



Woodville Gardens  
School

# Woodville Gardens School B-7 Annual Report 2015



Government of South Australia  
Department for Education and  
Child Development

## School Context

<b>School Name:</b>	Woodville Gardens School B-7	<b>School Number:</b>	1904
<b>Principal:</b>	Frank Cairns/Marg Clark	<b>Partnership:</b>	Inner West

## Context Birth to Year 7

Woodville Gardens School B-7 has been successfully working to create an exciting learning and care environment for children from Birth to Year 7 since 2011. Our vision is for, 'a cohesive community of lifelong learners.' Our values of 'respect, responsibility and fairness' underpin all that we do across the whole site. We have established; expectations of excellence in education and care B-7; programs that promote innovative, lifelong learning for all; and have fostered social inclusion for all children.

In 2015 we continued to work to further develop a multi-cultural, socially inclusive school which values learning and care and one in which the community can be proud.

## History

WGS was formed in 2011 and is a Public Private Partnership school managed by Pinnacle Education. The consortium is made up of private companies along with the Department for Education and Child Development. It is registered as a Category 2 school in terms of Index of Disadvantage.

## Enrolment Numbers

Our enrolments in all sectors continued to be healthy resulting in the creation of a waiting lists in preschool and Child Care.

## Enrolments 2015

School R-7	Preschool	Child Care
600 students	110 children	90 children

## Within the R-7 population

The student cohort was categorised into the following groups; 11% Aboriginal students; 67% students with English as an Additional Language or Dialect (EALD); 40 cultural/linguistic groups; 12% Special needs students; 60% School Card recipients.

## Children's Centre

The **preschool** numbers have also remained high even with the single intake. We continually had to plan carefully how we were going to use the learning spaces. Our **Child Care** service continued to provide excellent programs and we had a full Children's Centre throughout the year.

### **Curriculum and pedagogy**

We embedded staff learning in improved pedagogies (teaching for effective learning (TfEL framework), learning technologies for 21<sup>st</sup> century across the curriculum and also provided quality 'child/parent learning and support' programs in the Children's Centre. We provided curriculum coherence across the school and staff professional learning to ensure all staff used current and innovative approaches to teaching and learning.

### **1:1 Devices in Blue building**

Children growing up in our ever changing world need many skills to participate actively in the workforce. This year's 6/7 team have been working together to redesign learning in the blue unit, personalising the learning experience to engage all our students. In addition to literacy and numeracy still being taught daily, lots other skills are also being developed to encourage a passion for and love of learning. To encourage our students to be lifelong learners we introduced the "SECRET" skills which are well researched and reflect those needed by young people to succeed in the 21st Century. These skills are based on research by Dan Buckley:

We design experiences for our learners to be;

- Self-Managers
- Effective participators
- Creative thinkers
- Reflective learners
- Enquirers
- Team workers

The learning environment now provides a balance between spaces for explicit instruction especially in literacy and numeracy, along with more dynamic learning areas where students can work together to solve problems and create a space to suit their needs. Students work; alongside others, collaborating in groups, experimenting alone or with a partner, problem solving and creating. This balance between formal instruction and personal projects through enquiry provides students with the skills they need to be successful learners and community members.

### **Facebook Page**

2015 saw the introduction of a community Facebook page. This page has been a huge success with many followers and great engagement with student learning. Staff have enjoyed being able to give parents a snapshot of learning and allow them to give feedback.

### **Learner Achievement Data System**

In 2015 we further utilised our comprehensive data system by regularly tracking all students learning across the curriculum during their time at our school. This has proved invaluable in using evidence for planning for future student success. The end of 2015 saw us migrate our WGLADS data base onto Scorelink, a comprehensive data management system which will enable staff to more easily monitor student progress.

### **Student leaders**

Students are given opportunities to be leaders in classes and across the school in many ways. Student leadership consists of both overt leadership and a voice in their own learning. In class and in the Buildings they are given opportunities to be monitors, share in circle-time discussions, and plan and reflect on their learning. The whole-school Ambassadors had opportunities to offer their own views of teaching and learning to staff, to be tour guides, and to contribute to the positive culture in the school. Trained Peer Mediators assisted other students to sort out problems in the yard. Digital Leaders assisted students at

lunch-time clubs and in classes with technology matters. Other leadership areas are provided for Assembly hosts, sports captains, team and dance leaders.

Students are also encouraged to be leaders of their own learning and to have a voice in setting goals and achieving them in many different ways.

### **Children's Centre**

Partnerships with other government and non-government agencies and services were further developed and supported by the school, preschool and child care leadership and staff. Our successful DECD funded Playgroup, Learning Together for parents and children continued to grow in 2015. We are continuing to cater for the variety of needs of our growing number of families.

### **Inner West Partnership**

DECD Partnerships formed as a replacement for the Regions at the start of 2014. They include all the schools and preschools in geographically close areas. The Inner West Partnership grew in confidence as the year progressed. We developed a number of protocols for working collaboratively and formed an Executive Committee and working groups. All sites have contributed to the combined Vision, Values and Performance Measures of the Partnership Strategic Plan. For the first time DECD ran Partnership Reviews where the combined data was looked at and goals set as a Partnership. Our Partnership Priorities have been worked into our 2016 Site Improvement Plan. The Partnership strategic plan will see all the sites working together closely in 2016 to improve educational outcomes in the local region.

### **Other Highlights**

There were many other important events and highlights in 2015. These included great achievements from our sports teams on Sports Day, in SAPSASA athletics and team games, and with our two basketball teams and our netball and soccer. Our music program highlighted the school concert band, the instrumental groups and the school choir. During the year our students also participated in a number of challenges including; talent competitions, the Premier's Reading Challenge and art competitions. These highlights also helped build our school culture as an inclusive school which values excellence, fairness, respect and responsibility.

2015 saw our Inaugural Principal Mr Frank Cairns announce his retirement and Marg Clark step into the Principal role for the second half of the year.

### **Principal retirement statement**

It is with mixed feelings that I am letting you know that I will be leaving the school at the end of this term, taking some leave and then **retiring**. I have enjoyed my time as Principal of Woodville Gardens School B-7 immensely and can happily reflect on many positive moments and amazing school achievements over 5 ½ years. Just think we were only established in 2011 and have come such a long way. I can confidently say that our journey has been a success story. The time has come however, for me to retire from my Principal role and school education in general, after many years. Although it was not an easy decision I decided that it is time to retire from work and to do other things in life. Thank you all for your support of the school and for the support of your children's learning. You can all be proud of your school, the wonderful children and outstanding professional staff. I wish you all and the school the very best for the future. Frank Cairns

## Governing Councils

### Parents and Governing Councils

Our two Governing Councils (one for Child Care and one for preschool and school), functioned very well in 2015. Together they continued to show community leadership to the parents across the whole site. Some Councilors attended both Councils and regular communication occurred. Members of both Councils displayed a real commitment to the school and the Birth to Year 7 ethos.

Governing Council for 2015 has been a small but very efficient team.

Anna Supramanian **Treasurer**, Jozef Kumberger, Ann Tep Kin, Kazali Haji, Amy Habibovic,

Edward Deane **Chairperson**, Chan Van Nguyen **D/Chairperson**, Kimberley Johnstone

Lee Biglow has continued as Secretary and our 2 staff reps were Tamsin Dickeson and Leanne Potter. The team have worked hard to initiate a uniform review, installation of a new gate behind building 6 to ease car park congestion. This year saw the introduction of Governing Council to the Partnership group.

### Combined Partnership Governing Council evening

During term we had a combined Governing Council evening, it was an opportunity for all the schools to get together and look at some of the Partnership priorities. It was a really good turn out and a great way of meeting others and making connections. We will look forward to this continuing into 2016 as we look at making an impact collectively.

## Site Improvement Planning

### Site Improvement Plan Priorities 2015 summary

Priority	Focus	Performance measures
<b>1. Raise learner achievement standards</b>	<p>a. Literacy and numeracy standards -NAPLAN</p> <p>b. literacy / numeracy standards -Running Records, PATR,PATM</p> <p>Australian curriculum standards</p>	<p><i>All students attain /exceed national minimal standards in all aspects of NAPLAN. Maintain or increase growth patterns in reading and numeracy from Yr 3-5 and from Yr 5-7</i></p> <p>Attain or exceed DECD standards in Running Records; increase no. of students reaching Standard in PATM,PAT R</p> <p><i>higher numbers of students at or above achievement standard from semester 1 to semester 2</i></p>
<b>2. Improve learner well-being and inclusion</b>	<p>Attendance</p> <p>SBM (suspensions)</p> <p>Student engagement and well-being</p>	<p>Maintain or improve on ACARA attendance rates for 2015</p> <p><i>SBM 10% decrease in suspensions, exclusions. Maintain students at risk at/below 5% student cohort. Utilise AEDC and</i></p>

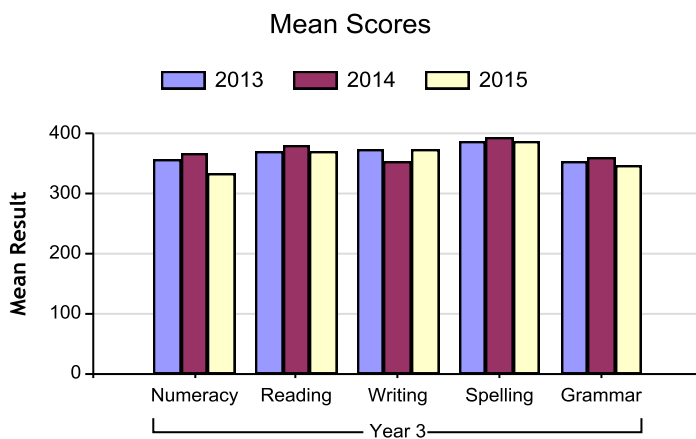
		MDI data when planning for student wellbeing
<b>3. Build community capacity</b>	Participation, decision-making, governance, capacity building	Increased numbers attending sub- committees, parent groups, playgroups, class support and parent groups High Parent satisfaction via feedback and surveys

## Student Achievement

In 2015 our students in Years 3, 5 and 7 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) tests. This was our fifth year of NAPLAN testing in our school.

### NAPLAN Year 3 Mean Score 2015

Our Year 3 Mean scores remained relatively stable with slight gains in Writing, with stability or slight decreases in the other tests.



Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	357.6	367.2	334.6
Reading	369.7	379.1	371.3
Writing	374.8	352.1	374.0
Spelling	387.6	394.7	386.0
Grammar	354.5	361.7	347.6

The dip in our Numeracy level may be the effect of a specific cohort but is something we will be assessing and putting resources into intervention programs during 2016.

### NAPLAN Year 5 Mean Score 2015

Figure 5: Year 5 Mean Scores

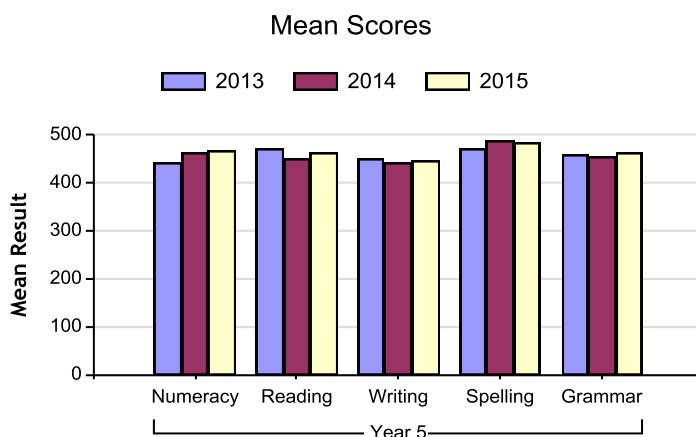


Table 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	441.2	464.1	467.6
Reading	469.8	451.6	461.2
Writing	450.4	441.2	447.7
Spelling	472.4	487.7	484.4
Grammar	459.3	453.7	461.5

Our year 5 scores improved in nearly all aspects and our student growth from year 3 to 5 was impressive with 90% of students making medium to upper progress in Literacy and 83% making great progress in Numeracy. This is due to the new intervention programs that have been put in place from year 3-7. We will continue to monitor student growth at an individual level and continue our intervention programs for students who are not meeting benchmarks.

## NAPLAN Year 7 Mean Score

Figure 6: Year 7 Mean Scores

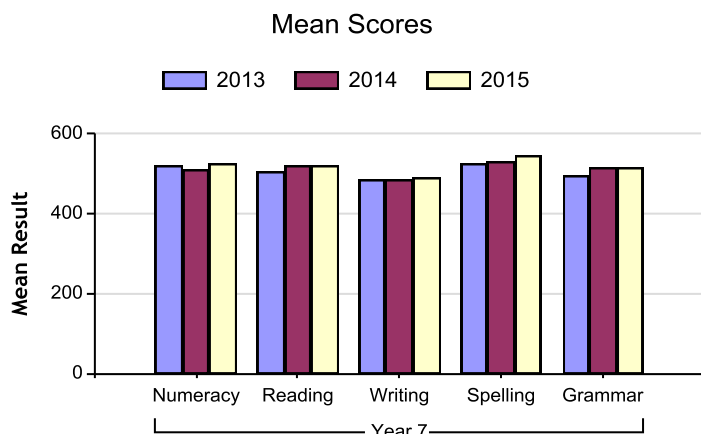


Table 6: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	520.5	512.1	524.4
Reading	506.9	520.8	518.7
Writing	486.1	485.8	492.1
Spelling	523.2	532.4	545.9
Grammar	497.0	517.0	517.7

Our Year 7 mean scores remained at a steady or slight increase with our Numeracy, Writing, Grammar and Spelling scores showing an increase in achievement.

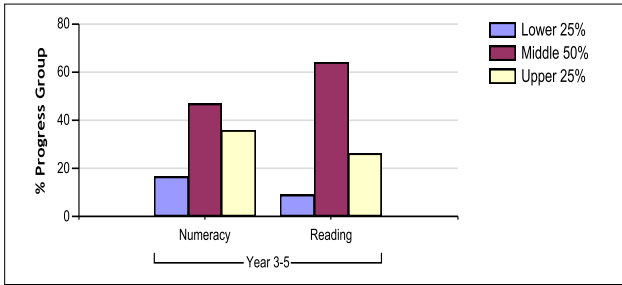
## NAPLAN 2015 Data Tables

Year 3	Total Tested	Exempt /Withdrawn / Absent	Below NMS			At or above NMS			Top 2 Bands		
			2014 %	2015 %	2015	2014 %	2015 %	2015	2014 %	2015 %	2015
Numeracy	54	4 / 0 / 1	8%	20.5%	11	92%	72%	39	19%	7.5%	4
Reading	54	4 / 0 / 1	8%	17%	9	92%	57%	31	32%	26%	14
Writing	54	4 / 0 / 1	6%	2%	1	94%	72%	39	20%	26%	14
Grammar	54	4 / 0 / 1	6%	15%	8	94%	65%	35	21%	20%	11
Spelling	54	4 / 0 / 1	19%	7.5%	4	81%	61%	33	39%	31.5%	17

Our year 3 cohort showed an increase in the number of students below National Minimum Standard especially in Numeracy (20.5%). This is disappointing but Numeracy is the Site Improvement Plan focus, and a focus across the partnership for 2016. We have established Personal Learning Communities (PLC's) for staff to look at Numeracy across the partnership.

## NAPLAN School Growth: Year 3-5

Growth by	Year 3-5
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Test Aspect	Progress Group	Site
Numeracy	Lower 25%	17.0
	Middle 50%	47.2
	Upper 25%	35.8
Reading	Lower 25%	9.4
	Middle 50%	64.2
	Upper 25%	26.4

### Year 5

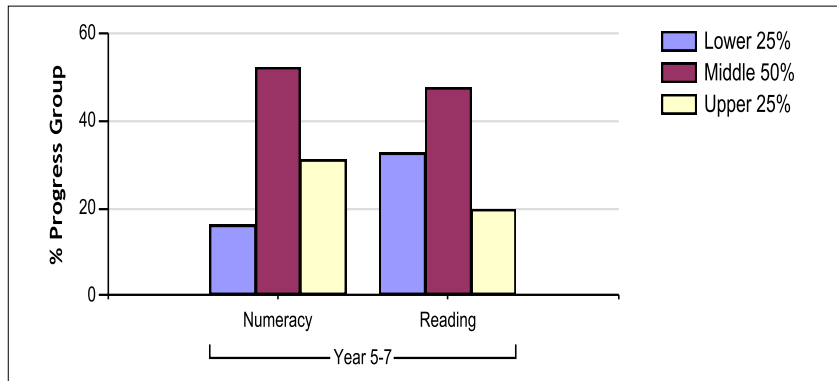
	Total Tested	Exempt /Withdrawn / Absent	Below NMS			At or above NMS			Top 2 Bands		
			2014 %	2015 %	2015	2014 %	2015 %	2015	2014 %	2015 %	2015
Numeracy	63	5 / 1 / 3	12 %	5 %	3	88 %	73 %	46	14 %	22 %	14
Reading	63	5 / 1 / 3	15 %	6 %	4	85 %	75 %	47	19 %	14 %	12
Writing	61	5 / 1 / 5	12 %	8 %	5	88 %	92 %	56	6 %	0 %	0
Grammar	61	5 / 1 / 5	20 %	13 %	8	80 %	69 %	42	20 %	18 %	11
Spelling	61	5 / 1 / 5	9 %	10 %	6	91 %	57 %	35	38%	33%	20

Our Year 5 cohort showed an improvement

in 2015 in the 'at or above national minimal standard' in Numeracy (95%) and Reading (89%), Writing (94%) and Grammar (88%). The table also shows an increase in students in the higher bands of Numeracy.

### NAPLAN School Growth: Year 5-7

#### Year 5-7 Growth



Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	16.4
	Middle 50%	52.5
	Upper 25%	31.1
Reading	Lower 25%	32.8
	Middle 50%	47.5
	Upper 25%	19.7

### Year 7

	Total Tested	Exempt /Withdrawn / Absent	Below NMS			At or above NMS			Top 2 Bands		
			2014 %	2015 %	2015	2014 %	2015 %	2015	2014 %	2015 %	2015
Numeracy	71	0 / 2 / 1	6 %	3 %	2	94 %	77 %	55	16 %	20 %	14
Reading	70	0 / 2 / 2	6 %	10 %	7	94 %	67 %	47	24 %	23 %	16
Writing	70	0 / 2 / 2	13 %	14 %	10	87 %	76 %	53	8 %	10 %	7
Grammar	71	0 / 2 / 1	6 %	13 %	9	94 %	65 %	46	21 %	22 %	16
Spelling	71	0 / 2 / 1	9.5 %	11 %	8	90.5 %	52 %	37	33 %	37 %	26

Our Year 7 Table indicates improvements from 2014 in 'at or above NMS' in Numeracy which had a significant 97%. Reading remained high with 23% in top 2 bands. The other learning areas remained fairly



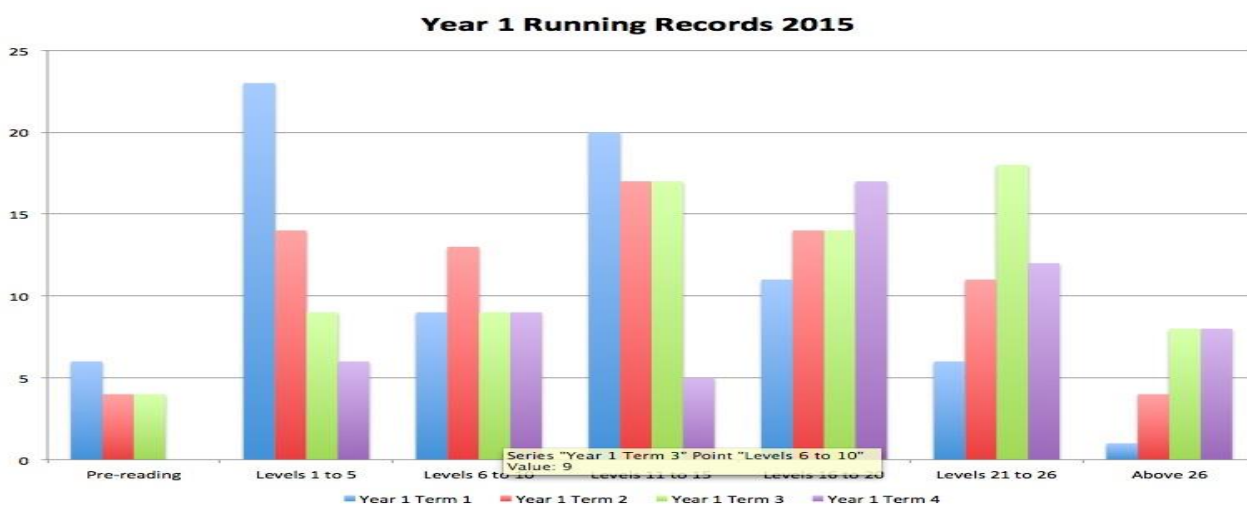
stable. We have seen significant growth in our year 7 numeracy scores which directly correlates to the change in teaching practices to a problem based approach. Our Quicksmart intervention program has also shown rapid growth in scores. We will continue to develop both of these approaches in 2016.

### Summary

There were a number of positive aspects in the NAPLAN results and also some aspects to improve on. The mean scores comparative results were promising and the growth is generally promising. We are still working on practices to enable more students to reach National Minimum Standard and also more students to reach the top 2 bands. Staff will work in teams on a number of aspects across all year levels as we seek further improvements across the NAPLAN results.

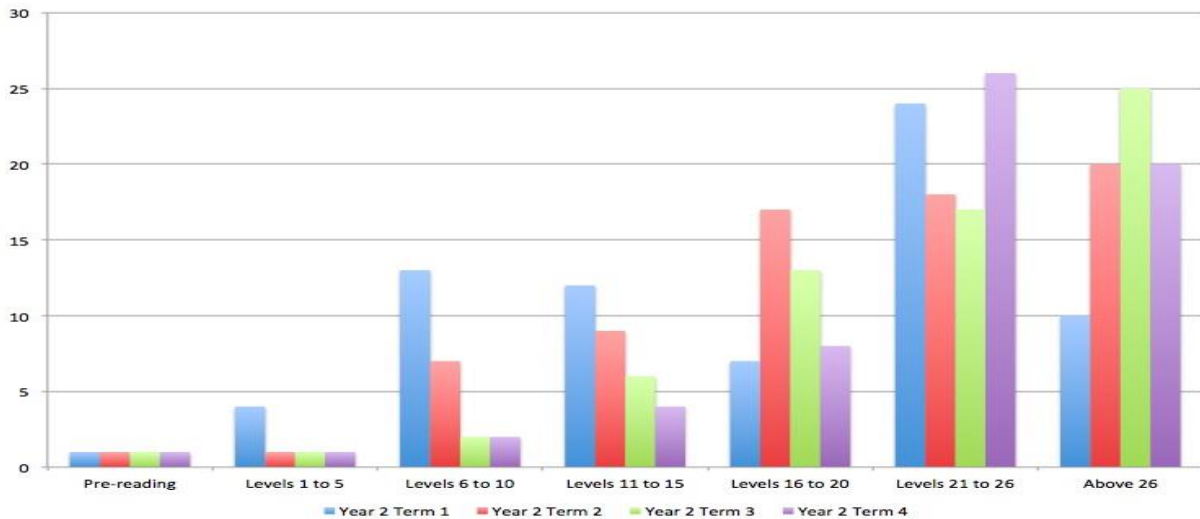
We have analysed all of our student achievement data since 2011 and in 2014/15 provided extra teaching and SSO resources in the early years to year 3. We have reduced class size and added extra programs and support to students with literacy and numeracy learning needs. During 2014/15 we have implemented a range of intervention programs across the school with many new initiatives in the Primary Years.

### Early Years Running Records



Our Running record data shows a pleasing progression across the year as our year one and two students progressively move into higher reading levels. The DECD Standard for Term 4 Year 1 is Level 20. We had very positive results for Levels '21-26' and 'Above 26'.

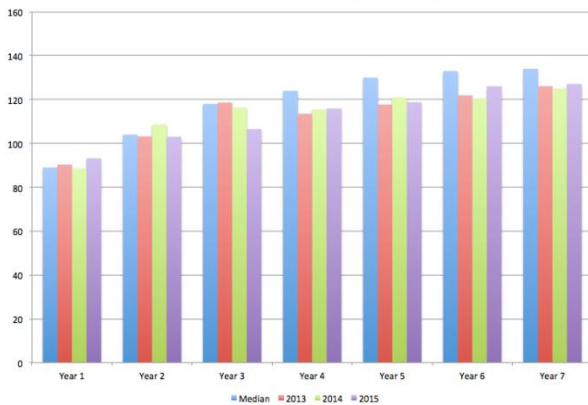
## Year 2 Running Records 2015



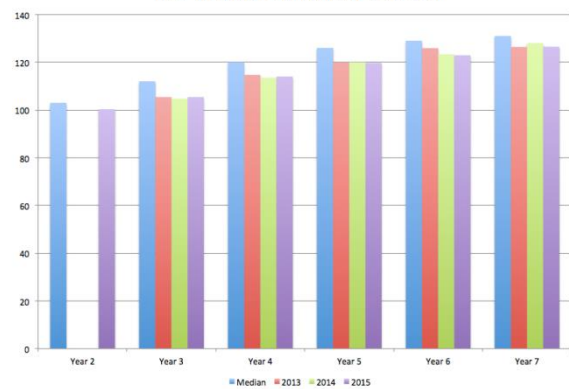
The shape of the graph across the 4 terms shows great improvement made in reading. Levels 21-26 and Above 26 are very pleasing. The DECD Standard for the end of Year 2 is 26. The decreasing numbers in the lower levels indicates great progress.

## PAT Testing

PAT - Maths Test Results By Year Level



PAT - Reading Test Results By Year Level



PAT M and PAT R are a different way of assessing student achievement in literacy and mathematics from Year 1-Year 7. They can be done each year and are different measures to NAPLAN. These graphs show a comparison over the last 3 years

As the National median score rises over the years so should the school median. In the first graph, Year 2, 2014 is the only year level being both higher than the National median and higher than 2013. The 2014 school median scores in Year 4 and year 5 were higher than in 2013. 2015 results are fairly similar to 2014. Our PAT Maths results showed in a number of year levels a steady increase closer to the median level. This is especially evident with our year sixes and sevens. Half way through 2014 we introduced Qicksmart Maths Intervention Program which had students showing significant gains in their 2015 PAT Maths scores.

## Other Student Data

### Attendance R-7

Figure 9: Attendance by Year Level

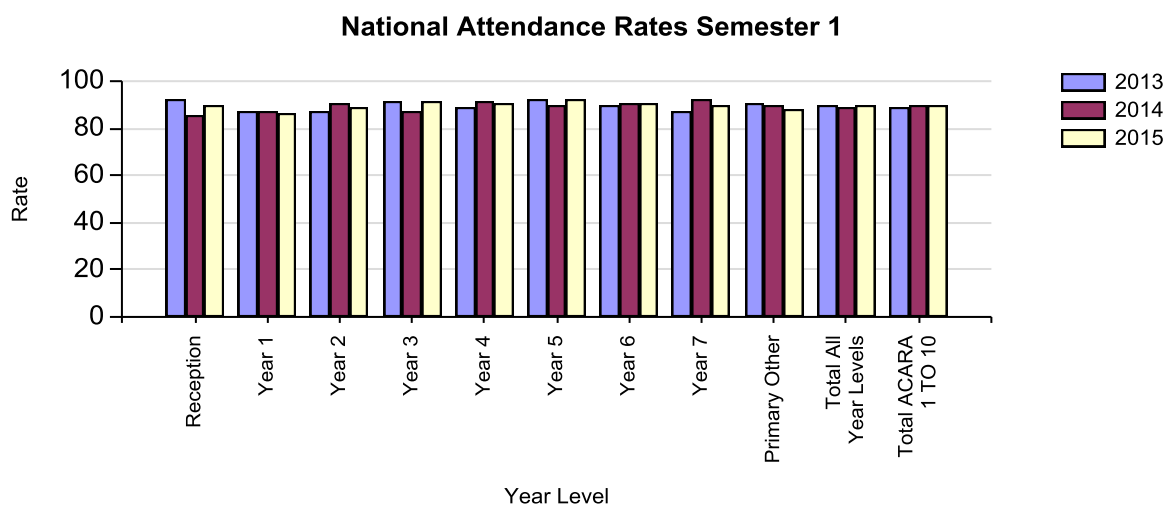


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	92.1	85.5	90.1
Year 1	87.6	87.0	86.6
Year 2	87.1	90.7	89.4
Year 3	91.3	87.2	91.2
Year 4	89.2	91.2	91.1
Year 5	92.7	89.5	92.1
Year 6	90.0	90.3	91.0
Year 7	87.7	92.2	90.1
Primary Other	91.0	89.8	88.5
Total All Year Levels	89.8	89.1	90.1
Total ACARA 1 TO 10	89.4	89.7	90.2

As the graph and chart indicate our attendance rates improved the most in Reception, Year 3, Year 5 and Year 6. The attendance rates are slightly higher overall than 2013 and 0.1% lower than the ACARA National results. In 2015 we worked closely (monthly case management meetings) with the Partnerships support staff in all student wellbeing matters including attendance. We focused on our Attendance Improvement Plan with a special focus on individual families utilizing targeted programs. We are working to achieve the DECD Target of 93% attendance. Partnerships Support staff and our school Aboriginal Education team worked specifically with a number of targeted ATSI families to raise attendance.

## Preschool Program

### Pre-school

There are 110 children enrolled with good attendance rates. The ongoing staff team consists of 2.2 full time teachers and 2 full time SSOs. Bi-lingual support includes SSOs for eg Vietnamese, Indian, Serbian, Chinese communities and a number of African communities. A Quality Improvement Plan for the whole of

the Children’s Centre has been implemented as part of the National Quality Standards for early childhood services.

### Community Development Co-ordinator

Our CDC identifies the needs of children and families in our area, makes links with a range of community support groups and coordinates the delivery of services, programs and projects to support them.

### Learning Together

This DECD funded playgroup program is continuing to be very popular. The staff for this program are a trained teacher and a School Services Officer who work with parents and support them to engage in their children’s learning and development. It is also a forum to identify parent’s needs and it has offered a range of other groups such as cooking, book making and edible gardening. We have also operated Family Day Care playgroups and an African family playgroup.

## Enrolments by Term

Total Enrolments 2013 - 2015

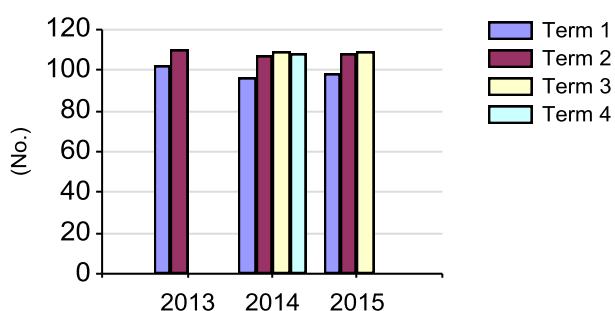


Table 1: Enrolments by Term

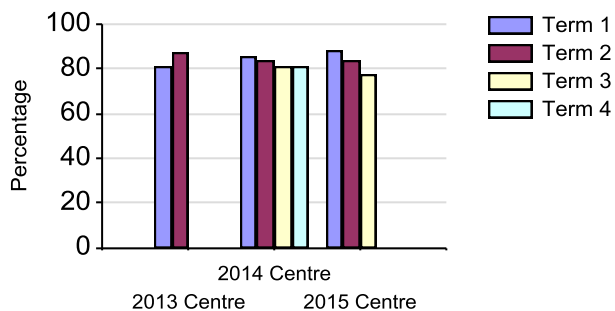
Enrolment by Term				
2013	102	110		
2014	96	107	109	108
2015	98	108	109	

Based on person counts in the two week reference period each term.  
Excludes pre-entry.  
Source: Preschool Data Collection, Data Management and Information Systems

The preschool enrolments remained very high again in 2015. We start the year slightly lower but soon grow to up to 110 which is close to capacity for the centre. We have a great interest in families using the Preschool and an increasing number transitioning to the school.

## Attendance

Figure 2: Attendance by Term  
Attendance Percentages 2013 - 2015



Although the enrolments were high, the attendance rates were not as high as the state average. We were consistently 4-5 % points lower. Our attendance rates were lower (6%) in the second part of the year this was a reflection of a small number of new enrollments with significant attendance issues. Staff worked hard on meeting with families and providing information and developing safe learning and care environments for children. We will continue with an Attendance Plan in 2016.

**Table 2: Attendance Percentages 2013 - 2015**

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	81.4	87.3		
2014 Centre	85.4	84.1	80.7	80.6
2015 Centre	87.8	83.3	77.1	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems

### Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0177 - Henley Beach Primary School	Govt.	1.2		
0457 - Walkerville Primary School	Govt.		0.9	
0497 - Woodville Primary School	Govt.	2.5		
0714 - Challa Gardens Primary School	Govt.		0.9	
1273 - Pennington Junior Primary School	Govt.		0.9	
1904 - Woodville Gardens School B-7	Govt.	84.0	79.6	95.3
8313 - St Dominic's Priory College	Non-Govt.		0.9	
8364 - St Paul's College	Non-Govt.		0.9	
9018 - St Margaret Mary's School	Non-Govt.	1.2	2.8	
9033 - Nazareth Catholic College	Non-Govt.		0.9	
9040 - St Francis School	Non-Govt.		0.9	
9042 - St Patrick's School	Non-Govt.	7.4	4.6	3.7
9069 - Our Lady of Mount Carmel Parish Sch	Non-Govt.	1.2	1.9	
9070 - St Bernadette's School	Non-Govt.		0.9	
9089 - Whitefriars School	Non-Govt.	2.5	3.7	0.9
<b>Total</b>		<b>100.0</b>	<b>99.8</b>	<b>99.9</b>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%. Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Our families are not required to enrol their children into Reception at our school, but it is becoming the preferred option. Some parents have seen our preschool as a quality service and still choose a different school for Reception. The percentage of children from Preschool enrolling in Reception at WGS was 73% in 2011; 85% in 2012; 84% in 2013, 79.6% in 2014 and 95.3% in 2015. We have seen significant improvement in the numbers this year and indicates an overall satisfaction and confidence in the school B-7.

## Behaviour Management R-7

The student behavior management data shows a reduction in high level behavior interventions as the school has progressed each year. School data indicates that approximately 10 students out of 605 account for the suspensions for violence. That is less than 2 % of the student population.

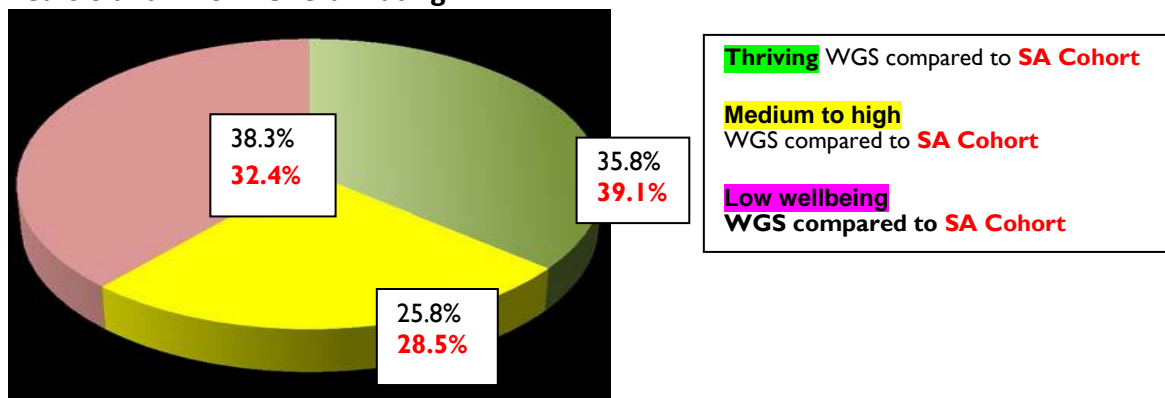
Our SBM practices remained consistent and focused on providing opportunities for students to reflect on their behaviors and redress them by making better choices that keep them and others safe and engaged in learning.

SBM was seen as part of the overall whole student well-being and engagement strategy in our school.

## Middle Years Development Index

The middle year's data is collected by student survey. It is their own perception of how well they are thriving, what their assets are and what affects their wellbeing in general.

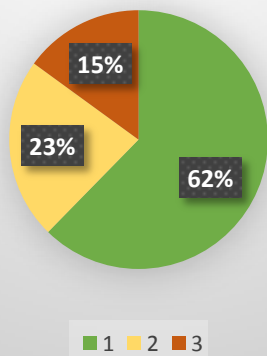
### Years 6 and 7 2014 Overall rating.



The domains are; Social and emotional development, School experiences, Connectedness, Physical health and well-being and Constructive use of after school time. Although the domains are different to the Early Years there are correlations. This graph shows our 2014 Year 6 and Year 7 students had 36% in the thriving category and 26% in the medium to high well-being categories. That is 62% doing well overall. That left 38% indicating they had low well-being.

Compared to students across the state, there were 68% doing well and 32% with low well-being. Our students were about 6% lower in the thriving category than the state average.

### 2015 MDI average Wellbeing across 15 domains

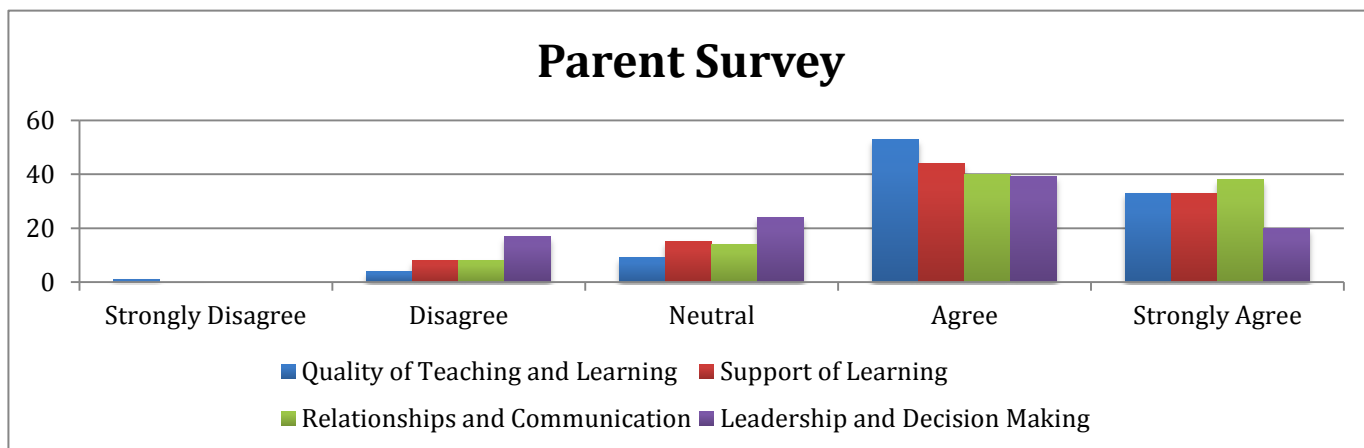


In last years report we were able to compare our Year 6 students from 2013 and 2014. The graph showed 7% more students thriving in 2014. There were also approximately 66% of students with med-high well-being scores, compared to 64% in 2013. 2015 shows a dramatic increase in the thriving band (62%). With 85% of our year sixes and sevens reporting that they are have medium to high wellbeing. This is promising data for the programs we

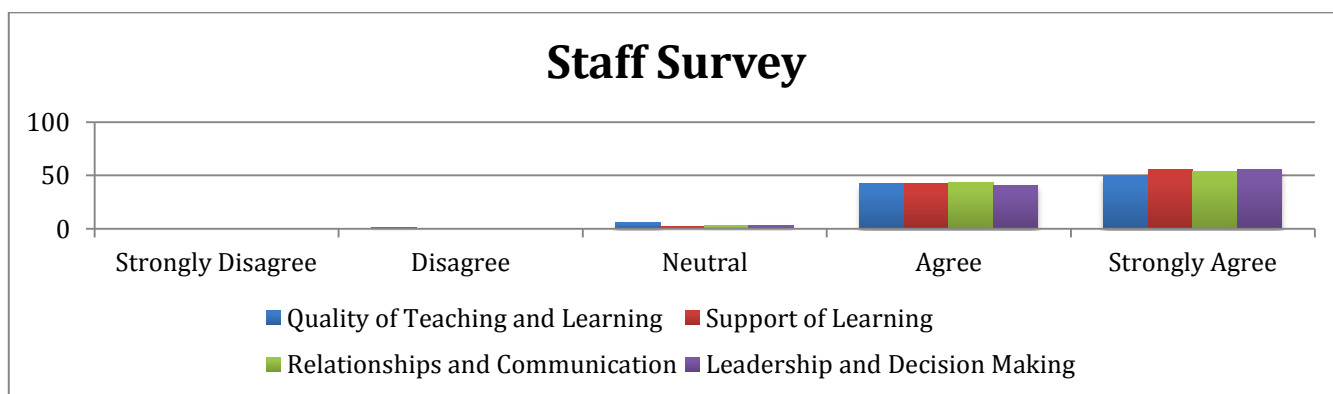
have been putting in place for these young adolescents.

Staff are using the data to understand the factors affecting students' lives and are developing ways to address student learning and well-being through the domains. We ran specialised programs about anti-bullying, friendships, making smart choices, and ran programs like Play is the way. Students were involved in decision making through class circle times, digital leaders, community service monitors and ambassador groups. 2015 has seen a dramatic increase in the number of students within the thriving range. Individual domains saw very high levels of self-esteem this year probably due to our personal learning programs and strong intervention programs which we have seen develop as we have introduced a more student led curriculum and given students more voice in their learning.

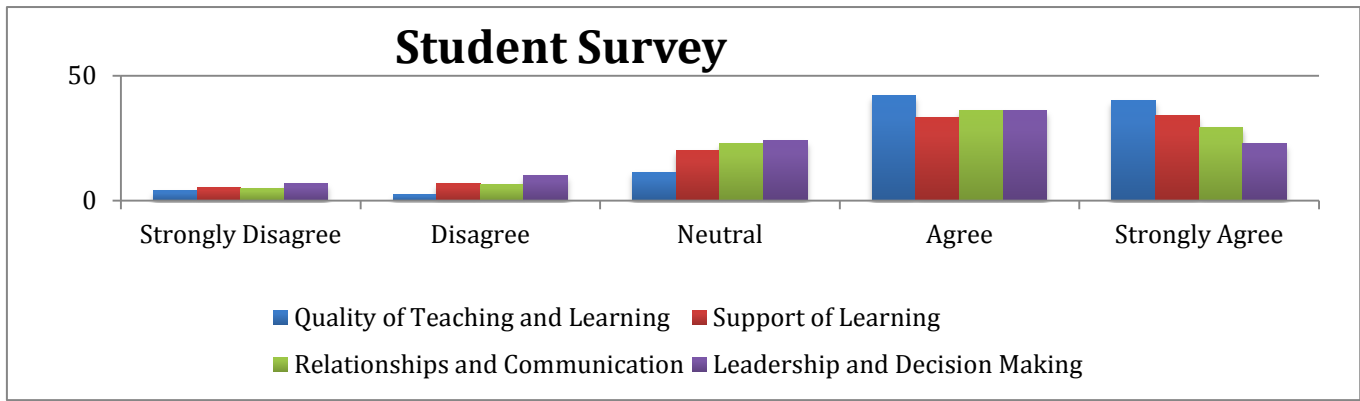
**Client Satisfaction and Opinion  
Parent, Staff and Student Surveys 2015**



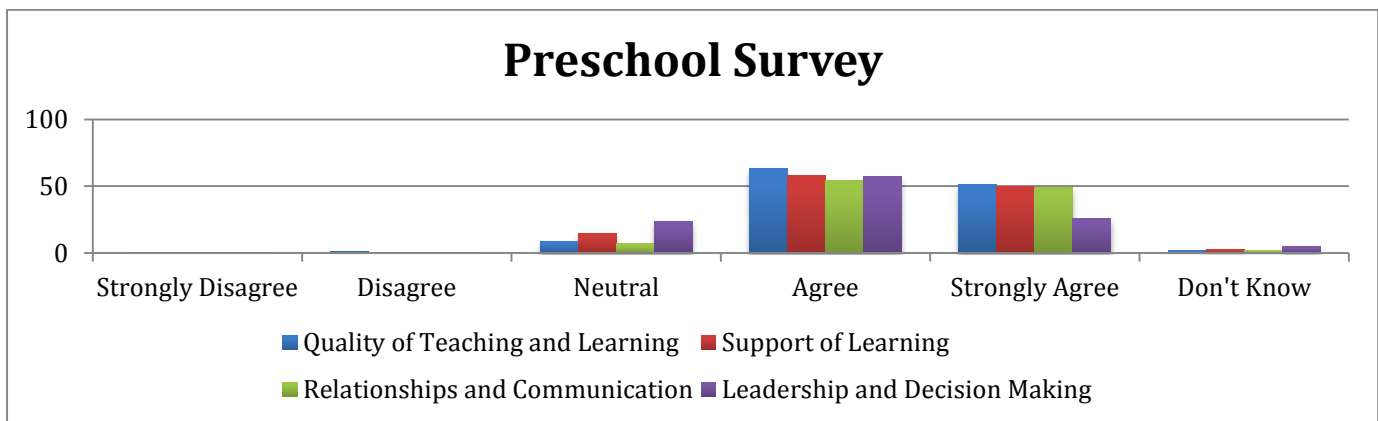
The parent survey R-7 had less respondents this year as we trialled an online version, it showed that parents showed most satisfaction rating within the domains 'Quality of teaching and learning' and 'Relationships and communication'.



The staff survey shows strong satisfaction with the schools progress in the domains surveyed. Support for learning and leadership and decision making were strongly supported. Our staff show a strong level of satisfaction within the school.



The student survey indicates that students are generally satisfied with their school. They were very supportive of the quality of teaching and learning, support for learning and relationships and communication.



The preschool parents indicated they were very satisfied with the preschool program. The strongest domain was ‘quality teaching and learning.’ “Support of Learning” was also high.

Overall the graphs indicate that the staff, students and parents are pleased with the schools’ programs and processes. It is interesting to note that each focus area – ‘quality of teaching and learning, relationships and communication, leadership and decision making, support of learning’ - was singled out by the different participant cohorts as being the most important.

In General the feedback from all of the surveys is very positive, where respondents have left feedback we will endeavor to address concerns.

## Accountability

### Better schools funding

As a Category 2 school (IoED), we were part of the Smarter Schools National Partnerships Plan till the end of 2013. These funds allowed the school to provide 1:1 and small group support to students disengaged from school. Better Schools Funding in 2014 and 2015 has enabled our school to provide staff release time for Professional Development, extra teacher and SSO support, subsidy for student access to curriculum events, clubs and a garden learning project.

We were also part of the DECD Learning Together program for families with children from birth to 4 years. This playgroup program supported parents by involving them in their child’s learning on-site from birth.

### History Screening



We have a coherent and consistent process for ensuring child protection in terms of Department of Communities and Social Inclusion (DCSI) history screening for all staff and volunteers on site. Our visitor process is also comprehensive. The Screening Audit report 15/12/2014 states, "Listings maintained by the school are regularly reviewed and updated to ensure continued accurate record keeping." 2015 continued to see that accuracy of record keeping.

## Staff

All teachers at this school were qualified and registered with the South Australian Teachers Registration Board. This table does not include Child Care staff.

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	92
Post Graduate Qualifications	17

## Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	1.00	46.00	1.00	17.71
Persons	1	53	1	27

## Financial Statement

### Income by Funding Source 2015

	Funding Source	Amount
1	Grants: State	\$6,835,461
2	Grants: Commonwealth	\$21,000.00
3	Parent Contributions	\$210,096
4	Other	\$0.00

Source: Profit & Loss Statement 2015 period 13

