1. CONTEXT

School Name: Wallaroo Primary School  
School Number: 0459

Principal: Mr Robert Fuller  
Partnership: Northern Yorke

Wallaroo Primary School is a Category 2 Index of Disadvantage, R-7 school. It is located in a relatively low socio-economic area with approximately 50% School Card. Its student cohort is mostly mono-cultural with the majority of students having Anglo-Celtic backgrounds, however approximately 10% of the children are Aboriginal. Student enrolments are affected by a high rate of transience, caused by issues relating to employment and housing availability, and other family circumstances, although there is a sizable population of children who are 2nd, 3rd or 4th generation at the school.

Throughout 2014, student numbers remained steady (177), although are projected to fall slightly (169) next year as a result of the significant level of transience that the site experiences. This is reflected in the school’s destination data where a total of 35 students transferred to other sites as a result of them moving out of town. Similar numbers came into the school throughout the year, with a large proportion of those students presenting with complex and challenging needs, thereby adding to the challenging nature of the school.

2. REPORT FROM GOVERNING COUNCIL

It is with great pleasure and pride that I write this report as I reflect on the progress Wallaroo Primary School has made over the past year. I have been extremely honoured to hold the position of Governing Council Chairperson, and am conscious of the level of responsibility and accountability that goes with holding this title. Without strong involvement from our parent body, and a high level of commitment and collaboration between the school and the Governing Council, it would be impossible to deliver the same quality of service to our students and community as a whole.

As happens when any changes are made, there are always some issues which cause discussion and debate. It was evident that our new Principal expected staff, students and the Governing Council as a whole, to step up and work toward the mottos that “Every student matters every day” and “Every child can be a high achiever”. It was most encouraging to see the strong support and level of involvement from our staff body, largely from some of the younger generation of staff who brought fresh ideas to the table and took on more responsibilities within the leadership group. Our parent group got behind this new attitude, and worked to support Rob and the staff body in their endeavour toward these goals. Whilst at times, this caused us to think over our position as a group, and facilitated some robust discussions, I believe the progress we have made toward achieving these goals is now firmly on track.

It has been an incredibly productive year for our group, and it has been refreshing to witness the dedication and passion exhibited by all of our members. Along with the usual working bees and catering projects, representatives of our parent body worked collaboratively with the School Partnerships Team on our School Site Improvement Plan. This was an exciting project which involved collaboration and consultation with staff, parents and the Governing Council. The end result was an extremely professional and comprehensive document which detailed key strategies and achievable direction to move our school into the future.

Under the leadership of Governing Council, members Catherine Harris, Todd Richardson and Rose Morris, established a
playgroup as a way to connect school and parents, and to provide more supportive networks between families. Catherine and Todd’s high level of energy and enthusiasm has created a worthwhile and valuable service for our community which has also provided an opportunity for positive promotion for our school.

Another important project which I would like to acknowledge, is the work undertaken by the School Pride Committee. Members Sandy Shaw, Catherine Harris and Sharelle Rowe-Sims reinforced our school motto of “Acknowledging our past, building our future” by facilitating the decision to name the “Errington” Room. This was undertaken in recognition of the substantial contribution the Errington family has made to the school over many generations. It was with sadness that not long after the naming ceremony was held, our friend and colleague, Phil Errington passed away, thus making this gesture even more touching and meaningful.

The level of advancement that the school has made over the past 12 months has been overwhelming. Holding this position has given me an opportunity to learn more about the school, it’s staff and what makes it tick. One of the best validations to me that the school is definitely heading in the right direction, has been the comments received from other town and school members. Many of these people have gone out of their way to approach me and comment on the success and achievements they have heard of about Wallaroo Primary School. I sincerely believe that the more professional and business-like approach that Governing Council have taken, will continue to add value to the excellence of the school.

The support I have received on an individual level has been outstanding. I would like to take this opportunity to sincerely thank every person within the Governing Council group, who have contributed to the success of last year. In particular, I would like to acknowledge the personal support shown to me by Jason Niotis, who has willingly stepped in when work commitments have prevented my attendance at certain school functions. I would also like to recognise the input which Jason has made as the Governing Council Representative on the Wallaroo School Community OSHC Governing Council. This group has ensured that the service OSHC provided is undertaken professionally and efficiently and continues to be a useful asset to our community.

As a person who has always previously shied away from any academic involvement, I would like to express my heartfelt thanks to all those I have worked with throughout this year, and in particular to Rob, Sandy and Staff, who have encouraged and supported me tremendously every step of the way. I believe what I have learnt, along with the successes that Governing council have achieved, clearly goes to show, that anyone can learn to be a high achiever!

The future looks bright for Wallaroo Primary School, and with the cohesion of Governing Council, Staff and students, all on the same page, I am confident that by working together, we will be able to lead the school into the future. My greatest wish is that when our children leave Wallaroo Primary School and arrive at High School, they are noted as high achievers and ready to take on the world!

Mr Steven Scholes
Chairperson

Mr Rob Fuller
Principal
3. 2014 HIGHLIGHTS

The annual cycle of school events began with the well-attended SRC/Sports Captains/School Captains Induction Ceremony which was held in March. A highlight of this event was the guest appearance by Cheryl Shigrov, Telstra Business Woman of the Year, who gave an inspirational speech about leadership.

Student voice remained very active, with SRC Executive group managing a variety of fundraising and lunchtime events which resulted from ideas generated from class meetings. These included the popular indoor soccer competition, a talent show, Little Heroes Day, and several other fundraising events.

This year, the Annual Sports day was successfully held for the first time on the last day of term, with Heath once again taking out the shield. Once again, our children were provided with significant opportunities to take part in inter-school school sports with many of them involved in athletics, cricket, netball, football and cross country carnivals throughout the year. SAPSASA representation was very strong with students selected to take part in State-wide carnivals in a variety of sports including cricket and netball.
Promotions for literature, literacy and reading also took place in various forms throughout the year. In May, the junior primary invited parents and family members into the school to take part in Simultaneous Story Time. The Lamshed was transformed into a stampede of noisy trumpeting elephants as children and adults participated in activities related to the book, *Too Many Elephants in the House*. The annual Book Week event took place in August, culminating in the much loved Book Week parade. In September, the school hosted a visit from world famous children's book illustrator Marc McBride who inspired our students with airbrush techniques for painting dragons.

In June, we celebrated Reconciliation week with a whole day devoted to events and activities which raised awareness about Aboriginal Culture and Reconciliation. Throughout the day, the students participated in a variety of activities including: Traditional games, Dreamtime Stories, Boomerang Painting, and the Reconciliation Dance. A real highlight was seeing our senior students mentoring their younger peers and helping them out during the activities. Their efforts were greatly appreciated and demonstrated the spirit of co-operation and harmony – two important themes related to Reconciliation.

Term 2 ended in fine style where a special assembly was held for the official naming of the ‘Errington Room’. This outstanding event was attended by the Mayor of the Copper Coast Council, the honourable Mr Paul Thomas, the Education Director for Yorke and Mid North, Ms Joann Weckert, and former Wallaroo Primary School Principal, Mr Brenton Lamshed. This occasion made us all extremely proud and highlights included the presentation of an information board depicting the Erringtons’ long association with the school, a performance of the song ‘Happy’ by our combined junior and senior choir, our school captains, Jamie Wharton and Roxy Cooper performing the master of ceremonies duties, and a rendition of ‘Happy Birthday’ for Mrs Connie Errington who was celebrating her “special” birthday.
Performance opportunities this year included Dancify workshops and culminated in the now traditional Heathfield Music Performance in the Town Hall where students from Heathfield High and Wallaroo Primary School joined forces to put on a memorable show for a huge and appreciative audience. This was in addition to the opportunities for our students to take part in the junior and senior choirs, which regularly showcased their talents at important whole-school and community events. This year’s rendition of ‘We are Australian’ at the ANZAC Day Commemorative Service provided another highlight which made us all extremely proud of our students. The choir continues to get bigger and better each year and our thanks are extended to Mrs Sandy Shaw and Ms Liz Dingle for their work in mentoring our fabulous singers.

The year ended successfully significant events like Graduation and the ever-popular ‘Twilight Assembly’, which for the first time was held indoors in the Lamshed. From the feedback we received, this decision was praised highly and contributed to setting a more professional and polished tone for this important occasion.
4. SITE IMPROVEMENT PLANNING AND TARGETS

2014 marked the beginning of a new era for Wallaroo Primary School, with the appointment of a new principal after a period of leadership instability. This provided an opportunity to ‘re-set’ the school’s directions which heralded a major shift in its focus towards excellence in student academic achievement and the introduction of high expectations in every aspect of the school’s operations. The year was one of transition, and the aim is to have the next Site Improvement Plan operational by early 2015.

In the short term though, the immediate priority for 2014 was to create a strong foundation that would create the conditions for significant improvements in the site’s performance and the achievement of quality outcomes for its students to occur. This involved concentrating on:

1. Strong Leadership that raised expectations

2. Creating a safe, orderly and productive teaching and learning environment by:
   - Introducing consistent expectations for student behavior
   - Implementing a ‘zero tolerance’ approach to violence and disruptive behaviour
   - Introducing standard operating procedures aimed at minimizing down time and increasing time-on-task
   - Introducing standards for student bookwork and the quality of classroom display

3. Improving quality teaching by:
   - Mandating explicit instruction as the school’s signature pedagogy
   - Introducing research-based teaching practices designed to transfer new learning from students’ short-term to long-term memory
   - Building teacher capacity through an intense focus on instructional leadership

4. Enhancing Quality learning by:
   - Implementing of cohesive R-7 curriculum in mathematics and English
   - Implementing evidenced-based whole-school programs: Jolly Phonics, Cars and Stars (reading comprehension), Spelling Mastery and New Wave Mental Maths
   - Establishing rigorous benchmarks for student achievement at each year level
   - Establishing processes for collecting, managing and analyzing student achievement data to track learning and inform the identification of students at-risk
   - Designing and implementing targeted intervention and support for students identified as being at-risk of not reaching expected standards of achievement

5. Engaging parents and the community by:
   - Establishing a Community Partnerships team to manage relevant aspects of the Site Improvement Plan
   - Targeting resources to create leadership density in the areas of transition and community capacity building
Towards the end of term 3, a ‘100 day plan’ was developed with staff, and in consultation with the Governing Council, which provides the context for the report in the followings section.

**Priority Area 1 - Connect**

**Objective #1 - Effective Communication**
- Achieve effective two-way communication between families and school using a range of strategies to regularly seek and share information about students’ achievements and learning needs, school policies, practices and community initiatives.

**Target** - *By the end of 2014, the school’s performance will be at the ‘building’ phase as measured by the Supporting Family and Community Engagement with Student Learning (SFCESL) Review Matrix*

**Results**
- Wallaroo Primary School Facebook page established
- Increased opportunities for parents to get to know staff: staff profiles appear in newsletters, agreement to hold an acquaintance night early in 2015
- Established a process to notify parents prior to an assembly if their child is receiving an award
- Increased attendance at assemblies by parents of students receiving awards

**Objective #2 - Recognising the Role of the Family**
- Ensure school policies, practices and programs acknowledge families as partners in their children’s education. Better recognise and build on the capacity of families to assist and encourage their children’s learning in and out of school and support school goals, directions and ethos.

**Target** - *By the end of 2014, the school will be operating at the ‘building’ phase as measured by the Supporting Family and Community Engagement with Student Learning Review Matrix*

**Results**
- All parents of students in years R-6 were invited to complete a survey which aimed to address the following outcomes:
  - Consult families about their child’s strengths, talents, goals etc.
  - Consult families to find out what would help them to support their child’s learning at home.

- Surveys have been passed on to teachers in 2015 and information has supported them to be better informed about how to meet their students’ needs.

**Analysis**

The connect priority provided an important opportunity to strengthen school and community partnerships at a time when perception data indicated this as a significant opportunity for growth. It was a critical lever for building constructive, positive and productive relationships between the school and its community at a time of rapid and substantial change, which was unsettling for some. The collaborative and inclusive work undertaken by staff, parents and the Governing Council generated confidence, purpose and co-operation which resulted in getting some ‘quick runs’ on the board.

**Recommendations**
- Investigate further strategies for communicating student achievement and growth to parents and caregivers.
- Explore strategies for increasing parent participation in surveys and other consultative processes to ensure involvement of a wider audience.
Identify, schedule and implement more opportunities where school leaders can meet regularly with parents in small groups.

Use results from the Acquaintance Night survey to inform decisions which aim to increase attendance and participation by more families.

Continue to investigate ways to engage more families in the review of school policies.

Build on the work of the Community Partnerships and Transition Coordinator to show families how they can support their child’s learning.

Priority Area 2 - Learn

Objective #1 – Improve Reading

Targets

- **Target #1** ~ By the end of 2014, 62.5% of receptions students will be reading at level 9 or above as measured by PM benchmarks.

- **Target #2** ~ By the end of 2014, 80% of year 1 students will be reading at level 17 or above as measured by PM benchmarks **70%**

- **Target #3** ~ By the end of 2014, 90% of year 2 students will be reading at level 24 or above as measured by PM benchmarks **84%**

Results

- **Target #1** – Not Met (52.5%)

- **Target #2** – exceeded (90%)

- **Target #3** – Met (90%)

Objective #2 – Improve Spelling

Targets

- **Target #1** ~ By the end of 2014, 56% of Reception students will be able to correctly spell the first 50 words in the Magic Word Lists.

- **Target #2** ~ By the end of 2014, 90% of year 1 students will be able to correctly spell the first 100 words in the Magic Word Lists.

- **Target #3** ~ By the end of 2014, 61% of year 2 students will be able to correctly spell the first 200 words in the Magic Word Lists

Results

- **Target #1** – almost met (48%)

- **Target #2** – almost met (85%)

- **Target #3** – almost met (70% of students scored 180/200 or better)
4.1 Junior Primary and Early Years Scheme Funding

Funds were expended on SSO hours to support teaching and learning in literacy. Specific areas of focus included:

- Daily small group instruction in reading for every child in the junior primary, which made a significant contribution to the growth and achievement in students’ learning:
  - 90% of year 1 students met or exceeded the DECD benchmark of RRL 17.
  - 90% of year 2 students met or exceeded the DECD benchmark of RRL 21.

- Intervention and support programs for students identified as being at risk of not achieving their year level standard for sight word recognition.
  - 85% of year 1 students met or exceeded the school benchmark of 200 words as measured by the Magic Word List
  - 95% of year 2 students met or exceeded the school benchmark of 300 words as measure by the Magic Word List

- Implementation of the Spelling Mastery program which provided differentiated instruction to smaller groups of students, targeted to their particular level.
  - Almost all students recorded growth in their spelling age as measured by the South Australian Spelling (SAS) test

4.2 Better Schools Funding

The $41,196 the school received from this grant was used to improve teacher quality through professional development. This included:

- Staff participating in study tours to high performing schools in Victoria and Western Australia to learn about high yield strategies, namely explicit instruction.

- Acquiring the services of a highly accomplished teacher to work as a ‘coach in residence’ as a strategy to improve the capacity and effectiveness of teachers.

- Establishing a partnership with a school in Adelaide which enabled teachers and leaders to engage in collaboration, shared professional learning and curriculum development.

- Mentoring and coaching from leading Australian educationalist, John Fleming.

- Providing release time to enable teachers and leaders to engage in coaching and observations of teaching practice.

The remainder of the funds was used to buy additional SSO hours to support student learning in literacy.
5. STUDENT ACHIEVEMENT

Running Records (Term 4, 2014)

<table>
<thead>
<tr>
<th>Year</th>
<th>Met or exceeded DECD Standard</th>
<th>Slightly below standard</th>
<th>Significantly below standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec</td>
<td>52%</td>
<td>4%</td>
<td>44%</td>
</tr>
<tr>
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<td>90%</td>
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<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Overall, the level of student achievement in reading for students in year 1 and year 2 is pleasing and demonstrates the success of the strategies introduced this year, which included:

- Daily guided reading for all students in the junior primary based around explicit instruction techniques.
- Daily warm ups to consolidate students' automaticity of phonics, sight words and blending, tracking and segmenting.

On the other hand, student achievement for reception students was low, with a large percentage of students performing significantly below the expected standard. This outcome was significantly affected by a number of factors, including:

- Poor attendance
- Frequent illness
- The effects of trauma
- Students enrolling from other schools at various times throughout the year with learning difficulties
- High % of students with learning disabilities

However, data collected towards the end of 2014 indicated encouraging improvement for some of these children, which included:

- Increased growth rates in sight word recognition
- Increased automaticity in letter/sound (alphabet) recognition and the ability to blend

Sight Word Reading and Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>Met or exceeded school benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sight Word Reading</td>
</tr>
<tr>
<td>Rec</td>
<td>25%</td>
</tr>
<tr>
<td>1</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>90%</td>
</tr>
</tbody>
</table>

Analysis

Reception

Overall, the achievement of reading and spelling benchmarks for sight words mirrors the performance for RRL at this level. The complexity of this cohort, added to the challenges created by...
factors in the class context, had a significant impact on student achievement. However, increased growth rates for student achievement in the second semester provided encouraging signs that the interventions targeted towards this cohort had a positive influence.

Year 1

• The majority of children in this year level achieved, or were tracking towards achieving the benchmarks. The growth data for this cohort was significant, given what the base-line data suggested at the beginning of 2014, which showed only a small percentage had achieved the Reception standard.

Year 2

• All children, with the exception of one who had chronic non-attendance achieved the sight word reading benchmark for this year level.

• Whilst no student at this year level achieved the year 2 benchmark of accurately spelling the first 200 words in the Magic list, every child demonstrated significant growth, with 80% achieving at least 80% of benchmark score.

Recommendations

- Build on and refine established programs and practices: Jolly Phonics, daily Reading Consolidation Activities, Spelling Mastery, Explicit Instruction
- Target resources to continue daily guided reading for all children in small groups across the junior primary
- Continue to collect student achievement data on a 5 week assessment cycle to monitor student learning and inform intervention and support needs.
- Resource targeted intervention strategies for students identified as being ‘at-risk’ of not reaching minimum standards of achievement
- Continue to provide professional learning that builds teachers’ knowledge of curriculum content relevant for learning to read
- Continue to provide professional learning that builds teachers’ capacity to effectively teach reading

PAT-R Performance against DECD Benchmarks (mean scale score)

<table>
<thead>
<tr>
<th></th>
<th>Significantly Behind DECD Standard</th>
<th>Slightly Below DECD Standard</th>
<th>Achieved DECD Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
<td>58%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Year 3</td>
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<td>Year 4</td>
<td>44%</td>
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<td>Year 5</td>
<td>25%</td>
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<td>Year 6</td>
<td>29%</td>
<td>40%</td>
<td>17%</td>
</tr>
<tr>
<td>Year 7</td>
<td>35%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>School</td>
<td>37%</td>
<td>32%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Analysis

- Performance remained consistent with previous year
- Overall achievement for the school is ‘below average’ (65%), since the benchmark is set at the mean score
- Low levels of student achievement are likely the result of the following factors:
  - There has not been a consistent and coherent approach for teaching reading comprehension strategies systematically across the school in the past.
  - Inconsistencies in teacher knowledge around reading comprehension strategies.
  - The likelihood that there’s deficiencies in students’ knowledge and skills across key aspects of the ‘Big 6’, especially fluency and vocabulary, and to a lesser extent, phonics

Recommendations

- Improving students’ reading comprehension skills is a priority in the next Site Improvement Plan
- Implement whole-school approach to teaching reading comprehension.
- Intentionally, and explicitly teach vocabulary and fluency, and investigate tools for assessing students’ performance in these areas.
- Explicitly and systematically teach phonics R-7 and implement strategies to automatise blending, tracking and segmenting.
- Investigate, to what extend students’ (lack of) understanding of different text types, especially non-fiction may be restricting their ability to comprehend effectively?

5.1 NAPLAN

2014 NAPLAN results indicate that the school’s performance is commensurate with other sites which have a similar category of disadvantage in South Australia, in most test aspects. Nationally, it is performing on a par with similar schools in 8 out of 15 areas, whilst being ‘behind’ in the others, with reading being the item of most concern.

However, when compared with ‘All’ other schools, the Wallaroo Primary School’s achievement is ‘behind’ or ‘significantly’ behind in every aspect at each year level. This highlights the challenges and opportunities that exist as motivation for transforming Wallaroo Primary School into a school of excellence. Our goal is to replicate the achievement of other low SES schools across the Nation which defy their disadvantaged status and are ‘punching-above-their-weight’, and provide our students with a greater level of opportunity and choice.

On average, approximately half the students who participated in the NAPLAN tests, across all areas tested achieved the DECD standard. Conversely, slightly less than half the students achieved results below the DECD standard. In reading, these results are fairly consistent with the pattern in performance over the past seven years with a few exceptions which can be attributed to cohort variation or possibly the influence of random highly effective teaching.

In terms of Numeracy, the outcomes achieved this year are consistent with average scores produced in the lower performing years, in years 3 and 7 and the ‘higher performing years, in year 5.

Overall, a small percentage of the students who participated in NAPLAN achieved in the upper two proficiency bands for their year level in both literacy and numeracy which is not dissimilar to previous years. Increasing the number of students in the higher proficiency bands looms as a key strategic target in the next iteration of the Site Improvement Plan.
Any Commentary around performance in relation to specific test aspects in various year levels is essentially unreliable and irrelevant given the ‘erratic’ levels of achievement over time which vary from year to year. This suggests that variables such as cohort variation and the effect size of individual teachers is more likely cause than meaningful patterns of performance over time.

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### Percentage of students in the top two proficiency bands

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21%</td>
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</tr>
<tr>
<td>5</td>
<td>3.5%</td>
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</tr>
<tr>
<td>7</td>
<td>10%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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### Reading

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Demonstrated DECD Expected Achievement</th>
<th>Demonstrated Below DECD Standard</th>
<th>Absent or withdrawn</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>54%</td>
<td>11</td>
<td>39%</td>
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<td>5</td>
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<td>62%</td>
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<tr>
<td>7</td>
<td>17</td>
<td>59%</td>
<td>8</td>
<td>28%</td>
</tr>
</tbody>
</table>

**Note:** Demonstrated Below DECD means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band.

### Numeracy

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Demonstrated DECD Expected Achievement</th>
<th>Demonstrated Below DECD Standard</th>
<th>Absent or withdrawn</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>46%</td>
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</tr>
<tr>
<td>7</td>
<td>12</td>
<td>41%</td>
<td>12</td>
<td>41%</td>
</tr>
</tbody>
</table>

**Note:** Demonstrated Below DECD means students tested in NAPLAN and achieving at or below the National Minimum Standard proficiency band.

### Analysis

A number contextual factors significantly impacted on the overall percentages of students achieving the DECD standard or performing in the upper proficiency bands at each year level. These include:

- High levels of transience
- Poor attendance rates
- Problematic and challenging student behavior
- High numbers of students with learning disabilities and learning difficulties
Year 3
- For 6 of the 13 students (21.4% overall) who failed to achieve the DECD standard in both Reading and Numeracy, their performance needs to be understood within the context of the following factors:
  - Learning disability (2 students)
  - Recent enrolment at Wallaroo Primary School ~ 3 terms or less (4 students)

Year 5
- For 6 of the 9 students (28.5% overall) who did not achieve the DECD standard at this year level, their performance needs to be understood within the context the following factors:
  - Poor attendance (1 student)
  - Student with an intellectual disability (1 student)
  - Recent enrolment at Wallaroo Primary School ~ 1 term or less (3 students)

Year 7
- For 9 of the students (32.1% overall) who did not achieve the DECD standard at this year level, their performance needs to be understood within the context of them experiencing one or more of the following factors:
  - Chronic absenteeism
  - Poor attendance
  - Learning disability
  - Trauma High absenteeism as a result of behavioural issues
  - Social/Emotional concerns

Recommendations
- Investigate and implement targeted early intervention and support for students identified as being at-risk of not reaching expected standards of achievement.
- Implement processes for regular data collection and analysis to support the previous recommendation
- Use data to identify children in the ‘middle proficiency’ bands and implement targeted ‘Wave 2’ strategies that aim to ‘shift’ more of them into the upper proficiency bands.
- Identify strategies which aim to maintain the achievement of students who are currently performing in the upper proficiency bands
- Investigate and implement strategies for improving attendance rates, in particular for students identified as being ‘at-risk’ of not reaching the DECD Standard.
6. STUDENT DATA

6.1 Attendance

Non-attendance is managed by employing a number of processes for following up unexplained absences and improving attendance. These include:

- All unexplained absences are followed up daily with a text message to parents requesting a reason.
- Teachers contact parents daily to follow up unexplained absences when responses to text messages are not received.
- Notes are sent home to parents requesting reasons for unexplained absences when phone calls are unsuccessful.
- Home visits occur when there are 3 consecutive days’ unexplained absences or concerning patterns of non-attendance are detected.
- Referrals are made to the Attendance and Engagement Officer where necessary.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>90</td>
</tr>
<tr>
<td>Year 1</td>
<td>90</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>91</td>
</tr>
<tr>
<td>Year 5</td>
<td>91</td>
</tr>
<tr>
<td>Year 6</td>
<td>95</td>
</tr>
<tr>
<td>Year 7</td>
<td>95</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90</td>
</tr>
</tbody>
</table>

Analysis and Commentary

Attendance rates for Wallaroo Primary School are below the DECD standard and lower than DECD and Regional averages. Factors which contributed to absence rates in 2014 were:

- A high percentage of days absent due to illness and injury.
- Exemptions granted for students who required modified programs.
- Increase in days absent through suspension and exclusion.
- High absence rates by children from several families who have patterns of chronic non-attendance which have occurred yearly and for other siblings.
- A high number of absences due to family reasons such as family disputes and trauma.

The high number of unexplained absences, and days absent due to illness without a certificate or for family reasons is a concern and warrants closer examination. A more in-depth analysis of individual students’ absence reports has been conducted and those considered ‘at-risk’ have been identified.

The school is working with those families, and in some cases with the assistance of the Attendance and Engagement Officer to develop, implement and monitor attendance improvement plans.
6.2 Destination

<table>
<thead>
<tr>
<th>Reason</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>5</td>
<td>7%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to high school</td>
<td>25</td>
<td>34%</td>
</tr>
<tr>
<td>Transience (left town)</td>
<td>35</td>
<td>47%</td>
</tr>
<tr>
<td>Enrolled at another school in the partnership</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

Transience is the main factor in determining student destination data. There is a high rate of movement in and out of the township of Wallaroo by families due to a variety of circumstances including: the availability of affordable housing, employment, and family/personal reasons.

In total, 11 children enrolled at near-by government and non-government schools, due to a variety of circumstances, of which dissatisfaction with the school was cited for only 3 of these. Of the other 8, the reasons were:

- Perceptions that a nearby large R-12 school can offer wider curriculum choices.
- A belief that non-government schools have the ability to provide higher levels of discipline.
- Younger siblings following their older brother/sister when they transition to high school.
- Conflict within the broader community affecting the relationships between students in school.
- A ‘fresh start’ needed in cases when all efforts to improve attendance had been unsuccessful. *attendance has not improved at new school either.*

The 3 children who left the school in the other category are being home schooled.
7. CLIENT OPINION

Parent, student and staff opinion surveys were conducted as part of the Department’s accountability requirements. In the graph below:

- The scale used is ‘0’ lowest to ‘5’ highest
- responses are grouped under the headings:

A  High Expectations  
B  Feedback  
C  Fair Treatment  
D  School Pride - Maintenance  
E  Student Safety  
F  Approachability of Teachers  
G  Behaviour Management  
H  Students like being at the school  
I  Improvement Focus  
J  Teachers motivate children to learn

Analysis

The average rating across the three opinion surveys ranged from 3.5 (students) through to 4.47 (staff) indicating a reasonable to strong agreement across most aspects of the survey. These results are pleasing, given the school had undertaken a rapid and substantial transformation over the past twelve months where the principal had applied a ‘direct’ leadership style. These fairly positive results would indicate a general satisfaction with the school’s directions, operations and performance, which is pleasing as 2014 was a period of intense change and with minimal consultation. Items identified as lowest that will result in action were:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Issue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Student behavior management, students being treated fairly by the teachers</td>
</tr>
<tr>
<td>Students</td>
<td>Student behavior management, being able to take concerns to teachers and student voice</td>
</tr>
<tr>
<td>Staff</td>
<td>Student behavior management, yard aesthetics and facilities maintenance</td>
</tr>
</tbody>
</table>

Parents can view a range of information about the school at the My School website [http://www.myschool.edu.au/](http://www.myschool.edu.au/)
8. ACCOUNTABILITY

8.1 Behaviour Management

In 2015 there was an increase in the number of suspensions and exclusions when compared to previous years. This rise is attributed to a changed philosophy within the school which takes a zero tolerance approach towards violence. It also reflects an intentional move to invest less leadership time in the ‘counseling’ model approach, and instead prioritise instructional leadership approaches which aim to improve teachers’ practices. The higher rate of incidents is also indicative of the number of students enrolled at the school with extreme and challenging behaviors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Suspensions</th>
<th>Exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidents</td>
<td>Students</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

There was one case of significant bullying dealt with within the School’s Behaviour Code.

8.2 Relevant History Screening (formerly Criminal History Screening)

The school is compliant with DECD requirements for screening of the workers and volunteers at the site. In summary its responsibilities involve:

- Sighting and recording clearance information for all employees, volunteers, and third party providers.
- Verifying the identity of first time visiting DECD employees and noting verification next to their name in the site’s sign in book
- Establishing shared-use agreements with community groups
- Maintaining the accuracy of screening information on EDSAS, HRS or site files

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>18</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
</tr>
</tbody>
</table>
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>1.0</td>
<td>11.80</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>12</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$211,721.35</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$6,202.00</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$37,505.40</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>