**INTRODUCTION**

Walkerville Primary School has an emphasis on educating the 'whole child' and carries the tag of the 'village school' by the local community. The school began in 1884 and its values strongly continue today: ‘care, cooperation and commitment’

The enrolment has grown well beyond 600, enabling students to benefit from a range of specialist programs. However, the focus remains on supporting the individual child and his or her personal progress.

The 2015 Annual Report provides information that validates the achievement and endeavours of the students and evidence to support the culture of improvement that drives the school.

The School Improvement Plan objectives are influenced by partnership and DECD priorities documented within this report. The strong academic achievement of students is reported within this report.

As in previous years, we would like to acknowledge the wonderful commitment and efforts of the staff and volunteers who provided so many opportunities and benefits for the children during 2015.

For both of us, our association with this wonderful school will end in the coming months. We have been privileged to have served the school community for more than a decade. We commend this report to you.

Wayne Jupe   Allan Day
Principal   Chairperson

**HIGHLIGHTS**

The February Acquaintance Night is a great way to build community and introduce parents and teachers to each other. In March, the Family Night brought a picnic atmosphere that was a further social opportunity for families to connect with each other.

For many children, the Sports Day held in April is this year's highlight. Whilst Stephen House won the shield, in reality everyone was a winner. There continues to be a huge number of students playing after school from 8 years upwards, with 233 primary students participating in the school’s teams. Younger students were able to attend ‘have a go’ sessions to gain skills and understand team concepts. Forty-three students represented the school at SAPSASA District events and a further five students went on to state selection, providing opportunities to compete at the next level.

During term 3, the senior students participated in the 'big stage' events of Wakakirri and Festival Choir. Congratulations are extended to the performers, choir, soloists and ensemble members for their excellence. We appreciate the efforts of the teachers and volunteers who gave so much time and energy to support these events. Again, the instrumental music program continues to grow. The DECD Instrumental Music Service teacher and the various private music, art and drama providers tutor 124 students amongst them and fulfil an invaluable and enriching role. Thanks to our Chess Coach and supervising teacher, chess continues to thrive, with around eighty students attending our before school sessions.

Grandparents Day held in September was a wonderful celebration of the role that families play in our school. The weekly assemblies were memorable, featuring the ANZAC 100th Commemoration, Book Week, Harmony Day and occasions that supported charitable causes.

Students are well-catered for with the specialist programs that are available in science, expressive arts, physical education, Chinese language and visual arts. The Oliphant Awards and ‘Tournament of Minds’ were opportunities for showcasing our students' talents.

As usual the year ended with entertaining class plays, a moving Graduation evening, community 'Village Carols' and two nights of ‘Sing-a-long & Carols’ in our Gym.

Every school year is special and 2015 was no different.
STRATEGIC DIRECTIONS

1. POWERFUL LEARNERS

Context
Research identifies the need for students to develop a wide range of skills in problem solving, creativity, communication and collaboration. The number of students identified in the NAPLaN higher skill bands and retained in those skill bands in subsequent years is one piece of valid evidence to inform these trends.

Objectives
- All students build capacity for deeper learning that is supported by improved teacher pedagogy.
- Year 3 Students identified in the high skill bands of the reading and numeracy aspects are retained in subsequent years in increasing percentages.
- All students and teachers have a common understanding about the dispositions, skills and capabilities necessary for powerful learners.

Smart Targets
1.1 Year 3-7 students demonstrate an improved capacity for deeper learning and this is supported through the 'TIE Compass' survey tool.
1.2 Percentage of year 3 students (2011) retained in the reading and numeracy high skill bands in year 7 (2015) Naplan is greater than previous Naplan.
1.3 Number of year 3 students (2011) retained in the reading and numeracy high skill bands in year 7 (2015) Naplan is greater than the previous Naplan.
1.4 Students and teachers agree upon the age-appropriate common understanding of the dispositions, skills and capabilities necessary for powerful learners.

Results
- Baseline pedagogical data was collected via the 'Compass Survey' with students using an online scale and comments identifying three elements.
- Percentage of Yr 3 higher band students retained in year 7 higher bands in reading and numeracy:

<table>
<thead>
<tr>
<th></th>
<th>2014 Higher Bands</th>
<th>Retain</th>
<th>2015 Higher Bands</th>
<th>Retain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yr 3 2010</td>
<td>Yr 7 2014</td>
<td>%</td>
<td>Yr 3 2011</td>
</tr>
<tr>
<td>Reading</td>
<td>22</td>
<td>16</td>
<td>73</td>
<td>25</td>
</tr>
<tr>
<td>Numeracy</td>
<td>24</td>
<td>16</td>
<td>67</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 1
- The concept of a 'powerful learner' was developed through collaborative partnership agreement for leaders, teachers and students.

Analysis
Three elements were identified for further development within the school, namely:
- Apply and assess learning in authentic contexts
- Communicate learning in multiple modes
- Explore the construction of knowledge

Higher skill band retention of students was seen as variable, with a 12% increase in numeracy, but declined by 5% in reading. Variations are impacted by students who depart across the 4 years between Naplan tests. Understandings amongst teachers were explored and a useful and challenging common definition of a powerful learner was agreed upon.

Recommendations
1. Support the development of student wellbeing through introducing resilience-based approaches.
2. Further support partnership focus on teaching pedagogies that promote intellectual stretch.
3. Develop pedagogical practices that promote student voice and the negotiation of relevant learning as identified through feedback gained from the 'Compass Survey'.

2. AUSTRALIAN CURRICULUM

Context
Research shows that improved student outcomes are achieved through the engagement of all students in quality pedagogy in English and Mathematics and the explicit targeting of intervention for identified students. Improved outcomes will be noted in Naplan results.

Objectives
- All students improve their literacy and numeracy outcomes supported by explicit teaching and learning practices using specific strategies.
- All Year 3, 5 and 7 cohorts achieve Naplan mean and growth data that is at or above 'like' school means in reading, writing and numeracy.
- All Year 3 to 7 students demonstrate individual progress across a year in reading comp and maths.

Smart Targets
2.1 Year 3 - 7 cohort mean scores in reading, writing and numeracy are greater than previous year and the school base.
2.2 Year 3, 5 and 7 students achieve ICSEA mean in Naplan reading, writing and numeracy.
2.3 80% of year 3-7 students achieve middle or high mean growth in reading and numeracy.
2.4 80% of year 3-7 students achieve reading comprehension and maths benchmarks.

Results
- Highest two skill bands, indicating academic stretch:

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>2013</td>
<td>53</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>2014</td>
<td>59</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>62</td>
<td>41</td>
</tr>
<tr>
<td>ICSEA (Like)</td>
<td>58</td>
<td>45</td>
<td>38</td>
</tr>
</tbody>
</table>

Table 2
- Percentage growth in Naplan reading and numeracy significantly exceeded targets in year 5-7, but year 3-5 numeracy fell well short (18%) of the target.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Aust</th>
<th>Target</th>
<th>Reading Walkies</th>
<th>Numeracy Walkies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3-5</td>
<td>75</td>
<td>80</td>
<td>78</td>
<td>57</td>
</tr>
<tr>
<td>Yr 5-7</td>
<td>75</td>
<td>80</td>
<td>93</td>
<td>88</td>
</tr>
</tbody>
</table>

Table 5
• Percentage above PAT Reading Comprehension and Maths year level scores:

<table>
<thead>
<tr>
<th>Maths year level Score</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walkies (&gt;=80%)</td>
<td>89</td>
<td>84</td>
<td>85</td>
<td>89</td>
<td>95</td>
</tr>
<tr>
<td>Read Comp year level Score</td>
<td>100</td>
<td>110</td>
<td>115</td>
<td>120</td>
<td>124</td>
</tr>
<tr>
<td>Walkies (&gt;=80%)</td>
<td>84</td>
<td>89</td>
<td>95</td>
<td>91</td>
<td>87</td>
</tr>
</tbody>
</table>

Table 6

Analysis
In 2015, the tables show that all indicators of reading, writing and numeracy met targets with the exception of Naplan year 5 numeracy and numeracy growth. Interestingly, 85% of this year 5 cohort met the standards in the PAT Maths test.

Whilst historical patterns vary, the year 5 cohort continues to be problematic, typically picking up ‘lost ground’ by year 7. This group warrants examination.

Recommendations
4. Facilitate assessment and moderation professional development to enhance teacher consistency.
5. Facilitate monitoring, tracking and programming to support every student’s literacy and numeracy growth four times each year.

3. EARLY YEARS

Context
Research shows that early childhood programs that encourage active learning, problem solving, effective communication, creativity, social adjustment and participation benefit children’s long-term success in education and citizenship.

Improved student outcomes will be evident during the early years of schooling that are enhanced by positive adjustment pedagogies through planning, implementing and evaluating the curriculum.

Objectives
• All students demonstrate significant progress in reading achievement as evidenced by age-appropriate running record standards.
• Reception students are positively connected to school through orientation and transition processes that reflect best practice.
• Early Years students are engaged in learning programs that improve outcomes in the early years, particularly in literacy, numeracy and social skills.
• Early Years students identified with literacy needs receive access to effective intervention program.

Smart Targets
1.1 R-2 student cohort achieve literacy benchmarks:
• 85% of reception students read at or above level 7.
• 85% of Year 1 students read at or above level 15
• 85% of Year 2 students read at or above level 26
1.2 Reception students surveyed provide evidence of positive wellbeing and view of school.
1.3 R-2 student cohort achieved the following numeracy benchmarks:
• 90% of Reception students can recognise and record numbers 0-10 by the end of term 2.
• All Yr 1&2 students benchmarked against standards using PAT Maths test.

1.4 R-2 student data shows reduction in yard play issues reported during 2015.
1.5 R-2 students identified for intervention programs achieve reading progression equal to the average.

Results
• 85% of reception students read at or above level 7.
• 85% of yr 1 students can read at or above level 15.
• 70% of yr 2 students can read at or above level 26.
• 80% of students reported a positive disposition.
• 99% of Reception students can recognise and record numbers 0-10 by term 2.
• 100% of yr 1 students achieved maths benchmark.
• 99% of yr 2 students achieved maths benchmark.
• 8% (19) reduction in play issues compared to 2014
• 33% of Rocket Reading students read at/above level 15, which is less than the cohort rate.

Analysis
Year 1 and 2 students achieved all literacy and numeracy targets. However, the numeracy target for reception students was seen as simplistic and the trialling of the PASA numeracy data gathering will provide more sophisticated information. This is further supported by the local partnership emphasis on professional development and the monitoring and tracking of every student’s progress four times each year.

Recommendation
6. Enhance numeracy monitoring and assessment processes to inform data collection in the early years, including the PASA numeracy collection.

4. INFORMATION TECHNOLOGY

Context
21st Century students achieve improved outcomes across the curriculum through the use of technology to drive access, engagement and learning. Digital safety programs are important and should be on-going to ensure the continued development of student internet skills and safety in the ‘cyber’ world.

Objectives
• Year 4-7 students are engaged with technology across the curriculum through the BYOD initiative.
• R-3 students are engaged with technology across the curriculum supported by an increased accessibility to iPad technology.
• ACER (PAT) online testing is conducted through the school in a consistent manner with moderation facilitated by leadership.
• All students demonstrate improved practices involving digital safety that includes online anti-bullying and anti-harassment behaviours.

Smart Targets
4.1 70% of year 4-7 students use BYOD opportunities to enhance their learning.
4.2 All R-3 students are assisted by teachers who have knowledge of iPads and how students can understand and represent information and graphics.
4.3 All students take part in digital safety activities within classroom programs.
Results
- 73% of students bring their own technology device, an increase of 14% on 2014.
- R-3 students using four significant new ‘apps’.
- All students participated in SAPOL digital safety.

Analysis
Technology assisted learning will require a continued commitment from teachers to support the personalised learning needs of students in the 21st century.

Recommendations
7. Develop the school library as a hub of learning that reflects current pedagogy.
8. Support student learning independence through developing the BYOD program from years 4-7.

STUDENT ACHIEVEMENT

ENROLMENT
The enrolment census statistics are:

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>545</td>
<td>565</td>
<td>609</td>
<td>628</td>
</tr>
</tbody>
</table>

Enrolment growth is significant and will continue beyond 2017 with larger cohorts entering.

Specific Populations data (percentages):

<table>
<thead>
<tr>
<th>Population</th>
<th>%</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALD</td>
<td></td>
<td>38</td>
<td>39</td>
<td>39</td>
<td>35</td>
</tr>
<tr>
<td>School Card</td>
<td></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

The number (213) and percentage (35%) of EALD students has been sustained at significant levels.

ATTENDANCE
Attendance % levels for 2015 were: Target = 93%

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94</td>
<td>93</td>
<td>95</td>
<td>94</td>
<td>94</td>
<td>92</td>
<td>94</td>
</tr>
</tbody>
</table>

Attendance comparison with state and like-schools:

<table>
<thead>
<tr>
<th>State</th>
<th>Like-Schools</th>
<th>Walkerville</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

There are a small number of issues related to attendance and holiday exemptions that are monitored.

RETENTION
The retention of upper primary students into their next year level is outlined in the table below.

<table>
<thead>
<tr>
<th>Year 2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 5 to 6</td>
<td>96</td>
<td>106</td>
<td>101.4</td>
</tr>
<tr>
<td>Year 6 to 7</td>
<td>94</td>
<td>95</td>
<td>97.8</td>
</tr>
</tbody>
</table>

Analysis
Retention is strong. However, year 6 is showing significant drift to private schools that have middle schools. The year 7 destination for secondary schooling is evenly divided between state and private.

NAPLAN - LITERACY & NUMERACY
The national Literacy and Numeracy test results provided an overview of student achievement, with graphs trending to the right reflecting stronger scores.
Percentage of students achieving the national benchmarks in literacy and numeracy in year 5:

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>State</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>Walkerville</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Table 13

Percentage of students achieving the national benchmarks in literacy and numeracy in year 7:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>State</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Walkerville</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 14
**NAPLAN GROWTH 2013 - 2015**

<table>
<thead>
<tr>
<th></th>
<th>2013-15 Year 3 to 5</th>
<th>2013-15 Year 5 to 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>low</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>med</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>high</td>
<td>25</td>
<td>31</td>
</tr>
</tbody>
</table>

*Table 12*

**Analysis**

Students were represented in the higher skill bands significantly more than state and Australian rates. Cohort issues will be informed by the analysis of test items and identified students will be provided with support. The data indicates strong growth in year 5-7 and lower growth across year 3-5 in numeracy.

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)

**EARLY READING LEVELS**

Reading books are levelled from 1 to 30 to reflect the growth in reading age. Teachers sample a student’s reading using a running record. Instructional reading is recorded and requires an accuracy rate of 90-94%.

**Results**

Year 1 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 16](#)

Year 2 Comparison by - Walkies, Girls, Boys, State, Like Schools

![Graph 17](#)

**Analysis**

Reading results indicate that 87% of all students achieve independent reading status by the end of year 2. This level is higher than state or similar schools. Girls out-perform boys in both year 1 and year 2.

**TARGETED GROUPS**

**SECOND LANGUAGE (EALD) SUPPORT**

English as an Additional Language or Dialect (EALD) scaling in 2015 resulted in 213 students identified from 30 cultural backgrounds with 31 different languages spoken in students’ homes.

![Language Connects Everyone.](#)
STUDENT REVIEW TEAM

The Student Review Team allocated support for students with identified learning needs.

Actions and Results
- 130 students were supported in various ways to achieve improved learning outcomes.
- 5 students on negotiated education plans (NEP), 8 on Learning Assistance Program and 23 year 1 and 11 year 2 students were on reading programs.

Analysis
The Student Review Team effectively supports 5 students with disabilities identified through guidance and a further 125 students from school resources.

Recommendation:
9. Increase the emphasis on supporting identified EALD and Students at Risk within the classroom.

PROFESSIONAL ENGAGEMENT

The attendance of teaching staff was 93% in 2015, which is very similar to previous years. The teacher retention rates are very high (95%) indicating a very stable staffing environment for students.

Teachers were all registered and qualified with 80% having a Bachelor of Education qualifications and the remainder (20%) a Diploma in Teaching.

The professional development offered teachers was significant during 2015 whereby:
- The 'out of school 37.5 hours T&D' component was completed by all teachers.
- In school hours training was conducted curriculum areas that supported the School Improvement Plan and amounted to 148 days.
- Teachers attended four 'student-free' days in literacy, moderation, reading and maths.

The funded investment in professional development exceeded $65,120 paid release and a similar amount on closure days and personal time.

A training and development ‘road map’ was maintained in the staff room so that participation was transparent and collaborative.

BULLYING REPORT

There were four cases of significant bullying dealt with within the School Behaviour Code. Governing Council receives a report at its meetings in line with DECD requirements. The school receives good feedback on its proactive stance that includes 'Program Achieve', cyber-safety lessons and grievance procedures.

My School Website
Parents can view a range of information about schools at http://www.myschool.edu.au

Relevant History Screening
The school is compliant with DECD requirements for screening of the workers and volunteers at the site.

VALUE ADDED PROGRAMS

Participation
Sporting teams and expressive arts are ‘value added’ programs offered by the school that include:
- 116 year 6&7 students participated in aquatics.
- 450 year 2-7 students attended extended camps.
- 45 5&6 year olds attended Have-A-Go clinics.

<table>
<thead>
<tr>
<th>School Sporting Teams</th>
<th>Total = 233</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td>34 Girls</td>
</tr>
<tr>
<td>Basketball</td>
<td>66 Girls</td>
</tr>
<tr>
<td>Netball</td>
<td>1 Boys</td>
</tr>
<tr>
<td>Soccer</td>
<td>42 Boys</td>
</tr>
<tr>
<td>TOTALS</td>
<td>143 Boys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Music &amp; Drama Providers</th>
<th>Total = 115</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brass</td>
<td>7 Girls</td>
</tr>
<tr>
<td>Woodwind</td>
<td>7 Girls</td>
</tr>
<tr>
<td>Senior Choir</td>
<td>12 Girls</td>
</tr>
<tr>
<td>Wakakirri</td>
<td>31 Girls</td>
</tr>
<tr>
<td>TOTALS</td>
<td>57 Girls</td>
</tr>
</tbody>
</table>

Analysis
The data indicated a small current decline in the number of students participating in extra-curricular activities through sporting teams and music/drama sessions. This was mainly due to a decrease in cricket teams and the inclusion of the school's Festival Choir in the Village Carols. A wide variety of programs cater for a large number of students.

Chinese Language

The school introduced Chinese Language in 2013 and since then lessons have focussed upon cultural learning, vocabulary and understanding festivals. The school has continued its sister-school relationship with Shi Sunjie Elementary School in Chengdu, Sichan Province in China. The relationship will be developed through technology targeting year 6 classes.

Recommendation:
10. Support specialist teachers to develop consistent assessment practices and partnerships networks.
OPINION SURVEYS

Parent, student and staff opinion surveys were conducted as part of the Department’s accountability with a comparison to previous years provided.

Opinion was surveyed with
- the scale used is ‘0’ lowest to ‘5’ highest
- responses grouped under the headings:
  A Quality of Teaching/ Learning
  B Support of Learning
  C Relationships & Communication
  D Leadership & Decision Making
  O Overall Satisfaction

Key

Graph 22

2013 - 2015 STUDENT OPINION

Analysis
The general trends of each opinion survey in 2015 were in the range 4.0 to 4.7, indicating very strong support of the surveyed items. These survey results reflected similar positive results in the previous years. Items identified as lowest that will result in action were:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Teacher feedback, behaviour</td>
</tr>
<tr>
<td>Parent</td>
<td>sufficient challenges, high expectations, reports</td>
</tr>
<tr>
<td>Staff</td>
<td>Meeting needs, feeling appreciated</td>
</tr>
</tbody>
</table>

Parents registered an 88% rate (4.4/5) in regards to their overall satisfaction with the school.

FUNDING SOURCES

A summary of income sources are listed below with the full details in Appendix 1 available from the front office.

DECD Revenue $4,166,141.77
- Early Years Scheme Funds $142,367
  Expended as …
  Additional class $107,340
  Release time $10,560
  EYS relief days $4,400
  SSO Support $20,067
  Total Expended $142,367

DECD Grants $49,806.22

Commonwealth Grants $53,131.44
- Better Schools Grant $23,070.24
  Expended as …
  SSO Support Literacy $23,070.24
- Australian Curriculum Grant $30,061.20
  AC carry-over from 2014 $10,483.00
  Expended as …
  Professional Development $31,680.00
  Curriculum Materials $8,864.20
  Total Expended $40,544.20

Parent Contributions & Excursions $390,534.44

Other Operating Revenue $166,516.65

Total Funding from All Sources $4,826,131.03

Maths Learning is Fun.

RECOMMENDATIONS

The 2015 Annual Report contains ten recommendations that Governing Council has endorsed. The implementation of these recommendations, and the monitoring of their progress, will be through staff working parties, School Management Committee and the Governing Council’s Education sub-committee.

Staff Working Parties defined to develop and carry the 2016 School Improvement Plan will be the same as this year:
- Powerful Learners
- Australian Curriculum
- Early Years
- Digital Technology

The School Management Committee will carry the operational responsibility to action these.