Bordertown Primary School services an agricultural community and is recognized for a well developed reputation of innovation, success and achievement. Core values of kindness, respect, responsibility, and integrity underpin our school ethos of continuous improvement and are reflected across the curriculum. Staff and community show an exceptionally high level of commitment to the school.

There is a strong focus on quality learning programs that challenge those who are more able and nurture those who need additional assistance. Specialist teaching in Physical Education, French, ESL and Special Education strengthens the delivery of a comprehensive curriculum resulting in learning outcomes at the high end of expectations. Academic rigor is balanced by very proud traditions of accomplishment in sport and student leadership.

48% of the students are boys and 52% of the students are girls. Approximately 22% of students are on School Card. 1% of the population are Aboriginal students. Children from Non-English Speaking Backgrounds make up a small proportion (15%) of the total enrolment; some of these are new arrivals. From 2008 – 2010 a New Arrivals Program operated for students in their first 12 months in Australia. Due to the current employment trends in Bordertown, as of 2012, we will no longer have the critical numbers of overseas migrant students to warrant the provision of a NAP class.

The school is extremely well resourced, immaculately maintained and has expansive play areas set amongst large gum trees. Students and staff have access to a wide range of hi-tech teaching and learning tools, including interactive whiteboards and there is a well resourced and maintained resource centre.
2011 Highlights

Bordertown Primary School staff, students and community can be very proud of the numerous special events and highlights that have occurred during 2011. All students had the opportunity to attend quality camps, sleepovers and excursions that enriched class programs and continued to be a feature of the learning opportunities offered at our school.

We are fortunate to have teachers at every year level who are prepared to give up their own time to ensure that our students are provided with a wide range of extra curricula and sporting opportunities as well as put in extra efforts to ensure that our teaching and learning programs are the very best that they can be. The hard work of the dedicated Governing Council is to be commended as they support school programs and help us to maintain our strong positive community spirit.

Student Voice and Leadership Programs

It has been rewarding to see the continued growth in student voice and leadership through both Kids Voice and House Captains. Kids Voice have been responsible for a range of initiatives such as; design and construction of a new undercover bike and scooter enclosure, designing the new garden areas, fundraising for charity including Cancer SA and sponsorship for an old scholar competing in the New York Marathon, organizing assemblies, kids events and fun days.

House Captains have excelled by providing leadership for their house teams throughout terms 3 & 4. Their support for the staff and student body and their organization on our very successful Sports Day in Term 4 was outstanding.

Health and Physical Wellbeing

As part of our continued focus on keeping physically active our students continued to participate in our daily fitness program, PE program and SAPSASA events. The School Sports Day was an outstanding success, with every child having the opportunity to compete in the tabloids and team games or sprints and relays. Due to the inclement weather this year we held the events over two days and still managed to draw a sizable crowd of supportive parents and grandparents. Over the year we held a number of sporting clinics for the middle and upper primary students and "have a go sessions" for the junior primary students. Many of our upper primary students represented both the school and the Upper South East District at SAPSASA events and we hosted the USE Athletics Carnival here at the school for the second year running. Annie Eats was selected for the SA Primary Schools Cross Country Team, Sophie Day for the SA Junior Hockey Squad and Jacob Eats for the SA Secondary Schools Cross Country Team. Health and Physical Wellbeing has had a renewed focus in the school with the completion of the new Gym which along with our shade shelter has added to the covered all weather learning space. At present we rarely have to cancel assemblies, outdoor events or PE lessons because of inclement weather.
Value Added Programs

Pedal Prix

We continue to enjoy the amazing support of a number of dedicated staff, parents and other community members for Pedal Prix. In 2011 we competed in all three rounds of the challenge including the 24 Hour Pedal Prix race in Murray Bridge. Both teams proved to be highly motivated, well prepared and exceedingly competitive. Staff and parents were thrilled with the respect, kindness and cooperation between the two teams over the weekend in spite of the fact that they were in direct competition with each other. We were overwhelmed by the generosity of our local businesses who continue to sponsor our teams and in particular our major life sponsor Tatiana Trucks and Trailers who built and donated the new tandem trailer that will transport both of our vehicles and equipment to competition venues.

Performing Arts

A diverse performance music program was provided for interested students. Open Access and the DECS Instrumental Music Program offered trumpet, trombone and flute lessons in 2011. Piano and guitar lessons were again taught during the year and all interested students sat for AMEB examinations in October, most gaining Honors or Credit grades.

Choir was a strong focus for our Year 5, 6 & 7 students who performed in fourth term at both the SA Primary Schools Music Festival in Adelaide and at the South East Primary Schools Music Festival in Millicent. Our African Drumming Group continued to gather new members and performed at several assemblies during the year.

Camps and Excursions

It is our policy that every student has the opportunity to attend a school camp or major excursion once a year. This gives all of our students the experience of expanding their knowledge of both the local district and places beyond the Tatiara. For Year 7 students it is an opportunity to participate in an aquatics program at West Lakes and to visit Parliament House, museum, art gallery and attend a live theatre performance. Our focus for Year 6 is team building, cooperation and social skill development at Nora Yolong. Year 5s visit the Grampians, just over the border from our school, and participate in bush walking, swimming and environmental studies. Year 4s travel to Adelaide for an overnight stay at Warradale and have the opportunity to visit a live performance at Festival Theatre. Year 3 students dress in pioneer mode and make a journey back in time at Old Tailed Town. Reception, Year 1 and Year 2 classes made day journeys to Naracoorte Caves, Adelaide Zoo and Mt Gambier.

Environmental Programs

Students and staff continue to be involved in a number of environmental programs that value add to our community and the local environment. Again this year we propagated over 400 native trees that were planted along the roadsides and in the parks and gardens in Bordertown. 2011 was the SA Trees for Life’s 30th Anniversary; we were featured in many publications celebrating and acknowledging our efforts (Advertiser, TFL Newsletter and Website, Media Broadcasts). Clean Up Schools Day is a regular part of our school calendar; students and staff using this as an opportunity to draw community attention to recycling, keeping our parks and gardens clean and their role as responsible young citizens of our town. Our year 5 class took on the
challenge of rejuvenating the old garden area between the tennis courts and the drama room and were rewarded for their efforts by winning the SA Solar Schools Challenge. The $5000 first prize will be spent on erecting a rain water tank to provide water to this garden.

**Facilities and Grounds 2011**

Facilities and grounds have continued to be a vital part of our school’s growth and development. During the past year we saw the completion of the BER and NSP funded Projects and there was a huge focus on restoring our grounds to pre-demolition and building condition. Yard development projects also benefited from the breaking of the prolonged drought and the subsequent availability of water.

Facilities and grounds improvement included:

- The renovation of the old library to accommodate a spacious resource centre for students and staff.
- Renovation of the computer room in the resource centre which has enabled every student to have access to their own computer during teaching lessons
- The completion of our new Gym
- Renovation of 13 classrooms and the Art Room, including new carpets, extended foyers, student lockers and storage areas for resources
- Extensive work in Natanda Garden
- Establishment of vegetable gardens, an orchard and garden beds with shrubs and trees behind the new Gymnasium
- Refurbishment of the pergola area outside the Junior and Lower Primary classes
- IWBs in every classroom.

These upgrades were very welcome as the resultant facilities will make a significant difference to the presentation of the site as well as the conditions for staff and students but they meant continued disruption to most classes in the school, to our ICT infrastructure and to our Resource Centre in 2011.

**Report from Governing Council**

As 2011 draws to a close Governing Council would like too send all the school staff teaching and administration and all of our students a big well done and thank you for the way our school has operated all year, you have had a few challenges with the building development which is slowly taking shape and will be a bonus when finished.

This year has been another successful year for us in all fields that we aspire to undertake both in the classroom and out. The Governing Council take great pride when we here the positive way other schools and groups commend you the students on the way in which you represent the school it is a credit to all the students and staff.

I would like to personally thank all the members of Governing Council for there efforts though the year and also all the other parents who give their time so generously to helping around our school. So now we look forward with our school motto in mind of INSPIRE, CHALLENGE, ACHIEVE too another successful and exciting year in 2012.

Richard Halliday

Chairperson - Bordertown Primary School Governing Council
Site Improvement Planning

In 2011 our 3 strategic priorities for the Site Improvement Plan were for change and improvement in Literacy, ICT and Well Being.

Literacy

Literacy 2010 data indicated that there were 2 focus areas for 2011

- A consistent whole school approach to teaching and learning in reading
- Spelling and Phonics (Reception to Year 2)

Analysis of our 2010 perception and demographic data also indicated that literacy programs and intervention strategies needed to take into consideration the large numbers of ESL/NAP students in each class and the group of students who continued to hovered just above benchmarks.

Some of the strategies that we employed were

- Implementing Jolly Phonics and Jolly Grammar in all R – 2 classes.
- Differential staffing for Reception students to cater for the unusually wide range of learning abilities
- Extending our intervention programs for Year 1 -7 students to include those students one band above the benchmarks
- Providing ongoing professional development for staff
- Establishment of a Literacy Site Improvement Plan Committee lead by a Senior Leader with curriculum focus on Literacy
- Mapping of a Wave 2 & 3 Intervention program.

Improved student learning outcomes for R – 7 were indicated by the steady results for year 1 in Running Records data, Reading Age Standardised Tests and site words recognition. TORCH tests, target word testing, lexile level testing and SACS Leveling, Concepts of Print and the NAPLAN test results also indicate steady progress for majority of our students, the continuing challenge for us are the students who do not meet benchmarks in NAPLAN and the number of students with low or moderate progress between year levels.

In addition 420 students completed the Premiers Reading Challenge and 58 received the new Legend Reader for Life Award. The PRC is promoted within our school as an opportunity to reward students who make the effort to consistently practice reading at home.

Recommendations 2012

- Leadership of Literacy Site Improvement Plan strategic be provided by the Senior Leader position
- The role of the Literacy SIP Committee to provide a commitment to shared leadership and a committee focused approach to driving continuous improvement in literacy
- Consolidate T&D in Jolly Phonics and Jolly Grammar and plan for implementation in all R -2 classes
- Implement and continue to map our school approach to the teaching of each of the aspects of Literacy against the Australian Curriculum and make alterations as required.
- Develop Personal Learning Plans in literacy for non NEP students who do not meet benchmarks in NAPLAN and the number of students with low or moderate progress between year levels.
• Develop Scope and Sequence in writing
• Implement our Wave 2 & 3 Intervention Strategies

Wellbeing

The School Counsellor and the Well Being Site Improvement Plan Committee provided leadership for the continuous improvement of well being as a 2011 strategic priority. The work of the Christian Pastoral Support Worker value added to all well being programs and to our ongoing support of staff, students and families. The Well Being SIP Committee monitored the implementation of the strategies and the achievements of the following targets:

• Continued implementation of the Peer Support Program to include most classes in the school. Our target for 2012 is for all classes to participate in Peer Support
• Codes of conduct explicitly teaching social skills based on school values and supporting positive behaviour developed in all classrooms
• Implemented a formal mentoring program as part of our intervention strategies for students at risk
• Provision of further staff professional development in Restorative Practice and non violence crisis intervention
• Implementation of intervention programs supporting the 5 % of students outside the Restorative Practice boundary, including 2 students participating in the ICAN Exceptional Circumstances Program
• Implementation of Child Protection Curriculum in all classes and providing opportunities to share good practice

Recommendations 2012

• Further T&D in What's the Buzz to support our Restorative Practice approach
• Further work on anti bullying for some year levels.
• Develop Personalised Learning Plans for students at risk with behaviour and or well being
• Data analysis indicates that our goals and targets have been well met in many areas and that Well Being will become part of our 2012 – 2015 Operational Plan rather than be a Strategic Priority.

ICT

Following the analysis of self review data from EDCAP surveys completed by all staff in October 2010 we developed strategies in ICT to focus 2011 improvement targets. Targets achieved were

• Provision of high level professional development for staff to enable the use of a wider range of software and programs within classroom teaching and learning programs and to support embedding of ICT across the curriculum
• Purchase of more IWBs and ongoing T&D opportunities and sharing good practice in their use across the whole staff.
• All staff repeated EDCAP Survey in October 2011 and analysis of achievements indicated that we were above state mean in all aspects of the survey
• Use of the Flinders University developed IWB Users Rubric to plot staff knowledge, understandings and skills and student engagement with ICT
• Used our student survey (developed in 2010) to gather and analyse data with respect to knowledge, understandings and skills and student engagement with ICT
• ICT SIP Committee provided leadership and had a wide decision making role with respect to the Site Improvement Plan. All budget decisions were made by the committee. All staff T&D was coordinated by the ICT committee.

Recommendations 2012
Data analysis indicates that our goals and targets have been well met in many areas and that
ICT will become part of our 2012 – 2015 Operational Plan rather than be a Strategic Priority.

Student Achievement

In addition to analysis of our NaPLAN data for year 3, 5 & 7 students we also regularly test and
analyze achievement data at class and at a school level including

- the literacy progress of R – 2 students using running records, sight words lists, concepts of
  print and phonics testing
- Running Records in 80% of the year 3 – 7 classes
- literacy progress of year 4,6,7 students using the TORCH comprehension test
- students in years 1 – 7 are leveled according to the SA Curriculum Standards.
- spelling, using the target word tests
- reading, using a simple Reading Age Test.
- ESL scales to test English language competencies of ESL learners

All of these test results along with many of the other assessment processes, curriculum standards and
diagnostic tools were used to build up a comprehensive picture of each child’s progress and future
learning needs. All data is stored so that we can refer back to it and make term by term and year by
year progress comparisons for all of our students.

PIRLS and TIMSS

Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics
and Science Study (TIMSS) are international tests of mathematics, science and reading. TIMSS
examines students’ mathematical and science achievement in relation to different curricula types,
instructional practices and school environments. PIRLS is an international study of reading, focusing
on the development of students in learning to read and reading to learn. Students and parents also
provide feedback about attitudes, teaching and learning in these 3 subject areas. These studies are
conducted in over 50 countries throughout the world and are used to inform education policy at a
state, national and international level. From the information people involved in education will be able to know how
Australia performed and where Australia is placed internationally. In Australia students from both private and
government schools participated and no student was exempt from the testing.

Year 5 students in our school were included in the 2011
Australian testing sample. 4 students scored in the
Australian top 10% in Science, 3 in Mathematics and 1 in Literacy. Several other students also
scored in the top 25% in each of the tests. Just as pleasing were the results of the associated
questionnaires. Students scored above Australian average percentages for self confidence in
learning in mathematics and well above for self confidence in learning Science and Reading. We had
a smaller percentage than Australian average who indicated low levels of self confidence in learning
in all 3 areas surveyed. Students also highly rated enjoyment in learning Science, Mathematics and
Reading and also showed high ratings for learning interesting things in Maths and Science. In
Reading students rated highly that they like talking about what they read to other people.

Early Years
Students currently in Reception and Year 1 are participating in a longitudinal study with the University of NSW and SPELD to test the long term benefits of synthetic phonics programs and the part that they play in improving reading. In 2012 students from Reception to Year 2 will be part of the sample. Several universal measures are used to complete this testing including Concepts of Print, Phonics, spelling and reading logs. At school level we are also able to use the students Running Records assessments as comparative data. Although it is extremely early days the data is showing significant gains by students who are part of the Jolly Phonics Program.

**Running Records**

The level of achievement of the 2011 year 1 cohort in Reading is outstanding. Other school based testing of this group also indicates that they have sound levels of comprehension, phonics and early stage spelling. This is the first group of students who were exposed to a consistent phonics and early reading program (Jolly Phonics), although it is too early to draw conclusions that their progress can be attributed to the program.

In the year 2 cohort there continues to be a number of students who fall below the benchmarks in spite of the intervention programs in place. Staff continue to make changes and improvements to the teaching and learning programs to support them to read at chronological age and we are providing more resources to support the students to progress.

**NAPLAN**

Year 3
In 2011 there were more year 3 students exempt from the NAPLAN testing than in previous years. This was due to the fact that the school has a high number of New Arrivals enrolments who could not reasonably complete the tests in English. These students are enrolled in a NAP class and are in their first 12 months in Australia undergoing intensive English study. There are also a large number of ESL students who were NAP students in 2010 who sat the tests. This is reflected in the mean scores of the cohort.

From the analysis of mean scores it is evident that 2011 year 3 students are progressing more or less at the same rate as those in previous years. It is of interest to note that there were a smaller number of students in the highest percentile in writing than in previous years. As this was the first time that student’s were faced with the persuasive text type the results could be a reflection of lack of student practice with the genre.

This cohort of Year 3 students are less able in the area of numeracy than 2009/10 cohorts but this may be due to our school focus on improving reading, we need to revisit and ensure that we do not do this to the detriment of mathematics.

In 2012 we will be further improving and changing our Intervention programs and introducing a Wave 2 & 3 reading program as a result of new PALL learnings.

**Year 5**
In 2011 there were more Year 5 students exempt from the NAPLAN testing than in previous years. This was due to the fact that the school has a high number of New Arrivals enrolments who could not reasonably complete the tests in English. These students are enrolled in a NAP class and are in their first 12 months in Australia undergoing intensive English study. There are also a number of ESL students who were NAP students in 2010 who sat the tests. This is reflected in the mean scores of the cohort.

From the analysis of mean scores it is evident that 2011 year 5 students are progressing more or less at the same rate in literacy and numeracy as the 2009/10 year 5 cohort. It is of interest to note that there were a smaller number of students in the highest percentile in spelling and fewer numbers in the lowest percentile which may indicate that our target word list and spelling program require review; it is obviously catering for most of our learners but not extending our capable students.

Overall the reading results for our year 5 students were really disappointing although the results did reflect SA state trends. In spite of the number of intervention programs in place at the school and the fact that many of them had school developed reading plans focused on individual student improvement data in reading the NAPLAN data indicates that the year 5 cohort were not performing as well as they should be. The growth rates between year 3 and 5 in reading with a significant number in the lower 25 percentile also reflects this trend, whereas in numeracy there are a large percentage of students in the middle 50% and upper 25% and a much smaller number scoring in the lower 25%.
In 2011 there were more Year 5 students exempt from the NAPLAN testing than in previous years. This was due to the fact that the school has a high number of New Arrivals enrolments who could not reasonably complete the tests in English. These students are enrolled in a NAP class and are in their first 12 months in Australia undergoing intensive English study. There are also a number of ESL students who were NAP students in 2010 who sat the tests. This is reflected in the mean scores of the cohort.

The Mean Scores for the 2011 year 7 cohort were slightly, but not significantly, less than the mean scores of the 2009 and 2010 cohorts; the mean scores were on par with both regional and index means. However, this group of students provided disappointing progress scores in reading between years 5 and 7 with a higher than would reasonably be predicted group in the lower 25%. Deeper analysis provides few consistent patterns as mistakes vary between individual students. We had a significant group of students who achieved Bands 8 and 9 in all aspects of the testing, except Writing, and this was counterbalanced by a significant group in Bands 4 and 5 and a large number of average students in Bands 6 and 7.

**Recommendations and Improvement Directions 2012**

Reading will become a greater focus in 2012 when we implement our consistent whole school approach to reading. We are improving and changing our reading intervention programs and introducing a Wave 2 & 3 program as a result of new PALL learnings. Literacy, and in particular Reading will be an improvement focus of our 2012-2014 Site Learning Plan and a 0.2 teacher has been identified to lead an improved focus on early learning in the R-2 classes.

In writing we have plans for further Training and Development in teaching Persuasive Writing, including sessions moderating both sample texts, analyzing “real” samples from our students and examining the marker’s guides. One staff member has also applied to be a marker for 2012 and we believe that the information that she gains from this process will be shared for the benefit of all staff and students.

**Student Data**

**Attendance**
Attendance of students in 2011 in most year levels was comparable with 2010 and remains slightly above all comparative indices (DECD, Like School and Regional). Our unexplained absences continue to be a few families, who in spite of our best efforts to change this pattern do not see regular school attendance as important, and they believe that reason for absence is a private matter. What is more they fiercely defend their right to not inform the school of the reason for their children’s absences. We have a clear policy …staff follow up all unexplained absences with home contact, absences of a habitual or chronic nature are all followed up by the School Counsellor and/or Christian Pastoral Support Worker and in some cases by the Principal. The Regional Attendance Officer works closely with the school and supports our policy and the staff with home visits. One success story in 2011 was the improved attendance of a year 6 boy following his inclusion in the ICAN Exceptional Circumstances Program. The goal was to use the resources to keep him coming to school and engaged in the school programs through the use of a male youth counsellor.

However, it is most disappointing to note the significant drop in attendance of our Reception students (89%), which we believe is not setting up an appropriate pattern for their future attendance and schooling. As this is an unusual pattern for our school we intend to monitor the attendance of this cohort more closely in 2012.

### Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>No %</td>
<td>16</td>
<td>10</td>
<td>11.5</td>
<td>8.9</td>
</tr>
<tr>
<td>Employment</td>
<td>1.9%</td>
<td>6.7%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Unpaid/Overseas</td>
<td>45.5%</td>
<td>44.8%</td>
<td>49.5%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Other</td>
<td>1.6%</td>
<td>1.9%</td>
<td>0.8%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

In 2010 100% of our year 7 students transitioned to Bordertown High School, in 2011 this was 98% with others transferring to private schools with boarding facilities in Adelaide. Other students transferred interstate or to SA Govt Schools as families transferred out of the town for work commitments.

### Client Opinion

#### Student Opinion

In 2010/11 staff focused on the implementation of the TfEL framework and the English, Mathematics and Science Learning Areas of the Australian Curriculum. TfEL was used for discussion about the underlying pedagogy in classrooms and throughout the school. Further, we experimented with the use of TfEL as a self-reflection tool at the level of individual teacher and whole school practice and used the information to monitor the effectiveness of the strategies we were implementing in each of our Site Improvement Priorities (ICT, Wellbeing, Literacy and Numeracy). Deep examination of each of the TfEL Domains and Elements supported the SIP Leadership Committees to ascertain our professional
development needs. To reinforce our learning and to support individual staff to identify their 2012 improvement priorities it was decided that:

- All staff would conduct their own student feedback surveys with their whole class
- The SA TFEL Review Tools (Appendix 7, 8 or 9) would be used to collect student opinion about teaching and learning in classrooms, safety and well being
- Staff would analyse their class data and provide raw data to be recorded and analysed at a school level
- School level data would provide a snapshot of the domains and elements for whole school improvement to inform the strategies of the 2012 SIP
- Class level data would provide staff with a snapshot of the domains and elements for individual improvement to inform 2012 staff performance development/management priorities

In addition in 2011 students were surveyed using the National Safe Schools Bully Audit, ICT School Based Audit, Camps and Excursions Feedback, Sports Day Audit and Kids Voice met weekly to provide feedback on a variety of student issues and opinions.

The data from our TFEL survey indicated:

<table>
<thead>
<tr>
<th>Domain</th>
<th>Agreement</th>
<th>Neither agree nor Disagree</th>
<th>Disagreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Create conditions for rigorous learning</td>
<td>90%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>3: Develop expert learners</td>
<td>92%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>4: Personalise and connect learning</td>
<td>93%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Analysis of the data indicates that:

- Students in the upper year levels (Year 6 & 7) indicate higher levels of disagreement in negotiating learning (2.3), exploring the construction of knowledge (3.3) and communicating learning in multiple modes (4.4) than younger students
- Students in the middle primary years (Year 3-5) have concerns about promoting a dialogue as a means of learning (3.4), exploring the construction of knowledge (3.3) and bullying/harassment issues (from Bully Surveys)
- Students in the early years are focused on having choices about learning (2.3) and developing relationships with others
- Some classes had much higher levels of agreement throughout the survey than others (>96%) in every domain and two classes had unusually high levels of disagreement in several domains.
- There was a high level of school wide student agreement in challenging students to meet high standards (2.4), teaching students how to learn (3.1) and connecting learning to student lives and aspirations (4.2)
- Whole school focus for 2012 will be on negotiating learning (2.3), promoting dialogue as a means of learning (3.4) and apply and asses learning in authentic contexts (4.3).

Staff Satisfaction Survey

<table>
<thead>
<tr>
<th>Domain</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t know</th>
<th>Average 1 - 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Teaching &amp; Learning</td>
<td>0</td>
<td>0</td>
<td>2%</td>
<td>30%</td>
<td>68%</td>
<td>0</td>
<td>4.67</td>
</tr>
<tr>
<td>Support of Learning</td>
<td>0</td>
<td>0</td>
<td>10%</td>
<td>21%</td>
<td>69%</td>
<td>0</td>
<td>4.6</td>
</tr>
</tbody>
</table>
Analysis of the data indicates that:

- Most staff agree or strongly agree about the quality of teaching and learning, support of learning, relationships and communication and leadership and decision making (85% - 96%)

- Areas of improvement or for ongoing work are:
  - Use of assessment data to evaluate, develop and refine teaching programs
  - Providing for the needs of every student
  - Agreements around bullying and harassment and students with extreme behaviours
  - Feedback and performance development is still an issue for 3 individuals but not for the rest of the staff
  - Parent input and opportunities to be involved at a classroom level

- Written feedback included:
  - More support is needed for students with learning difficulties/emotional issues – not those with NEPs or recognised "special needs"
  - Consistency of expectations concerning use of and care of school property is a point of discussion for staff
  - Students are supported extremely well educationally and physically
  - A lot of time has been put into behaviour management and well being on a school level as well as in classes
  - Student’s successes are celebrated across the curriculum.

Parent Opinion Survey

24 parents responded to the Parent Opinion Survey, with a spread of students in the R through to 7 range.

Quality of Teaching and Learning responses indicate a 87.5% agreement/strong agreement, 2% neutral response and 10.5% disagreement with one of the latter respondents indicating strong disagreement in the statement “Teachers are enthusiastic in their teaching”. Other areas evoking a level of mild disagreement were

- High expectations
- Teacher energy and enthusiasm
- Teacher knowledge and understanding of student achievement
- Satisfaction for learning programs

Leadership and Decision Making responses indicate 85% agreement/strong agreement, 10% neutral response and 5% don’t know. Issues raised by respondents indicate a lack of knowledge and understanding of school planning and continuous improvement and parent participation in decision making.

Relationships and Communication responses indicate a 75% agreement/strong agreement, 12.5% neutral and 12.5% disagreement. Reporting of student achievement and lack of opportunities to discuss issues and concerns were identified as an area needing to be attended to in some classes. Some parents indicated that they disliked the current A-E system of reporting of progress and would like it changed as they and their children find the grading system confusing.

Support of Learning responses indicate a 82.5% agreement/strong agreement, 12.5% neutral and 5% disagreement. The area that elicited the most neutral response was lack of knowledge about the school’s behaviour management policy and responses to inappropriate behaviour and bullying issues. I suspect that the children of these respondents are our most appropriately behaved students and
thus for these parents it is not an issue of high importance and the information for them is on “a needs to know basis”.

**Accountability**

**Staff**

**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>Graduate Degrees or Diplomas</td>
<td>57</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</td>
</tr>
</tbody>
</table>

**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></td>
<td></td>
<td>Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>27.40</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>8.2</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

**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>$3,008,552</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$4,221,580</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$162,700</td>
</tr>
<tr>
<td>4 Other</td>
<td>$360</td>
</tr>
</tbody>
</table>