STURT STREET
COMMUNITY SCHOOL

Annual Report

2014
Sturt Street Community School is a unique Birth to Year 7 site situated in the South West sector of the Adelaide CBD. The school caters for the needs of families who live, work or study in the Adelaide CBD as well as being a school of choice with families attending from 64 suburbs. Sturt Street Community School has a proud history and is underpinned by strong community partnerships that promote a family atmosphere. The heritage site has been carefully designed with learning areas adjacent to each other to assist children make a smooth transition from the Early Learning Centre, to Preschool, School and Out of School Hours Care. The recognition as a Children’s Centre for Early Childhood Development has paved the way for developing stronger community partnerships with the Adelaide City Council and health and family support services.

Cultural diversity is a feature of the school’s proud past and present history where children identify with more than 29 cultural backgrounds. The school supports families from nearby Aboriginal housing and an Aboriginal Community Education Officer works with students and staff to develop a strong cultural identity and inclusion across the school. The teaching of Greek language and culture is an integral part of the curriculum. Sturt Street Community School is accredited to deliver an International Student program and the site is also extensively used by a variety of language schools across the weekend.

Early in the year, The South Australian Government released its issues paper in the context of its “Independent review of Government School and Preschool Governance in South Australia”. Governing Council used this as an opportunity to review its operations, and identified a few priorities for to focus on. Three main priorities this year were:
1. To improve communication with the School community, giving the opportunity to provide feedback to and from Governing Council through its members,
2. To strengthen and formalise reporting mechanisms with the School committees, which have a pivotal role in reviewing operations, reporting and making recommendations for Governing Council to act on, and fulfil its roles and responsibilities,
3. To supervise redevelopment work in the areas assigned to ELC and OSHC operations.

Thanks to the support provided by the Committees, Governing Council has been able to progress in these areas and we will keep working on these priorities this year.

We would like to thank Committee members for their contribution and invite parents to become involved this year by nominating for a Committee or a position on Governing Council, or by simply providing feedback and suggestions.

Damien Le Clerq : Governing Council Chairperson

The Strategic Directions 2010-2015 for the School are defined by 4 objectives centered on our children, our staff and our community – all within a global context. While the school values of Respect, Integration, Diversity and Excellence underpin all our interactions and teaching and learning programs. We take great pleasure in presenting highlights and achievements for the 2014 year.

### Highlights

**QUALITY TEACHING AND LEARNING**

- Creative Education Partnerships Artists in Residents Project with Patch Theatre involved each class across the school and Pre-school. Junior classes and Pre-school were each buddied with a senior class to support investigation of concepts from a Patch Theatre work. This investigation involved a range of artists with practices including making, media, drama, and dance. The collaboration assisted Patch Theatre in its community development work as well as making impact on teacher’s practice and children’s engagement in rich learning experiences.

- Velo City Global 2014 provided the school the opportunity to showcase to a global audience of 20 visiting mayors the Way2Go program and our efforts in promoting “More Active and Safer Travel” for our students. Delegates heard how the partnership between State Government and Adelaide City Council fostered whole school community engagement which focused curriculum design to include children working with a local artist and enhanced strong relationships with residents. Significant outcomes for the school include a bicycle education program, bike rack infrastructure, the creation of a safe cycling and pedestrian route to the parklands with innovative street design including contra flow bike lane, street art, pedestrian crossing on Gilbert Street (Construction 2015) and the upgrade of Princess Elizabeth Playground.
• As part of Civics and Citizenship, Year seven children volunteered at Baptist Care. Children accompanied Kat Ochan (CDC), to Karpandi House in Millers Court to assist at the Aboriginal Elder’s lunches each Thursday. The Children served the women roast lunch and cleared away afterwards. This was a wonderful opportunity for them to gain an understanding of the value in volunteering and community service with the added advantage of meeting the elders, learning some of their stories and customs and becoming aware of the Aboriginal history of Australia. This project has been an influence in broadening the partnership with Baptist Care and plans are in place for the Children’s Centre to facilitate a playgroup for Aboriginal families at Karpandi in 2015.

• The voluntary 1 to 1 iPad program Years 3-7 was introduced in 2014 with 90% of families participating. Our vision in implementing the program is our belief that our students must be prepared for life in the 21st Century. We are making a commitment to our students and teachers to give them the optimal tools to improve academic achievement with the readiness and skills necessary for an Australian Curriculum that promotes these powerful tools. We recognize that the iPads are an amazing resource. The emerging technologies find their strength in the fact that they are meant to be true 1:1 devices available both at home and at school. The message that needs to come through loud and clear though is that the iPad (whilst an amazing device) is a tool in our existing educational kit. It’s unrivalled in what it offers but it does not replace the teacher and it works alongside and deepens our current practice and pedagogy. As we always advocate, it is essential that our students strive for balance in their lives. We provide many opportunities to develop the ‘whole child’. Being physically active, healthy, collaborative and engaged are high priorities.

The iPad program allows our students, teachers and families to learn and collaborate together to investigate, create, share and present, beyond what was currently possible. It allows Sturt Street to be innovative and relevant in the 21st Century.

• Celebrations at the 10\textsuperscript{th} Anniversary and Stalls on Sturt Street provided the opportunity for students to learn about “Business and Enterprise” as they researched, produced, marketed and sold their items or produce on the day. The Brass and Woodwind Concert Band need to be congratulated. They have all really developed and performed admirably at the 10\textsuperscript{th} Anniversary celebrations and the end of term Kiwanis assemblies.

• The Stephanie Alexander Kitchen Garden Program was a great success and enabled students from Belinda’s Year 4/5 class to have hands on skills sessions in cooking and gardening with Arja, our gardener and Dianne, our child care cook. Students learnt about the preparation of nutritious food with produce picked from our garden. The program which will continue next year was well supported by parent volunteers and sitting down to taste the prepared dishes was the highlight each week.

• The continuation of the after school Greek language classes, sponsored by the Greek Orthodox Community of SA, has enabled students to gain greater fluency in speaking Greek. Thank you to GOCSA as they again support the program in 2015.

**LEARNER ENGAGEMENT AND WELLBEING**

• Whole school agreement was reached by staff to introduce “PLAY IS THE WAY”. The program offers a practical methodology for teaching social and emotional learning using guided play, classroom activities and an empowering language. It is a process that gives Sturt Street Community School a way to develop, improve and entrench the personal and social capabilities of students. The majority of staff was trained in the program during 2014. The program was implemented in each classroom and the key points, language and games became focus points and topics at school assemblies throughout the year. Advanced training for teachers and the continued integration of the program are planned for 2015.
The Children’s Centre and the South West Community Centre collaborated on several community ventures during the year. The SWCC offered a perfect space for first aid courses for parents facilitated by St Johns and the Children’s Centre. Parent groups ‘Lunch and Play’ and ‘I Want to Know’ were run monthly and families from the city community were welcomed. Topics such as the importance of play in children's development were presented along with afternoon tea and shared children's art and music activities. A community Picnic and pop up art show displaying photos local children had taken of their favourite places in the city, was held in conjunction with Adelaide City Council Shape Changes week in Princess Elizabeth Play Ground. These activities encouraged and supported families within the city community, especially those new to Australia who can’t access the support of their extended families. This collaboration will continue into 2015.

**FUTURE OPPORTUNITY**

- The development of the Maxwell Street land for the 0-3 year’s outdoor space has allowed the school the opportunity to further align and enhance our precious building, yard and teaching spaces. The swapping of the 0 – 3 and 3 – 5 spaces in early 2015 will allow for the greater development of the yard for the school. During 2014 our site was offered the opportunity of developing our grounds as part of the Pre-school Outdoor Learning area project. The goal of the project is to authentically engage children, families and local community to demonstrate the principles and practice of Nature Play in our environment. This development is planned for the first half of 2015. The swapping of spaces will also align pre-school next to the reception class which will enhance collaboration and transition. The move will also allow for the transfer of ELC administration spaces from the upstairs main school building to Maxwell Street and the Preschool. This in turn will allow for much needed administration spaces and conference room to be established for the school R-7.

- The redevelopment of O’Brien Street continues with plans and engineering close to being finalised. This will be placed out to tender in 2015.

- During 2014 the upstairs computer room was redeveloped into a 21st Century learning space. It was found with the introduction of wireless and mobile technology combined with innovative pedagogy that the room had become outdated. The redevelopment included the building of tiered lecture style seating, projection equipment and iPad trolley storage. This configuration allows for greater group collaboration, the presentations of student work as well as a quite explicit classroom teaching space.

**BUILDING COMMUNITY CONNECTIONS**

- Children from years 1 to 4 were involved in a junior choir throughout the year, giving up one lunch time per week to learn songs. They performed at school assemblies and in term 4 they were joined by children from years 4 and 5 to sing Christmas carols at the Adelaide Central Market. This performance was a great way for children to promote the school to members of the community.

- The school received funds from Wipe Out Waste to conduct a Green Waste project over terms 3 and 4. Each class room was equipped with a small green waste bin, organic liners and scales. Each day the children would dispose of their food scraps into the bins and weigh the bags to see how much green waste they generated. Adelaide City Council provided an extra-large green waste bin in order to cope with the added green waste. The children learned the importance of disposing of waste in the appropriate ways and the many products and benefits to the community of correct green waste collection and disposal.

- To promote partnerships with parents we ran a “volunteers” training workshop. Valuable feedback from parents at the session will enable greater parent participation in excursions and being more effective when supporting students’ learning. DECD now requires any person working as a volunteer to complete the session about Responding to Abuse and Neglect and Protective Practices.
“To Bee or Not to Bee” a community play was performed at Holland Street Market and illustrated the importance of being kind to our environment. Children from the local and school community took part in the musical and parents assisted with costuming. This was a wonderful showcase for the community spirit among the children and their families as well as encouraging the children’s creativity and activism.

- The Japanese Cultural visit and workshops organized by Adelaide High School for year 5-7 students.
- Aboriginal Artist in Residence, Kingsley worked with students from 5 classes to design their own dot paintings as an effective way to prepare students as Global citizens working in diverse communities.
- Over the year connections with other agencies and services within the city community have been developed and strengthened. Collaboration with Adelaide City Council, Baptist Care, Families SA, Common Ground, Housing SA, Anglicare, Gilles Street Primary School and others has meant that families have been able to access a range of supports and services smoothly and thoughtfully. The Sturt Street Birth –Year 7 site is developing as a community hub where all members of our community are welcomed and supported. In Term 4, our Children’s Centre team was completed with the appointment of a Family Services Coordinator who will enhance our ability to support families in their parenting role with young children.

Site Improvement Planning

Site Priorities
Teaching and Learning
At SSCS we recognise that strong literacy and numeracy skills lay the foundation for all students to be successful across the curriculum and in throughout their life.

Key Strands
1. Literacy Improvement

Focus Area
- All children in pre-school are assessed using the Phonological Awareness Skills Mapping Tool
- To strengthen literacy skills for all learners through teachers engagement with the Australian Curriculum, the Early Years Framework, and through improved pedagogy.

- Pre-school and Reception – Changes in the enrolment cohort are due to Same Start Date; and also due to Pre-school assessment policy changes and forthcoming literacy and numeracy progress indicators. 2014 will be a review year for considering the most appropriate assessment tools and collecting baseline data.

Targets
1.1 Pre-school children develop the ability to segment words into syllables, match rhymes and begin to be able to create rhymes and identify initial sounds in words.
1.2 90% of Reception students achieve Running Records (RR) Reading level 5 or more by the end of the year.
1.3 85% of Year 1 students achieve RR level 15 or more by the end of the year.
1.4 90% of Year 2 students achieve RR level 25 or more by the end of the year.
1.5 100% of students in Years 3-7 (excluding identified students on ILP) demonstrate a growth in Lexile scores compared to previous test.
1.6 All English as an Additional Dialect or Language (EALD) Years 2-7 students demonstrate improved writing outcomes levelled against the Language and Literacy Levels (EALD) in the narrative genre compared to the previous year.
1.7 90% of Year 5 and 7 students demonstrate a growth from previous mean scores that is at the middle or higher quartiles of the NAPLAN literacy (Reading) test from their previous tests.

Strategies
- In 2013 staff were trained in Jolly Phonics and Jolly Grammar. Our goal was to implement Jolly Phonics across the Junior Primary classes in 2014 and then continue with Jolly Grammar as children progress through each year level.
- In Term 1, Year 1-2 students were assessed to facilitate ability groupings for Jolly Phonics. Reception children were assessed using the Screen of Phonological Awareness (SPA) test, concepts of print and alphabet knowledge.
- In Term 3 all Junior Primary children were assessed to evaluate their progress and determine new ability groupings for Terms 3 and 4.
- DECD Speech Pathologist, Fiona Deegan ran a staff meeting and training for School Services Officers in phonemic awareness to support the Jolly Phonics program.
- Reading Doctor app was downloaded on a few ipads for support staff to use with students as an intervention program. Eg alphabet knowledge.
- Reading Eggs app used with Reception and some Year 1 children.
- Soundwaves spelling program used with Year 3-7 students.
- Pre-school trialled the Phonological Awareness Skills Mapping tool as a more appropriate assessment of phonological awareness.
- Reception teachers to trial assessment tools from Jolly Phonics program. Collect base line data.
- Implement 2013 iLit Training and Development into teaching practice. Supported by the ESL teacher and Leadership working with groups.
- Moderated writing assessment using Language and Literacy Levels (ESL)
- Introduction of consistent systems of instruction for Phonics, Grammar and Spelling.
  - Jolly Phonics
  - Jolly Grammar
  - Reading Eggs
  - Soundwaves
- Implement transition from Scholastic Lexile to Literacy Pro and collate data.

Results and Analysis
DECD set targets during towards the end of Term 1 which differed from ours.
1.1 100% of Pre-school children assessed using Phonological awareness skills mapping tool were able to segment syllables; 97% of children confidently matched rhyming sounds; 65% of children created their own rhymes and 72% of children identified initial sounds. Children from culturally and linguistically diverse backgrounds and children with speech and language needs did need some support to develop these skills. Providing parents with information about how to help develop these skills will support children’s learning will be a priority in 2015.
1.2 Target achieved with 96% of reception children reading above RR level 5.
1.3 The DECD target of RR level 17-20 for Year 1 was higher than our target level of 15 and 77% of students achieved both the DECD and Sturt Street level.
1.4 The DECD target of RR level 21-24 for Year 2 was lower than our level of 25 and 95% of students achieved both the DECD level and SSCS level.
1.5 Worldwide Scholastic Lexile changed systems in 2014 to a new format titled Literacy Pro. Due to the global change over process Lexile’s were not implemented during 2014, but Lexile testing was able occur late in term 4. The
new Literacy Pro system is ready to implement in 2015.

1.6 67 EALD Students (English as an Additional Dialect or Language) were scaled. 34 Students recorded no change in level.
26 Students recorded a change in level of +1
6 Students recorded a change in level of +2
1 Student recorded a change in level of +3

Note:
The expected progression rate is one Language and Literacy Level per year.
2013 was the first year that staff used the new English as Additional Language or Dialect (EALD) Levels against a variety of genre.
In 2014 a new EALD teacher led a training session to develop a deeper understanding of the levels.
In the first 5 months students were assessed on the following writing tasks.
- Year 2- description and retelling of a story.
- Year 3-7 narrative and a persuasive text.
All Year 2-7 teachers scaled text using a moderation process for consistency.
Taking the results of these tasks into consideration, students were assigned levels in June by the EALD teacher in consultation with the classroom teacher. These results were compared to the previous year. Some students made little progress which may be attributed to the greater scrutiny and understanding of levelling as well as teacher understanding of the continuum of the English language curriculum.
Staff analysis of NAPLAN data identified that in Years 3, 5 and 7 many of the students below National Mean in Literacy were identified as EALD students.

1.7 Data indicates that 93% of Year 7 and 67% of Year 5 students recorded a growth in the middle or higher quartiles of the NAPLAN literacy test from their previous tests.

Recommendations
- Allocate time at the start of the year for training and development in Language and Literacy levels and how they link to the English Curriculum
- Ongoing T & D throughout the year.
- All classroom teachers continue using the EALD Language Levels and assess and analyse texts for all students in order to gain greater insight and understanding into how to progress students’ writing.
- Teachers refer to the agreed Overview of Text Types Teaching and Skill Development.
- Intervention support for all Junior Primary students identified at risk (STAR) will continue in 2015.
- Students in Year 3 continue being assessed using Running Records until they have achieved Level 30.
- Lexile reading (Literacy Pro) program levels / readers are used to continue to monitor and track students comprehension in reading beyond level 30.
- In addition ACER Pat RC diagnostic testing Years 2-7 will continue to be administrated during Term 4 to inform student growth and progress.
- Year 5 Students identified as progressing in the Low Quartile will be targeted for extra support and assistance in 2015.
- Major whole school Literacy focus on writing with support from EALD/ESL teacher.
- That the I-lit strategies are revisited and used in teaching practice.
- That children be recommended to the Students at Risk (STAR) committee at the end of the year rather than the start of each year.
- That information sharing of students occurs in Week 8 of Term 4.
- Agreements about the Jolly Phonics assessment tools are finalised for SENTRAL data entry.
- Junior Primary literacy block and ability groupings for Jolly Phonics continued and developed.

Key Strands
2. Numeracy Improvement

Focus Area
- Improved student Numeracy knowledge and proficiency with mathematical application and problem solving.
• Implement School and student management software to centralise data

Targets
  2.1 90% Year 5 and 7 students achieve medium or upper levels of progress in numeracy from their previous NAPLAN tests in Years 3 and 5.
  2.2 In term 4 all Year 3-7 students improve in results of PAT Maths assessments compared to term 1.
  2.3 All students meet the national minimal standards in all aspects of NAPLAN numeracy in Years 3, 5 and 7.
  2.4 Increased percentage of students at standard or higher for mathematics in Years 1 and 2.

Strategies
Pre-school and Reception teachers to work together during transition visits to have Numeracy focus to develop common understandings and experiences. Possible trialling of Pre-school progress indicators in numeracy.
Literacy of maths is explicitly taught with particular focus on higher order questions and problem solving.
ACER PAT Maths tests to be conducted early in terms 1 and 4 to determine baseline data and students' progress for the year.
Mathletics: T&D for staff to enhance student use.

Results and Analysis
  2.1 85% of Year 7 and 42% of Year 5 students recorded a growth in the middle or higher quartiles of the NAPLAN Numeracy test from their previous tests.
  2.2 ACER PATM data table indicates the following % of students from each class showed improvement compared to testing in Term 1. In 2015 ACER PATm online will only be administered in Term 4 when norms become available.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>19/21 students = 90%</td>
<td>20/22 students = 90%</td>
<td>8/13 students = 61%</td>
<td>12/12 students = 100%</td>
<td>11/14 students = 78%</td>
</tr>
</tbody>
</table>

2.3 Year 3
88% of students achieved at or above National Minimal Standard. (2 Exempt)
2 out of 28 students did not achieve National Minimal Standard. These 2 students were identified as EALD
9 students were below National Mean. 5 students were identified as EALD and 2 students were indigenous.
5 of the 9 students had already been identified to and are receiving additional support.

Year 5
86% of students reached National Minimal Standard
2 out of 14 students did not achieve National Minimal Standard. 1 student has an ILP and 1 student is indigenous
7 students were below National Mean. 6 of these students were already receiving additional support. 5 of these students were identified EADL and 1 student is indigenous.

Year 7
93% of students reached National Minimal Standard.
1 out of 16 students did not achieve National Minimal Standard. This student is identified with a disability. 4 students were below National Mean. All students were already receiving additional support.

Recommendations
Staff agreed that a continued focus on the teaching of:
- Number particularly when solving multi step problems.
- Applying multiplicative thinking and inferential comprehension from written questions to solve problems.
- Measurement, Chance and data when solving word problems needs to be a priority.

ACER PATM testing will continue to be administered in 2015 and data entered into SENTRAL. Students’ current 2014 data will inform teaching practice and will be discussed during Professional Learning Teams throughout 2015.

Key Strands
3. 21st Century Learning
This priority is to support innovative practices to empower learners. It has three major areas of development.

Focus Area
• Pedagogy
  - Creative Partnership; Artist in Residence project with Patch Theatre to provide stimulus for teachers to include arts/drama based pedagogies into their teaching.
  - Student centred pedagogy and inquiry learning

Targets
- Staff use student feedback from the Patch project to reflect on their teaching and enhance their pedagogy across the curriculum areas
- Artists, Students and teachers perceptions about their learning in the project will be collected, shared and discussed.
- Each term all teachers design, teach and share inquiry learning topics.

- Investigate tools for the collection of baseline data focusing on student engagement and intellectual stretch across a range of cohorts.

Strategies
- Artists, students and teachers learned and reflected together through an intense term of involvement – where the focus was trying different teaching/learning strategies.
- Considering different perspectives of the same experience to enrich both artists and teachers practice.
- Staff professional learning in Drama based instruction and “Play Is The Way” are further strategies to support use of methodologies aimed to support inclusion and engagement.
- Staff Book: “Building Learning Power” by Guy Claxton to support shared understanding across teachers.
- Inquiry Learning Pedagogy focus in Professional Learning.
- Team teaching with Librarian and Leadership and support staff.
- Tuesday afternoon Years 3-7 collaborative learning with aligned SSO support.

Results and Analysis
- Each term throughout the year 2 classes collaborated together with Patch Theatre Artists to workshop a variety of their plays. At the end of each workshop time was allocated for teachers and artists to reflect, plan and discuss outcomes from the workshops. The majority of teachers integrated follow up activities into their classroom.
from students, teachers and artists. Parents commented favourably on children’s involvement in this project. 

Exceptional learning experience has been between the pre-school and Patch Theatre Company, providing learning experiences for the children that are simply not available to them at home.

Reception and Year 6/7 buddies in Mr McGee – Patch Workshop

- Throughout 2014 teachers have worked with our Librarian on designing and implementing a range of Guided Inquiry topics. Primary teachers attended an external workshop on the teaching of Guided Inquiry. Teachers Year 3-7 agreed to have a Guided Inquiry Teaching Block across the classes on a Tuesday Afternoon with additional SSO & teacher support. Discussion and planning has taken place during Professional Learning Team meetings throughout the year.

- During 2014 we have been unable to source suitable diagnostic tools for the gathering of data relating to intellectual stretch. Student perception data through whole school surveys takes place annually during Term 4 which provides us with some information regarding engagement.

Recommendations

- The Arts is an effective way of engaging both teachers and students – the school and Children’s Centre should continually seek opportunities to build this focus and our professional expertise

- Teachers R-7 continue to work with Librarian on designing and implementing a range of Guided Inquiry topics throughout the year. Continuation of the Guided Inquiry teaching block with additional allocated leadership, SSO and teacher support. Teachers to continue to collaboratively plan units of work during Learning Team meetings. Investigate ongoing professional development opportunities.

- Apply to become a TfEL pilot school in 2015 which focusses on teaching for effective learning. Through TfEL continue to investigate tools and methodology for gathering data on engagement and intellectual stretch.

Focus Area

- Facilities
  - Extension of learning beyond the classroom
  - Flexible learning spaces

Targets

- Redevelopment of Maxwell Street and the relocation of the ELC and Preschool.
- Redevelopment of O’Brien Street

Strategies

- Consultative planning involving Governing Council sub committees, educators, contractors and students
- Staged implementation to support ongoing operations

Results and Analysis

- Current ICT room during 2014 was not utilised due to the introduction of wireless mobile technology. ICT Room was extensively redeveloped in a lecture style along with Multimedia facilities to promote a flexible 21st Century learning space.

Lecture / Conference Room

- Throughout the year staged development of the Maxwell Street development occurred. Progress needed to be carefully staged and worked around school holiday times as the 3 – 5 long day care program needed
to be relocated into a school classroom. See table below:

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Bathrooms updated</td>
</tr>
<tr>
<td>March</td>
<td>Soil remediation</td>
</tr>
<tr>
<td>April</td>
<td>Large folding doors to outdoor area</td>
</tr>
<tr>
<td>July</td>
<td>Verandah posts installed</td>
</tr>
<tr>
<td>October</td>
<td>Office area extended into front verandah</td>
</tr>
<tr>
<td>Nov/Dec14</td>
<td>Garden development</td>
</tr>
<tr>
<td>Jan15</td>
<td>Swap of 0 – 3 and 3 – 5 areas – including use of 0 – 3 outdoor garden</td>
</tr>
</tbody>
</table>

Considerable efforts by contractors – as well as staff and parents in working bees have resulted in the move of 0 – 3 and 3 – 5 spaces occurring on schedule for the beginning of Term 1 2015.

Maxwell Street 0 – 3 garden

- Plans and engineering have been finalised during 2014 and the redevelopment of O’Brien Street is at the tender and costing stage. It was placed on hold as the development of Maxwell Street was undertaken as the O’Brien Street space might have been used by Preschool during the building phase.

Recommendations

- O’Brien Street Space: Leadership, Planning / Finance committee and Governing Council will continue to work through the tender, costing and building process during 2015.
- During 2014 our site was offered the opportunity of developing our grounds as part of the Pre-school Outdoor Learning area project. Our site is one of five sites chosen for this project. The goal of the project is to authentically engage children, families and local community to demonstrate the principles and practice of Nature Play in our environment. The development of flexible learning spaces will go hand in hand with the development of pedagogy. Our site also has the focus of considering schools as community hubs – which fits with our community school focus. A community consultation process was held in 2014, resulting in a concept plan. The physical work on the project is predicted to commence in April and be completed by July 2015.

Focus Area

- ICT program and infrastructure
  - Data Centralisation via “SENTRAL” School and Student Management software.
  - Implementation of 1:1 iPad program

Targets

- The roll out and management of up to 110 additional iPads across the school.
- Development of a Learning Culture in which all students integrate ICT across all required areas of study as part of their everyday learning strategies and processes.
- Work with Apple Educational representatives to review schools implementation of our I to 1 iPad Program.
- Collect data on the impact of the I to 1 iPad Program.
- Implement SENTRAL Student Management software to centralise data

Strategies

- ICT technical support is in place including time allocation, ICT Manager, SSO, Mobile Device Management Systems (Meraki), app deployment.
- Parent information via workshops, newsletter updates.
- ACMA’s Cybersmart Outreach program for students, parents and teachers.
- Teachers are supported to explicitly identify and incorporate ICTs into their pedagogy through a professional development ICT focussed program.
- Formal programme evaluation, anecdotal observation and feedback and regular professional review confirms increased student use of ICT in all areas of the curriculum
- Create student voice in decisions about pedagogy and technology.
- Form partnerships with overseas schools to share and model 21st Century innovative practices.
- Management software: SENTRAL: Consult with DECD and implementation timeline.

Results and Analysis
- Student & Parent 1 to 1 Policy and program was successfully implemented.
- During 2014 (90 / 110 81%) students participated in the 1 to 1 iPad program across Years 3-7
- A range of T&D was offered throughout the year to teachers focussing on Pedagogy and application of the iPad in the classroom.
- Increasing range of engagement of students and teachers using the iPad across the curriculum for a range of tasks.
- School infrastructure / network was robust / stable and service and delivery uptime was high.
- Mobile Device Management (Meraki) system was successfully implemented to manage iPads but does require ongoing maintenance by ICT Admin and students.
- Students successfully managed the device from home and school. Only 1 iPad was accidently broken in 2014 and currently none have been lost.
- Teachers engaged in a range of T&D based around increasing their knowledge, confidence and pedagogy in integrating the iPad across the curriculum.
- Students’ engagement in using the device as a cross curriculum learning tool was highly evident as the year progressed. Students can be observed regularly engaging in utilising the iPad in a variety of creative ways in classrooms, across the school grounds, presentations and in assembly.
- It was decided to delay the Apple iPad review until 2015 to give the school time in its first year to implement its program.
- During Term 4 a survey (Survey monkey) was distributed to staff and Students that asked how they felt the program had impacted on teaching and learning in Years 3-7.
- During 2014 the school has been a demonstration / trial school for SENTRAL Student Management System. Extensively worked with the company and DECD for compliance and the integration of the system with EDSAS. The system has been successfully installed and a phased approach to the various modules and features has taken place during the year. Currently awaiting DECD approval for the implementation of other online modules.

Recommendations
- The 1 to 1 iPad Program will continue in 2015
- Continued ICT Administration resources will need to be directed to the maintenance of our Curriculum Network. Currently investigating the impact of the mandated DECD replacement Firewall / Filtering software on the Curriculum Network and the impact that this will have on iPads and Apps. If this software isn't suitable or secure an alternative product will have to be purchased and negotiated with DECD.
- For staff to engage in a range of professional development throughout the year including the possibility of attending EDUtech to further their knowledge, understanding and skills of integrating ICT across the curriculum.
- Staff will be required to demonstrate and present ICT curriculum integration through their planning, team meetings and professional conversations.
- To work with Apple Educational representatives to review schools implementation of our 1 to 1 iPad Program in 2015
- To analysis student/ teacher survey data.
- Continue to work with DECD on the implementation of SENTRAL.
Site Priorities
Relationships and Learning

Key Strands
4. Student Well-Being & Development

Focus Area
• To develop students social skills, responsibility for behaviour and resilience.

Targets
4.1 Familiarisation and implementation of “Play Is The Way” methodology for the development of personal and social capabilities of children within a school setting.
4.2 The “Way 2 Go” road safety program is implemented across all year levels.
4.3 Students in Years 5-7 participate in the Bike Education Program.
4.4 ILPs have been developed to monitor the literacy and numeracy development of Aboriginal students.

Strategies
• All Staff (Teachers, OSHC, SSO) attend training and development workshops in “Play Is The Way”
• Purchase “whole school” teaching resources.
• Parent information via newsletters
• “Play Is The Way” focus in Professional Learning Teams, Staff Meetings and Pupil Free Days.
• Bullying Survey implemented for all students in terms 2 and 4. Analyse data, identify and address any arising issues.
• Peer Collaboration through Patch Theatre program.
• To work with the Department of Planning, Transport and Infrastructure (DPTI) to develop Sturt Street Community Schools Travel Plan. This is assisted through the provision of training and development, advice and resources to Way2Go Focus teachers who will coordinate the program across the school.
• To collaborate with Bicycle SA, teachers and community to coordinate Bike Education Program.
• School participation in the Adelaide Velocities 2014. Demonstration school for overseas delegates.
• Regular Meetings with Pathways Housing. Aboriginal students receive additional support from ACEO. Staff released for ILP development.

Results and Analysis
4.1 The majority of teaching staff from school and ELC have undertaking a full day “Play Is The Way” workshop presented by Wilson McCaskill. Classroom teachers have implemented “Play Is The Way” in their classrooms and all staff are using consistent language. Students participate in weekly games in their class. In addition each class takes turn to demonstrate a game to the whole school at the weekly fitness assembly. Posters / messages are displayed around the school. Language used extensively by leadership in counselling students.
4.2 Class teachers are responsible for implementing an aspect of the “Way 2 Go” road safety program during week 5 of each term. Classes present items of their learning at the following assembly.
4.3 As part of “Way 2 Go” program students from Years 5-7 have participated for the second year in a row in Bike Education taking place inside the school grounds and surrounding streets and parklands.
4.4 The majority of the schools Aboriginal students have had ILP’s developed with the exception of some students from Pathways Housing whose focus has been on settling into a new school environment, wellbeing and attendance. Close collaboration has occurred during 2014 with the newly appointed Social Worker for Pathways Housing. A newly appointed ACEO has successfully worked extensively with families and students across the school R-7.

Recommendations
In 2015 “Play Is The Way” will remain a strong focus across the school. There will be an expectation that staff will discuss program
during Professional Learning Teams. New and existing staff will participate in “Play Is The Way” training. Staff that have undergone training will be offered advanced workshops with Wilson McCaskill. The school will investigate the possibility of bringing Wilson to school to work individually with class teachers and to run a parent workshop. Staff will investigate innovative ways to promote the teaching of the program and collaborative games across the site.

The “Way 2 Go” road safety program will continue to be implemented during week 5 of each Term. Release time will be implemented to the key teacher to support the program. Bike Education will again be offered to students from Years 5-7 during Term 2, 2015.

In 2015 continue support for the wellbeing and academic welfare of the schools Aboriginal students will be provided through collaboration with families and support services. Additional hours will be allocated to an ACEO as required by student enrolment.

Key Strands
5. Staff Well-Being & Development

Focus Area
• Implementation, monitoring, continual development and review of effective performance development.

Targets
5.1 Implementation of Teacher Performance Management “Developing Performance Together 2014.”
5.2 100% of staff engage in “Developing Performance Together” objectives & timetable.
5.3 100% of staff use feedback to improve their pedagogy to meet the needs of 21st Century Learners.
5.4 Staff are released once per year to work with the Primary Australian Curriculum Coordinator on a personally identified aspect of the curriculum.

Strategies
• Support teachers to continue to engage with the Teaching for Effective Learning Framework (TfEL) to reflect on their teaching practice.
• Clear objectives and timelines relating to Teachers Performance Management
• Professional Learning teams are maintained and a dedicated time is allocated for analysis, reflection and discussion of student data as well as time for the development of significant action plans for improvement in practice.
• Adelaide Prospect Partnerships: Primary Australian Curriculum Coordinator works closely with staff in areas of need.
• Staff participation in the collection and analysis of pedagogical data through reflective, peer and learner feedback processes to inform whole site next steps in quality teaching and learning.
• Engagement and utilization of the performance management processes and tools from AITSL Australian Institute for Teaching and School Leadership

Results and Analysis
5.1 Implementation of Teacher Performance Management “Developing Performance Together 2014.”
All staff engaged in the Teacher Performance Management program “Developing Performance Together 2014.”
5.2 Feedback from staff has indicated that they valued the processes involved in the Performance Management program. “Developing Performance Together 2014.” has enabled the development of a professional and supportive high performance learning culture across the school. Classroom lesson observations and feedback was given during 2014.
5.3 Teacher / student effectiveness is currently obtained through student annual surveys due to take place in Term 4. All staff participated in a review, reflection
and discussion of this important feedback during Professional Learning Teams and Staff Meetings.

5.4 Teaching staff were released early in the year to work with the Primary Australian Curriculum Coordinator on a personally identified aspect of the curriculum. Our appointed Coordinator was seconded during the year and wasn’t replaced. The position was rolled over to 2015.

**Recommendations**

“Developing Performance Together” will continue in 2015. Additional discussion will occur with staff on the addition of more classroom lesson observations from peers.

Student annual feedback surveys will continue in 2015. Staff discussion and investigation on innovative ways (ie Survey Monkey) to receive more frequent feedback on teaching and learning will take place in 2015.

Staff will get to work with the newly appointed Primary Australian Curriculum Coordinator in 2015.

Sturt Street Community School will become a TfEL pilot school 2015. Staff will work extensively with the Adelaide Prospects TfEL PILOT Leader.

**Key Strands**

6. **Community Wellbeing & Development**

**Focus Area**

- Strengthening and development of the school community.

**Targets**

6.1 Whole school Inquiry into the strengthening and development of the school community.

6.2 Parents are supported in their role as parents and welcomed into the school community.

6.3 Parents are involved in planning for facilities development

**Strategies**

- Inquiry led through Governing Council, involving parents, staff, students and local community.

- Community Development Program coordinated to include information about parenting strategies, child and health development

- The community consultation process to plan the development of our outdoor area demonstrated involvement of parents, educators, and children. This also included engagement of community users of the school.

- A market “Stalls on Sturt St” concept was developed to harness community involvement and enterprise. The first of these was held at the end of first term – and the second combined the school’s 10 year anniversary since re-opening. Both events were successful and built community spirit and pride.

**Results and Analysis**

6.1 Throughout the year whole school discussions have taken place during Governing Council and Staff Meetings on the topic of “strengthening and development of the school community.”

6.2 There were a number of new members to the Governing Council during 2014 and a “Role of Governing Council” workshop was held at the school by SAASSO

6.3 Excellent responses from parents to be involved in working bees including development of the technology room, development of the 0 – 3 and 3 – 5 areas and consultation about the proposed changes to the site grounds through the outdoor learning area project.

**Recommendations**

- Governing Council and staff are consistently looking at innovative ways to improve communication and engage with the community. This topic will remain a strong focus during 2015.

As the outdoor learning area project continues in 2015, the importance of community contribution and engagement will continue to be strengthened. We will pursue a balance of ways to contribute to the community and school – eg contributing to facilities development, membership of committees, volunteering time to support curriculum
experiences and innovative programs – eg Stephanie Alexander Kitchen Garden Program.

**Children’s Centre Quality Improvement Plan**

### 0 – 3 Groupings

During 2014 the major change which effected the child care and preschool programs was the single intake to school and pre-school. In preparation for this change – we planned and implemented a change in our child care groupings to create two 0 – 3 groups instead of a Babies and a Toddlers group. This was necessary as with the single intake we were no longer guaranteed the opportunity of termly transitions between groups. The 0 – 3 groups meant that stronger relationships could be formed in the groups, with fewer transitions. It was a significant change in practice for educators however the outcomes for children and families have been very positive. Parents have commented about the way that younger children have enjoyed playing with the older children; about the natural way that physical, social and language skills are learned within the groupings and about the attention and care that children receive. There has been some concern about the amount of challenge for older children however as we have worked across the year – there are a range of strategies that have been put in place to address this – for example visits to different places in the school and pre-school and structured meal and rest times which cater for older children’s needs as well as younger children’s needs.

### Outdoor learning focus

The physical changes in our 0 – 3 and 3 – 5 spaces and the planning for outdoor learning areas in particular, through the development of the Maxwell st land and the opportunity of the Pre-school outdoor learning area project, meant that outdoor learning was a centre wide focus. Educators accessed professional learning about Nature Play with emphasis on the importance of risk and challenge in outdoor learning. As part of the Pre-school outdoor learning project, we were fortunate to have some observation visits by a project officer – Jayne Cook – to provide some feedback on our current pedagogy and use of outdoor learning areas. The observations were useful as they showed that educators’ mobility in the outdoor areas and their engagement with children’s play in natural spaces could be enhanced. This will be a focus in 2015 – using the provocations – how can we invite, enhance and involve children in rich play experiences in the outdoors by reflecting on our involvement and planning. In the 0 – 3 groups we will be evaluating how the new outdoor learning space works, how it changes children’s play and learning and what we need to do as educators to support this learning.

### Communication and Sharing with Parents

Across all aspects of the Children’s Centre – Child Care, Pre-school and Community programs the focus on building strong relationships, sharing information and linking families to services as needed is a priority. While it is always a challenge to meet everyone’s needs regarding communication the following comments from the Parent surveys signal satisfaction with our efforts in this area. Emails are regularly sent providing clear information about term themes and activities. Staff are friendly and readily offer information about the day’s events and how my child participated or was encouraged to try new things. Where we are parents have had concerns they have been addressed promptly and with sensitivity. I am comfortable about speaking with any one of the staff members about anything to do with my child’s development, learning and social skills. The staff always volunteer information about my child’s day and his learning.

Re the Community Development Coordinator - very organised and responsive. I really appreciated the flexibility in helping my husband and I attend
the Baby First Aid Course a few months ago. I've only ever had positive interactions with the program.

Student Achievement

NAPLAN

In May the students participated in tests in Reading, Writing, Language Conventions (spelling, grammar and punctuation) and Numeracy. The student report is a national report that provides information on individual student achievement in comparison to national, state and regional data.

The student report represents an understanding of how individual students are performing at the time of the tests. These tests are designed to inform the teaching and learning cycle, highlighting what is needed for classroom curriculum and pedagogy. The purpose of the data is to use it meaningfully so that teaching and learning programs can be devised to enhance students’ strengths and areas of improvement. The results from these tests are only one element of a school’s assessment program at a point in time. The test results should be considered within the broader context of a school’s existing assessment data. The NAPLAN results can help to identify groups of students who need additional support and promote whole-school initiatives to improve learning achievements.

The NAPLAN report represents student performance on a scale from Band 1 to Band 10. These national achievement bands represent the student’s understandings and level of skills demonstrated in their assessments. In Year 3 the National Standard of achievement for the middle 60% of students is anywhere between Band 2 and 5. This range is the level the students are expected to be. If a student scores on a Band 6 or above they are identified as students who are well above the expected level of achievement for year 3. SSCS is a Category 6 School. Therefore when comparing student progress to other schools, it makes sense to compare with other like schools who are on the same index of disadvantage.

Reflecting on these results there are some contextual issues that need to be recognised. The data does not allow for size of a school. Smaller schools with a few low performing students can distort the results. SSCS is a multi-cultural school with students from over 28 different cultural backgrounds.

NAPLAN Analysis

Year 3

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Numeracy</td>
<td>411.1</td>
</tr>
<tr>
<td>Reading</td>
<td>491.4</td>
</tr>
<tr>
<td>Writing</td>
<td>419.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>454.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>446.2</td>
</tr>
</tbody>
</table>

NAPLAN Analysis

Year 3 Literacy

31 students undertook NAPLAN. Two were Exempt from the test and therefore did not meet National Minimum Standards in Literacy.
• Reading: 2 other students were below National Minimum Standard (NMS)
• Writing: 1 other student was below NMS
• Grammar and Spelling: all other students achieved above NMS

Year 3 Numeracy
• 88% of students achieved at or above National Minimal Standard. (2 Exempt)
• 2 out of 28 students did not achieve National Minimal Standard. These 2 students were EALD
• 9 students were below National Mean. These 5 students were EALD and 2 student were indigenous
  5 of the 9 students have been identified to receive additional support

Students achieved above DECD Mean in Numeracy, Reading, Grammar and Spelling. Students were below DECD Mean in Writing.

Students achieved above like school of similar disadvantage in Reading, Grammar and Spelling. Students were below like schools of similar disadvantage in Numeracy and Writing.

Year 5

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Numeracy</td>
<td>505.1</td>
</tr>
<tr>
<td>Reading</td>
<td>576.9</td>
</tr>
<tr>
<td>Writing</td>
<td>500.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>521.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>554.6</td>
</tr>
</tbody>
</table>

Year 5 Literacy
14 students undertook NAPLAN
• Reading: 1 student was below National Minimum Standard
• Writing: 1 student was below National Minimum Standard
• Grammar: 2 students were below National Minimum Standard
• Spelling: all students achieved above National Minimum Standard

Year 5 Numeracy
• 86% of students reached National Minimal Standard
• 2 out of 14 students did not achieve National Minimal Standard. 1 student has an ILP and 1 student is indigenous
• 7 students were below National Mean. 6 of these students were receiving additional support. 5 of these students were from EALD and 1 student is indigenous.

Year 5 Students achieved above DECD Mean in all areas Numeracy, Reading, Writing, Grammar and Spelling.
Year 5 Students achieved above like schools of similar disadvantage in all areas Numeracy, Reading, Writing, Grammar and Spelling.

NAPLAN Year 3-5 Growth
It is important to look at individual growth between current and previous tests. All students made progress from their Year 3 results. Our Numeracy and Literacy target was that 90% of students were in the Middle to Upper Bands. In Numeracy 41.7% of students were in the Middle to Upper Bands. In Literacy 66.7% of students were in the Middle to Upper Bands.
Year 7

Year 7 Literacy
15 students undertook NAPLAN
- In Reading and Writing: all students achieved above National Minimum Standard.
- In Grammar: 1 student was below National Minimum Standard.
- In Spelling: 1 student was below National Minimum Standard.

Year 7 Numeracy
- 93% of students reached National Minimal Standard.
- 1 out of 16 students did not achieve National Minimal Standard. This student is identified with a disability.
- 4 students were below National Mean. All students were receiving additional support.

Year 7 Students achieved above DECD Mean in all areas Numeracy, Reading, Writing, Grammar and Spelling.

Year 7 Students achieved above like schools of similar disadvantage in in all areas Numeracy, Reading, Writing, Grammar and Spelling.

NAPLAN Year 5-7 Growth:
All students made progress from their Year 5 results. Our Numeracy and Literacy target was that 90% of students were in the Middle to Upper Bands. In Numeracy 85.7% of students were in the Middle to Upper Bands. In Literacy 92.9% of students were in the Middle to Upper Bands.
Growth Year 5-7

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>14.3</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>64.3</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>21.4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td>7.1</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>64.3</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>28.6</td>
</tr>
</tbody>
</table>

Recommendations
There had been a strong emphasis on Spelling and Grammar in 2014 which show strong results. Recommendations for 2015 from our end of year Site Review are a strong focus on Writing and Numeracy (number, measurement, chance/data, multistep problems and the comprehension of written questions to solve problems)

OSHC Report

- Attendances in OSHC have been steady throughout the year, with an average of 13 children attending before school care & 32 children attending after school care. The vacation care attendances remain around 31 children per day & we continue to have a small group of children from the wider community utilising the vacation care service.

- The number of approved child care benefit places remains at 60 children.

- The Active After School program continues with the children enjoying a range of programmed activities such as golf, multi-skill program, soccer, volleyball, yoga, basketball etc. This program continues to actively encourage children to regularly engage in sporting activities which help to develop & further their skills. Active after school care will cease at the end of 2014. Sporting Schools is an evolution of the Active After School Communities (AASC) program. It will build on its legacy and success, and include a range of new features. A larger grant pool will enable more schools to access program funding. Sporting Schools will see primary schools work closer than ever before with providers to deliver sport-based activities before and after school.

Together with teachers and coaches, Sporting Schools’ mission is to help children develop an ongoing interest in sport and lead to more active and healthy lives

In February 2015 schools will be able to access a new web portal and register to be part of the network. A first grant funding round will be open for applications in May 2015 and the first practical sessions will begin in late July 2015.

- Staffs leaving at the end of the year are Celeste Fontanabella & Jesse Cairns as they move to the country to begin their teaching careers. Over the Christmas vacation care period, we will be trialing some new employees who will be used on a relief basis and if numbers require as a fourth staff member in after school care and during vacation care.

- Staff are using the My Time Our Place Framework to program and cater for children and families and their individual needs. After completing the Continuing Improvement Plan, we have not yet been requested to submit the plan.

- Feedback from OSHC families highlight that the service is meeting the needs of individual families.

- The Active After School Program
• continues with the children enjoying a range of programmed activities such as golf, multi-skill program, soccer, volleyball, yoga, basketball etc. This program continues to actively encourage children to regularly engage in sporting activities which help to develop & further their skills.

• The OSHC Advisory Committee continues to meet every term to discuss fees, policy, staffing & the general running of OSHC as well as the modern award standards. Many thanks to Senar Aydin OSHC Treasurer and other committee members Penny Dally & Tim Sadlon for their continued involvement & contributions to the Committee. The Committee will be looking for new members for 2015.

Kate Kenny
OSHCC Director

Student Data

Attendance

Overall attendance remained consistent with the previous year of close to 94%. Lateness whilst not recorded in these figures remains an area of focus for the school. The introduction of SENTRAL will enable quick detailed analysis of attendance for each individual student.

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>93.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>86.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Destination

Of our 17 Year 7 students, 12 will be attending Adelaide High School as zoned students. Of our 36 students that transferred throughout the year only 5 were to private schools. Being an inner city CBD school of choice for families with students attending from over 20 postcodes, fluctuations in family circumstances contribute to the transfer of students to their nearest local Government School.
## Behaviour Management

Behaviour Management is a permanent agenda item at staff and Governing Council meetings where data and management issues are discussed. A major review of the Behaviour Management Policy was undertaken in 2013 involving a collaborative process with staff and recommendations agreed on by Governing Council.

Our data indicates that there are a small number of students that make up the majority of the behavior incidents.

We continue to address this through a range of initiatives such as the targeted social skill program ‘What’s the Buzz’ and ‘The Pirate Program’ run by Relationships Australia and school personnel. In 2014 the majority of the staff was trained in the “Play Is The Way” social skills program. The strategies, co-operative games and language used in this program has been adopted throughout the school. There has been a close working relationship with DECD support personnel and a range of outside organisations including Bower Place to support students and families. The Parent Complaint policy was published in accordance with recommendations from the Cossey report. The school values of Respect, Integration, Diversity and Excellence along with a number of social skills programs including ‘Program Achieve’, ‘Friendly Schools and Families’ underpin and support the positive culture of the school. Student well-being / bullying surveys are administered twice a year with data analyzed, published, discussed and followed up with individual students.

<table>
<thead>
<tr>
<th>Behaviour Management Summary - By Consequence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Threatened Good Order</td>
<td>Threatened Safety &amp; Wellbeing</td>
<td>Acted Illegally</td>
<td>Interfered with the rights of others</td>
<td>Persistent and Wilful Inattention</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Time Out Admin</td>
<td>35</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>5</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Take Home</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Suspension</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Incidents</td>
<td>41</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>6</td>
<td>44</td>
<td>98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>Threatened Good Order</td>
<td>Threatened Safety &amp; Wellbeing</td>
<td>Acted Illegally</td>
<td>Interfered with the rights of others</td>
<td>Persistent and Wilful Inattention</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Time Out Admin</td>
<td>18</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>Take Home</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suspension</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
Parent Survey (40 responses) National Mandatory questions

For the first year the national School Survey tool was used to receive and gather feedback. 160 Families were electronically surveyed with 40 responses. **Year Level**

![Year Level bar chart]

**Responses**

![Responses bar chart]
Accountability

National Partnerships

Better Schools funding
This year 16 ATSI students attended the school. We received 4.9 hours of DECD funding for an Aboriginal Community Education Officer (ACEO). The Better Schools funding of $5,500 was used to increase the ACEO student support time to 13 hours. He worked with students individually or in small groups on Literacy and Numeracy activities. Sometime was allocated to meeting with parents and developing Individual Learning Plans for each student.

Staff

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>16</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.
Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>-</td>
<td>12.4</td>
</tr>
<tr>
<td>Persons</td>
<td>-</td>
<td>16</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>1,933,387</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>16,260</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>110,980</td>
</tr>
<tr>
<td>Other</td>
<td>31,649</td>
</tr>
</tbody>
</table>