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 2015, student numbers declined from 177 in 2014 to 168 (October) due mainly to the high levels of transience that the site experiences. This is reflected in the school’s destination data where 29 of the 38 students who transferred to other sites were as a result of them moving out of town. Similar numbers (31) 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 always a pleasure to look back on the previous year and the progress our Governing Council, staff and students have made. This year our committed Governing Council group have worked throughout a variety of challenges put before them and have again risen to the tasks presented with an exceptional level of passion and enthusiasm. I would like to sincerely thank every person within the Governing Council group, who has contributed to the success of the past year. In particular, I extend heartfelt thanks to those who held executive positions, Carrie Anne Starrick, Rachael Moore, Mark Halls and Jason Niotis who willingly offered their personal time to undertake a range of projects and also for filling in for me when I was unable to attend certain events. Your support has been genuinely appreciated.

The school year started with an Acquaintance Night and a Sausage sizzle catered for by Governing Council. This was an opportunity for parents and carers to meet our staff and learn more about the processes and routines of the school and the way things work in individual classrooms. Feedback from students, caregivers and staff, indicated that this was an extremely worthwhile undertaking and gave all involved an opportunity to work collaboratively in supporting student learning.

Wallaroo Primary School participated in an external school review whereby leaders from other schools and representatives from the Education Department came and assessed our learning techniques and the gains being made by our students. The findings of this review were encouraging and included reassuring statements around maintaining high expectations for student outcomes within a positive improvement culture.

The effort, commitment and perseverance of our hardworking staff, who are constantly striving to ensure every child at Wallaroo Primary School can reach their potential was rewarded with significant improvements in our NAPLAN results. The report received indicated an upward trend in student performance in all tests (except writing), across all year levels (3, 5 & 7). This clearly demonstrates that the raft of changes which have been
introduced over the past two years are continuing to have a positive influence on student learning ‘across the board’.

Some of the more significant school improvement projects which have been undertaken by Governing Council have included the purchase of a new photocopier, ALL classes now have smart interactive whiteboards and a sound field system installed, paving and new asphalt, and the implementation of the “Kiss and go” zone. Governing Council worked with staff on reviewing the constitution for election of Student Representative Council and School Captains. Previously these positions have been selected solely by student vote, however future leaders will be selected by a panel comprising of a member of the school leadership team, student representatives and Governing Council Representatives which more accurately reflects the level of responsibility and accountability that goes with holding these positions.

Governing Council spent considerable time throughout the year reviewing the Terms and Agreements and committed to extensive training and discussion around the role of Governing Council members, their responsibilities and expectations. Further to this, the Regional Education Director, Joann Weckert attended our Governing Council meeting to support this philosophy and explain the process for selection of a new Principal.

It was with sadness that we farewelled our Principal Rob Fuller, and would like to acknowledge the influence he had and the dedication and commitment he conveyed to our school as a whole. His motto of “Every child matters every day” and “Every child can be a high achiever” was ingrained into staff, students and Governing Council throughout the way Rob led by example and firmly believed in and guided students to work to the best of their ability.

The Governing Council is only as efficient as the support around them and I would like to recognise those who continue to support Governing Council and what the group aims to achieve. Thank you to Choir coordinator, Mrs Shaw who again organised our annual visit from Heathfield High School. For the first time, it was held in the Lamshed which was incredibly successful and a magnificent showcase of our school’s musical talent. I would also like to thank members of the Out of School Hours Care (OSHC) Committee, who continue to strive for excellence in after school, occasional and Vacational Care. Congratulations to Director Vicki Loone for another successful year, including the acquisition of a student bus through the Variety Club of SA. Congratulations also to Sheree Bruce for being the Recipient of the Rowan Ramsey School Community Award for Outstanding commitment to the school community and to Bronwyn Scholes who was the recipient of the Steve Griffith award for outstanding commitment and contribution to the school through her voluntary work.

Throughout the year we farewelled a number of Governing Council members and I would like to thank them and acknowledge the dedication and commitment they have shown our school and the contribution they have made to ensuring that each child at Wallaroo Primary School can achieve their own personal success. The challenge for our Governing Council going forward, is to retain the positive learning environment which has now been established and ensure that our students are able to benefit from what we have learnt and to encourage them to aim for the success they so rightly deserve.

Stephen Scholes
WPS, Governing Council Chairperson
3. 2015 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 Mr Paul Thomas, Mayor of the Copper Coast Council, who gave an inspirational speech about the importance of leadership. All of the student leaders, especially school captains, Faith Scholes and Samuel Harris performed their roles with distinction and proved themselves to be fine ambassadors throughout the year.

In April, the school underwent an external review process which involved students, staff, parents and the Governing Council taking part in discussions where they shared their opinions about a range of topics, including how effective the school is in supporting students in their learning. The outcome of the external review was extremely positive and affirmed the excellent progress the school has made over the past 12 months towards creating favorable conditions for improving student achievement. High on the long list of commendations was acknowledgement that there is a high degree of consistency by everyone in the school community in their commitment and understanding of the school's current direction. A strong message to come out from all the groups who were involved was overwhelming support of the high expectation agenda around student behaviour and learning which is taking place. In essence, students reported that they feel safer and are being stretched in their learning, staff reported being well supported, and parents are in approval of the higher levels of discipline, order and structure being enforced within the school. This positive review validated the school's direction, further consolidated staff's enthusiasm, motivation and commitment to the teaching and learning program at the school. Receiving this positive acknowledgement was very satisfying, and reinforced the complimentary feedback we received when the Minister and Chief Executive visited earlier in the year.

Student voice remained very active, with the SRC Executive group managing a variety of fundraising and lunchtime events which resulted from ideas generated from class meetings. These included the popular talent show, Little Heroes Day, the disco and several other fundraising events, including a sausage sizzle to raise money for Mr Daniel Battams, a parent in our community who is battling a serious illness. It was real pleasure to see
students’ actively participating in decision making processes and contributing to a positive school culture. In particular, the SRC organising committee are to be commended for doing a fabulous job in organising the variety of events which took place.

This year, the Annual Sports day was successfully held again on the last day of term 1, with Heath 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 athletics, cricket and netball.

Promotions for literature, literacy and reading also took place in various forms throughout the year. In August, the annual Book Week event occurred, culminating in the much loved Book Week parade, where students (and staff) came along dressed as their favourite story book characters. Students’ participation in the Premier’s Reading Challenge again remained very strong and those children who exceeded the requirements of this initiative were rewarded with the ‘Beyond the Challenge’ incentive which saw them treated to the movie adaptation of the children’s book, Alexander and the Terrible, Horrible, No Good, Very Bad Day’, and a fun-filled day of related activities held at the Wallaroo Cricket Club clubrooms.
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 and Indigenous inspired art work. A real highlight of this event was a visit by guest of honour, Mr Nigel Raymond, a local Narungga man, who talked about his culture and played his didgeridoo for us.

Other events which made a significant contribution to developing a greater appreciation of culture and history included the ANZAC Day Commemoration event, participation in the Kernewek Lownender Festival and a two day visit by a group of teachers from Indonesia. In addition to this, we saw the introduction of Japanese as our Languages other than English subject which proved a real ‘hit’ for our students, who enjoyed interacting with their tutors who delivered the subject from Adelaide through the interactive white boards. Each of these experiences enriched our students’ understanding of the past and deepened their understanding about important customs and traditions.
Performance opportunities this year included Dancify workshops where students were introduced to a range of dance styles, as well as the now traditional Heathfield Music Performance, 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. Throughout the year, the choir performed at special events, with their superb rendition of the National Anthem providing a real showcase for their wonderful talents. The choir continues to get bigger and better each year and our thanks are extended to Mrs Sandy Shaw, Mrs Fuller and Mrs Martin for their work in mentoring our fabulous singers. The year ended successfully with significant events like Graduation and the ever-popular ‘Twilight Assembly’, which provided another opportunity for our students to shine on the big stage.
4.1 Junior Primary and Early Years Scheme Funding

Reading

Overall, achievement in the junior primary was excellent this year, with the majority of students reaching and/or exceeding the DECD minimum standard of achievement for reading. Achievement in the highest proficiency band at both year 1 and year 2 exceeded the performance of like schools and the State. A summary of achievement for students in reception, year 1 and year 2 was as follows:

- As of the end of term 3, 86% of reception students (18/21 students) had met or exceeded the DECD Standard of Education Achievement by reading at level 5 or above. Of these, 23% (5/22) achieved at least 12 months ahead of their chronological age. *The remaining 3 students were on-track and likely to also achieve the SEA, which would result in 100% school achievement.

- 78% of year 1 students (18/23) had met or exceeded the DECD Standard of Education Achievement by reading at level 15 or above. Of those, 70% achieved at least 12 months ahead of their chronological age. *Of the 5 students who did not achieve the SEA, 3 had enrolled part way through the year from other schools with low levels of achievement, but had made progress, while another child had chronic non-attendance.

- 89% of year 2 students (17/19) had met or exceeded the DECD Standard of Education Achievement by reading at level 21 or above. *Of the two children who had not met the Standard, one was on level 19 in term 3 and was on-track to achieving the Standard while the other child’s achievement was impacted by poor attendance.

Sight Word Recognition

The school sets rigorous benchmarks for sight word recognition (100 @ Reception, 200 @ Year 1, 300 @ year 2), and the majority of the students reached these standards.

- 81% of Reception students (18/22) *2 students were showing growth trends which indicate they are likely to finish the year close to the standard;
- 87% of Year 1 students (20/23)
- 89% of Year 2 students (16/18)

The continual improvement and excellent standard of achievement in student learning in the early years is attributed to:

- Daily reading warm-ups;
- Jolly phonics
- Explicit Instruction
- Daily guided reading
4.2 Better Schools Funding

The $32,372.00 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 Queensland which strengthened staff’s skills and capability around high yield strategies, namely explicit instruction;

- Mentoring and coaching from leading Australian educationalist, John Fleming which provided strategic advice and support for the schools improvement agenda;

- Providing release time to enable teachers and leaders to engage in coaching and observations of teaching practice which resulted in building the capacity and effectiveness of staff;

- The remainder of the funds was used to buy additional SSO hours to support student learning in literacy, which enabled small group differentiated instruction, leading to improved learning outcomes.
5. STUDENT ACHIEVEMENT

In general, the school performed on average at a reasonable level in reading comprehension, given the whole-school consistent approach, Cars & Stars has only been operating for 12 months. PAT-R was conducted twice in 2015 with improvements recorded between the two tests for most of the students. It is anticipated that comprehension results will continue to rise as a result of several factors:

- Cars & Stars becoming embedded across the school;
- Improved fluency in sight word recognition, phonics, tracking and blending due to reading warm-ups;
- Improvement in teachers’ capacity to use data to inform planning;
- Comprehension skills developed through daily reading warm-ups;
- Targeted intervention, in particular aimed at the children who are functioning marginally below the DECD SEA, as well as those who transition from other sites.

### PAT-R

<table>
<thead>
<tr>
<th>Year</th>
<th>At or Above DECD Standard</th>
<th>Marginally Below DECD Standard</th>
<th>Significantly Below DECD Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>61% 11 students</td>
<td>55% 10 students</td>
<td>94% 17 students</td>
</tr>
<tr>
<td></td>
<td>75% 12 students</td>
<td>12.5% 2 students</td>
<td>6% 1 student</td>
</tr>
<tr>
<td></td>
<td>76% 13 students</td>
<td>12% 2 students</td>
<td>12% 2 students</td>
</tr>
<tr>
<td>6</td>
<td>5.5% 1 student</td>
<td>33% 6 students</td>
<td>12% 2 students</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>12% 2 students</td>
</tr>
</tbody>
</table>

*3/6 from other sites  
*1/6 poor attendance  
*1/6 trauma

### PAT-M

<table>
<thead>
<tr>
<th>Year</th>
<th>At or Above DECD Standard</th>
<th>Marginally Below DECD Standard</th>
<th>Significantly Below DECD Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>52% 9 students</td>
<td>26% 6 students</td>
<td>47% 9 students</td>
</tr>
<tr>
<td></td>
<td>46% 6 students</td>
<td>15% 2 students</td>
<td>39% 5 students</td>
</tr>
<tr>
<td></td>
<td>71% 15 students</td>
<td>12% 2 students</td>
<td>29% 6 students</td>
</tr>
<tr>
<td>6</td>
<td>6% 1 student</td>
<td>9% 2 students</td>
<td>21% 4 students</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>15% 2 students</td>
</tr>
<tr>
<td>5</td>
<td>42% 6 students</td>
<td>65% 13 students</td>
<td>32% 6 students</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>39% 5 students</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>29% 6 students</td>
</tr>
</tbody>
</table>

*1/3 learning diff.  
*1/3 transience  
*1/2 SWD

### Across all year levels

Across all year levels, results generally indicate lower levels of correct responses in number concepts and skills than across the other strands. Student performance may have been affected by their ability to comprehend 'worded' problems, or poor problem solving.
skills. An analysis of the data reveals that there are whole-school trends which highlight ‘weaknesses’ in specific mathematical concepts which will inform future curriculum planning and development. These areas include:

- Worded problem solving questions
- Fractions
- Interpreting and analyzing data (reading tables and graphs)
- Pattern
- Algebra
- Time

### 5.1 NAPLAN

It is with much satisfaction and pride I can report that the school achieved pleasing results from this year’s National Assessment Program – Literacy and Numeracy (NAPLAN) tests. Overall, there was an upward trend in student performance in all test aspects (except for writing), across all year levels (3, 5 and 7). In several areas, the students’ performance has exceeded all previous levels, which is outstanding. The really encouraging aspect of these results is that the improvement has been consistent (across most test aspects) and across each of the year levels tested, which demonstrates the raft of changes introduced into the school are having a positive influence on student learning ‘across the board’, irrespective of variation between different groups of students.

It’s important to understand that NAPLAN is one piece of information which sheds light on our students’ performance and achievement. However, with positive results also showing up in other key data sets, there’s some good evidence to suggest the school is certainly on an improvement trajectory. This was really demonstrated in the progress data for year 5 and 7 students which showed the majority of growth was in the ‘middle’ and ‘high’ range, which indicates the school is value adding significantly to children’s learning.

Whilst we are very proud of this achievement, we understand there’s still a long way to go, and realise there’s no room for complacency or time to rest on our laurels. The data obtained from the tests will now be used to identify individual student, cohort and whole school weaknesses, so that we can target our resources and attention towards raising student outcomes even higher.

![Image of students]
Analysis and Commentary

- Improvement recorded in all years when compared with 2014
- Best year 3 result recorded since NAPLAN commenced in 2008
- 2\textsuperscript{nd} best year 7 result recorded since NAPLAN commenced in 2008 (-5)
- 3\textsuperscript{rd} best year 5 result recorded since NAPLAN commenced in 2008 (-5.4)
- 100\% of year 3 students met National Minimum Standards (NMS) – improvement from 84\% in 2014
- 88\% of year 5 students met National Minimum Standards (NMS) – improvement from 75\% in 2014
- 96\% of year 7 students met National Minimum Standards (NMS) – no change from 2014
- Year 3 result exceeded 7 year average by 56.8 points
- Year 5 result exceeded 7 year average by 18.4 points
- Year 7 results exceeded 7 year average by 31.7 point

Recommendations and Actions Required

- Strengthen daily reading warm-ups by moving practice to the ‘expectation’ stage through:
  - Including a higher level of text-based tasks to aid transferance, especially that focus on comprehension and fluency;
  - Increasing the pace of students’ response and recall, using ‘hyper-speed’ as a benchmark;
  - Focusing on maintaining student engagement by including games, quizzes, and multi-modal texts into daily warm ups.
- Embed Cars and Stars as a whole-school approach for systematically teaching reading comprehension strategies;
- Strengthen teachers’ capacity to use data to identify teaching and learning goals as a strategy to drive improvement;

- Maintain Jolly Phonics in the early years;

- Refine guided reading as a whole-school pedagogy for teaching reading R-7

Exceeded performance in all years of NAPLAN testing since 2008 in years 3, 5, 7
100% of students achieved NMS in all year levels
Improvement influenced by implementation of whole-school maths mentals program

**Recommendations and Actions Required**
- Refine the delivery of New Wave Mental Maths program
- Strengthen daily maths warm-ups
- Introduce whole-school approach to problem solving (BAR method)
- Implement daily problem solving activities
Analysis and Commentary

- Spelling results outperformed all but 3/21 previous tests with historical 'high water' marks only marginally higher
- Best year 7 result in 6 years
- 2nd best year 5 result over 8 years (-1.1)
- 3rd best year 3 result over 8 years (-6.9)

Recommendations and Actions Required

- Strengthen the delivery of Spelling Mastery by exploring opportunities to include rules and generalisations in warm-up activities;
- Continue and refine whole-school approach to teaching spelling with an emphasis on sound identification;

Analysis and Commentary

- Year 7 results continued the pattern of declining performance
- Year 5 results remain on par with previous years
- Year 3 recorded the lowest result and continued to demonstrate volatility
• Improved spelling, punctuation and grammar results in NAPLAN assessment not evident in writing performance, indicating opportunities to strengthen students’ ability to transfer knowledge and understanding into different contexts.

Recommendations and Actions Required

• Continued refinement of explicit instruction as the key pedagogical driver for improvement;

• Refinement of whole-school approach to ensure curriculum accountability in writing;

• Implementation of daily writing warm-ups which focus on developing students’ writing skills at the sentence level with an emphasis on punctuation, grammar and vocabulary;

• Implementation of daily genre warm-ups which aim to consolidate students’ understanding recall of language features i.e. punctuation, grammar concepts, literary devices, genre structure;

• Embed ‘Daily 5’ proof-reading and editing routine as a key strategy for improving students’ proficiency in spelling, punctuation and grammar.

Analysis and Commentary

• Best results ever recorded in year 7 and year 3
• 2nd best result ever recorded in year 5 over 8 year period
• Improvement in all year levels when compared to 2014
• Exceeded 7 year average by 26.1 in year 3
• Exceeded 7 year average by 6.95 in year 5
• Exceeded 7 year average by 31.65 in year 7

Recommendations and Actions Required

• Implementation of daily genre warm-ups which aim to consolidate students’ understanding recall of language features i.e. punctuation, grammar concepts, literary devices, genre structure;

• Embed ‘Daily 5’ proof-reading and editing routine as a key strategy for improving students’ proficiency in spelling, punctuation and grammar.
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.
- Letters are sent home when more than 10 absences have occurred other than illness.
- 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></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.2</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.3</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.0</td>
</tr>
</tbody>
</table>

Analysis and Commentary

Attendance rates for Wallaroo Primary School are below the DECD standard and lower than DECD. Factors which contributed to absence rates in 2015 were:

- A high percentage of days absent were due to illness.
- 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>Leave Reason</th>
<th>2014 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>3.4%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7.6%</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2.6%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.7%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.6%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6 7.9%</td>
<td>6.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>70 92.1%</td>
<td>53.3%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>16.2%</td>
<td>20.3%</td>
<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
<td>0.0%</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, 8 children enrolled at near-by government and non-government schools, due to a variety of circumstances, of which dissatisfaction with the school was not cited in any of them. The reasons were:

- Perceptions that a nearby large R-12 school can offer broader social networks for students with social and emotional difficulties;
- 2 students accepted placements in special options classes in neighboring schools;
- Parents looking for a ‘fresh start’ or ‘change in environment’ for children with challenging and complex behaviors;
- 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.
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

The average score in this year’s opinion surveys ranged from 3.6 (students), 4.17 (parents) to 4.29 (staff) indicating a reasonable to strong agreement across most aspects of the survey. These results are consistent with last year’s responses, demonstrating overall satisfaction with the school’s directions, operations and performance remains high.

Items identified as strengths

<table>
<thead>
<tr>
<th>Issue</th>
<th>Staff</th>
<th>Parents</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Teachers have high expectations (average 4.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school is focused on improvement (average 4.33)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>Support from leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td>Feedback about children’s learning</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Approachability of staff</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
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</tbody>
</table>
Items identified as lowest that will result in action were:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Score (Parents, Staff, Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Student behavior management</td>
<td>(Parents: 3.8, Staff: 3.9, Students: 3.0)</td>
</tr>
<tr>
<td>Students I like being at this school</td>
<td>(3.3)</td>
</tr>
<tr>
<td>Students My school gives me opportunities to do interesting things</td>
<td>(3.3)</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

Throughout 2015, there were 15 recorded ‘serious’ incidents of bullying or violence that warranted either an exclusion, suspension or take home consequence. Of these, one resulted in exclusion, 7 resulted in suspension and 3 resulted in a take home. This represents an improvement from 2014 where there were 14 incidents which resulted in suspension and 2 incidents responded to with a take home. This improvement is attributed to a number of factors:

- Effective case management approach for supporting children with challenging and complex needs;
- Targeted and tailored support for ‘at-risk’ students aimed at maintaining a safe play environment and developing social skills underpinned by comprehensive supervised and structured play processes;
- Improvements in ‘at-risk’ students’ behavior attributed to increased success in the classroom;

Nonetheless, 2015’s behavior figures in relation to violence and bullying are a reflection of the complex nature of the school’s student cohort and highlights the contextual challenges relevant to the school. Given the likelihood that incoming enrolments will continue to add to the school’s complexity, as has been the case again in 2015, effectively maintaining a positive school culture will remain a priority for Wallaroo Primary School in the future.

**Recommendation**

Implementation of ‘Play is the Way’, whole school program to ensure a consistent approach to language and strategies for social and emotional development.

### 8.2 Relevant History Screening

The school undertakes a range of processes to ensure it complies with the DECD Relevant History Screening Summary for Site Leaders document including:

- Keeping records in EDSAS
- Securely keeping hard copies of records
- Managing DECD personnel in accordance with correct record keeping procedures.
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>3</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>1</td>
<td>11.8</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>0.23</td>
<td>6.51</td>
</tr>
</tbody>
</table>

FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Income by Funding Source</th>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grants: State</td>
<td>$2075708.03</td>
</tr>
<tr>
<td>2</td>
<td>Grants: Commonwealth</td>
<td>$9107.5</td>
</tr>
<tr>
<td>3</td>
<td>Parent Contributions</td>
<td>$39858.79</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>$34749.09</td>
</tr>
</tbody>
</table>