Rose Park Primary Annual Report 2015
1. CONTEXT

**School Name:** Rose Park Primary  
**School Number:** 0169  
**Principal:** Brett Darcy  
**Partnership:** East Adelaide

Enrolment pressure continues to be a concern for the school. Numbers in 2015 started just below 550 but had exceeded this by year end, with large numbers of receptions and international students at other year levels booked to start in 2016 – leading to the establishment of yet another class and a predicted start for 2016 of over 580. Out of zone figures continue at around 26% of students (who were in zone at the time of enrolment) and English a second language enrolments remain strong, now comprising over 25% of the school population.

2. REPORT FROM GOVERNING COUNCIL

The Governing Council had a productive year in 2015. Some of the highlights included the procurement of OSHC services with Camp Australia and canteen services with the owners of GG’s café. Of real note was the hard work of the Council and the Principal in securing approval of a capacity management plan from DECD. For some time now the Governing Council has expressed critical concern for student numbers. Now with our plan accepted by DECD we can start to strategically manage numbers and make sure that our students can learn in an environment that best delivers excellent educational outcomes.

As always and on behalf of the Council I would like to thank the teaching staff for their commitment, determination and skill.

David O’Loughlin  
Chairperson

3. 2015 HIGHLIGHTS

**Term One** was very exciting as the school commenced communicating with our sister school in Japan in preparation for the exchange visits in Term 2 and 3.

The inaugural school fair was held in March and was a huge success. As a whole school we celebrated Harmony Day and Earth Hour.

The early years enjoyed their upgraded outdoor play area and began ‘inquiry play’ to complement their learning in the classroom.
There were 85 new receptions who celebrated their first day of school and along with the rest of the community their parents were formally welcomed by teachers at the annual acquaintance night.

Year 6/7 students once again attended Road Crossing Monitor training and took part in SAPSASA beach volleyball. There were also Badminton and Lacrosse coaching sessions conducted at the school. Students attended the screening of the Australian Movie Paper Planes and held their own Paper Plane competition at school.

Year 4/5 participated in Footsteps dance and an excursion to the Museum.

Year 2/3/4 students inquired into animal sustainability and living and non living things. They also participated in the running club on Alexandra Ave and walked to Pakkapakanthi (Victoria Park).

In the Year 1/2 learning team the students visited the Life Education Van and for their unit of inquiry made stacks of pancakes in rainbow colours.

The R-2 forum commenced their meetings as did the 3-7 students. Through the forums, classes are able to put forward their opinion and ideas about the school.

The Senior Choir were invited to sing at the Anzac Dawn Service and bought a tear to the eye of those who attended.

**Term Two** commenced with Sports Day followed by annual NAPLAN for year 3, 5 and 7 students. Across the school there were several Come Out excursions.

Eleven staff participated in online training about the Learning Difficulties associated with Dsylexia.
Year 7 students travelled to Canberra for their Civics and Citizenship trip. This event is now part of the Year 7 annual calendar. When visiting Yarralumla the students were met unexpectedly by the Governor General.

During term 2 & 3 all Year 4/5 students took part in a camp to Ankara at Walkers Flat. One of the highlights was observing our students working cooperatively in teams as part of the camp activities.

In the Year 3 classes students participated in a series of ‘elective’ activities supported by volunteer parents, class teachers and the Deputy Principal, Mrs Winterling. This provided the opportunity for smaller groups and a variety of choices for the students across the 4 classes.

Reception and Year 1 classes enjoyed puppet performances as a tuning in activity for their unit of inquiry. There were several kindy visits to the Rose Park preschool and at the end of the term the R/1 teachers attended the Biannual Reggio Emilio Conference in Melbourne. They returned full of enthusiasm for ongoing learning and changes in their pedagogy.

The winter concert was well attended and students performed to the best of their ability. Chris Narroway coordinated the event and the student presenters contributed to another successful event.

All students received their written report at the end of the term.

Year 6/7 students commenced ‘tuning in” to their exhibition with an excursion to Belair National Park.

**Term 3**

The highlight for this term was the visit by our Japanese sister school Josei Elementary school from Hikone.

22 excited students and 9 staff arrived at Rose Park and were enthusiastically received by our students. There were classroom activities, excursions and host family events which made it a sad time when our visitors were waved off on the bus.

Science week saw several scientists visiting our school to meet and talk to students. During science week there were many ‘pop up’ activities that students could choose to be involved in.

We also welcomed Tony Harrison to Rose Park and staff were able to meet with him during recess and found him receptive to their comments.

Bookweek and swimming were also big events on the term calendar.
The Royal Show again provided the opportunity for Room 6 to display their talents making ‘Dairybelle’ for which they were awarded first prize. Dairybelle is now residing in the vegetable patch at Government House.

Year 6/7 students successfully presented their units of inquiry for their exhibition in week 8. 120 students did a wonderful job of inquiring into sustainability. One group raised money for the pandas at Adelaide Zoo and were able to enjoy a behind the scenes visit to present their donation to the zookeepers. In week 9 the trial exhibition by Year 5 students was held. Again the students were able to articulate their research and demonstrate their learning journey through their displays. From 2016 the exhibition will become part of the Year 5 calendar.

All Year 2 classes enjoyed their Zoo snooze arriving back at school very tired by the many activities they were involved in during their overnight stay. In week 9 students welcomed VIP’s and grandparents to the school and enjoyed a sausage sizzle lunch.

R/1 classes visited the Marine exploration Centre and went beachcombing to tune into their unit of inquiry on Oceans. Room 17 entered and won the PMA Maths challenge. Well done, Belinda.

Year 3 students travelled to Aldinga for their 3 day camp.

**Term 4**
The SRC did a great job organising the annual Charities Day with funds distributed to the Royal Flying Doctor and Royal Society for the Blind.

In week 2 the school went through the rigour of the IB evaluation receiving the following commendations:

- the way decisions about teaching and learning, staff development, the provision of resources and facilities, support for the family community, and involvement in the wider and global communities, reflect consideration of the beliefs and values of the Primary Years Programme
• the depth to which the learner profile is being promoted so that it becomes embedded in the school culture
• its considered and multi-faceted approach to creating a positive and respectful climate that is conducive to productive teaching and learning and the wellbeing of all community members
• the way in which it respects and honours the mother tongues and cultures of its students, especially in the way that it involves the families in the program
• the strong relationship that has been developed with the Governing Council so that the pedagogical leadership team is empowered to implement the programme
• its dedicated and strategic approach to the provision of facilities and resources to enhance teaching and learning at the school
• the ways in which it reaches out to the school, local and international communities and embraces their expertise and willingness to support, develop and enhance the Primary Years Programme
• the development of a unified approach by all staff to the personal and social education of all students, which strongly underpins the school’s culture
• the way in which, over time, it has promoted a stimulating learning environment based on understanding and respect through the ways in which it has approached teaching and learning within the Primary Years Programme Framework.

Staff will reflect on the recommendations to guide their planning in the next 5 years.

In week 3, 19 students and 3 staff flew to Hikone and enjoyed the hospitality of their hosts and a warm welcome from Josei Elementary school. In their reflections the students commented on the visit to Hikone castle, the tea ceremony and experiencing the Japanese culture. They also commented on the many new friends they had made.

All staff participated in our Primary Partnership moderation exercise. Meeting and working with teachers of the same year level in our partnership proved highly successful as we work to meet the DECD standards across the partnership.

The early years picnic and concert was well supported by families and the students enjoyed performing their Christmas songs.

In the year 2 classes they held a ‘publishing’ party and welcomed guests to their ‘Imagine’ exhibition.

Year 3 students developed activities as part of their inquiry which were aimed at improving the quality of life for the local community.

It was an exciting group of year 4/5 students who gathered at Mt Barker on a Sunday to watch the launch of their “Launch box”. The data collected made for interesting conversations as well as the photographs of earth from such a distance.

Year 6/7 classes participated in a variety of science sessions facilitated by our science teacher, Anthea and their classroom teachers.
Whole school
As always throughout the year there are many events and aspects of the curriculum that encompass the whole school.

Science
Year R/1
- Living things have basic needs - incubating, hatching chicken eggs and observing their growth for several weeks
- Materials and their properties
- Physical changes to materials – How food changes, Reversible and Irreversible changes, CSIRO CREST Award – Food Glorious Food

Year 1/2
- Students completed a CSIRO CREST award based on Colour and Light (teachers divided the 4 classes into 5 groups and each ran one activity each).
- Students investigated how sound is produced using musical instruments, crickets and other objects
- Students investigated the features of living things and life cycles (completed with classroom teachers)
- Shelters UOI – investigation of the materials and how their properties relate to their use. Students designed, constructed and tested their own shelters

Year 2/3/4
- Students developed their Science inquiry skills using fingerprints as a contextual example. As a class students constructed a question to investigate and then collected data and made conclusions related to fingerprints
- Living and non-living things – sorting and basic classification (vertebrates and invertebrates)
- Earth and space – how the movement and position of the Sun, Earth and Moon result in day and night, a year and the seasons. Students designed and constructed simple models, evaluated these models and then designed more complex models. Students also conducted an inquiry into “Magic Beads”, experimented to determine what causes the beads to change colour (UV light), CSIRO CREST Award – Sunsense, no nonsense.


Year 4/5

- Students developed their Science inquiry skills using fingerprints as a contextual example. As a class students constructed a question to investigate and then collected data and made conclusions related to fingerprints.
- Technology – Edison Robots, students used teacher provided scaffolding to inquiry and investigate how the robots work and what they are capable of. Students completed a design challenge to use the robot as a drawing tool to write their names.
- Launchbox – students designed an investigation to send into the stratosphere, 6 investigations were chosen and students worked together to build an apparatus capable of carrying the investigation materials into the stratosphere. Camera footage of the ascent and descent into the stratosphere was collected and reflected on.
- Space and Space exploration – students completed a variety of research tasks to further develop their understanding. Students designed and constructed board games to demonstrate t

Year 6/7

- Students developed their Science inquiry skills and explored the concept that science is a human endeavour through their study of fingerprints. Students then designed their own question to investigate and completed a formal scientific report on their findings.
- Chemical Science – as below CSIRO CREST Award

Lesson Allocations

- 2 introductory sessions co-teaching with Anthea for each class (Wk1, T4)
- 10 group lessons for each of the student groups (Tues and Thurs Wk 1-5)
- Visit to ASMS for Chemical Science Challenge (Wed and Fri, wk 6, T4)

Lesson Focus

Introductory lesson – reversible and irreversible changes
- mixtures and separation techniques

Group lessons – 120 students split into 5 groups
- each group has a double lesson with each teacher for Rev and Irrev and Mixtures

Reversible and Irreversible changes (1 double lesson per application)

<table>
<thead>
<tr>
<th>Teacher</th>
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<tr>
<td>Ella</td>
<td>Paper Making</td>
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<tr>
<td>Tony</td>
<td>Recycling</td>
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<tr>
<td>Beau</td>
<td>Lava Lamps</td>
</tr>
<tr>
<td>Renee</td>
<td>Salt</td>
</tr>
<tr>
<td>Anthea</td>
<td>Erasable ink investigation</td>
</tr>
</tbody>
</table>

Mixtures and Separation Techniques (1 double lesson per application)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Contextual Application of mixtures and separation techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ella</td>
<td>Carbonated drinks</td>
</tr>
<tr>
<td>Tony</td>
<td>Soluble/insoluble substances</td>
</tr>
</tbody>
</table>
Beau  Separation techniques in the kitchen
 Renee  Dialysis
 Anthea  Water purification/Distillation (prep for visit to ASMS)

**Science Week 2015**
Science week launch – 4 visiting scientists set up lunchtime displays/activities for students to engage with Explorer of the world whole school activity.

**Oliphant Science Awards**
13 students completed entries for the Oliphant science awards

**Japanese**
Without hesitation the Japanese exchange between our sister school our RPPS this year would be the outstanding highlight in raising the profile of our Japanese language program. As part of our celebration the school enjoyed “Sushi Day” where 600 sushi rolls were ordered. A wonderful group of mums from our Japanese students packaged and delivered sushi orders to classes in time for lunch.
In addition in Terms 2 and 3 RPPS was visited by the Koishikawa study tour. Students from years 3-7 enjoyed cooking Okonomiyaki, a traditional Japanese dish and Rika Yagara, a teacher from Miyagaya Elementary school in Yokohama visited RPPS.
In term 4 Rose Park had a visit from Ritsumeikan Study Tour group.

**I-centre**
New shelving and labelling have been installed in the picture fiction area. This shelving enables the books to face forward making book selection easier for the children.

Many new resources have been purchased to support units of inquiry as well as students’ reading interests. We have continued to add new series novels to the library collection, particularly in response to student recommendations. Our senior fiction collection also gained new shelving to hold the many new books added to this collection. Lexile levelled books were also reorganized to make selection easier for students. Updating guided readers for the middle years was also a focus this year.

Book clubs in middle and upper primary have continued this year. Book Club provides opportunities for the students to lead and participate in in-depth conversations about their chosen book. The discussions and inferences made during these sessions are amazing.

Reading workshop has been implemented across R-7. This approach teaches children the dispositions of lifelong reading, including developing reading stamina, book selection, reading comprehension strategies and individual goal setting.

Book tastings have been a feature of the iCentre throughout the year. This is an opportunity for students to be a part of a community of readers by sharing or ‘tasting’ books that their peers are reading. This has been a highly motivational experience for the students, who then use these recommendations to help with their own book selection.

During Book Week a makerspace was introduced for the children to make and create around the Book Week theme ‘Books light up our world’. Our annual Book Week parade was also a hit as students had the opportunity to dress up as a favourite book character and participate in a parade.

New display cubes have been purchased this year to enable us to exhibit new books and highlight special celebrations throughout the year.
The Premier’s Reading Challenge has continued to grow this year with 85% of students participating in this event. Many year 7 students received the Hall of Fame Reader for Life award.

Book Fairs continue to be a feature in the iCentre. The students love to come and peruse and purchase books and make recommendations to library staff. The school benefits enormously from the generosity of the community in supporting this event.

Music

Term 1
String workshop and the ANZAC Day dawn service performance by the senior choir.

Term 2
What makes it Jazz?
Musica Viva in schools
Concert band workshop with students from Adelaide University
Annual Winter Concert with an ‘Aussie Rules’ theme

Term 3
Senior choir performed at the town hall “Generation Next”, the band performed in the foyer during the Festival of Music and the choir were part of the Festival of Music choir performances. There were mini concerts for drums, strings and guitar. VIP day performances for our guests. Students performed at the Japanese assembly and the choir went on an excursion to Tusmre Park.

Term 4
4/5 Musical “Panto Pandemonium”, mini concerts for Voice, Woodwind and Brass, performances at the whole school picnic and the annual Early Years Christmas presentations.

An exciting year of learning for all our students.

SAPSASA
Our Rose Park Primary School SAPSASA year was again successful, particularly in terms of participation. Participation was again high. A wide range of sports were offered. In 2015, sports offered for Year 4 – 7 students were:
Athletics (Yr. 4 – 7), Swimming (Yr. 4 – 7), Cross Country running (Yr. 4 – 7), Basketball (Yrs. 5, 6 & 7)
The following events were for Year 6 & 7 students only:
Beach & Indoor Volleyball (high participation rates – 75 and 92 students involved respectively), Knock-out sports offered were for Yr. 6 & 7 students only. Teams were
entered and competed in: girls’ and boys’ netball, girls’ and boys’ basketball, girls’ and boys’ soccer, girls’ and boys’ tennis, boys’ cricket. We were unable to assemble sufficient numbers to field a boys’ or girls’ Australian Rules football team this year.

**Notable team successes:** Silver medals for beach and indoor volleyball in Boys’ Division 1 and 2, runner-up in Boys’ Year 5/6 basketball.

**Notable individual successes:** (East Adelaide District representation: ) 4 boys in District football, 6 children in District Athletics, 1 boy in District Swimming, 1 girl in District Netball, 1 boy in State Cross Country, 1 boy in State Rugby, 1 boy in State Cricket, 1 girl & 1 teacher in State Basketball. 3 children in District hockey.

**State representation:** Charlie MacFadyen U12 State Rugby, Henry Braithwaite, State Cross Country team in National Championships in Victoria in August. Samuel Warrick, SAPSASA State Cricket team to play in Brisbane, Jan 2016. Charlotte Zygarlicki State Girls Basketball team, Ella Blake, Manager, State Girls Basketball Team to play in November 2015 at Pacific School Games.

**Student numbers:** Of a total of 123 children in Year 6/7 in 2015, 92 played at least one SAPSASA sport and many of those 92 played multiple SAPSASA sports. A pleasing number of younger children in Year 4/5 participated in SAPSASA athletics, swimming, cross-country and basketball.

**Coaching / administration:**
5 staff members were involved in coaching and administration of the 13 SAPSASA teams that competed this year. Pre-service teachers were involved where possible. Numerous parents offered coaching, scoring and transport assistance throughout the year.

A continuing challenge for the future is to ensure that we have sufficient parent transport and parent coaching support as our school numbers increase. During 2015 the requirement for all parents involved in school sport to have an up-to-date police clearance was in force, including parents who offer transport. We were helped and encouraged by the number of parents who took the time to gain this police clearance.

We thank Tony Barratt for all his work over many years coordinating the many SAPSASA events for our students and wish him well in retirement.
Annual data collection consistently provides evidence of the school outperforming like schools in this state. The site learning plans of previous years referred to marginal increases in NAPLAN performances year on year, and while these were often obtained, the plan failed to look at the broader picture of direction related to sustainable change in pedagogy and school culture. What was also not evident in the site learning plan was the change in the makeup of the school population, particularly with non-English speaking students and the length of time each student was actually attending the school. For these reasons the Annual site leaning plan was not a true reflection of our growth, our achievement with our students or our intent.

In 2014 the school undertook a review of this previous planning and decided to adopt a longer term outlook for our growth. Our message was to ensure a sustainable future for the
work that had been achieved in recent times, building on the strength of the school’s IB programme and successes with student learning outcomes. The result was a 10 year plan with annual milestones, framed around the central themes of:

- Authentic inquiry democratizes learning in our classrooms
- Rose Park is a high performing school
- Our facilities and resources provide our school community with opportunities to enhance their learning
- Rose Park students are life-wide learners with the skills and attitudes required for a changing world
- Our connected community sustains a continuous improvement agenda for the ongoing strength and direction of the school

The goals for 2015 around authentic inquiry were:

- Further build the capacity of teaching staff for the development of a programme of authentic inquiry
- Generate capacity for teaching staff to develop and implement a programme of rich and engaging tasks
- Embed the methodology of grouping and re-grouping of students to enhance the differentiated learning
- Build systems and structures that create the capacity for the individualisation of student learning
- Create genuine student voice in the ownership and creation of the learning

Our work included:

- Staff continued to provide evidence of students engaged in their learning, including PYP Exhibitions from the year 6/7 and 4/5 cohorts
- The major reconstruction of the early years play area was completed, including a fully stocked storage shed
- Early years staff attended the Reggio Amelia conference in Victoria, and engaged in structured play sessions for reception classes
- Extended to role of the SRC as genuine student voice in the school

For 2016 our goals are:

- Play based learning structures and facilities continue to improve through the early years of schooling
- Democratic classrooms that engage children in the ownership and direction of the learning

In maintaining a high performing school, our goals for 2015 were:

- Develop an electronic data bank to track students over time and to individualise learning design to meet identified needs – challenge and extension
- Monitor trends against school based benchmarking to maintain positive growth trends
- Through a whole school action research agenda ensure innovative practice drives continued growth in student learning
- Develop and implement criteria and indicators for conceptual learning
- Through self-review, ensure a comprehensive range of high performance learning opportunities exist for every student within and beyond the classroom
Our work included:

- The school’s data base continued to undergo ongoing improvements to better track and target student growth, and new data sets were developed
- School achievement data continued positive trends, with some of our highest achievements in year 3 and 5 NAPLAN scores
- Staff continued with an action research agenda and improved the processes for sharing action research findings across the teaching staff
- The successful review of the IBPYP programme gave positive indications of growth in the conceptual development of inquiry topics

In 2016 our goals are:

- Students most at risk are supported by clear systems and structures that include sensory spaces
- High achieving students have clear pathways for challenge and extension to their learning
- School benchmarks for performance standards are reviewed, made explicit to the community, and broadened to target the development of life-wide learners
- The professional practice of the school continues to grow with a programme of self-review through individualised and whole school action research.

With our resources and facilities our goals were:

- Early years play spaces are creatively constructed to incorporate play based learning as an integral aspect of young student learning
- The design and construction of a successful Education and Care brief tender provides 21C teaching and learning spaces
- Targeted and long term planning provides quality resourcing to support contemporary and innovative teaching methodologies

Our work included:

- Early years spaces underwent ongoing change to incorporate the new outside space and contemporary practice in play based learning
- Through the school’s foundation plans were established for the re-surfacing of external play area during 2016

In 2016 our goals are:

- Students most at risk are supported by clear systems and structures that include sensory spaces
- Play based learning structures and facilities continue to improve through the early years of schooling and are matched by improvement in our pedagogy
- School resources are targeted to the longer term planning of the school and its facility and resource development – including the successful operation of the school Foundation fund.

As life wide learners, our goals were:

- Our students are equipped with skills to learn how to learn and to successfully undertake new challenges
- Rose Park students are competent users of contemporary learning design and its enhancements
- Students graduating from Rose Park are world-school students and community ambassadors for our school
Our work included:
- The IBPYP review clearly indicated an engaged student body with a culture of learning and inquiry. They noted the embedding of the values and concepts of the IB Learner Profile as an integral aspect of the school’s success
- The school launched a satellite, rising to 26000m as a first for primary schools in SA as part of their ongoing inquiry approach
- The inaugural exchange programme with our Japanese sister school was an outstanding success, with 19 of our year 6 students spending 8 days in Japan. 52 year 7’s also participated in the Canberra visit. Both groups were applauded for their ambassadorial roles.

In 2016 our goals are:
- Students display quality research and presentation skills
- Students can show deep understanding in a concept rich curriculum
- A trans-disciplinary approach enables students to transfer skills and knowledge

As a connected community our goals were:
- The Rose Park school community is a strong supporter of the school and through this support has developed strong home-school partnerships to enhance student learning
- The engagement of the school community provides up to date advice, consultation and opinion in the ongoing development of the school and its programmes
- The governance of the school supports enhancements to the learning opportunities for each child through considered and creative decision making.

Our work included:
- The IBPYP review indicated the strong support for the school from the community along with the lose connections between school and the wider community
- Enrolments in the school continued to surge towards 600 as more members of the wider educational community were drawn to the strong reputation of the school
- Numerous workshops and opportunities for parents to be involved and informed were provided, as well as the first fete in many years which was undisputed success.

In 2016 we will achieve:
- Ongoing attention to parent workshops ensures an informed and involved community
- School decision making is inclusive of students, parents and the wider community
- Parent representatives play an integral role in the growth and culture of the school
- A comprehensive community social program is value adding to the culture and success of the school

4.1 Junior Primary and Early Years Scheme Funding

The Early years funding scheme enable the early years classrooms to commence the school years with classes below the standard ratio of 1 teacher to 26 students, with all 4 reception classes (one was R/1) averaging 22 students. This was not a position that could be maintained as new enrolments continued to flood the school throughout the course of the year, resulting on most of the early years classes being full by December. Moreover, as the school is full in all
other year levels and has no class spaces left, there did not exist the capacity for any juggling of numbers, nor the capacity to make much change to the structures for 2016. This is an issue that continues to hound our school – plagued by our own success, and to this point we have received no assistance from DECD in dealing with the matter.

### 4.2 Better Schools Funding

The schools allocation of Better Schools funding was around $12000. For a school of over 550 students, this figure has very little impact. The money was used to purchase a small amount of additional school support hours to provide intensive support to students who did not meet the DECD disability support benchmarks but who were not achieving at the standards required. It is not meaningfully possible to give clear indications on the success or otherwise of this low level of support within the context of all the other work the school does to support our students.

### 5. STUDENT ACHIEVEMENT

2015 was another strong year for student achievement. From the fifteen tests undertaken in Naplan by the year 3, 5 and 7 students (5 tests for each cohort), the school received 5 of our highest ever scores. We note this occurred in our year 3 and 7 groups. Further investigation of the length of time at school for each group of students indicated that:

- Our year 3 had been at school for 2.9 years
- Our year 5 cohort had been here 3.3 years
- Our year 7’s had been here 6.9 years.

This evidence indicates that the longer the time the student spends at this school, the greater the possibility of improving their learning outcomes. This data was backed up by a correlation of our Pat-Maths and Pat-Reading tests, where very close correlations were noted across all year levels in both literacy and maths.

Our other data for the year shows a steady trend in the running records achievement, while the school has focused in recent times on actually slowing our students down in the higher running records data. Our aim has been to give students more breadth at each level to increase their inferential comprehension abilities while also focusing on writing skills through writer’s workshops in most early year’s classes. The NAPLAN results for year 3 may well be an indication this work coming to fruition.

Work continued on developing the school’s data base this year, enabling staff to see emerging trends in student achievement and to identify more quickly students who were not trending as positively as required. Talk of the DECD data base for all schools is still indicating a 2-3 year timeline before implementation, and with this, there remains no certainty that this database as a whole of state piece of software will have the capacity of the custom built model developed by the school.
## 5.1 NAPLAN

**Table 1: NAPLAN cumulative scores 2008 – 2015**

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<thead>
<tr>
<th>Year 3</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
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<table>
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<td>2012</td>
<td>521.0</td>
<td>531.3</td>
<td>477.6</td>
<td>521.7</td>
<td>517.3</td>
</tr>
<tr>
<td>2013</td>
<td>524.4</td>
<td>532.5</td>
<td>493.1</td>
<td>539.8</td>
<td>524.4</td>
</tr>
<tr>
<td>2014</td>
<td>532.6*</td>
<td>576.5*</td>
<td>495.3</td>
<td>576.3*</td>
<td>532.6*</td>
</tr>
<tr>
<td>2015</td>
<td>519.8</td>
<td>548.0</td>
<td>471.8</td>
<td>554.4</td>
<td>519.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>575.4</td>
<td>575.1</td>
<td>576.3</td>
<td>569.9</td>
<td>571.9</td>
</tr>
<tr>
<td>2009</td>
<td>617.9</td>
<td>579.2</td>
<td>593.5*</td>
<td>571.5</td>
<td>584.2</td>
</tr>
<tr>
<td>2010</td>
<td>604.0</td>
<td>597.7</td>
<td>569.2</td>
<td>570.2</td>
<td>593.1*</td>
</tr>
<tr>
<td>2011</td>
<td>651.9*</td>
<td>588.0</td>
<td>567.3</td>
<td>561.5</td>
<td>592.8</td>
</tr>
<tr>
<td>2012</td>
<td>607.2</td>
<td>586.2</td>
<td>534.8</td>
<td>580.3</td>
<td>572.3</td>
</tr>
<tr>
<td>2013</td>
<td>587.3</td>
<td>571.7</td>
<td>544.8</td>
<td>564.2</td>
<td>585.2</td>
</tr>
<tr>
<td>2014</td>
<td>587.8</td>
<td>574.4</td>
<td>534.7</td>
<td>564.9</td>
<td>576.8</td>
</tr>
<tr>
<td>2015</td>
<td>587.1</td>
<td>599.8*</td>
<td>557.8</td>
<td>583.6*</td>
<td>588.8</td>
</tr>
</tbody>
</table>

- **Highest score**

Figure 1: Year 3 mean scores

![Mean Scores](chart.png)
Table 2: Year 3 scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>421.9</td>
</tr>
<tr>
<td>Reading</td>
<td>450.3</td>
</tr>
<tr>
<td>Writing</td>
<td>436.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>435.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>451.6</td>
</tr>
</tbody>
</table>

Figure 2: Year 5 mean scores

Table 3: Year 5 Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>524.4</td>
</tr>
<tr>
<td>Reading</td>
<td>532.5</td>
</tr>
<tr>
<td>Writing</td>
<td>493.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>537.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>539.8</td>
</tr>
</tbody>
</table>

Figure 3: Year 7 mean scores
Table 4: Year 7 Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>591.8</td>
</tr>
<tr>
<td>Reading</td>
<td>570.0</td>
</tr>
<tr>
<td>Writing</td>
<td>543.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>583.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>564.7</td>
</tr>
</tbody>
</table>

Figure 4: Year 3-5 growth

Figure 5: Year 5-7 growth
Analysis
As noted earlier, while the school remains high performing (see tests with highest scores in table 1) we remained concerned about enrolment trends and the length of time students are spending at the school prior to completing testing. We also note that in the year 5 cohort, where length of time at school as a percentage of the year level age was the lowest, the group also had a 34% NESB component, compared to 19% and 7% respectively for years 3 and 7. This brings in a dual of effect of having less time at school and speaking a second language. We are pleased that the group still maintained high performance without showing genuine positive trends, and understandably, these factors will impact significantly on the school’s ability to create this positive trend.
With growth, the school was pleased that our students continued to show excellent growth, with high numbers in the top 25% growth band, particularly given that many are high achieving already in year 3.
Outstanding results were nearly 50% of year 5 in the top 25% growth for reading, and 45% of year 7’s for maths. Having only about 10% in the bottom 25% growth band for year in both literacy and numeracy is also a pleasing result.

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>96.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>95.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.4</td>
</tr>
</tbody>
</table>

Attendance rates remain strong and well above state averages. Process are in place to manage a handful of students who have family issues impacting on their regular attendance. The school had its first Flexible Learning Options student this year who eventually returned to school part time late in the year.

6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>0.5%</td>
</tr>
</tbody>
</table>
10410

104 persons responded online to this year’s survey, the most ever at this school since surveys were created. We note the question with the poorest response was that the school takes parents’ opinions seriously, closely followed by our child’s learning needs are being met. These response are surprising given the ongoing demand for vacancies at the school based on our strong academic record and wider community reputation. Be that as it may, the school will look at these issues for 2016 to see what can be addressed.

Our strongest response were around being safe, wanting to come to school and parents being able to speak to teachers. We will provide this feedback to staff and continue to work to create a welcoming and safe school environment.

My School website
8. ACCOUNTABILITY

8.1 Behaviour Management

There were 172 recorded incidences of quiet room referrals for 2015, an average of 4.3 per week. 83% were isolated incidences for girls compared to 42% for boys. Of the 172, one student accounted for 22 incidences. A total of 82 different students were sent to for time out. Approximately half of the 82 students were repeat offenders. There were only 3 year 7’s, all boys, and all single offenders. Year 3 students accounted for 24% of offenders, and year 2, 22%. Reception was 13% notwithstanding this includes the student with the 22 occurrences. In summary, number of students attending time out were higher overall, but so were enrolments. Year on year comparisons are not always accurate as the staff from time to time focus on different yard behaviours, depending on circumstances at the time that may trigger our attention. Given the high number of occurrences by a small number of students who are undergoing close monitoring of their behaviour, as a general summary the statistics indicate that behaviour issues remain well in hand.

8.2 Relevant History Screening

The school was audited by SAFE group in 2015 and has now met all necessary requirements of the DECD Relevant History Screening policy.

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>57</td>
</tr>
<tr>
<td>Graduate Qualifications</td>
<td>16</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
Workforce Composition

<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>26.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Persons</td>
<td>30</td>
<td>10</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</td>
<td>50362</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
</tr>
<tr>
<td>3</td>
<td>220348</td>
</tr>
<tr>
<td>4</td>
<td>10915</td>
</tr>
</tbody>
</table>