Context

School Name: Modbury West School  School Number: 1210
Principal: Deb Hancock  Region: Northern Adelaide

Modbury West School continued to increase enrolments in 2013, from 346 in 2011 to 357 in 2012 and now 369 in 2013. We started the school year with 13 classes, establishing a new Reception class at the beginning of term 3.

The school population is made up of approximately 25% non-English speaking background students, 5% Aboriginal students, 5% students with disabilities and 25-30% students on School Card.

2013 Highlights

Highlights of 2013 include:
• Implementation of a whole school daily morning reading program, supported by many parents and grandparents, which has seen the volume and variety of student reading increase across the school.
• Whole school events and celebrations including Harmony Day assembly, Sports Day, Music Night, discos, Book Week activities, Remembrance Day and our end of year Concert.
• Class excursions including to Old Highercombe Museum, the zoo, the Marine Discovery Centre, a Come Out performance, Waterworld, the Aquadome, Central Market, Maritime Museum, the Art Gallery.
• Performances at school by Salaka Drummers and the Police Band.
• Two classes involved in sleepovers at school and a third class enjoying an overnight stay at the zoo.
• An out of school Sports program run by parents in Auskick, and Year 2/3 and 6/7 football.
• Students participating in SAPSASA swimming, athletics, cross country and knockout netball competitions.
• Our Senior Choir participating in the Festival of Music and our Junior Singers meeting weekly and performing at school events and for senior citizens groups.
• One of our students being selected for the Northern Dance Troupe for the Festival of Music with another student winning the design contest for the cover of the 2014 Festival of Music song book and CD.
• Over 50 of our students participating in instrumental music lessons in guitar, keyboard, voice and drums.
• Fundraising by our students to support our World Vision child.
• The whole school planting 650 trees for the Tea Tree Gully Council at Dawson Reserve.
• Students working with Aboriginal artists to paint murals which are now displayed inside and outside our buildings.
• Installation of a second flagpole that allows us to fly both the Australian and Aboriginal flags.
• Students participating in the University of NSW Computer, Science, English and Mathematics competitions.
• Over 90% of our students completing the Premier’s Reading Challenge.
• ‘Café Modwest’, run by our CPSW, opening for parents on Friday afternoons for them to meet and enjoy coffee, tea and cake.
• A Play Room set up for JP students to borrow toys and equipment to use at recess and lunchtimes.
• Staff and student learning focused on reading comprehension, mathematics, the new Australian Curriculum and Executive Function skills.
• SSO’s participating in professional learning to develop their skills in supporting teachers and student’s literacy programs.
• Two teachers nominated by parents for the SA Public Teaching Awards.
• Parent workshops about strategies to use when listening to children read.
• Cyber-safety workshops for staff and our Year 5, 6 and 7 students.
• Our very popular OSHC gaining approval to increase its capacity to 110 places.
Laptops bought for senior student use and extensions made to the upstairs computer suite. Grounds development with the installation of new playground equipment in the JP play area and rubber fall surface laid beneath two other areas of playground equipment. We also installed a boom gate in the staff car park.

Site Improvement Planning

Our 2013 Site Learning Plan had two goals. To improve the reading achievement and comprehension skills of all students R-7 and To implement the Australian Curriculum in line with DECD expectations. Within this latter goal we had a staff learning focus on developing our understanding of and skills in teaching Mathematics. We also pursued professional development in new areas of learning as the opportunity arose over the year and teachers expressed interest in pursuing new concepts, eg Executive Function skills after the leadership team attended NAR Leaders Days with Deb Merrett and Martin Westwell.

Our long term learning targets for our students are the same as the Northern Adelaide Region targets. That is, for students to read, with understanding, at level 10 or above at the end of Reception, at level 20 or above at the end of Year 1, and at level 26 or above at the end of Year 2; and for students to achieve in NAPLAN Reading at Proficiency Band 4 or above in Year 3, at Band 6 or above in Year 5, and at Band 7 or above in Year 7.

Assessment / data collection / data analysis Staff continued to use the school’s literacy assessment processes and protocols to assess student reading achievement and comprehension in 2013. Staff met twice in professional learning teams to analyse the literacy data gathered and to translate the information into plans for teaching and learning for individual students, small groups and whole class teaching. The analysis of the data also identified students requiring tier 3 intervention. We continued to maintain our data wall, updating this visual representation of student reading data twice over the year.

This year we used the PAT-Maths online assessment with our year 3-7 students and teachers spent time analyzing this data. Junior primary teachers reviewed a number of maths assessments for younger students but have yet to find one that we consider will be useful in informing our teaching.

We reviewed our assessment protocols this year for 2014 and made some changes to the assessments we use, when we use them and our benchmark expectations for where we would like the students to be achieving at different times of the year. We also considered changes we may need to make as a result of the single start date with all receptions students starting school at the beginning of the year and having four terms in reception.

The Tiered Intervention Model continues to be effective in delivering a focused and measurable intervention program to students who require further practice, repetition and consolidation of foundation skills. Over the year staff worked in professional learning teams to analyse literacy assessment data and used this information to design literacy programs to cater for all students.

Through analysing the data collected, teachers identified students who required Tier 2 interventions and planned short interventions around a specific focus eg. sight words. These plans were implemented within the classroom in small groups with the classroom teacher and/or with the class SSO. For a small number of Year 1 – 3 students, Tier 3 interventions were identified through Running Records data. These students received intensive, specialised and targeted teaching from our Reading Intervention teacher. A small number of students worked on the Beat Dyslexia program, a step by step multi-sensory literacy program, which has developed their phonological approaches and decoding skills.

Reading Intervention Teacher In 2013 school resources again were used to have a 0.6 Reading Intervention Teacher position. Through the whole school literacy assessment and data collection and analysis process a group of older reception through to year 3 students were identified as ‘at risk’ with their literacy learning. These students received intensive explicit teaching in small groups (maximum of 4 students) from the Reading Intervention teacher four times a week. The majority of these students made significant progress with their learning. Some students who continued to make slow
progress were referred to DECD Support Services (Speech Pathology/Psychology) for further assessments.

**Individual Learning Plans** were developed for students receiving intervention in literacy. The plans were developed by the reading intervention teacher and classroom teacher and documented explicit learning goals and teaching strategies. These plans were implemented during the year within the classroom, in small group sessions with the reading intervention teacher and with one to one support with the SSOs.

**SSO Literacy support** is a valuable and integral component of our daily Literacy Program. All reception to year 3/4 classes are allocated 90 minutes of SSO support per day during the literacy block time. Other primary classes (years 5-7) receive 3 hours of SSO time per week.

SSOs support small group literacy learning and work with individual students where required. Our SSOs have positively supported students in their practicing of phonological skills, decoding words, manipulating and blending sounds with magnetic letters and working with individual students with articulation. SSOs provide support with testing and practicing of a range of Phonological skills that require daily or weekly drilling. This practice has led to an increase in students being able to automatically read sight words, make words from the same family and utilise reading strategies. With the support of SSOs who have been recently trained, the Reading Doctor Program has been successfully implemented with several students across the school who required further practice with correct articulation of sounds, recognizing sounds, blends and sight words.

**Professional Learning:**

**Reading Comprehension** continued to be a focus for staff and student learning in 2013. Staff worked in PLTs to analyse NAPLAN, running record data and PAT-R data and identified areas of student weakness. Through this analysis professional development priorities were identified.

In PLTs teachers learned new skills and knowledge, they developed units of work around comprehension skills, designed activities and developed resources around inference, unpacking the question, finding hidden answers, reading procedural texts and locating information in texts. Staff have worked with students on “Thinking like an author”, explicitly teaching vocabulary, analyzing texts on the interactive whiteboard and summarizing. Junior Primary teachers identified the need for early assessment of students’ phonological awareness skills in segmenting, rhyming and hearing initial sounds as a way of identifying students at risk and ensuring early intervention.

In 2012 school staff developed a Comprehension Scope and Sequence aligned with the English Australian Curriculum and this was revisited this year by all teachers. Staff continued to revisit our common agreements around what we teach and how we teach reading across R-7. This has resulted in a more consistent approach across the school.

A whole school daily morning reading program continues to be an integral part of our reading program and has resulted in an increase in the volume of student reading across the school. In primary classes, R5 reading has promoted engagement in reading and has developed students’ independence in applying reading and comprehension strategies. R5 involves students practicing using a range of strategies to support their comprehension of the text eg. visualizing, predicting, making connections. Students also reflect and respond to the text they have just read and share their thoughts with a partner. R5 has replaced silent reading and increased students’ interest and love of reading.

**Mathematics** has been our Australian Curriculum focus area. The school was involved in a cluster project with Ann Baker where she worked with all of our teachers on a Pupil Free Day and then a group of seven teachers continued their learning over a further two days. These teachers then led their PLTs in exploring new learning around the teaching of mathematics. We also spent a pupil free day making the connections between the reading comprehension strategies and how these apply to mathematics.

Over the course of the year, teachers have developed some common understandings of effective maths teaching and have asked that we develop common agreements as we have in literacy. All teachers are teaching their students the Secret Code to help develop their mental maths skills and
problem solving is more evident in classrooms. Many students commented in their end of year reports that they have enjoyed maths more this year and feel more confident in their mathematical skills.

SSO Professional Learning has been an ongoing practice at our school and this year included learning about how to work successfully with students with disabilities, challenging behaviours and inclusive practices for students with disabilities. SSOs participated in learning about Math’s strategies developed by Ann Baker including the Natural Maths approaches of chunking, rainbow numbers, doubles and near doubles. SSOs also attended a workshop run by DECD Speech Pathologists on supporting students with speech and language difficulties. Executive Function became another topic of interest for all staff and SSOs participated in a 4 part presentation about Working Memory, Inhibiting Impulses and Cognitive Flexibility, which created a great deal of discussion. Relevant and current professional development for our SSOs ensures they are kept up to date about the teaching and learning pedagogies used in our classrooms.

Our Targets for 2013 were:

An increase of 10% across all year levels in number of students achieving NAR reading targets.

An increase of 10% in number of Year 4 & 6 students achieving at age appropriate level on school running record data.

The Running Record Data for Reception–Year 2 students and our NAPLAN data provide a good indication that the work around literacy that the school started in 2010 is having an overall positive effect on the reading outcomes of students. Our Year 2 cohort achieved our target with a 13% increase of students achieving the NAR reading goals, with our Year 5 cohort showing a remarkable 28% increase over 2012. Our Year 1 and 7 cohorts showed a 5% improvement.

While not all year levels have achieved our target growth of a 10% improvement from 2012, our data shows that overall we are ‘shortening the tail’ in that we have fewer children who we are concerned about and who are receiving Tier 3 intervention, and a larger group of children who are achieving just below our benchmarks.
The exception to this is our current Year 3 cohort where we have a significant number of students (17%) who are either on an NEP or have been assessed as having significant learning difficulties but are not eligible for an NEP. Many of these children have received intensive Tier 3 support with our Reading Intervention teacher for the past two or three years which is helping them to progress with their literacy learning but at a much slower rate than their peers. We anticipate that this cohort of students will continue to achieve at a slower rate as they progress through the year levels.

Reception reading achievement levels were much lower in 2013 than in previous years. This group of students were with teachers who have taught our receptions in preceding years and who have utilised the explicit strategies that have been successful in previous years. We found that many of this cohort of Reception students needed more time than previous cohorts to develop their vocabulary, phonological awareness skills and readiness to begin to read. As Year 1 students in 2014 this group will need close monitoring and we will need to carefully consider how we can best use available resources to support them to develop the necessary and expected literacy skills.

In 2011 we started to use Running Records as a way to track student reading progress in Years 3-7 using the Fountas and Pinnell Benchmark Assessment System. This assessment tool assesses students reading accuracy, fluency and comprehension skills. We have set Benchmarks for years 3-7 students.

![Graph showing Percentage of students who achieved the school target for Running Records using the Fountas & Pinnell Benchmark Assessment System](image)

This data shows that, using this assessment tool, our Year 4 and 6 students have not met our target of a 10% increase in students reaching our benchmarks. Our Year 5 and 7 cohorts were the only groups to achieve at a higher rate than 2012, as was also shown in our NAPLAN reading results. A possible reason for this is that over 2013 we tightened up our expectations around how we use this assessment and required students to achieve a higher score in the comprehension section of the running record test. If we include the students who were just below our benchmarks then we see improvement across all year levels except Year 3.

We used the PAT-Maths tests for the first time in 2013 with our Year 3-7 students. Teachers looked at the results of these assessments when planning teaching and learning programs, but we have not collated the data as a school. We will continue to use the tests in 2014, but in term 1 students will be assessed on the test of the previous year level, eg Year 4 students will complete the Year 3 test in term 1 and the Year 4 test in term 3. We think that this will give us more relevant data, better inform our teaching programs, and perhaps allow us to better measure growth over the year.

**FUTURE DIRECTIONS**

In 2014 our Literacy focus will be on both reading comprehension and the development of our students writing skills. Numeracy will remain a focus area as we continue and deepen the learning we did this year.
DECD expectations around the continued rollout of the Australian Curriculum, the updated Keeping Safe program and any other emerging focus areas will also be included in our Site Learning Plan for 2014.

**Student Achievement**

**NAPLAN LITERACY**

All students at Modbury West School are encouraged to attempt the NAPLAN tests and we don’t ask parents to withdraw their children from these assessments.

**YEAR 3**

54% of our Year 3 students achieved the Northern Adelaide Region standard in reading, down from 60% last year. This matches our school data and has been discussed earlier in this Annual Report.

![Graph showing % Year 3 Modbury West students at each Proficiency band for Reading](image)

**YEAR 5**

68% of our Year 5 students achieved the Northern Adelaide Region standard in reading which is a 29% improvement on 2012 achievement levels. It is pleasing to see a significantly lower percentage of our students in Band 5, just below the benchmark, and a significantly increased percentage in Bands 6 and 8.

![Graph showing % Year 5 Modbury West students at each Proficiency band for Reading](image)
YEAR 7
44% of our Year 7 students achieved the Northern Adelaide Region standard in reading which is a 4% improvement on 2012 achievement levels. Our work continues to need to focus on the students who are achieving at Band 6, just below the benchmark.

NAPLAN

YEAR 3 NAPLAN
Year 3 Mean Scores

Our mean scores in three aspects of the NAPLAN tests (grammar, spelling, writing) were equal to or higher than the Region average and other index of disadvantage 5 schools. Numeracy was just below similar schools while reading was lower again, reflecting the large cohort of students in Year 3 with significant literacy difficulties.
**Year 3 Proficiency Bands by Aspect**

In Year 3 we want students to be achieving at Band 4 or higher.

<table>
<thead>
<tr>
<th>% Proficiency by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>2.1</td>
<td>6.3</td>
<td>14.6</td>
<td>33.3</td>
<td>22.9</td>
<td>16.7</td>
<td>4.2</td>
</tr>
<tr>
<td>Reading</td>
<td>2.0</td>
<td>6.0</td>
<td>20.0</td>
<td>18.0</td>
<td>28.0</td>
<td>8.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Writing</td>
<td>2.1</td>
<td>2.0</td>
<td>4.0</td>
<td>24.0</td>
<td>28.0</td>
<td>34.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.1</td>
<td>2.1</td>
<td>2.1</td>
<td>20.8</td>
<td>29.2</td>
<td>27.1</td>
<td>16.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>2.1</td>
<td>6.3</td>
<td>22.9</td>
<td>22.9</td>
<td>29.2</td>
<td>14.6</td>
<td>6.3</td>
</tr>
</tbody>
</table>

**YEAR 5 NAPLAN**

**Year 5 Mean Scores**

In all test aspects our Year 5 students achieved at a higher level than both Northern Region schools and other index of disadvantage 5 schools.

**Year 5 Proficiency Bands by Aspect**

In Year 5 we would like to see students achieving at Band 6 or higher. We continue to have significant numbers of students who are achieving in the Band just below year level expectations in most test aspects.

<table>
<thead>
<tr>
<th>% Proficiency by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>3.2</td>
<td>29.0</td>
<td>22.6</td>
<td>35.5</td>
<td>6.5</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>19.4</td>
<td>12.9</td>
<td>35.5</td>
<td>19.4</td>
<td>12.9</td>
<td>7.9</td>
</tr>
<tr>
<td>Writing</td>
<td>3.2</td>
<td>19.4</td>
<td>35.5</td>
<td>19.4</td>
<td>12.9</td>
<td>9.7</td>
<td></td>
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<tr>
<td>Spelling</td>
<td>3.2</td>
<td>9.7</td>
<td>19.4</td>
<td>32.3</td>
<td>22.6</td>
<td>12.9</td>
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<tr>
<td>Grammar</td>
<td>9.7</td>
<td>9.7</td>
<td>22.6</td>
<td>32.3</td>
<td>19.4</td>
<td>6.5</td>
<td></td>
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</table>
YEAR 7 NAPLAN
Year 7 Mean Scores

In all test aspects our Year 7 students achieved at a higher level than other Northern Region schools and on a par with or better than other index of disadvantage 5 schools in all tests except reading.

Year 7 Proficiency Bands by Aspect
In Year 7 we would like to see students achieving at Band 7 or higher. As with our Year 5’s, we continue to have significant numbers of students who are achieving in the Band just below year level expectations in most test aspects.

<table>
<thead>
<tr>
<th>% Proficiency by Test Aspect</th>
<th>Year 7</th>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td>Exempt</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Numeracy</td>
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<td>6.8</td>
<td>4.5</td>
<td>34.1</td>
<td>40.9</td>
<td>9.1</td>
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<tr>
<td>Reading</td>
<td>4.4</td>
<td>4.4</td>
<td>11.1</td>
<td>35.6</td>
<td>28.9</td>
<td>15.6</td>
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<tr>
<td>Writing</td>
<td>4.5</td>
<td>2.3</td>
<td>20.5</td>
<td>38.6</td>
<td>9.1</td>
<td>25.0</td>
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<tr>
<td>Spelling</td>
<td>4.4</td>
<td>4.4</td>
<td>8.9</td>
<td>15.6</td>
<td>37.8</td>
<td>24.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.4</td>
<td>11.1</td>
<td>13.3</td>
<td>17.8</td>
<td>31.1</td>
<td>20.0</td>
</tr>
</tbody>
</table>

NAPLAN School Growth: Year 3 – 5

71% of our Year 5 students achieved Medium to Upper levels of standardized student progress in both Numeracy and Reading since undertaking the tests in Year 3 (compared to 75% nationally).
NAPLAN School Growth: Year 5 - 7

80% of our Year 7 students achieved Medium to Upper levels of standardized student progress in Numeracy since undertaking the tests in Year 5 (compared to 75% nationally).

83% of our Year 7 students achieved Medium to Upper levels of standardized student progress in Reading since undertaking the tests in Year 5 (compared to 75% nationally).

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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<td></td>
<td>Progress Group</td>
<td>Site</td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
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</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>47.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>32.5</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>17.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>46.3</td>
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<tr>
<td></td>
<td>Upper 25%</td>
<td>36.6</td>
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Student Data

Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tr>
<td></td>
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<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
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<tr>
<td>Year 1</td>
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<tr>
<td>Year 2</td>
<td>93.1</td>
<td>93.1</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.7</td>
<td>91.5</td>
<td>92.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.0</td>
<td>93.4</td>
<td>94.0</td>
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<tr>
<td>Year 5</td>
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<td>94.0</td>
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<tr>
<td>Year 6</td>
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<td>94.2</td>
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<tr>
<td>Year 7</td>
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<td>92.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
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<td>91.9</td>
<td>93.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>92.6</td>
<td>91.9</td>
<td>93.2</td>
</tr>
</tbody>
</table>

Attendance in 2013 has improved to a small degree from 2012. We have six families who skew our data because of the large number of absences or lateness their children have in any school year. We work very closely with these families in an attempt to improve their child(ren)’s attendance.

Some of the strategies we implement to support improved attendance include phone calls to families before 9:00am (sometimes waking families), home visits, counselling parents, helping with organisational issues in the morning, picking students up and bringing them to school, notifying regional support services (Attendance Counsellor and Aboriginal Inclusion Officer), reporting to the Child Abuse Report Line, and frequently placing information in the school newsletter about our targets around attendance. Overall our attendance rate is good and at the rate expected by DECD, however with a little more effort by some families it could be much better.
We are implementing a new electronic system of monitoring late arrivals and early departures. The system requires that parents/students come through the front office on arrival at school and they receive a print out of the time they have arrived at school or the time they are collecting theirchild early from school. These print outs will be kept by the classroom teacher as part of their attendance records. This system will also allow parents to text us the reason for their child’s absence so we anticipate having less unexplained absences in 2014.

**Behaviour Management**

**Student Wellbeing Survey – End of Term 2, 2013**

The survey was conducted with small groups of students in the Junior Primary area of the school and with individual students in the 3-7 classes. We were surprised by the results as the survey identified that a large number of students felt they had been bullied in the two weeks prior to completing the survey. From the survey responses and exploring further with some students we were able to determine that many students were unclear on the differences between bullying, harassment and someone being disrespectful. Some of the younger students thought someone hurting your feelings on one or two occasions constituted bullying. Similar responses were found throughout the year levels. Teachers and leadership worked with classes to revisit and further develop student's understanding of the differences between someone being disrespectful and harassing and bullying behaviour. Students who had been identified as being bullies in the survey were supported and monitored to change their behaviour.

Programs in place to support student wellbeing throughout 2013 include:

- Our *Laying the Foundations for a Quality Learning Environment* program runs for the first two weeks of the school year and is aimed at building a positive supportive learning culture in each classroom.
- Explicit teaching in each class around bullying and harassment.
- Immediate follow-up of incidents by the leadership team where bullying and / or harassment has occurred.
- Teaching of the Child Protection Curriculum in all classes.
- Senior leader and CPSW working with small groups or individual students on social skills programs to develop the skills of being a good friend, joining a group, being respectful, taking turns rather than always wanting things your own way etc.
- Significant intervention programs for students with high level needs / challenging behaviours.
- Working very closely with families to ensure a consistent approach around behaviour.
- Flexible Learning Options for students with significant needs around attendance, learning or behaviour.
- Referral to regional support services for help with our more challenging students.
- Referral to the Child Adolescent Mental Health Service where students can access quality counselling services.

**Client Opinion**

We trialed using the new School Surveys this year and found them difficult and time consuming to access and develop. As these surveys are different from previous years we are not able to compare the data collected.
Parent Satisfaction Survey

The surveys were distributed to all families in hard copy form but only 11 were completed and returned. While responses were overall positive and supportive of the school the small sample may not be representative of our parent population and so no analysis of the results has been done.

Students Satisfaction Survey

A sample of students from each of our Year 3-7 classes completed the survey with 36 responses in total.
**Staff Satisfaction Survey**
Only 9 staff (out of a possible 31) completed the online survey. While the results were very positive they have not been included in this Report as the low number of respondents means that they may not be representative of the staff group.

*My School website*
http://www.myschool.edu.au/

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**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>Bachelor Degrees or Diplomas</td>
<td>28</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</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.

**Workforce Composition including Indigenous staff**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>2.0</td>
<td>16.9</td>
</tr>
<tr>
<td>Persons</td>
<td>2</td>
<td>18</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>$56 301.82</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$9 305.50</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$99 674.26</td>
</tr>
<tr>
<td>4 Other</td>
<td>$93 497.62</td>
</tr>
</tbody>
</table>