1. CONTEXT

School Name: Reidy Park Primary
School Number: 0290
Principal: Chris Sheldon
Partnership: Blue Lake

Reidy Park Primary School is a large primary school situated in the lakes district of Mount Gambier. The school has extensive grounds with ample playing space and well resourced classrooms. Students are highly engaged in their learning and strive for their personal best. Staff work in collaborative teams to achieve consistency and continuity of curriculum across the year levels and strive for quality teaching and learning in all classrooms. The school community has high expectations of student learning outcomes and behaviour that are congruent with the school motto of “learning together, caring together”. The school offers a diverse range of extra curricula learning including sports, performance arts, debating, public speaking and music. There is a zone of right and we receive many requests from families outside of the zone.

Enrolments in Years R – 7 continue to remain at stable levels of an average of 600 students enrolled throughout the year. As a school with a DECD Zone Of Right we continue to have more enrolment queries from out of zone students than we can accommodate.

We welcomed a number of new staff to the school; Lyn Mackenzie, Matthew Bannister, Chetnya Rambani, Heidi Kerr, Emma Reppin and Alicia Sutherland. We said farewell to Peter Clayfield who retired after a distinguished career in Mount Gambier schools and to our much beloved junior primary music specialist Susie Mouat who passed away after a brave battle with cancer. At the end of Term 1 Lyn McKenzie left to take up a position with ISS and was replaced by Alana Rowley. A number of female staff remained on parenting leave and their positions were required to be held resulting in a large number of contract teachers being employed at our school. Jenny Johnson, Meredith Dent and Leanne Syron all took extended level during the year and Jaime Newell returned from accouchement leave to a part time front office position. In Term 4 Principal, Chris Sheldon took Long Service leave and was replaced by Lesley Okholm as Acting Principal and Stephen Jolley took up the position of Acting Deputy Principal.

2. REPORT FROM GOVERNING COUNCIL

The Annual General Meeting held on February 18th 2015, saw several new faces join a number of continuing members to form the Governing Council for 2015

The Reidy Park Primary School Council 2015

Chairperson: Andrew Hunter
Vice Chairperson: Sonya Dyson
Treasurer: John Miles
Secretary: Cathy Lunnay
Principal: Chris Sheldon
Deputy Principal: Lesley Okholm
Teacher Representatives: Alison Whibley/Rikki Helps
Parent Members  |  Kelli Winterfield  |  Lorenza McMahon  
Sally Alexander  |  David Burt  
Jim Cornolo  |  Laura Heesman  
Aaron Warden  |  Duane Gertners  
Lorenza McMahon  |  Caroline Hill  
Jo Foster  |  Yunita Manfrin  

Governing Council meetings held twice per school term, were well attended and healthy discussions were had on the various topics affecting Reidy Park Primary School. Principal Chris Sheldon, along with Teacher representatives Alison Whibley and Rikki Helps, kept council members informed and up to date with the day to day happenings within the school environment.

The Independent Learning Centre continued in 2015 one day a week with canteen facilities, offering a selection of luncheon delights to students and staff. This was well supported making the exercise a worthy one, and Governing Council look forward to this service continuing in the future.

Once again the Governing Council lent its support to a number of school functions with Bill Sweet’s legendary BBQ again making an appearance at the School Sports Day and Carols Night. Thankyou to Bill for his continued support of the school and also to those that volunteered their time to help make these successful fundraising events.

I would like to take this opportunity to thank all Governing Council members, as well as those that have volunteered their time on the various sub committees for all their efforts throughout 2015.

Farewell and thankyou to those Governing Council members whose term has finished and/or whose children may have completed their primary education.

And finally, A big thanks must go to the wonderful Teachers and Staff at Reidy Park whose continued hard work makes our school among the best in the state and one a pleasure to be involved with.

Andrew Hunter.

Chairperson

3. 2015 HIGHLIGHTS

The school enjoyed many highlights in 2015 including performances of Friday Night Fever, the 6/7 musical, an amazing display of music, dance and drama. It was also the year level team performances with all students in the school having the opportunity to be part of wonderful showcases of singing, dancing and drama held at the Sir Robert Helpmann Theatre. As in previous years our musical performances were a tribute to the talents of Reidy Park students, performing arts staff and our class teachers. Later in the year our choir, supported by Upper Primary Performing Arts Specialist Andrew Bone, excelled in the South Australian Primary Music Festival and following this, the SE Music Festival. Several of our
senior students were soloists, accompanying artists and played in the orchestra. In addition our band performed at assembly several times to the delight of our students and families. These performances were a demonstration of the exceptional quality of our Performing Arts Program and the support of our parent community without whom we could not continue to accomplish quality productions year after year.

Year level teams worked together on units of inquiry that saw the Year 6/7’s present ‘A Night at the Museum, Asian Studies” the Year 3’s create their ‘Science Convention’ and the Year 4 and 5’s explored through ‘Science Fairs’. Book Week parade was sensational as always. The Junior Primary classes held an extremely successful and well attended grandparent’s day in Term 3

Students experienced high levels of success in a number of state wide and national competitions with many gaining distinctions or credits in science, writing, maths and computing. Once again we were overall winners in the Mount Gambier Lions Club, “Minute to Win It” public speaking competition and our students were extremely successful in all sections of the Mount Gambier Primary School Students Debating competition.

Student excellence and achievement is valued at our school and we recognize the work our student leaders and the SRC, under the guidance of Alison Whibley, did to ensure a strong student voice presence in decision making and making a positive difference to school culture and student and staff wellbeing. Class meetings as a forum for gathering and listening to the student’s voices and opinions became embedded in all classroom practice and fitted well with our whole school wellbeing theme, “Feeling Great, Mate”.

Our very successful and well attended School Sports Day was held in Term 1 and throughout the year students had the opportunity to participate in interschool and SAPSASA sporting competitions. Several senior students were chosen to represent the district in SAPSASA teams in football, basketball, swimming, athletics, netball, tennis, hockey and cricket and we had state representatives in most of these sports. Aus. Kick continued to be well attended by our junior students and well supported by our parents.

During the year many classes held camps, excursions movie nights and sleepovers. Year 6 and 7 students and teachers attended a very successful camp in Canberra which provided a great “hands on” introduction to their studies in Civics, Citizenship and Australian Government. Holding this camp early in the year gave us a chance to set the scene for a successful year of leadership for our school captains, student leaders and sports captains.

In Term 1 we were one of the first DECDSA schools to experience an External Review. A Review Officer from DECD and Review Principal from a secondary school in Adelaide spent 3 days at Reidy Park examining our organisational management structures, policy compliance, student achievement data and site improvement planning processes. The team spent time talking with and gathering information from staff groups, students, senior staff and governing council before preparing and presenting us with a comprehensive report. It was extremely pleasing to note that:

**Reidy Park Primary School is tracking well. Good performance was evident through a culture of improvement and the use of student achievement data and other evidence to inform decisions and actions at the individual student, class and whole-school levels. Pane recommendations were that we work with the Education Director to implement the following directions:**

1. *Work with Governing Council and the school community to revitalise the school vision to ensure that it is collaboratively developed, future focused, student-centred and captures the*
school’s aspirations for student achievement and wellbeing and ensure alignment of vision, values and planning as part of this process
2. Increase the number of students achieving the DECD Standard of Educational Achievement by using the established improvement model to guide improvement processes in relation to numeracy and mathematics teaching and to lift achievement in middle primary literacy
3. Accelerate the learning of those students achieving well above the Standard of Educational Achievement using current data systems to identify and explicitly monitor their learning.
4. Refine current inquiry approach to provide challenge and intellectual stretch in learning opportunities so that students engage in complex thinking and develop high order skills.

Based on the school’s current performance, Reidy Park Primary School will not be externally reviewed again until 2019. Following the review, staff have made significant progress towards achieving these recommendations.

Along with these successes we continued a relentless focus on improved Literacy and Numeracy outcomes, student well-being and access to learning technologies by all students to ensure that Reidy Park continues its impetus to be an educational leader in the Blue Lake Partnership and throughout the state. During the year we began consolidate a focus on agreed values and shared understandings about quality teaching and learning to provide foundations and frameworks for continuous improvement.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Priority 1: ICT Research, Innovation and Engagement
Coordinator: Rikki Helps

Our targets were:
- Use of ICT embedded in all literacy and numeracy teaching and learning programs
- Implementation of the new Digital Technologies Strand of the AC for years 1 – 7
- Trial the use of BYOT for Years 6 & 7.

Reidy Park Primary School’s Cybersafety Use Agreement has been renamed “Digital Citizenship at Reidy” to ensure all aspects of technology use are covered in our school policy.

To support staff embedding ICT in literacy and numeracy there has been increased access for teachers and students to devices.
- The Year 6&7 wing has trailed “Bring your own technology” (BYOT) and continue to access 31 desktop computers in their area. The BYOT trial was supported by using Google Apps For Education (GAFE) to cater for the range of devices. Parents were surveyed to share their thoughts about the success of BYOT for their child. Parent responses can be read following this link https://docs.google.com/a/reidyprks.sa.edu.au/spreadsheets/d/1wMtXzZdCoKa0RW4x4Zgf2JAFv320e6j0ZskYPaGes24/edit?usp=sharing
- The junior primary classes have 10 I-Pad minis kept securely in their classrooms with continued access to the computer suite in the library. The junior primary staff collaborate on the purchase of apps suitable for literacy and numeracy. Apps are managed through our intranet so that all staff can view the library of apps Reidy has purchased.
- The southwing continue to access 31 computers in their area (4 classes).
The Links (Year 3 & 4) continue to have access to a trolley of laptops (3 classes).

To support staff in the implementation of Digital Technologies strand of the Australian Curriculum, staff participated in training and development in staff meeting times. Staff worked within the GAFE environment to collaborate on year level programming and share their learning tasks. Staff attended the BL Partnership Digital Technologies pupil free day at McDonald Park Primary School in term 2. Staff feedback about this pupil free day can be found following this link.
https://docs.google.com/spreadsheets/d/1PN8hfhbC6wgdziw0vFuT0_uH6kPdOWarDUtpdgRzPA/edit?usp=sharing

Priority 2: Literacy Improvement
Coordinator: Sue Hutchesson

NAPLan results:

<table>
<thead>
<tr>
<th></th>
<th>Mean Score (Proficiency band and % of students who achieved at or above the NMS)</th>
<th>Mean score as proficiency Band</th>
<th>% of students who achieved the NMS (national minimum standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>393.3</td>
<td>419.7</td>
<td>425.8</td>
</tr>
<tr>
<td>Writing</td>
<td>398.2</td>
<td>386.4</td>
<td>410</td>
</tr>
<tr>
<td>Spelling</td>
<td>388.1</td>
<td>414.8</td>
<td>408.3</td>
</tr>
<tr>
<td>Grammar and punc</td>
<td>386.5</td>
<td>427.1</td>
<td>429.1</td>
</tr>
<tr>
<td>Reading</td>
<td>490.8</td>
<td>491.3</td>
<td>486.9</td>
</tr>
<tr>
<td>Writing</td>
<td>477</td>
<td>457.6</td>
<td>491</td>
</tr>
<tr>
<td>Spelling</td>
<td>480.1</td>
<td>503.8</td>
<td>485.8</td>
</tr>
<tr>
<td>Grammar and punc</td>
<td>495.1</td>
<td>488</td>
<td>475.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Mean Score (Proficiency band and % of students who achieved at or above the NMS)</th>
<th>Mean score as proficiency Band</th>
<th>% of students who achieved the NMS (national minimum standard)</th>
</tr>
</thead>
</table>
Running Records Results:

All year levels were above the state average for R / 1 / 2 for reading benchmark.

The following successful strategies were implemented this year:

- An active literacy SIP team was established who met fortnightly to discuss and plan future directions and ensure T/ D for the year complemented our focus.
- Our data schedule was implemented and carried out on time. PAT R, PAT C, NAPLAN, Jolly Phonics and Grammar, Running Records.
- Introduction of Oxford Digital for reading as well as going digital with a running record.
- Targeted T/ D in the following areas: Linking the Big 6 of reading to our CAFÉ menu, Running Records refresher with a focus on MSV, unpacking the new Oxford digital website, sharing spelling practices which included a presentation from two teachers who attended a T/ D on spelling.
- The SIP Reference Group met to create a spelling agreement for our wiki, we refined the reading agreement and created a parent information brochure on reading to be handed out at Acquaintance night.
- A reading support teacher was appointed who raised the bar with reading and comprehension with guided readers.
- A literacy standards / performance indicator for our school was created
- Readers were sorted and placed into coloured reading bands for J.P use.
- Rainbow reading program was investigated and purchased with the intent of offering it to students who require help with fluency and comprehension. ( recommended target for 3/4/5 children)
- A teaching schedule was established to support Reception teachers in Jolly Phonics implementation

Recommendations for 2016

In 2016 we will continue to emphasize the teaching of literacy through our SIP. Analysis of our data indicates that we need a whole school focus on:

- **C** (comprehension in CAFÉ with a particular focus on inferring with everyone to develop as a teaching and learning strategy in classrooms)
- Develop a writing schedule across the school. Targeted T /D to begin this process has been set for Friday, Week 0
- Writing spotlights through the year to focus on moderating pieces of work so we are on the same page with A - E

---

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>526.2</td>
<td>552.5</td>
<td>536.3</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>96</td>
<td>99</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>512.9</td>
<td>522.6</td>
<td>513.6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>93</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>533.6</td>
<td>543.8</td>
<td>527.2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>94</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td>Grammar</td>
<td>512.4</td>
<td>534.8</td>
<td>539.3</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>89</td>
<td>91</td>
<td>97</td>
</tr>
</tbody>
</table>
• Upper year levels to focus on spelling and “work on vocabulary” with a particular focus on the 4 spelling knowledge’s and in particular the etymological and morphemic areas of words.
• T/ D booked for Friday of Week 2 Term 1 to further cement our understanding of spelling. (This is more about word study and not a Jolly Phonics focus)
• Early years to continue their focus on Jolly Phonics and Grammar and consistency with teaching writing.

Priority 3: Wellbeing
Coordinator: Lesley Okholm

The following successful strategies were implemented this year:
• Primary focus in 2015 has been on self awareness and regulation through use of the school-wide catch cry of “Feeling Great mate’, and our school values Care, Respect and Courage. Assemblies, awards and newsletters have been vehicles for the uptake of these values.
• Increased use and value of the Huddle for students with social/emotional issues and using the 0.2 Counsellor to manage this area has been a high priority. This has enabled leadership to delineate behaviours and often timely intervention to stop acceleration of poor behaviour.
• The Wellbeing SIP has been strategic in implementing Play is the Way across the site, following a most successful training day in term 3. All classes participated in a minimum of 2 game sessions a week after resources were provided to teamed teachers. Staff meeting briefings ahead of new activities and debriefs regularly has ensured success.
• White Ribbon day was recognised with a whole school games day and focus on respectful relationships. This will be grown in 2016.
• SRC was taken on by Alison Whibley, who streamlined it by separating the JP leaders from the larger group whilst still giving them a voice.
• Traffic lighting / putting faces to the data has seen students identified earlier for support. This proactive approach has been possible due to an evolving teacher headset around the importance of social/emotional capability in learning. Class formation recognising relationship[s has been successful in 2015.
• Our Peer Mediators were elected and functioned with minimal support.

In 2016 we will continue to emphasize wellbeing through our SIP. Analysis of our data indicates that we need a whole school focus on:
• Peer Mediator Program needs focus and re-establishment in 2016.
• Play is the Way Life Raft activities to be whole school focus in first 2 weeks of 2016 to develop school wide language to be developed and maintained.
• Planning and programming through HPE curriculum to embed respectful relationships (White Ribbon) school wide.
• Student success in NIT areas needs focus in response to increasing incident reporting with regard to behaviour in lessons with other teachers.

Priority 4: Numeracy Improvement
Coordinator: Daniel Castle
Our Targets Were:

- Improve students’ basic skills in mathematics
- Continue to develop staff through training and development
- Begin to develop a Numeracy Block and Numeracy Agreement
- Provide extension for high achieving students

To achieve these targets the following strategies were implemented:

- The Numeracy SIP Reference Committee continued to meet fortnightly to discuss and identify areas for growth for both students and staff.
- Staff received training and development provided by George Booker: number focus and problem solving, Mike Chartres: Pattern and Algebra as part of the Blue Lake Partnership, Michael Ymer, Numeracy from micro to marco planning and engagement of learners.
- Staff conducted pre and post testing of students on basic number facts and reported findings back to staff at staff meeting.
- PMA Numeracy and Mathematics Challenge was provided for students for extension. One student won overall for the state in their year level and two students received highly commended awards.
- Staff meetings were focused on sharing training and development as well as formulating an agreed Numeracy Block.
- As a Numeracy SIP Reference Committee we began to focus on each of the elements of a numeracy agreement as provided by the DECD Numeracy Plus guidelines. A draft was provided to all teaching staff for their input.
- Mathletics was trialled by the whole school over a four-week period. The end conclusion was that it engaged students and would be beneficial for 2016.

Recommendations for 2016

Initially as a whole site staff we need to finalise the Numeracy Block and implement this in their teaching and learning programs in term 1. This will ensure that the whole school is approaching numeracy with a consistent approach. In week 9 Michael Ymer will be providing staff with Numeracy training and development with a focus on the numeracy block. This will be followed by an observation day where staff will be able to observe Michael teaching. Mathletics program will be operating in 2016 which will mean staff will need continued to support the integration of Mathletics to support their numeracy teaching. The PMA challenge will be used more effectively in 2016 to allow more students the opportunity to take part by linking it to units of work in numeracy.

Units of Inquiry

In 2015 initial timetabling allowed for planning partnerships to be supported by shared NIT times. This was enabled to allow moderation to occur across like year levels. (Unfortunately later in the year when we lost 2 x NIT teachers these partnerships were unable to be maintained in all teams)

Teams were also allowed 1/3 day planning release per term to review and plan new Inquiry Units. Some teams opted to plan in their own time and took this release for report writing. Key staff attended a TfEL Results plus District Day to inform us about how to provide stretch in Units of Inquiry.
Successful outcomes and highlights this year were:

- Science Fairs for Year 5s where students focus was on fair testing of hypotheses
- Year 1 focus on important Historical figures locally eg Mary McKillop, Adam Lindsay Gordon
- Investigations around democracy including Year 6/7 camp to Canberra
- A Night at the Museum history event for Year 6/7
- The mathematics of Rubik’s cubes by Year 3s

Recommendations for 2016 are:

- A refocus on Inquiry, Learning by Design and stretch within Inquiry needs to occur to avoid planning times being about logistics. Clear identification of what the Big Idea is for all units is mandatory.
- Unpacking of the Australian curriculum to ensure we are timetabling around DECD/ACARA subject recommendations/requirements needs to occur, including timetable auditing in term 1 as decided by staff in term 4 2015.
- Focus on ‘ways of knowing’ needs to occur to allow multiple exit modes and points across a class. Student voice in establishing assessment tasks is desirable.

Special Needs/Interventions

27 hours per week of SSO support was provided in 2015. Interventions particularly around Jolly Phonics and the 42 sounds were implemented in a 10 week cycle. Initial identification of students was via the traffic light data from Term 4 2014. PAT testing was the primary source of data used in identifying students at risk. We were unable to implement 1 on 1 support in past interventions like Rocket Reading and Mighty Maths due to the large number of students not meeting benchmarks in Literacy. Up to 70 students were catered for in each cycle. SSO’s used pre and post testing of the sounds to track learning development.

Two focus groups were developed to work with students identified as dyslexic; aimed at equipping them with a toolkit to help them in daily learning tasks. Each of these students was given an I-Pad for their personal use, especially to access tools like dictionaries and spell checkers.

In Terms 1 and 2 Concepts of Print (for students scoring 12 or less on Mare Clay’s Concepts of Print testing) was a major intervention for our Reception students, and was followed by phonological awareness (for student scoring 15 or less on SPA). Each year level had a small group intervention in the JP sounds, and a chunking group was also formed. A small group worked on Speech with an SSO.

Jolly Phonics interventions have seen improvement in skill base students use to decode and write words. One targeted group (Year 4) was unable to transfer this knowledge into everyday tasks.

Recommendations 2016:
• Increased hours is imperative if interventions in Numeracy are to be introduced. Numeracy Coordinator to organise targets for improvement.
• Online file sharing for targeted student’s needs to be developed to enable class teachers to monitor students removed for interventions. Updated Accelerus functions appear to be the tool we will use for this.
• Reception children in all classes must have appropriate learning tasks to support their learning of early concepts in literacy. Strategic play based curriculum needs to be developed to allow students who are not ready for formal learning environments, to increase skills.
• Jolly Phonics interventions should become a maintenance program in Year 2-7 now that all students have been exposed to this in regular classrooms. This should enable more targeted interventions in these year levels in the area of comprehension/guided reading.

4.1 Junior Primary and Early Years Scheme Funding

In 2015 the Early Years funding was used to continue to support the implementation of a consistent approach to the teaching of phonics, spelling and reading across our R-3 classes. Our external review at the commencement of Term 1 indicated that we needed to place a greater focus on differentiation of the curriculum for our higher and top end of average learners. Our RST and Coordinator, Literacy continues professional learning for all staff R-7 focused on assigning reading levels, error analysis and the use of MSV. As a result all staff now use this knowledge to collect, store and analyse reading data at least once a term.

RST funding employed a teacher to work in tandem with classroom teachers of R-2 classes to set up literacy blocks, consolidate the use of Daily 5, guided, shared and modelled reading and “read to self” strategies. Funding was used to release early year’s teachers to observe good practice in teaching literacy as modelled by their colleagues. SSOs were trained in working effectively in literacy blocks alongside classroom teachers.

Some funding was allocated to ensure that a majority of our Junior Primary classes were smaller than industrial agreements and all staff attended additional Jolly Phonics and Jolly Grammar training.

4.2 Better Schools Funding

In 2015 the school attracted $12,093 in Better Schools Funding. Analysis of our student achievement data and like schools comparative data indicated that this funding was best allocated to support the Literacy priority of the Site Improvement Plan. Funding was allocated to further release the Assistant Principal, Literacy and Numeracy to work directly in the classrooms with teachers and SSOs to set up Literacy Blocks, introduce Guided and Modeled Reading, Daily 5 and CAFÉ. In the second semester the AP also worked with small groups of Wave 2 students and SSOs to support the classroom teacher to provide a differentiated curriculum in English.

5. STUDENT ACHIEVEMENT

Overview:
Staff at the school continued their commitment to supporting students learning with a range of practices that included:
Ongoing inquiry based planning and programming using the DECD Learning Design template with a focus on teacher teams developing units of work based around key questions and ideas to engage and motivate students across a variety of learning abilities.

Assessment and reporting that included the use of the Accelerus data program, Running Records, Jolly Phonics and Jolly Grammar assessments, PAT online assessments in maths, reading and spelling, regular reading and writing reviews and an increasing focus on the role of the student in the review, goal setting and purpose of assessment for ongoing improvement. Staff spent considerable time using and PAT as both an assessment and diagnostic tool.

Training and development that included; Mathematician in Residence with George Booker, Jolly Phonics, Spelling and Jolly Grammar for years 3 -5 in 2015, Reading Comprehension, Guided Reading and workshops on Play is the Way.

Intervention and support programs that utilise the skills and support of Regional Office support staff, quality SSO’s support to drive a range of purposeful and regularly reviewed programs based on 1:1 or small group learning.

Pupil Free Days that allowed staff to work on Play is the Way, Implementing the ICT Curriculum and Mathematics with George Booker.

### 5.1 NAPLAN

**Year 3**

*Figure 1: Year 3 Proficiency Bands by Aspect*

In Year 3 all students completed the NAPLAN testing in 2015. In numeracy, reading, spelling and grammar they performed as well as the 2012/2014 cohort and better than the Year 3 students in 2013. They have also maintained the schools record of all being above National Minimum Benchmarks in most tested aspects. Within this group of students, Numeracy again identifies as the curriculum area of weakness. Our writing results improved significantly with all scoring in Bands 2 – 5 and the majority in the upper Bands 5 and 6.

In 2014 we introduced a consistent approach to the teaching of phonics in the Early Years through the Jolly Phonics program and have examined and changed the way that Literacy Blocks are timetabled and implemented in order to raise student achievement in literacy. We consolidated this approach in 2015 and although we are still in early implementation phase testing of students throughout the year indicates many have made significant progress.
Figure 4: Year 3 Mean Scores

Mean Scores

- 2013
- 2014
- 2015

Year 5

Figure 2: Year 5 Proficiency Bands by Aspect

Figure 5: Year 5 Mean Scores
In year 5 there were no exemptions recorded. Year 5 consistently scored in Bands (5, 6 & 7) in Numeracy, Spelling, Reading and Grammar. Further analysis indicates that in numeracy most score in the middle and upper growth groups with only 18% in the lower 25% growth group. In reading 83% are in the middle 50% and upper 25% with only 17% in the lowest 25%. This has been a significant improvement as for the 5 years prior our students’ scores were mostly in the lower and middle growth bands for both Literacy and Numeracy. Our school wide consistent approach to the teaching of literacy with a focus on pedagogy in the years 3, 4 & 5 classes seems to be having positive results.

**Year 7**

Figure 3: Year 7 Proficiency Bands by Aspect
The 2015 Year 7 cohort performed well in all aspects of the tests. Our progress and growth levels in numeracy have improved with 32% in the upper growth group between Years 5 – 7 with 20% in lower growth. Of concern is the number of student in the lower growth group in Reading. In 2015 we examined our practices in reading and responded by implementing a more consistent approach to teaching literacy in the senior school.

School Wide Trends and Recommendations for 2015:
Reidy park students consistently performed above state level and at national level in all aspects of the testing. We also performed well against “like” schools and but the growth between 5 – 7 has been mostly in the middle 50% with 21 – 30% in the upper levels. Our challenge is to shift our students in the upper bands to improve growth levels.

2016 will the third year of our consistent school wide approach to the teaching of literacy with implementation of Jolly Phonics, the rigorous tracking and monitoring of student progress. Writing and Numeracy are aspects we will focus on and further development of Whole of School Agreements in both areas. We will also examine the steps that we take in classrooms to differentiate the curriculum for high preforming students.
6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

![National Attendance Rates Semester 1](image)

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>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.1</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.9</td>
</tr>
</tbody>
</table>

Student attendance again tracks at or above regional and state attendance benchmarks. Our 2015 attendance plan target was for 94% attendance at all year levels. We reached this target in Years 1, 2, 3 and 5. School average across all year levels was 93.9% just 0.1% below our target of 94% but compared with Region 91.4%, DECD 92% and Index 93.4% we could conclude that our strategies to improve attendance were most successful. The school enjoys a close and supportive working relationship with families and this is reflected in high rates of student attendance. Our challenge continues to be the number of families who take leave during term time and families who need medical attention in Adelaide; with a 2 day turnaround time for travelling this means absences of 2 days to complete this process. The online Learn Link attendance tool is used exclusively by classroom teachers, enabling them to track, monitor and edit student attendance on a daily basis, as well as access attendance trends and comments. This tool has allowed teachers to be more involved in this process and provide them with greater information to share with parents and leadership to support improved attendance. However, we still have a very small number of families who require
constant follow up as their children are chronic non-attenders and it is interesting to note that these are all out of zone enrolments.

**Recommendations for 2016:**
Continue to use and improve knowledge of the Learn Link attendance tool. Review the whole of site attendance policy and share modifications with teachers, students and families. Class teachers and their line managers track attendance as a whole class measure and review this regularly as a line management process. Establish early warning protocols that track amount of days absent and not just concurrent days as well as develop lines of communication and support between teachers and families to ensure identified students/families are tracked and supported more regularly. Class teachers contact families where irregular attendance is a pattern. Brochure is produced to be sent to families when both habitual and chronic non-attendance becomes apparent indicating disadvantages of non-attendance and re-establishing good attendance habits.

### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School</th>
<th>2014 Index</th>
<th>2014 DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>11</td>
<td>9.7%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>0.9%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>1.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>12</td>
<td>10.6%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>89</td>
<td>78.8%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>19.7%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Our student population remains relatively stable throughout the year. A majority of our transfers are to secondary school at the end of year 7. By far the largest percentage transfer to the local DECD Secondary Schools but we also have a small number who transfer to our local private colleges. Interestingly there are always students who transfer into Reidy Park from our local private schools throughout the year.

### 7. CLIENT OPINION

The continued strong results of the Parent, Student and Staff opinion surveys were also validated by the positive comments and information collected by the External Review Team in Term1. The data indicates that parents, teachers and students have a positive view of teaching and learning across that school and that high levels of engagement, interest and motivation is evident amongst the students. In spoken interviews students are able to talk confidently about what they are learning and clearly articulate the purpose and that they appreciate the opportunity to pose their own inquiry questions to direct and guide their learning.
As a result of feedback from the 2014 surveys we changed both the timing and format of reporting to parents, separating the time between interviews and written reports and we made modifications to our written reports to both respond to parent feedback and comply with the national requirements of reporting against the Australian Curriculum.

The general trend of opinion surveys are in the range of 3.8 to 4.4. Recommendations are to
- promote a culture of direct feedback to students in classrooms
- challenge the higher achievers with a differentiated curriculum
- place more emphasis on building a collaborative culture through the promotion of our 3 core values (Care, Courage, Respect) and embedding explicit teaching of these throughout the curriculum.

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

8. ACCOUNTABILITY

8.1 Behaviour Management

The Behaviour Tracking and Incident Reporting System previously established by the Student Well Being Coordinator was successfully used again in 2015 has enabled staff to record, monitor and implement support and intervention programs for student at risk of a range of social and/or behavioural issues. This tool also tracks the incidence of bullying in both the classroom and the yard on a day to day basis which has provided more accurate data than the bullying audits conducted twice yearly. When comparing the lower level behaviour managed at classroom level compared with incidences that escalate and require leadership intervention it could be concluded that the proactive approach used by teachers in classroom that includes explicit teaching of social skills, clear expectations, codes of conduct, restorative informal conferencing, circle time and class meetings is having a positive effect throughout school. The fact that there were very few suspensions and take homes and no exclusions also substantiates that our work in wellbeing is focused and purposeful.

The findings associated with this data, especially in relation to relatively low bullying associated behaviours (teasing and harassment), is that the follow up by teachers recognising this type of behaviour has seen a reduction in significant bullying behaviours by up to 90%. That the school is aware of and works proactively at the early stages of these behaviours is having a positive result.

However, there was a significant increase in reports from students and their parents regarding bullying from social media sites with the students saying this occurs at home and we noted a rise in students reporting domestic violence at home. As a result our school hosts a cyber safe seminar for parents at the local library and seminars were also held in school time for our students. Newsletter articles also focused on the safe use of social media. The implementation of our recently developed Digital Citizenship and Acceptable Use Policy will continue to address the appropriate use of social media.

The ongoing implementation of Restorative Practice and our SIP Wellbeing focus in 2016, Together Everyone Achieves More, will support the anti-bullying programs, explicit teaching and class conversations that take place throughout the year.
8.2 Relevant History Screening

All teaching staff are screened for Criminal History by the Teachers Registration Board of South Australia. All SSOs have been screened by DCSI prior to being employed or as their current certificate expires. We have had significant problems with the timing of this process in spite of the fact that the employees have followed the expected protocols well within the required timelines. Governing Council members, LAP and Classroom, Excursion and camp Volunteers are screened prior to working in the school. Copies of their clearance certificates are kept in the Front Office and checked each year for expiry dates.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>41</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
</tr>
</tbody>
</table>

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

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>31.10</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$4239190.89</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$42277</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$327048.76</td>
</tr>
<tr>
<td>4 Other</td>
<td>$274048.76</td>
</tr>
</tbody>
</table>