Solomontown Primary School

Annual Report 2010

AUSTRALIAN GOVERNMENT NATIONAL AWARD
Excellence in School Improvement
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1. Context

Solomontown Primary School is a Category 2 disadvantaged school with 260 students of whom 67% are schoolcard recipients, 1% from Non English Speaking background and 9% Aboriginal students.

Most students live within walking distance of the school though there are some who come from other areas of Port Pirie travelling on the town bus whilst others travel in from areas just outside of Port Pirie on school buses.

The Principal, Deputy Principal, Assistant Principal and Coordinator 2, Teaching and Learning are all in a second tenure of their positions. Stability in the leadership of the school is an important factor in continuing development. A Level 1 Coordinator in Science was created for the year.

The school was one of 7 schools reviewed by DECS through the SISA project in Term 4 of 2007. A new Site Learning Plan was developed from its recommendations, 2008 – 2010. This has been reviewed each year with minor changes reflected in the plan for 2010 – 2012. The major priorities are:

- Literacy, numeracy and science
- Learning through engagement and wellbeing

There is a deepening understanding amongst staff that literacy achievement underpins each of the priorities. For 2010 it was agreed that it should be a very focused effort on “writing”. There has also been a continuing shift to the school being “focused on learning” which has impacted on day to day operation of the school as well as school development.

The parent community continue to be increasingly supportive of the school demonstrated through a higher presence in supporting class and volunteer programs. Governing Council work well with staff in planning for and carrying out action related to priorities in the Learning Plan.

Communication with the school community regarding progress and challenges is ongoing through the year. The newsletter, the “Solly Serial”, each week contains information and reports from school leadership related to priorities. Formal End of Term Assemblies where student awards in a range of categories are presented and achievements of the term related to the Site Learning Plan are outlined is now part of the school’s calendar. An overview of the year is included in the school magazine and made available as an alternative at the AGM. (Attachment 1) A collection of photos also presented at the AGM promotes activities of the school visually.

2. Enrolments

There has been a decrease of 59 students enrolled at SPS over 3 years. This mainly relates to larger cohorts of students leaving to go to secondary school and smaller intakes at Reception.

Enrolment of Specific Populations

67% of students are eligible for Schoolcard which is nearly double that of the region and state.

There has been a decrease from 14% to 9% of students from aboriginal backgrounds. There has been an increase in transience of these students, either to another school in Port Pirie or returning to the Northern Territory.

25.5% of the student population has been identified as having disabilities which is nearly triple the state average. There has been an increase in the number of students identified for a “D” level of support and also an increase in the number of students diagnosed with aspergers or autism. The families of five children eligible for the primary special small class have chosen to remain at Solly in mainstream classes. This is becoming increasingly challenging for staff in providing relevant learning experiences for the range of ability levels. The level of social skills of many of the students results in increased conflict in less structured situations which impacts on pedagogy in classrooms and in the yard.

The majority of students continue to come in at Reception already identified or are being identified by the end of year one. There is also an increase in the number of parents identifying Solly as a desirable location for their children who have learning difficulties.

This led to discussions being held with the Yorke and Midnorth Region regarding the placement of the Primary Special Small Class. This resulted in a decision being made for the relocation of the class from Airdale Primary School to Solomontown Primary for the start of the 2011 school year.
There continues to be children from three Thai families in the school, with a total of 5 students from Year 2 to Year 7. A "new arrivals" style program exists with an HPI for part of each day. Later in the year 2 Year 7 students were part of the Keeping Connected program to support transition into the secondary setting for 2011.

3. Attendance

Following cohorts of students there has been a pleasing increase in attendance this year and overall the school has an attendance rate equal with the state average. However there are still concerns related to the attendance of Reception students.

There continues to be positive attendance of Aboriginal students with the rate consistent with the rest of the school. It is well above state average.

There continues to be many strategies in place to encourage attendance on an individual, class and whole school basis. Intensive follow up with families through the Counsellor, AET, AEC0 and the District Attendance Officer has been very successful in several cases.

Collaboration with other agencies to formulate and implement plans for chronic non attenders is an increasing feature in attempts to re-engage students, including those with mental health issues.

Attendance is emphasised through the newsletter and is highlighted with parents of new Reception students at the Parent Meeting held before they begin school.

There was another slight increase in the number of explained absences but still leaving 43% of absences unexplained, with lateness continuing to be an issue. EDSAS print outs are sent home each term asking that unexplained absences be explained. The response to this is disappointingly low.

4. Governance

2010 saw a continuation of the more informal Parent Acquaintance / AGM where the program and venue for the evening allow a more seamless approach. Nominations were again called for before the evening and presented to the gathering. Formal reports have been replaced by visual displays, including a power point photographic display of the school year.

The two staff positions were shared amongst the staff with each of the positions changing each term. Students submitted a report through a staff representative. A quorum was achieved at each meeting and it was felt that the change to accepting nominations this year had ensured people had the opportunity to think through their commitment. Whilst there were a number of new parents on the committee there was an increased willingness to share opinions and take on roles outside the regular meetings.

Some other areas for action included:

Finance: establishing and monitoring the budget ensuring that spending continued to be more tightly focused on priorities and learning programs. The use of the GBMT allowed for a draft budget to be prepared as a basis for considering funding. Once again funding from a variety of other sources supported the school budget enabling a higher closing balance at the end of the year than was expected.

Facilities: The Facilities Committee did not take on new projects during the year but monitored progress of the Federally Funded projects planned in 2009.

The establishment of a new playground for the Junior Primary and resurfacing of the basket ball courts were completed early in the school year greatly increasing opportunities for play and PE curriculum. These also added to the attractiveness of the school grounds.

The Building the Education Revolution (BER) project (approx $2.5million) began in Term 3 to include:

- refurbishment of the Resource Centre and Administration Area
- addition to the main building to increase the size of the Main Hall
- extending the sheltered outdoor learning area adjacent to the transportable buildings
- addition of interactive whiteboard technology to more classes

Whilst the outcome of the project was seen to be very positive the school faced many challenges over the second half of the year as facilities and people were relocated to make-shift areas creating an increase in work load, inefficiencies in operations and communication difficulties.
Canteen: Profit from the canteen continued to be low since the full implementation of the DECS food policies and is being carefully monitored. Other expenses for programs that operated through the Canteen were reviewed to enable the funding to come from other areas of the school budget. This included the wages for the canteen manager to manage the Breakfast Club with the help of volunteers and the basic lunch provided to students who arrive at school without food.

Fundraising: This committee was active this year with a number of smaller events, including for charities. They coordinated the Super Solly Fun Fest in November which was again very successful with about 90% of families attending. It was agreed that monies raised would again support excursion funding for 2011.

5. Leadership and Management

The leadership team consisted of the Principal, Deputy, Assistant Principal - Engagement / Counsellor, Coordinator Level 2, Teaching and Learning, Coordinator Level 1 in Science, the Aboriginal Education Teacher and Special Education Manager. A staff view led to a staff rep being elected to the group and a second staff member also attending regularly. The team met prior to the beginning of the school year to review its role, to plan for the implementation of the Site Learning Plan and for Week 0.

The team met weekly where possible to plan T and D, monitor the Learning Plan and discuss any concerns. Learning experiences of the team were shared e.g. attendance at T and D, reading etc.

Supporting classroom teachers with student management continues to be a call on the time of leadership staff, and this was particularly noticeable in the second half of the year once the building project began. Responding to particular incidents is only part of this: meeting with teachers and families to form alternative plans, making referrals to DECS for support (particularly for assessments related to learning issues) and liaising with community agencies is very demanding. Involvement of the ICAN project in providing some case management of students transitioning to secondary school was trialled.

There is a continuing strengthening of Performance Development processes in the school with a higher level of accountability for planning, programming, assessment and reporting and a “track 3 students” process as a basis for giving feedback about meeting the needs of students of differing ability levels. During the year the notion of coaching and reflective practice with peers was explored as a strategy for increasing feedback to each other.

Staff meeting time is used to work as a whole staff, sharing responsibility for planning and development in the area of writing, science and engagement.

All staff were allocated to teams which met regularly as part of the staff meeting cycle with the expectation they would focus on collaboration in the area of curriculum development. The Principal, Deputy and Assistant Principal were each aligned with a team. This strengthened as the year progressed, with planning for excursions that built students engagement in literacy learning being an important vehicle for cooperation.

These teams also were released on a cycle (approx twice/term) for enquiry processes which had links to the Site Learning Plan. As part of the cycle a Literacy Team, made up of representatives from each year level team, also met to plan and carry out action including training for all staff and the development of scope and sequence.

A “Boys’ Group” was continued for students with disabilities in the Upper Primary. Identified “D” level students attended 4 afternoons a week and develop literacy skills through a more “hands on” approach to learning. This included being involved in cooking, gardening, making projects etc. often involving them in communicating with the wider school community. These students increasing saw themselves as successful learners and negative behaviours decreased. Problem solving in social settings became more successful.

Training and Development of SSO’s continues to be seen as a priority and they participate along with teachers in whole school programs.

School Service Officers met twice a term to discuss issues and for T and D. They participated in “out of hours T and D” with recognition of this being given in week 10 of Term 4.

The Personnel Advisory Committee met throughout the year. An anticipated drop in numbers as a large cohort of Year 7’s moved on to secondary meant that the process of required placement was considered. A number of staff reconsidered their futures which led to 3 permanent teachers and a long term contract moving on to take up permanent positions in other schools. PAC was involved in describing positions taking this into account. The Student Centred Funding Model also was considered in developing a staffing profile for 2011 and 2 new leadership positions were described, a Coordinator 2 in Science and Maths and also in ICT.

6. Achievement in School Priorities

Data Folders were made available to classroom teachers in Week 0. They included information and data held in the school on individual students with the intention they were used for programming and planning and recording of future assessment information. They included:

- Student with Disability levels, NEPs and Assessment reports
Student Achievement Software (SAS) data re SACSA outcomes achieved in English, Maths and HPE for Year 1 - 7
School Entry Assessment (SEA) data for Reception to Year 1
NAPLAN data
School Spreadsheet compiled by previous teachers of students

Literacy

Action included:
- Deputy Principal as Mentor teacher working closely with Junior Primary staff, particularly on monitoring student progress through use of data and setting of goals
- ELF (Early Literacy Foundations) program introduced as an intervention program but aspects included in main stream classrooms
- Early years workshops run by class teachers and pamphlet developed for parents
- Establishment of a Literacy Group, representative of Year Level Teams, to work with the Literacy Coordinator on tasks related to the Site Learning Plan
- explicit links made with other areas of the SLP so that writing became a strong focus e.g. Stephen Graham training – writing in Science
- development of a writing and spelling scope and sequence through a consultative process
- Spelling and persuasive writing workshop with Stephen Graham
- Grammar workshops in Pirie Cluster with Literacy consultant
- Literacy T and D instaff meetings, Literacy Secretariat Resource papers made available to staff
- resourcing and encouragement to engaging students in literacy activities through digital technologies, including IWB
- Whole School Agreements reached in:
  - Use of Scope and Sequence
  - Writing Assessment Rubric
  - Data to be used for monitoring progress, including annual writing audit
  - Pedagogy for writing based on TFE and Gradual Release of Responsibility, Zone of Proximal Development
- Reading Room operated by parents and community volunteers
- Curriculum Open Day for parents, displays in Front Office
- Regular literacy awards at assembly
- Articles re literacy in the Solly Serial for parents about how to support literacy learning at home and about progress of the priority at school

Junior Primary Years Data Review

Clay Screen

All students in Year 1 have continued to be assessed using the Clay Screen at the beginning of the school year and at the end to monitor their progress. Results are used to check reading levels, knowledge of letters, concepts about print, sight words, Burt reading Level, quantity of words able to be written in 10 minutes, hearing sounds in words are where they should be by the end of Year 1.

Assessment of reading levels with Running Records and close monitoring by class teachers and the Deputy Principal has undertaken to raise reading levels to be in the 15-20 range by the end of Year 1 depending on the student’s age in line with the Regional Agreements around Running Records. Currently 93% of our students are achieving within the end of Year 1 range 15-20. Of the 2 students who were under the range, 1 was an NEP student and another was new to the school. This is an improvement of 40% but this may relate that they are a different cohort from 2009.

Reading Levels

Alphabet knowledge is excellent with 100% at or above benchmark. “Concepts about Print” has improved with 100% of students achieving at or above the benchmark. Knowing high frequency words in the “Clay Word Screen” shows 89% at or above benchmark. In the “Burt Reading Test” 80% of students were at or above benchmark which is an improvement of 16% on 2009 results. In “Word Vocabulary” (writing as many words as possible in ten minutes) 97% of students are at or above benchmark which is a 17% improvement. “Hearing Sounds in Words” remain strong all students above benchmark.

These results show the effective teaching and learning which is being achieved by teachers and students at Year 1. This cohort has 26% NEP students, which shows the level of instruction in early literacy behaviours in the Junior Primary are explicit and tailored to meet the needs of these learners.

Reception teachers used the SEA facility, now part of SAS, to enter data at the end of Term One and in October when other staff were entering SACSA data. There are now 3 years of data on this system which is useful at the individual student level and will now be able to be used to look at cohorts of students to a greater extent.
Running Records

Running Records are undertaken in Term 3 on Year 1 and Year 2 students. The Year 1 results show excellent progress when compared to the State and like School results. There are significantly lower % in Levels 1-5 and levels 6-10, a match at levels 11-15, and over 20% higher at levels 16-20 and almost match at levels 21-26+.
This has been achieved by the setting of targets and by closely monitoring students throughout the year in the year 1 / 2, Reception / Year 1 class, both by class teachers and the Deputy Principal. Closer monitoring and goal setting in the Reception class has begun as well.

The comparison of reading levels to the disadvantage category is pleasing as Year 1 students are outstripping students in a similar category in all areas.

Year 2 results show there are matching results at State level until levels 16-20 where we are 20% higher than the state average but at levels 21-26 we are more than 20% lower that the State average. Closer monitoring by re introduction on Readers at this level and the taking of regular Running Records as well as Accelerated Reading will improve the top end results as it has in Year 1.

Results will be included in the Teacher Data Folders at this level. Next year the Literacy Regional Improvement Team has recommended that the Term 1 optional collection of data be done across Yorke and Mid North Region and this will be supported at this site.

Primary Years Data Review

Westwood and Waddington

A decision made in 2009 to discontinue the use of Westwood and Waddington testing beyond Year 4 was reversed as the result of further training related to literacy and use of data. A structure has now been set up on SAS to enter the data for individual students which can be made available to class teachers so they are able to monitor progress. Data can also be available to monitor cohorts of students. There are now two years of data on some cohorts of students.

This data showed inconsistencies though that are difficult to explain. It has been agreed that in 2011 a more consistent process would be established for the testing, translation to years and months and the entering of data

The Torch test was trialled with Year 5-7 at the end of the year. It was decided that this was a test that would be best carried out by the teacher who was to use the information directly and, given the complexity of the data, with a smaller number of students where there were concerns.

SACSA Achievement Standards in English (% at Grades)

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<tr>
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</table>

Teachers have been working on knowing what a "c" looks like in student achievement through moderation activities with peers. An increasing number of students are achieving at least the "c" standard or better. The exception to this is the current Year 6 cohort where 27% of students have modified curriculum related to their NEP.

Writing Audit

A trial Writing Audit was carried out with students R to Year 7 in Term 3 with teams using the samples to carry out moderation activities. A planned school wide audit is planned for Term 1 of 2011 with results to be entered on a data base to allow for tracking of student progress and intervention planning.
National Assessment Program, Literacy

Reading (% Achieving Standard)

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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Reading (% in Growth Categories)

<table>
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<tr>
<th>Year</th>
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<th>Medium Growth</th>
<th>High Growth</th>
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<td>63 43 59</td>
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<td>7</td>
<td>26 31 33</td>
<td>59 54 50</td>
<td>15 15 17</td>
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</table>

Taking into account the particular cohort there has been improvement in the progress of students towards achieving the National standard in reading according to the NAPLAN tests
- In Year 3 in 2008 to Year 5 in 2010 an increase of 4%
- In Year 5 to Year 7 there was an increase of 29%

At Year 5 the number of students with low growth since their last test is slightly lower than the state. Medium growth is higher than that of the state but high growth is lower. At Year 7 whilst medium growth is about state average, low growth is higher and high growth is lower. A review of which students are included in these groups show a spread of ability groups across the categories but also a cluster of students on the cut-off score between medium and high

Writing (% Achieving Standard)

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<tr>
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</table>

Taking into account the particular cohort there has been an increase in the number of students achieving the National standard in writing according to the NAPLAN tests
- In writing Year 3 in 2008 to Year 5 in 2010 an increase of 1%
- This links with the writing and seems consistent given that this cohort has a high level of students on NEP

Language Conventions (% Achieving Standard)

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Language Conventions was also tested for the third time in the NAPLAN in 2010. In 2009 this was the lowest of the areas of literacy as tested by NAPLAN but now is the highest across the year levels.

Taking into account the particular cohort there has been an increase in the number of students achieving the National standard in Language Conventions according to the NAPLAN test
- In Year 3 in 2008 to Year 5 in 2010 an increase of 1% - this is consistent with the writing and seems given that this cohort has a high level of students on NEP
- Year 5 to Year 7 an increase of 14%

Spelling (% Achieving Standard)

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<th>Year</th>
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2010 was the third year spelling was tested in the NAPLAN separately from writing. It was very pleasing to see 95% of Year 3 students achieving the standard.

Taking into account the particular cohort there has been an increase in the number of students achieving the National standard in spelling according to the NAPLAN tests
- In Year 3 in 2008 to Year 5 in 2010 an increase of 19% - given that this cohort has a high level of students on NEP this is pleasing
- Year 5 to Year 7 an increase of 14%

Numeracy

Whilst Numeracy is part of the Site Learning Plan it was not a focus in 2010

Numeracy Data Review

National Assessment Program, Numeracy

Numeracy (% Achieving Standard)

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<tr>
<th>Year</th>
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It is likely that since there has been a greater focus on writing in the school since the analysis of LaN data there has been improvements. However there are still barriers to student achievement in this area.

Analysis of the writing data showed that at Year 3, 6 of the 10 criteria assessed were close to national standards. Text Structure and Character and Setting were close to the standard at Year 3 and 7. Other areas continue to need improvement.
### Numeracy (% in Growth Categories)

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<tr>
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<td>20 25 36</td>
<td>60 67 55</td>
<td>20 8 9</td>
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</table>

Taking into account the particular cohort there has been variations in the progress of students towards achieving the National standard in numeracy according to the NAPLAN tests:
- Year 3 in 2008 to Year 5 in 2010: a decrease of 15%.
- In Year 5 to Year 7 there was a decrease of 2%.

However for Year 5s there was a decrease in the representation in the low growth category according to the state with a corresponding increase in representation in the medium and high growth area. Pleasingly at Year 7 low growth was a concern with high growth also low. As students are mostly above the benchmark it is possible that it is more able students who require supporting/challenging to achieve higher growth.

It seems likely that more attention is needed to staff training and development for there to be improvement in the Numeracy area.

### Science

- Science Coordinator appointed (also held a cluster Coordinator role)
- Staff trained in Primary Connections, a range of other science training opportunities accessed
- Links made with literacy, particularly writing through a Stephen Graham Workshop leading to a big increase in non fiction reading and writing
- Resource boxes for Primary Connections Science units established
- Non Fiction Readers purchased
- Programs held to promote Science with parent involvement encouraged
  - Lab on Legs
  - Science week
- Integrated units of work around science themes developed R-7 leading to higher student engagement
- Rurality Funding supported excursions –
  - Port Adelaide
  - Beetaloo Valley
  - Arbury Park
  - Planetarium
  - Smelters
- Links made with the Australian Curriculum
- Team teaching used to share practise and encourage cross age tutoring
- Science Moodle developed in the cluster

### Ideas For the Next Planning Cycle

The Leadership Team considered all data sets reflected on as part of “Self Review Activities” in collaboration with staff which had occurred over 2010. These were collated into a summary (see Attachment 2) and included:
- strengths and successes
- weaknesses and opportunities
- key findings
- possible actions

The “possible actions” were used in making adaptations to the Site Learning Plan and in establishing operational plans for 2011.

### 7. Other Aspects of Core Business

#### Wellbeing (including Student Management)

In week 0 the whole school for the second year implemented the Learning to Learn Together program for the first 2 weeks of school.

The Super Solly program was again successful in achieving over 5000 super sollies. This was supported by the student leadership and celebration days were held for the school including wheels day and beach day. The learning tokens also enabled classes to focus on classroom learning goals and celebrated with classes going on trips out in the local community.

Students working and supporting each other in their learning journey was very much encouraged this year. The PAL program saw classes buddy up and work together in many curriculum areas. This enabled older students to be role models for younger students, not only in displaying the school values but encouraging deeper learning.

Kindy transition, work experience, Keeping Connected and student forums were other examples that saw older and younger students of the school mix together to support and make their learning important.

Lunchtime activities were expanded to have more areas of the school open and to have staff provide different opportunities. The student leaders were also used to promote the activities being offered for that lunchtime by using the phone system everyday to advise what was being offered.

Student leaders were again pivotal in the way wellbeing and learning programs were run in the school. Each year we are finding that leaders are stepping up in their ability to be role
models and promote the values of the school. They again attended the Young Leaders Day in Adelaide.

Community programs are still seen as a way our students can gain valuable learning. Activities like the Men's Shed, Muso Magic, swimming for students with disabilities, Harmony Day and Remembrance Day are just a few in which we have involved students. It has given these students increased self esteem, a sense of belonging and an opportunity to be successful.

Other programs that have been significant in the learner/wellbeing area include:
- Breakfast Club
- Smith Family – student 2 student reading program
- Fluvax for staff
- Social skills in classes eg Bounce Back, Friendly Kids- Friendly Classrooms
- Child Protection Curriculum implementation
- Safety Ambassadors
- Fundraising events eg Family Night, Jump Rope
- End of Term Assemblies
- Excursions, Camps
- Case Conferences involving CAMHS, Paediatricians

The engagement matrix was trialled with the “3 student” process and used with teachers to further explore teaching practices and methodologies to increase learning opportunities. In Term 4 this was added to the data sets regarding all students and used for class placements.

### Engagement Matrix ( % of students compliant, enthusiastic or proactive with learning )

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>83</td>
<td>70</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>1</td>
<td>56.5</td>
<td>67.5</td>
<td>78.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>69</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An average of 71% of students do engage in a positive way in learning tasks but the aim would be to increase this percentage. The data suggests a resistance to learning emerging at Year 3 perhaps as learning tasks become more complex and expectations of extending documentation increases.

### Suspensions / Exclusions

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions</th>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>32</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>33</td>
<td>3</td>
</tr>
</tbody>
</table>

Of the 19 students suspended 12 were students with disabilities and most had more than one suspension. The 3 exclusions were all students with disabilities. This is despite the commitment by staff to providing alternative management strategies in collaboration with families and other professionals. This needs to be an area for continuing action.

There was a decrease to 48% of suspensions related to violence but this is still unacceptably high because of the stress it places on other students and staff.

### Information and Communication Technology

During 2009 the Administration Server was up graded and there have been fewer issues this year with storage space as a result.

Six Interactive Whiteboards were installed across the site during the Christmas break. The learning opportunities for those classes have been greatly enhanced. The learning and collaboration with staff in those areas has been significant.

The Resource Centre Manager has continued to be a leading light in using technology for teaching, particularly in Resource Based Learning. She has also been introducing and using Learning Object with students, trialling flip cameras and video work with students as well as using the Interactive White Board Trolley within her lessons.

Staff continues to take learning opportunities to improve their knowledge and skills in this rapidly changing area. Many peer mentoring opportunities have taken place within teams and during staff meeting times with has been very valuable for staff.

An ICT survey about future direction helped to clarify direction within the school in 2009, after much research and colleague advice for the best way to go at our site we purchased 40 laptops, 2 charging security trolleys and installed a wireless network on the curriculum network. These only came online mid term 4 as installation of programs and debugging of issues took longer than anticipated. Preliminary trials with the laptops have proved a hit with the students and teachers and we believe will add to learning opportunities for students and staff in the future. We have up to 8 laptops per primary class available and with some creative sharing this can mean 16 laptops may be accessed at various times.
In the Building the Education Revolution rebuild of the Resource Centre the opportunity is being taken to upgrade the ICT capability in this area. A large IWB will be installed in the Information Technology area which will be used by classes and during Staff Meeting time as a learning tool. There will also be a bank of 16 laptops with a security charging trolley that will also be wireless and will further add to learning opportunities in this area.

Plans for 4 Interactive White Boards to come online in 2011 will ensure that almost all classes will be able to access this technology which adds to learning and engagement opportunities. This will provide many peer coaching opportunities within the school between teachers. Several of the Step 9 teachers have indicated this area is one which they are prepared to explore and support colleagues in.

An upgrade of the computers in the Computer Room is planned and in the budget for 2011. The existing computers will be moved out into classrooms to replace many older computers which are beginning to struggle. A continuation of 15 hours of ICT SSO support is in place for the new year.

Facilities

BER School Pride work -$150,000 was completed before the beginning of the school year and has provided many play and educational opportunities for our students. The work consisted of:

- 2 new playgrounds one of which is a circuit which can be used during PE lessons as well as break times and the other in the shape of a boat
- Shades over each playground and rubberised soft fall
- The basketball court has synthetic turf and different line marking to extend this to a multi use play area

Building the Education Revolution (BER) funding ($2.5 million) began during 2010 after consultation with McMahon Services, the building company appointed for the project. Due to budgetary issues the scope of the work needed to be scaled back. It now includes:

- refurbishment of the Resource Centre and Administration Area to include a meeting room and better supervision of students in “The Back on Track area”
- addition to the main building to increase the size of the Main Hall
- extending the sheltered outdoor learning area adjacent to the transportable buildings
- addition of interactive whiteboard technology in the Resource Centre
- Notebook computers with wireless capabilities and a charging unit
- new shelving and furnishing for the Resource Centre
- new furnishings for the Administration area
- a power upgrade to all area was also included in the scope of work
- the 1919 building will also have new heating and cooling system

It is anticipated that there will be a move back into the Office area at the beginning of 2011 but the Resource Centre will probably not be operational in the refurbished area until April 2011. The extension to the Hall will also be completed later in 2011.

During 2010 a project with a Work for the Dole focus was undertaken to beautify the front garden beds of the school.

8. Opinion Surveys

Student Opinion

In the Student Opinion survey carried out by DECS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Quality</th>
<th>Support</th>
<th>Relationships</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10</td>
<td>9.75</td>
<td>9.5</td>
<td>9.75</td>
</tr>
<tr>
<td>2008</td>
<td>10</td>
<td>9.5</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>10.25</td>
<td>9.75</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>9.8</td>
<td>9.6</td>
<td>9.9</td>
<td>9.8</td>
</tr>
</tbody>
</table>

Students were very positive about:

- being encouraged to participate in school events
- their teachers having high expectations
- opportunities for trying new things

Students were concerned about the poor behaviour of students and the lack of care for the school environment.

A Student Forum related to this information felt that every student should be taking responsibility for their behaviour. There should be less warnings and consequences in place. There could be a weekly cleanup and eating should only occur in classrooms or under shelters.

Parent Opinion

In the Parent Opinion survey carried out by DECS:

<table>
<thead>
<tr>
<th>Year</th>
<th>Quality</th>
<th>Support</th>
<th>Relationships</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>9.75</td>
<td>10</td>
<td>10.25</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>9.4</td>
<td>9.4</td>
<td>9.75</td>
<td>9.75</td>
</tr>
<tr>
<td>2009</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>10.1</td>
<td>10.3</td>
<td>10.4</td>
<td>10.1</td>
</tr>
</tbody>
</table>

Parents were positive about:

- their child’s teacher knowing what their child can do and what they need to learn
- teachers making learning interesting and enjoyable
• students knowing how they are expected to behave at school
• feeling welcome at school
• approaching teachers about their child’s progress

They were concerned about the learning programs offered and that the expectations of students.

Governing Council discussed the survey and felt that the school was more transparent in its operations. There was more notification about events through the Newsletter and Term Calendars, teachers and parents are talking more and students are taking more responsibility. The Governing Council is contributing at a higher level. They felt there could be more “snippets” of information communicated and opportunities to learn together. Surveying parents more to gain opinions would be useful and teachers could ask parents to do things at a class level which would make them feel included.

Staff Opinion

In the Staff Opinion survey carried out by DECS

<table>
<thead>
<tr>
<th>Year</th>
<th>Quality</th>
<th>Support</th>
<th>Relationships</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>10</td>
<td>9.5</td>
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<tr>
<td>2008</td>
<td>10.75</td>
<td>10</td>
<td>10</td>
<td>10.25</td>
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<tr>
<td>2009</td>
<td>10.75</td>
<td>9.75</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>10.75</td>
<td>10.25</td>
<td>10.1</td>
<td>10</td>
</tr>
</tbody>
</table>

Staff were positive about:

• the variety of teaching and learning strategies used to respond to the range of students’ abilities.
• the care shown for students by teachers
• the positive relationships between members of the school community.

There was a concern about communication between staff and also about how student behaviour was handled in the school. This needs to be discussed at greater length to identify the main issues.

9. Teaching Staff Attendance, Retention, Qualifications, Participation in Professional Learning

Attendance

Teaching staff attendance was 94.5 with 3.2% of absences related to sick leave and 2.3% to other forms of paid leave.

Retention

Of our 25 staff 6 left the school at the end of the year. One permanent staff member applied for and was placed as part of the Priority Placement Pool and 3 others applied for Local Selection positions. A permanent staff member won a Deputy Principal position in another Port Pirie School and another took up a Principal position in another school for 2011.

Qualifications

All teachers held qualifications required for teacher registration in S.A. 79% hold undergraduate tertiary qualifications and 21% have post graduate qualifications.

Participation in Professional Learning

All staff have participated in professional learning throughout the year as part of Week 0 activities, 2 student free days and 16 staff meetings focused on aspects of the 2 priorities of the Learning Plan.

Staff have also been released to attend workshops to build individual skills, particularly in relation to writing. Leadership staff were also encouraged to attend training related to leadership and change management.

Release time for staff to observe colleagues and develop aspects of their classroom teaching has been provided, R-3 six half days and 4-7 two half days.

All staff achieved the requirement “of out of hours” T and D. This generally related to the Learning Plan priorities but was broader in its focus.

Approximately $14 700 has been spent on T and D which equates to approximately $588 for each teacher. There was other funding used to release staff for training. Other training was accessed without cost through DECS projects, including Primary Connection Science and the SILA project.

10. Finance

A Balance Sheet for the 2010 financial year is attached to the Annual Report.

The investment account SASIF had a balance of $323 032 at the end of the financial year. $12 983 was also held in the Bank SA cheque account.

Some of this was already committed:

• Keeping Connected – Pirie Cluster 11 293
• Science – Pirie Cluster 9 714
• Curriculum Reserve 120 000
• Facilities - Staffroom, SAMCON alterations 20 000
• BER Contingencies 30 000

TOTAL: $191 007
This demonstrated continuing effective management of the school finances. The unspent funds at the end of the school year again exceeded what was anticipated in the Budget for 2010. The close links between Government priorities and the Site Learning Plan has meant that funding is often not needed for attendance at training and development or for the purchase of new resources.

An increased commitment was made to spending in ICT to ensure funding is being spent on current students and also to completing some facility projects to complement the BER changes. There is positive feedback from the school community of the level of resourcing provided for learning.