a community we will work together to increase our numbers.
Thank you

LITERACY AND NUMERACY

How well are students achieving over time?

In the early years, reading achievement is monitored against Running Records. An analysis of achievement based on Running Records Assessment through Years 1 and 2, from 2011 to 2013, indicates that an average of 50% of Year 1 students achieved the expected DECD Standard of Educational Achievement (SEA), and at Year 2, 48% achieved the SEA. In 2015, 42% of Year 1 and 70% of Year 2 achieved the SEA or above. Significant improvements have been achieved at Year 2 level.

In 2015, the reading results, as measured by NAPLAN, indicate that 82% of Year 3, 53% of Year 5, and 76% of Year 7 students achieved the SEA. The school is to be commended for the significant improvements achieved at Year 3 and 7.

The 2015 NAPLAN student progress in reading, from Year 3 to 5, between 2013 and 2015, shows that 21% made lower, 43% middle and 36% upper progress. From Year 5 to 7, 7% made lower, 86% middle and 7% upper progress.

Higher order skills are assessed in the upper proficiency bands of NAPLAN. At Seaton Park Primary, the percentage of students achieving in the upper proficiency bands in Reading is highest at Year 3 and declines at Year 5 and 7. For example, in 2015, the percentage of students in higher bands in Reading at Year 3, 5 and 7 was 29%, 16% and 12% respectively. Percentages have increased on historical average in Year 3 and 5. Retention of students in the higher bands is positive. For example, in Reading, 2 out of 2 Year 5 students remained in the higher bands from Year 3, and 2 out of 2 Year 7 students remained in the higher bands from Year 3. In Numeracy, 1 out of 1 Year 7 student remained in the higher bands from Year 3.

The challenge for the school is to lift the proportion of students achieving in the higher proficiency bands, and retain them at these levels as they progress through the school.
Year 3 DECD SEA = 100 or above.

6 students are at or above expected SEA for Year 3 and are in Year 2
5 students have scale scores or 80 – 87 scale score
Year 3

Growth shown over a 9 month time frame.

- 12 students are at or above DECD SEA of 100
- 6 students below DECD SEA
- 2 students show growth above 20 scale score points
- 1 student above growth of 40 scale score points has not reached DECD SEA
- 1 student had negative growth of 1.2 scale score points
- 2 students newly enrolled have significantly low scale score attainment.

Year 4

Growth is shown 2013 – 2015

- DECD Expected Year 4 scale score of 110 points
- 6 students are at or above the expected Year 4 scale score of 110
- 6 students have achieved the expected scale score of Year 3 and below expected growth for year 4
- 7 students showed significant growth of 10 or more scale score points
**Year 5**

DECD SEA Year 5 – 115

Expected growth from Year 4 = 5 points

8 students exceeded expected growth with 2 students just below

3 students have not achieved the expected SEA for Year 5

3 students showed significant growth of 10 or more scale score points

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**Year 6**

DECD SEA Year 6 – 120 scale score points

11 students attained DECD SAE of 120 points with 3 students below

1 students above scale score showed negative growth

8 students are significantly above the DECD SEA of 120 points

4 students showed significant growth exceeding 10 scale score points
Literacy Improvement has continued to be a focus at Seaton Park Primary School during 2015. Lack of engagement and motivation together with unwillingness to complete reading and writing tasks lead to the identification of student engagement in a range of Literacy Teaching and Learning Experiences as a priority, and critical to any successful learning achievement and growth in student learning outcome.

The Literacy Improvement Plan for 2015 recognised analysis of a range of Literacy Data, targeted Professional Learning, the establishment of Teacher Professional Learning Communities informed by class inquiry and the collection of a set of quality resources for the use of each teacher to enhance and inform quality teaching and learning practices for each year level.

The interpretation and analysis of a range of data obtained from standardised, norm referenced and performance based assessment tasks. Teachers participated in professional learning opportunities designed to deepen their skills, knowledge and understanding of data analysis and interpretation, and how the information retrieved can be used as support for explicit instruction in the teaching of skills associated with oral language, reading, writing and spelling.

Evidence of the current level of student performance was highlighted in a range of assessments including Oral Language, Reading, Writing and Spelling. Using the information retrieved from the assessments teachers were then able to plan effective teaching and learning experiences, and also to provide targeted intervention strategies for specific students.

A feature of data collection at Seaton Park for 2015 has been the development and implementation of a data room. This has really put the faces on the data of all students and has proved to be a valued and useful resource. Teachers have made regular updates and the use has extended to planning meetings and the ease of access informed specific meetings for targeted and intervention students.
Teachers engaged in a class based research inquiry process to further understand and develop students’ use of vocabulary and oral language and an inquiry based learning program was introduced as part of the process. Targeted and explicit play based Learning opportunities were carefully planned and selected and embedded on a regular fortnightly cycle which enabled all students opportunity to engage in each learning experience.

The PLC which included all teachers from Reception to Year 4 used anecdotal evidence to determine the need for assessment of oral language based on teachers observations in the lack of vocabulary. The low results proved to be a big surprise and identified a significant need.

Within the context of the PLC the following question was selected to guide the inquiry:

*Will a focus on development of oral language including implementation of targeted play based learning be reflected and show improvement in writing.*

As a direct result teachers have been astounded at the observable growth that has occurred which is evident in the end of year assessments of both Oral Language and Writing. Through observations and assessment within the context of class based inquiry teachers have identified and targeted specific learning opportunities which have been discussed within the context of the Professional Learning Communities. The clear success of the PLC has been reflected in the enthusiasm and excitement of the teachers as work samples were presented and significant growth was highlighted.

Seaton Park Pat R Assessment for 2015 has shown growth for students when compared with the 2014 results and for many students this growth has been significant. It has been of particular note that for a number of students with low scale score results in 2014 the scale score growth has been outstanding.

Students have been encouraged to take part in the Premiers Reading Challenge. The success of students who participated was celebrated with certificates and medals presented at a recent whole school assembly.

Book Week 2015 was celebrated with class based activities based on the 2015 theme and the library display featuring the 2015 books recommended for awards provided high interest in books and reading.

**Using Data to guide practice—Introduction of DATA ROOM**

2015 saw the focus on DATA to improve teaching and learning. Data sets were being collected to track learning achievement and wellbeing. Comprehensive data were collected by class teachers according to the school timeframe document. A specific room had been established to display the data and teachers were able to use this to assist in developing a shared responsibility for all students. This has supported teachers engagement with data and has driven a shift in focus from behaviour/wellbeing to learning.

Teachers have a clear understanding of the achievement data and use this to highlight growth in achievement and identify students who require intervention and support. Further development in the use of data to investigate the commonalities in strengths and identify areas for improvement in student earning outcomes will inform future classroom teaching practices.

Staff meeting, STAR meetings, performance meetings and teacher literacy release were all held in the data room. This assisted in targeted professional dialogue about learning and enable staff to focus on the big picture. Staff also participated in a variety of activities which enabled them to look at data trends throughout the year.

**2016 Literacy Improvement Plan**

The literacy site improvement plan will focus on writing. NAPLAN data has shown an unpredictable pattern of growth. We will be looking at improving overall student attitude towards writing as well as increase the quality of writing.
Site Improvement Plan will reflect:

- A more coherent and consistent approach to writing development addressing all strands across all class levels.
- Explicit teaching of writing strategies including spelling, grammar and punctuation
- Oral language development in early years
- Collaboration and co-operation
- Differentiation in Literacy.

**PAT MATHS IMPROVEMENT**

![2015 PAT Maths V4 Year 2 Test 2](chart)

<table>
<thead>
<tr>
<th>Year 2 Test 2</th>
<th>DECD SAE100</th>
</tr>
</thead>
<tbody>
<tr>
<td>111.881 8 92.6108.7101.7118.9 88 105.794.5107.2</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
In Numeracy, 65% of Year 3, 63% of Year 5, and 71% of Year 7 achieved the SEA. An improvement was achieved at each year level.

The 2015 NAPLAN student progress in numeracy, from Year 3 to 5, between 2013 and 2015, showed 0% made lower, 64% middle and 36% upper progress. No Year 5 students were in the lower progress band; this is a major achievement for the school. From Year 5 to 7, 21% made lower, 50% middle and 29% upper progress.

In Numeracy, the percentage of students achieving in the higher bands is again highest at Year 3 and lower at Year 5 and 7; being 12%, 5% and 0% respectively. Improvements at Year 3 were achieved; however, a decline was noted at Year 7.

Main areas requiring improvement 2016 are:

- While all pupils are able to use some correct mathematical language, they need to draw on and produce a greater array of vocabulary for different operations.
- Some children have difficulty in fully explaining how they arrive at answers when presented with simple number sentences or mathematical problems. They also have difficulty explaining why they chose a certain operation. Parents are unfamiliar with the type of language expected of their children, and are unaware of the strategies and approaches used for different operations.
- A greater level of consistency is required across class levels, in the form of an agreed school plan.
- Pupils need to have more experience of pair work, group work and projects.
- An agreed approach to problem solving is needed.
In 2015 Seaton Park Primary School received additional funding to support the literacy improvement of 9 Aboriginal students.

This funding enables us to increase intervention for the students. Student either worked 1 to 1 with a SSO and our ACEO. The focus of the funding was to improve reading levels.

Our objectives were:

- Implement a targeted reading programme to support student improvement in reading
- REC, Yr 1, Yr 2 Improve students running records by 5 levels.

All Aboriginal showed some level of improvement. 4 students were able exceed Year level reading benchmarks. 4 students showed improvement but were still operating below reading benchmarks.

2015 the school received $18,000 to implement a targeted approach to the improvement of literacy and numeracy across the school. The school was able to develop a variety of Intervention programmes that were reflected of the data that was being collected of all students. The STAR team managed the overall programme. The programmes focused on early intervention in the early years as well as literacy support for students transitioning in high school.

Our strategies from the literacy site improvement plan included:

- Use of data by teaching staff to track individual student progress and provide targeted learning.
- Establish regular release with Literacy coach to engage in professional learning dialogue regarding, literacy
- Students working below reading running records benchmarks are reviewed by STAR team. Intervention established within the classroom as well as extra support.

Our targets included:

- Increase 5% of Year 1’s achieving Level 17 or higher
- Increase 5% of Year 2’s achieving Level 21 or higher
- Increase 5% of Aboriginal students improvement in reading levels
- NAPLAN - Increase participation rate to above 95% for all year levels.
- Increase 5% Aboriginal students attending and completing NAPLAN.

Please see Literacy and Numeracy Improvement data
Seaton Park Primary participated in an external review Term 4 2015. The purpose of the External School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

The overarching review question is “How well does this school improve student, growth, challenge, engagement and equity?”

This External School Review evaluated:

- the school’s self-review processes and findings,
- the school’s achievement data and progress over time,
- the outcomes of the meetings and interviews with representatives from the school, and
- parent and student views about the school.

The 2 day process included interviews with students, governing council, all staff and a presentation by the principal.

The panel then listed 3 recommendations that will support improvement in 2016:

“The overall experience was received positively by the school community. It was a great opportunity to review our improvement agenda as well as plan an improvement agenda for 2016 onwards.

Seaton Park Primary School is tracking well. Good performance is evident through growth in students’ achievement and a renewed focus on teaching and learning practices is evident.

The Principal will work with the Education Director to implement the following Directions:

1. Use collaborative planning practices to ensure that task design provides opportunities for consistent and intellectually challenging experiences for students Reception to Year 7, that allow them to demonstrate high level learning.

2. Through professional learning, and performance development processes, enhance the capacity of staff to use student data to plan, implement and monitor differentiated approaches that cater for the range of student needs.

3. Further develop collaborative processes for the Governing Council to understand and be involved in authentic decision-making in setting the directions of the school.

Based on the school’s current performance, Seaton Park Primary School will be externally reviewed again in 2019”.

2016 site improvement plan will reflect the recommendations of the review with a focus on:

- Literacy and Numeracy Improvement and
- Increase Parent Engagement
Inquiry Learning Teams

In 2015 we worked towards building a collaborative approach to teaching and learning. Throughout the year staff were involved in processes of collaborative in decision making, planning and implementation of programmes. They worked cooperatively with other teachers in undertaking their tasks and achieving the school's goals and benchmarks.

Two inquiry groups were formed based on the following questions:

1. How can structured play environment support and improve oral language development in students?
2. How can rubrics help support students' self-review of their learning improvement.

Teams worked together fortnightly to plan, collect evidence and data and assess progress. Staff also presented regularly to whole staff and presented to governing council.

The External Review acknowledged that

“Teachers meet as a whole staff and in Learning Teams. It is evident that the structures of these meetings have been strategically designed to develop a culture of collaborative planning and reflection. Teachers talked about the influence of the Literacy Coach in developing their practice to be strategic and targeted. Each Learning Team has an inquiry focus, and this was described by many teachers as having a positive impact on improving pedagogy and increasing student learning outcomes. Students showed samples of rubrics that were used, particularly in writing activities, and described them as useful in helping them to improve their final product.” External Review

STUDENT ATTENDANCE AND WELL BEING—MELISSA MATTO

The commencement of 2015 saw the school more settled. With less time having to be spend on behaviour we were able to put the time into implementing more programs that focused on students engaging in their learning and looking at strategies to support students who were finding it difficult to engage. We were able to focus on improving our delivery of the Child Protection Curriculum – Keeping Safe and run programs for our volunteers and parents. We are decided to start investing in the Kids Matter Program and had 3 staff begin training. In 2015 we had 6 students participating in the Flexible Options program (FLO). With this funding we connected with Connected Self to case manage these students. This provided an excellent opportunity for these students to be supported for a short time 1:1 to discuss the incident and provide alternative ways of dealing with situations.

In 2015 we also relooked at our student voice model. For the first time Year 6/7’s have had the opportunity to be School Captains. The Captains worked with the principal to help lead a number of activities within our community. We also had each class have representatives in our school SRC committee. This was also a new way of ensuring all students had an opportunity to develop leadership skills. The SRC worked to run our canteen, organise special events, fundraise for camp and discuss issues to make Seaton Park a great place to be.

In 2015 there were a total of 97 incidences recorded for behaviour. This was a huge reduction from 2014 where we had a total of 197. We believe this is due to students knowing more clearly what the boundaries are as well as being more engaged in play and their learning. These incidents can be broken down to 63 classroom incidences, 28 suspensions and 6 take homes. Approximately 90% of these incidences were from recurring students. These students were supported through restricted play, alternative learning programs and outside agency support. The Student at Risk team used this data to help identify students who were at risk through social and emotional issues. The
STAR team then supported these students by identifying them for specific programs or by running programs to address needs. These programs were run by either the school counsellor or the Christian Pastoral Support Worker.

ATTENDANCE—MELISSA MATTO

Attendance has been a consistent issue at Seaton Park Primary School. The average attendance for 2015 was 88.12%. DECD attendance rate was 93%. Last year we worked with a number of families to improve attendance. This included regular meetings, providing food, developing bedtime routines and working with our attendance officer. Our aim in 2016 is to increase attendance rate and continue to work with targeted families.

PHYSICAL EDUCATION—ESTHER WILLIAMS

Esther School Sport

Soccer

In 2015, Seaton Park Primary had four teams participating in the Saturday morning soccer competition organised by the North West Junior Soccer Association (NWJSA). There was an U6, U7, U10 and U12 team. The U12 team was very successful, reaching the quarterfinals in the cup competition and finishing 5th in the league competition.

Netball

2015 was the first year that Seaton Park Primary had entered two netball teams into the local after school netball competition at St. Clair Recreation Centre. Twenty students participated in the U11B competition during Term 4. Both teams were very successful, only losing two games each during the season.

SAPSASA

Seaton Park entered teams into several SAPSASA competitions, including touch football, basketball, athletics and beach volleyball. The year 6/7 girls’ touch football team followed their success of winning the year 4/5 competition in 2013, by making the final and finishing 2nd in the State Championship, losing by only one try to Tyndale Christian School. The year 6/7 girls were also very successful in the beach volleyball competition, winning the grand final. The year 6/7 boys’ beach volleyball team also played well, successfully reaching the semi-final.

At the Western District Athletics Championship, Seaton Park finished third in the small school division, with four students being selected to compete for the Western District team at the State Championships. One student was very successful, winning the...
State 100m Championship and representing South Australia at the National Championships, finishing 8th.

One student was selected in the Western District year 6/7 girls' soccer team and also played soccer and futsal for South Australia in 2015.

PATORAL CARE—NICOLE DA PAVA

In line with my Work and Professional Development Plan, I have been addressing the Pastoral, Referral and Resource aspect of my role. I work with staff, students, families and the wider community. This has included: promoting my role; networking with local agencies, youth programs and Churches; building strong relationships, trust, and getting to know the school community; caring for wellbeing and providing pastoral support; being available and willing to assist when needed; and being part of the school community.

Overall, I feel very positive about all aspects of my role which I thoroughly love and enjoy. Some highlights during 2015 include:

- Being involved in the school community. I have been working with the Wakakirri community group and helped prepare students for our performance at Wakakirri Story Dance Competition. I joined the students on their school camp in term 4, watched students participate in swimming lessons, school soccer and SAPSASA events as well as attended the year 6/7 aquatics. These events are a great opportunity to build relationships with students.
- Family engagement events in 2015 were a huge success. I enjoyed being part of organising our Kids Day Out in October. This day was supported by the Christian Family Centre, where families participated in sports, face painting, building, exploring a velcro wall, having fun with sumo suits, decorated cupcakes, and having fun with their families.
- Working with small groups of students to support their wellbeing through friendship, self-esteem and resilience programs.
- Running lunchtime programs this year has once again been very enjoyable. The start of the year I spent time setting up activities for the junior primary students in the yard, and the later part of the year I commenced a year 7 common room at lunchtimes.
- Spending time in classrooms, either on a regular basis or as needed, is an enjoyable way to get to know students as well as to allow them the opportunity to see me around the school.

Being a Pastoral Care Worker, I come to this position with a range of support from outside the school, both from Schools Ministry Group and the local churches, in particular from Woodville District Ministry Fellowship. Some of the ways Seaton Park has been assisted and blessed include:

- Breakfast club volunteers
- Christmas hampers for families
- Morning teas and a Coffee Van visiting each term for staff
- Celebration of Schools Ministry Week
- Working bee in the Vegetable Garden
- Donations of food, resources, furniture and clothing

STUDENT OPINION

Last year we decided to use the mind matter survey to develop an understanding of how students felt about being at school. We felt this survey suited the needs of our school. We also wanted to develop a Growth mindset programme using the data.

All students were surveyed and the data was collated into early years (R-2) and primary (3-7).

Early Years indicated they were generally happy to be at school. They are happy with their friends. They try their best at best and know they can talk to the teacher if they need help.
### Strengths and Weaknesses Summary:
(Only ranks questions where the answer list has been given a numerical score / weighting)

#### Strengths:

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I always try my best at school. (From matrix name: Me)</td>
<td>100.00% (3.00/3)</td>
</tr>
<tr>
<td>2. I have friends to play with at lunch times. (From matrix name: Friends)</td>
<td>98.55% (2.96/3)</td>
</tr>
<tr>
<td>3. I can cheer up someone who is sad. (From matrix name: Social skills)</td>
<td>98.55% (2.96/3)</td>
</tr>
<tr>
<td>4. I always take turns and share with others. (From matrix name: Social skills)</td>
<td>100.00% (3.00/3)</td>
</tr>
<tr>
<td>5. If I have a problem I can talk to my teacher. (From matrix name: Feeling safe)</td>
<td>98.55% (2.96/3)</td>
</tr>
</tbody>
</table>

#### Weaknesses:

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Other children help me at school. (From matrix name: Friends)</td>
<td>86.96% (2.61/3)</td>
</tr>
<tr>
<td>2. I look forward to coming to school. (From matrix name: Liking school)</td>
<td>94.20% (2.83/3)</td>
</tr>
<tr>
<td>3. I like this school. (From matrix name: Liking school)</td>
<td>94.20% (2.83/3)</td>
</tr>
<tr>
<td>4. I have at least one friend who cares about me. (From matrix name: Friends)</td>
<td>94.20% (2.83/3)</td>
</tr>
<tr>
<td>5. I can cheer up someone who is sad. (From matrix name: Social skills)</td>
<td>89.86% (2.70/3)</td>
</tr>
</tbody>
</table>

Number of Strengths to display: 5
Number of Weaknesses to display: 5
Two areas we will focus on in 2016 are:

- Other children help me at school
- I can cheer someone up who is sad

Ms Matto and Ms Williams will be working with staff to focus on students being more aware of each other and how to help each other in the class and yard.

Primary Survey indicated a number of areas of improvement. The main focus for staff and students will be around the concept of respect, safety and bullying.

The kids matter programme will enable us 2016 to develop a programme that will:

- Help students to recognise and manage their emotions, develop caring and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.
- Support parents, carers and families to support their children’s learning and mental health and wellbeing.
- Identify children who are showing early signs of, or already experiencing mental health difficulties.
Parent Opinion

Parents appreciate the diversity of the school. This is viewed as positive, particularly in relation to the number of different cultures represented. Parents also appreciate the support for inclusiveness of the school and individual teachers.

There was clear appreciation of the personal contact with staff and the caring nature of all staff in supporting the students and their families, which may include the grandparents as primary carers. Positive initiatives talked about by the parents included: breakfast club, gardening, physical education and camps.

Parents described a range of intervention and wellbeing programs to assist individual students, and the school’s focus on Reading was clearly understood. The MARBLES (Manners, Attitude, Respect, Body Language, Language, Effort, Smiles and Safety) Program was also well known by students and parents.

A variety of methods has been trialled to increase the engagement of parents in the school, including open mornings, family days, parent workshops, options for volunteering, and the involvement of the Governing Council Chairperson, who works for a bank, conducting a workshop for students in financial matters. Parents valued the pamphlets and learning ‘show bags’ they were given at school events.

Parents believe communication methods have been improved. Newsletters are tailored to the needs of the community and are reported to be more easily understood, and the introduction of the School App has been positively received.

The Governing Council is keen to work with school leadership to increase the enrolments of the school. The future relocation of the kindergarten is seen as a positive step for the school in terms of the possibility of increasing enrolments and enabling smoother transition for children.

Members of the Governing Council talked about considering various options presented to them at their meetings e.g. school uniform and described their readiness and desire to be more involved in authentic decision-making processes in regards to school operations and future directions.

COMMUNITY GARDEN—VIRGINIA HANIFORD

Over the past 12 months all of our students have participated in our ever growing and improving garden program. The program runs every Tuesday from 9.00am to 3.00pm regardless of weather conditions. We have indoor activities organised ready for these situations.

We have been joined by our very helpful and much appreciated volunteer Peter Clark who has helped both during school times as well as in the school holidays and out of hours. Peter helps with group activities, lunchtimes in the garden, and maintaining the watering regime which has enabled us to begin the year with much healthier plants after the hot summer.

During acquaintance afternoons/evenings open mornings and other school community events, the garden has been open and has welcomed all who have ventured that way. Great enthusiasm and conversations from both students and their families have followed which has been very encouraging. We thank those who have attended and hope that many more will visit the garden in the future. When and where possible we endeavour to give the children and their families and staff a little taste of our garden e.g. eggplant dip with capsicum and cucumber sticks, soups, pasta sauces.

Planting seeds, seedlings and plants has been enjoyed by students however they also enjoy and are very excited when it is time to harvest the fruits and vegetables that have grown.
Occasionally we have been able to offer some of this produce for sale at the front office. The money from these sales goes directly back into the garden. This enables us to purchase mulch, garden tools, more seeds etc.

To date we have grown zucchinis, onions, potatoes, carrots, cucumbers, tomatoes, pumpkins, eggplants, corn, celery, leeks, broccoli, cauliflower, spinach, rocket, and a variety of herbs.

We also currently have 8 fruit trees however the 4 that are in pots need to be relocated and planted in the ground for them to grow properly.

It is hoped that we will be able to dig up some asphalt in the front garden along the fence line and plant a row of fruit trees there and this is being investigated at the moment.

Students are welcome to come to the garden during lunch and recess times every Tuesday weather permitting.

Some of our plans for the future in the garden include:

- Continuing to bring the garden forward to the area in front of the bike racks
- Planting more fruit trees
- Establishing a watering system
- Planting some heirloom and unusual varieties of fruit and vegetables
- Building more raised garden beds with the help of the 1 in 10 group who built the 2 wooden raised beds in the front garden
- Expanding our composting system

With the continued enthusiasm and support from students, families, staff and the community, we look forward to a bigger, brighter and very productive garden program.

TEACHER QUALIFICATIONS

WORKFORCE COMPOSTION

STUDENT ESTINATION
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<th>Qualification Level</th>
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Sharon Manka
Governing Council Chairperson
Signature:
Date:

Pina Fitzharris
Principal
Signature:
Date: