Paradise Primary School
Annual Report 2014

'Dedicated to learning
Committed to excellence'
1. CONTEXT

School Name: Paradise Primary School  
Principal: Mr Chris Warnest  
School Number: 0973  
Partnership: Campbell

Paradise Primary School is committed to continuous improvement in teacher pedagogy, learning outcomes for students and community involvement. This is embodied in our maxim ‘Dedicated to learning – Committed to excellence’ where we strive to provide the best possible outcomes for all. In conjunction with a focus on 21st Century Learning the school is committed to providing learning programs which cater for the needs of all individuals and groups.

Paradise Primary is a smaller school where the community values the close relationships that are able to be developed. The school prides itself on offering a wide range of opportunities for students to excel in both curricular and extra-curricular activities within a supportive learning environment.

The school population and community is culturally diverse with 25 different cultural backgrounds being represented in 2014, adding to the richness of our school. Indigenous Australian students made up 1% of the total student population. 43% of students were of Non English Speaking Background (NESB), with 30% identified as English and Additional Language or Dialect (EALD) learners. 6% of students were verified as students with a disability and 25% of students received School Card support. Paradise Primary School is a Category 6 school as determined by the DECD Index of Educational Disadvantage and has a rating of 1019 on the national Index of Community Socio-Educational Advantage (ICSEA). The average rating nationally is 1000.

Most teaching staff members were permanent employees. During the year contract teachers were employed as needs arose and were welcome additions as new staff members to the site. Permanent and temporary non-teaching staff provided curriculum support and administration duties which varied throughout the year depending on needs.

High levels of parent participation existed in 2014, with many volunteering their time, interests and skills in a variety of ways. The Governing Council maintained an active interest in its governance of the school throughout the year.

2. REPORT FROM GOVERNING COUNCIL

The role of the Governing Council is to set broad direction in partnership with the Principal and the school executive management. It sets broad directional policy, initiates and approves recommendations and strategies for the School, oversees the finances and monitors and reports on progress. Governing Council meetings, held twice per term, focused on these priorities with a continued emphasis on updates of learning programs and monitoring the Site Improvement Plan.

I used the term ‘partnership’ earlier. We see ourselves working with all staff through this collaborative working partnership, focusing on what is best for the school, its students, families and the wider community of Paradise Primary School. We believe that success for our children comes from developing effective working relationships, increasing meaningful parent participation through a volunteer program that sees more effective learning in the classroom, fundraising for school programs, excursions and events all to provide greater opportunities for our students to learn and explore. We recognise that it is this strength in our school that truly makes a difference and sets us apart.
In 2014 fundraisers such as Acquaintance Night/AGM, Saturday morning BBQs for the soccer competition, Mother’s and Father’s Day stalls, PE week and countless other activities such as the End of Year Concert were pivotal in providing funds for resources of all types and experiences for our children all for the betterment of their education.

At times our discussion and debate could be considered robust, respectful and always with the very best intention for the school by all participants. Whether it be approving a student free day or discussing proposals from outside organisations, directives from the Education Department or communication from our community, I know the Council has made the very best decisions with our whole School community in mind.

The School began the year in a very strong financial position, and again through good financial management it has continued to develop its buildings, grounds and resources while maintaining budget. I am pleased that the council of 2014 has been part of developing the school, leaving it in such a strong position for 2015.

As a last meeting in the 2014 calendar year, we held a dinner meeting to invite Silvio Varricchio to join us. After many years on Governing Council and as Chairperson, it was the end of an era as his youngest left our school to go on to secondary education. We thank Silvio for all his hard work, dedication and persistence, leaving this school a better place for having him and his family be a part of our community.

Kym Wilson
Chairperson

3. 2014 HIGHLIGHTS

The year began with a focus on Jolly Phonics with all staff agreeing to use the methodology in their practice. Further follow up professional learning was undertaken in staff meetings along with a parent information session provided by our R/1 teachers.

Pupil Free Days were devoted to staff professional learning. As part of our ongoing commitment to Literacy and Numeracy staff worked with Ann Baker (Numeracy) and Stephen Graham (Literacy). A day was spent analysing and reviewing NAPLAN and other relevant data sets to plan for targeted teaching to improve overall learning outcomes.

Each teaching staff member led a staff meeting by sharing best practice and formed discussions and questions for staff to consider. This was a highly valued experience for all participants. 2014 saw the first year that Australian Curriculum: History and Geography was taught as a specialist subject.

PALs (Partners as Learners) R-7 and R@P (Reading at Paradise) for Early Years students reading programs continued to support the development of reading fluency and comprehension. Extra-curricular and other programs continued to feature strongly as a significant point of difference for Paradise Primary School. The school maintained its focus on physical activity and a healthy lifestyle through the ongoing participation in the eat well be active program, the Premier’s be active challenge, PE lessons delivered as a specialist subject incorporating a large variety of skills and knowledge along with healthy life choices, our inaugural involvement with the Stephanie Alexander Kitchen Garden project, daily Munch Crunch healthy snack breaks and Pop-up Play which was initiated by a parent to encourage younger students to experience various hands-on outdoor activities. We began an association with Campbelltown City Council through the OPAL program (Obesity, Prevention and Lifestyle) and were involved in the Community Forum with stakeholders from various sectors of the local community.
PE week was a highlight again this year with a range of activities offered to students culminating in a successful community lunch at Thorndon Park Reserve. Sports Day, R-5 swimming, Yr 6/7 aquatics, Jump Rope for Heart, Saturday Morning soccer teams, a netball team, and Pedal Prix were embraced by students and families.

The Arts and Music featured strongly in the curriculum. Our school choir performed at the Festival Theatre as part of the Festival of Music choir. The Paradise Band continued to be a strong presence at school events.

The annual concert was a huge success with a focus on Australia and Australia’s engagement with Asia. Innovative music lessons preceded the concert to support classes across the school to showcase successful performances. The Year 7 graduates were presented to the school community at the end of the evening and John Gardner, MP attended to present the Morialta Citizenship Award.

Student Voice is highly valued at Paradise Primary School with vibrant SRC (Student Representative Council) meetings conducted throughout the year. All classes provided two students to represent their class views on a range of curricular and extra-curricular topics. The students enjoyed the opportunity to present suggestions resulting from their class meetings and experienced another layer of decision making in the school.

The playground area underwent a major upgrade brought about by the need to mitigate stormwater run-off to the hard play area. This included landscaping of the area to make it more functional and aesthetically pleasing. The improvement to the area has increased accessibility and safety and is part of a continued program of enhancement of school facilities.

Thank you to all staff, students and parents/carers who contributed to make 2014 a successful year at Paradise Primary School. We look forward to building on these successes and learning together in 2015.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Site Improvement Plan

Literacy
Objective: high quality teaching and learning practices to bring about continuous improvement in achievement for all students with focus areas being reading comprehension and grammar & punctuation.

Strategies:
Staff Professional Learning:
Pupil Free Day with partnership school – Guided Reading with Stephen Graham
Implementation of daily guided reading with Reading Support Teacher in the Early Years with explicit teaching of reading comprehension strategies (consistent strategies developed R-7)
Staff meetings/PLC’s
R@P (Reading @ Paradise) early intervention computer club
PAL reading groups across the school
WAVE identification of all students
Analysis of PAT-R comprehension with staff and planning together to target individual student needs using ACER online support strategies
Staff sharing of practice in planned staff meetings
Professional Learning on using Oxford Literacy Assess as a tool for planning, assessing and implementing strategies to support all readers
All staff R-7 trained in Jolly Phonics through pupil free day and subsequent staff meetings
Jolly Phonics parent session
Curriculum Resource folder developed for site testing and identification of student needs along with resources to support explicit teaching
Targets/outcomes:
1a 100% of students show scale score growth for PAT-R (comprehension) test /82%
1b 85% of students show expected scale score growth for PAT-R (comprehension) test/70%
By Term 4 Week 4 all students achieve the following Instructional Reading levels (IRL):
2a Reception students reading at Instructional Reading Level 10 or above /41%
2b Yr 1 students reading at Instructional Reading Level 18 or above /63%
2c Yr 2 students reading at Instructional Reading Level 24 or above /63%
3. 30% of students achieve in top two proficiency bands for Reading (Yr 3: 26%, Yr 5: 21%, Yr 7: 15%)
and Grammar & Punctuation (Yr 3: 10%, Yr 5: 25%, Yr 7: 22%) for NAPLAN (except NEP students)
4. 75% of students Yr 3→5 (65%), 5→7 (76%) are in the medium and upper progress groups for
NAPLAN Reading

**Numeracy**
Objective: high quality teaching and learning practices will bring about continuous improvement in
student achievement with focus areas being problem solving, place value and fractions.

Strategies:
Staff professional learning – Natural Maths Strategies/Ann Baker
Staff meeting/PLC’s
Analysis of PAT-M with staff and planning together to target individual student needs using ACER
online support strategies
Explicit teaching of problem solving and strategies
Use a range of e-learning tools
Focus on Numeracy General Capability of Australian Curriculum
Analysis of PATMaths and NAPLAN data to determine needs of students and target areas for
improvement
SSO’s trained as Quicksmart Facilitators to implement Quicksmart program with identified students
Staff sharing of practice
Focus R-7 Maths day during Numeracy and Literacy Week

Targets/outcomes:
1. 100% of students show scale score growth for PAT-Maths test/93%
2. 85% of students show expected scale score growth for PAT-Maths test/50%
3. 80% of students Yr 3→5 (94%) and Yrs 5→7 (91%) are in the medium and upper progress
groups NAPLAN Numeracy
4. 25% of students are in top two NAPLAN bands (Yr 3: 19%, Yr 5:13%, Yr 7: 22%)
5. Teaching problem solving is a pedagogical focus across the school (monitored through
performance development meetings)

**Wellbeing**

Targets/outcomes:
Continuous improvement in behaviour data for individual students
Surveys show improvement in learner wellbeing
Student Opinion Survey indicates high levels of satisfaction with ‘support’ and ‘relationships’.
Strategies:
Staff reporting back from attending Play is the Way with a recommendation for whole staff training and implementation R-7 for 2015
Eat well be active workshops
SMART training professional development for all staff
Stephanie Alexander garden program for interested and identified students
Lunch time yard activities
Pop-up Play Early Years students
Way 2 Go program
BACT – Be Active Community time (whole school focus at once on being active together fortnightly)
Class meetings/SRC
Sports Day captains and vice captains, student forums, citizenship awards, Kiwanis’ Terrific Kid award
Cybersafety awareness and professional learning for staff, students and parents

Comment:
Each priority area was monitored by a group of teachers. High targets were set and will be maintained to ensure that a high quality learning program is always in place. Staff sharing of data sets ensures that the current learning programs are adapted and modified to challenge all learners. The monitored plans and data were shared with staff and Governing Council. A Pupil Free Day in Term 4 was devoted to analysis of 2014 NAPLAN data and direction setting for 2015.

Recommendations:

The staff have recognized that there have been some strong gains in reading comprehension whilst numeracy remains a priority focus area particularly around the area of problem solving. Staff professional learning will continue to be provided to challenge thinking and change pedagogy.

Discussions will continue to be formed around literacy and numeracy pedagogy and programs, to begin to formalise whole school literacy and numeracy agreements.

Discussions about SHIP methodology will become part of the Literacy and Numeracy priorities.

Continue to refine a whole site curriculum agreement for assessment practices and data collection with an explicit guideline of expectations.

Two staff attended “Play is the Way” training and recommended that the whole staff be trained and that it be a focus for Wellbeing R-7 in 2015. “Play is the Way” is based on ‘behaviour education’ rather than ‘behaviour management’ where students are taught to monitor and manage their own behaviour. The school will continue its commitment to Cybersafety and anti-bullying.

Staff, Governing Council and the school community will revisit our current school values to align them with 21st Century learning and “Play is the Way”.

Governing Council will be offered the opportunity to increase its involvement in monitoring the Site Improvement Plan through the establishment of a SIP sub-committee.

Professional Learning and staff sharing using TIEL (Teaching for Effective Learning) for improvement in pedagogy and formative assessment along with a Review team to monitor student data will be a focus for 2015.
A strong focus to be placed on mathematical thinking and problem solving skills by exploring the links between these skills and assessment evidence.

Early identification of ‘wave' learners and students with high intellectual potential for targeted differentiation programs to support them to be challenged and engaged.

4.1 Junior Primary and Early Years Scheme Funding

The Early Years Scheme funding was used to reduce class sizes across the Junior Primary cohort. This allowed teachers greater opportunities to provide 1:1 and small group instruction to students. A Reading Support Teacher provided weekly support to demonstrate the explicit teaching of a range of reading comprehension strategies using the gradual release model of understanding. Support was provided through the Reading Support Teacher to establish Guided Reading throughout the Early Years.

Outcomes: Teachers were up-skilled in the teaching of guided reading and comprehension strategies as part of the literacy block with an increased awareness of catering for wave learners in literacy.

4.2 Better Schools Funding

Better Schools funding was used to implement the Quicksmart Numeracy support program. 12 students were selected to participate. 6 students were chosen as comparison students. The program was managed by the Deputy Principal and sessions were conducted by two School Services Officers (SSO). The outcomes for the QuickSmart Numeracy program can be found in the Student Achievement’ (below).

5. STUDENT ACHIEVEMENT

QuickSmart Numeracy

Participation in the Quicksmart Numeracy program was available for identified students who achieved a stanine and/or scale score in the upper lower to middle scores in the PATM (Progressive Achievement Tests in Mathematics) online testing.

The analysis of the PATM Australian-normed standardised test data was completed based on the scores of all students for whom both pre-intervention and post-intervention PATM test results were available.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Pre-Mean</th>
<th>Pre-SD</th>
<th>Post-Mean</th>
<th>Post-SD</th>
<th>Gain</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>All QuickSmart Students</td>
<td>12</td>
<td>48.017</td>
<td>2.661</td>
<td>55.558</td>
<td>7.116</td>
<td>7.541</td>
<td>1.404</td>
</tr>
<tr>
<td>Indigenous QS Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparison Students</td>
<td>6</td>
<td>56.2</td>
<td>5.037</td>
<td>59.983</td>
<td>10.494</td>
<td>3.783</td>
<td>0.46</td>
</tr>
</tbody>
</table>
Note: There were no students identified as Indigenous for whom there were paired data in this data set.

These results indicate a higher gain for QuickSmart students in relation to their average-achieving peers in the Comparison group. This improvement is in excess of the expected yearly growth of students' scores as measured on the PATM of 5 scale score points.

Running Records

Statewide data of student achievement in Reading for Year 1 and 2 is collected twice a year through the process of Running Records. The following charts show student achievement for the second data set collection at the end of Term 3.

Year 1

![Graph showing school reading levels compared to state and disadvantage category.]

Year 2

![Graph showing school reading levels compared to state and disadvantage category.]

Analysis:
The data sets show that Paradise Primary School students performed better than other students compared to both ‘State’ and ‘Index of Disadvantage’ categories. This can be attributed to the combined focus on fluency and reading comprehension.

PAT- Maths

![Graph showing PATM yr2 scale score growth from 2013 to 2014.]

- Scale
- Scale
77% of students demonstrated growth

66% of students demonstrated growth

24% of students reached the DECD standard

80% of students demonstrated growth

70% of students reached the DECD standard

84% of students demonstrated growth

54% of students reached the DECD standard
86% of students demonstrated growth

47% of students reached the DECD standard

96% of students demonstrated growth

52% of students reached the DECD standard

Comment: A significant number of students demonstrated growth over a 12 month period. However, the number of students who did not reach DECD standard reveals a need for targeted Professional Learning for teachers and a corresponding need to explicitly teach number and provide students with a range of opportunities to problem solve using multiple strategies.

PAT-Rc Comprehension

86% of students demonstrated growth
76% of students demonstrated growth

80% of students reached the DECD standard

100% of students demonstrated growth

75% of students reached the DECD standard

96% of students demonstrated growth

89% of students reached the DECD standard

71% of students demonstrated growth

81% of students reached the DECD standard
96% of students demonstrated growth

76% of students reached the DECD standard

Comment: Very strong growth for students in comprehension can be seen across all year levels reflecting the focus that the site has had on explicitly teaching comprehension. Inference remains a focus for teaching in 2015 with a variety of text types suggested. There is an emphasis on interpreting explicit information in challenging text types which will be continue to be a focus.

Recommendation: Staff form a review team to analyse data each term against intended targets for each student and cohort. Class teachers share class data in team meetings and share best practice to support data.

5.1 NAPLAN

Figure 1: Year 3 Proficiency Bands by Aspect

Figure 2: Year 5 Proficiency Bands by Aspect

Figure 3: Year 7 Proficiency Bands by Aspect
Analysis:
The proficiency bands across the year levels were concentrated mainly in the middle area of the graph. This indicates that improved pedagogy and resultant improved student achievement from satisfactory to very good levels needs to be a continuing focus in 2015 in each of the tested areas.

Student Mean Scores

Analysis:
Strongest results were in Year 5 & 7 Reading, Writing & Spelling. Numeracy results across each level and in particular at Year 5 demonstrate that the school needs to continue to work on Understanding, Fluency, Problem Solving, and Reasoning in Numeracy.
Analysis:
The graphs show that growth across the year levels requires greater consistency and a focus on increasing the number of students in the upper progress groups. This is highlighted particularly in Yr 3-5 Reading although there has been significant improvement in mean scores over time in this area.

**Intervention programs:**
Quicksmart is an intervention program established in 2014 to support students who are in the upper lower to middle stanines of PAT-Maths (see analysis above). The success of the program means that it will be continued in 2015.

Students with a disability as identified through a statewide verification process were supported through Negotiated Education Plans (NEP) and funding which was used for SSO support. Class teachers directed SSOs through targeted learning activities to support NEP students. Two formal review meetings for each student involving parents, teachers and SSOs were conducted during the year. Other review meetings were called as necessary. Goals for each student were monitored and adjusted as necessary.

Students identified as having learning difficulties received support from SSOs working with small groups. As for NEP students class teachers were responsible for devising strategies for SSOs to implement when working with identified students.

A before school computer based reading support program for Early Years students was conducted four mornings a week throughout the year. The program was run by an SSO, teaching staff and volunteer parents. Inclusion to the program was by invitation following recommendations by classroom teachers. Teachers reported strong levels of improved fluency as a result of participation in the program.

English as an Additional Language or Dialect (EALD) support was provided by the Deputy Principal who worked in classrooms to mentor and team teach explicit writing skills with teachers which were identified within the text type and year level.

Coordination program – a fine and gross motor coordination program to support Early Years students was conducted throughout the year by an SSO.
6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>92.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.3</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.1</td>
</tr>
</tbody>
</table>

Analysis:
Attendance rates remained consistent during the three year period. Lateness and unexplained absences were routinely followed up. Phone calls were made to parents/carers when students were 15 minutes late without notification. The regional Student Attendance Counsellor was engaged in the case of regular poor attendance and lateness. Paradise Primary School attendance rate across the year levels of 94.6% was above the rate for region and like schools.

Recommendations:
The school will continue to closely monitor attendance levels to support all students to maximize learning opportunities.
6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>Employment</td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2.0%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1.3%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.4%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>26.6%</td>
<td>12.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>65.6%</td>
<td>46.1%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.6%</td>
<td>20.9%</td>
<td>20.1%</td>
</tr>
</tbody>
</table>

7. CLIENT OPINION

Parents, students and staff were surveyed using the national ACARA Opinion Surveys.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
</tbody>
</table>
Comments:
Parents indicated higher levels of agreement with their child/ren having the confidence to talk to teachers about any concerns, their child/ren feeling safe and enjoying being at school. Areas for consideration for improvement indicate the management of student behaviour be reviewed, learning needs and progress and feedback reports to be communicated more effectively with parents.

Students indicated higher levels of agreement with high expectations of teachers for students to do their best, teachers motivating them to learn, feeling safe and the school looking for ways to improve their learning. Areas for consideration for improvement indicate the management of student behaviour be reviewed and student's opinions being taken seriously.

Staff indicated higher levels of agreement with teachers at this site motivating students to learn and expecting students to do their best. Areas for consideration for improvement are the management of student behaviour, support for staff and staff opinions being taken seriously.

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

8. ACCOUNTABILITY

8.1 Behaviour Management

Paradise Primary School uses Restorative Practices to support students in dealing with inappropriate behaviour. Students who have been ‘wronged’ are supported to inform the ‘wrong-doer’ of how they felt as a result of their actions. The ‘wrong-doer’ is supported to ‘make good’ or repair the relationship between the two parties. Although incidents do occur students are clear that there is ‘zero tolerance’ towards violence and bullying.

On average the number of incidents that occurred over the year involving violence generally remained consistent. The majority of these represented a small group of repeat offenders. Support through the Interagency Behaviour Support Coordinator was utilised when a student was required to be supported with behavior when all avenues of school procedures were not effective. As a result individual behaviour plans were put in place. The number of bullying incidents across the school was low with an average of less than two per term. Class teachers regularly revisited anti bullying and harassment procedures and reinforced the importance of displaying appropriate behaviour.

Each incident of violence was classified as ‘Physical assault/minor - of a student’ with most being at the lower end of this scale. 83% of the incidents were attributed to a small group of younger students. Incidents averaged less than once per week over the year. It was a priority to strongly encourage students to report any incidents of inappropriate behaviour and in particular violence, harassment and bullying. Along with this students were encouraged to be persistent in re-reporting such behaviours if they were unable to be resolved in the first instance.
Certificates for appropriate behaviour were given to students who displayed exemplary behaviour each term which included no acts of violence, harassment or bullying. An average of 95% of students across the year received such certificates. Consistency of approach by staff in dealing with incidents of violence and bullying will remain a strong focus for 2014 along with students’ recognition of responsibility for their own actions.

Recommendations:
Staff to review current behaviour management practices in relation to class and yard behaviour through the implementation of “Play is the Way.”

Outcomes: The practice of students receiving a play time consequence for class behaviour was reviewed and changed. Parent conferences were initiated in place of extended loss of play time to discuss a partnership approach between the school and parents to discuss inappropriate classroom behaviour to refocus on learning.

8.2 Relevant History Screening (formerly Criminal History Screening)

Advice was provided on a regular basis to parents/carers and community members about the requirements for Criminal History Screening in relation to volunteering. Induction sessions for volunteers were held twice a term. Records were maintained of applicants who successfully completed the Department of Communities and Social Inclusion DCSI Criminal History Screening clearance and attended induction sessions. Reminder phone calls were made to volunteers whose clearances were due to expire. From the beginning of 2015 letters will be sent to volunteers whose clearances are due to expire in three months in view of the length of time for clearances to be processed. An audit of the school’s Criminal History Screening processes revealed that all requirements had been met.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>25</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.

8.3.2 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>0.00</td>
<td>11.80</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>3.99</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>11.80</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>
### 9. FINANCIAL STATEMENT

#### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$9525.99</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$10000.00</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$54927.00</td>
</tr>
<tr>
<td>Other</td>
<td>$500.00</td>
</tr>
</tbody>
</table>

---

Kym Wilson  
Governing Council Chairperson  
18th February 2014

Chris Warnest  
Principal

---

---

---

---

---