

Penola Primary School Annual Report 2015



1. CONTEXT

School Name:	Penola Primary School	School Number:	0763
Principal:	Mr Paul Harmer	Partnership	South East Coast and Vines

In 2015 Penola Primary School finished with 190 students from Reception to Year 7 made up of 88 girls and 102 boys. The biggest cohort was in Year 4 with 28 students. Class sizes ranged from 19 to 262 with the average being 23.8. The student cohort included three students who were recognised as being Aboriginal. The school maintained a Category 6 rating; however the complexity of student needs has continued to require specialist programs and intervention. The school has 6% students with a recognised learning difficulty. The school was made up of 8 classes, with a mixture of straight and composite classes. Around 30% of our students live outside town and are eligible for bus transport.

2. REPORT FROM GOVERNING COUNCIL

As we celebrate the end of another busy year I would like to take the opportunity to thank the children, staff and all of our volunteers on your contributions towards making Penola Primary a vibrant place of learning.

The Governing Council has supported the school priorities particularly around playful and inquiry based learning to improve dispositions in students and in supporting the schools focus on numeracy that has seen an overall improvement across the school in the students numeracy skills.

An important role of the governing council is in guiding the continual improvement of the schools facilities. This year many projects were undertaken to amenities including:

- Additional infrastructure for the Junior Primary Outdoor area such as storage furniture and learning materials to support the outdoor learning program
- 30 new computers for the Computer room
- Upgrade of the Unit toilets
- Carpet in the science room
- Classroom upgrade for the Year 7 room

In addition to this we have:

- Implemented the Principal's Sportsmanship award which will now be a regular feature at the Sports Day and the Swimming Carnival
- supported the development of the School Facebook page
- Contributed to the external review which has not only highlighted the many positive aspects of the school but it has also provided us with areas to focus on so that we can assist and extend our children's learning more effectively
- Supported staff training and professional development opportunities through pupil free days throughout the year
- Been involved in the recruitment of the principal and we congratulate Paul in winning this position for a further 5 years.

The Governing council members are: Melissa Hunter, Stuart Sharman, Trish Brand, Peta Crewe, Peter Balnaves, Cindy Hutchesson, Kirsten Croser, Mark Degaris, Ulrich Grey Smith, Rachael

Messenger, Megan McGuinness, Justin McDonald, Sandy Moorhouse, Leolla Balk and Jamie Sheppard and supported by Paul Harmer.

I would like to thank you all for your contributions and the time you have spent during the year attending meetings, participating in events and following up actions. It has been a rewarding experience working with such a professional and engaged committee.

I also thank the Parent Club for their hard work over the year. Without you many of the resources that our children enjoy would not be available.

To the staff and SSO's thank you for embracing new ways of teaching, encouraging the students interest and providing them with a varied and engaging curriculum. You are helping to shape powerful learners who will have all the tools they need to succeed in high school and beyond. To the students you are a fantastic group who clearly take pride in the school and in living the school values of respect and responsibility. We look forward to seeing you succeed and develop in the years to come.

I would also like to congratulate Rosalia Faux on her well-deserved award as Volunteer of the Year. We know Rosalia is passionate about improving literacy in children and the time and effort she puts into the students, as well as helping with catering for many events, usually in her own time, is much appreciated.

The Governing Council in 2016 has a great foundation to continue to guide the school community towards continual improvement of student outcomes, state of the art facilities and best practice teaching methods.

Melissa Hunter
Chairperson

3. 2015 HIGHLIGHTS

2015 was a successful year for the school in many ways. We aim to provide a balanced education that embraces high expectations both academically and socially. We strive to offer opportunities outside the classroom through sports, arts and outdoor programs.

The highlight of the year was the successful school review that was held, with the panel finding that:

Penola Primary School is tracking well. Good performance is evidence by strong growth in student achievement and a focus on high expectations for students and actively engaging learners.

The panel spoke very complimentary of how well the student, staff and parents engaged giving a strong community feel at the school.

We continue to achieve positive results in National Testing, with our Year 7 cohort excellent improvement in key areas of reading and numeracy. Compulsory PAT testing also showed excellent improvement across the board, with over 100% of Year 5 students improving from the previous year.

Our numbers continue to be strong, with 190 students by the end of the year. The school continues to work closely with McKay Kindergarten in preparing students for a successful entry to school. Both sites continue to be part of the ECHO (Early Childhood Organisation) project which has led to successful co-planning and joint activities which can only benefit the transition program between the two sites. In 2015, Penola hosted well renowned early childhood education researcher Bob Perry, who spoke very highly of our transition practices and these will be highlighted in his next book.

The school leadership team approved by the PAC (Personnel Advisory Committee) once again saw the structure that included the Principal and two coordinators, with Tony O'Connell (School Management) and Olivia Thomas (Teaching and Learning) winning these positions. The team approach has continued to be an effective decision making mechanism as well as sharing the leadership responsibilities.

We were also successful in applying to have a 0.5 Numeracy Coach position funded through the ILLNP program. Tony O'Connell was again successful in winning this position, and his knowledge and experience in teaching the skills of mathematics, embedded with the application of numeracy, made this a successful program. Importantly, it was not only the students who benefitted from the instruction, but teachers of all levels of experience, were able to build on their knowledge and skills in teaching effective numeracy.

In 2015, we shifted the focus of our attention to new site priorities which reflected where we were heading. ; in particular having a strong focus on Playful Pedagogies and inquiry based learning. We dedicated three Pupil Free Days to curriculum focus which included:

- Staff team visits to other sites
- Teaching for Effective Learning
- Play is the Way

Teachers were also released three times a year to work with Lisa Burman on bookmaking and writer's notebook literacy program. The benefit of whole school training meant that consistencies exist across classrooms. The Year 4/5 class also had common release time each week to plan together and work together.

We have maintained an extensive School Sport program that includes multiple SAPSASA events, Athletics and Swimming Carnivals, participation in District Sports events and school football and cricket teams. Many students represented the district in SAPSASA events over the year and we continue to be a strong feeder school for the Mid South-East District. Our own Sports Day and Swimming Carnivals were successful days and an indicator of their success is the strong parent and community attendance at these events. Many of these events can often happen within a short period, but we endeavor to ensure there is a balance between our participation and continuing a strong academic program.

Away from the sporting arena, our choir was well represented at both the Adelaide festival and the South-East Primary School Music Festival. We also were represented with a soloist at the Adelaide Music Festival and five soloists and a compere at the South East Festival. Kathy O'Connell's role in our success cannot be understated, and she was grateful to have Nicole Lear assist her with the school choir, that had over 40 participants.

The SRC were once again an active voice within our school community. In 2015, the aim was to have a stronger voice in real student issues, such as yard behaviour. As well as regular meetings, they organised events such as the Discos and JP games days and other themed days to raise money for local and overseas charities.

Our school garden and sustainability program continues to thrive, thanks to the work of Matt Crewe. Students were part of an off-site regeneration program, a school recycling program, worm farm, chook yard and were involved in the Youth Environment Group in the South East. Projects completed in 2015 was the completion of the fenced area around the chookyard. The successful garden program saw over \$1000 worth of funds raised through the sale of produce. Money raised goes to the continuing upkeep of the garden and future improvements.

The six older classes from Year 1/2 up all had successful camps which continue to be a great addition to our school curriculum. These outdoor experiences as well as excursions to March in May, Mt Gambier and Millicent all add to the educational experiences.

In 2015 we were able to plan and complete many minor works projects in conjunction with the Governing Council. Some were funded through the DECD minor works grants, others were funded by our own cash reserves or by the Parent Club, as we continue to spend today's money for today's students. These projects are previously mentioned in the Governing Council Report.

The Governing Council has also approved the repair/ upgrade of the veranda for the Science Room to increase the learning space for practical lessons and new carpet for the Year 2/3 room.

The year culminated in another successful concert held in the gymnasium. Whole school involvement continues to drive its success. The teachers and students should be congratulated for another program of high quality and original items.

At the end of 2015, we saw the farewell of a few of our staff. Kathy O'Connell has been with us for 6 years, as an Upper Primary Teacher. Kathy is an extremely dedicated teacher and has a passion for choir, which she has done an amazing job promoting choir at our school. She also works with soloists and comperes, so it is no coincidence that for the past 6 years we have had soloists and/ or comperes at every South East Music Festival. She has nurtured many students during her time, and many who will never forget being with Mrs O'C. We also farewell Mel Sims, who came to Penola after three years at Rendelsham. I could tell from the outset that Ms Sims was a very efficient operator who was looking forward to the challenge of having the Year 7 class. Mel has done an amazing job this group, considering her own challenging personal circumstances. I am sure these students are very grateful to have had you as there teacher. I wish them both all the best for the future.

I would like to acknowledge the contribution of Rosalia Faux, who left to pursue other job opportunities towards the end of 2015. She played a significant role as a volunteer and in the canteen over the past few years. Her work is much appreciated.

Compiling a report of highlights from 2015 and keeping it brief is not an easy task, as it is hard to fit in every contribution and achievement during the year. One of the keys to success is working within the community to become a community school. The support we get from parents, families, friends and businesses is pivotal to our success. Thank you to the Parent Club and Governing Council. The Parent Club contributes significantly to many events as well as subsidising and purchasing resources for our students. Much is driven by Mardi Currie and Cindy Hutchesson, the latter who has the huge task of managing uniform sales. The Governing Council, led by Melissa Hunter, continues have a strong focus on having the best learning opportunities and facilities for our students. The Governing Council Strategic plan is a culmination of ideals that the school community want to have for our school. It is a plan that will help streamline future resources and efforts and lead Penola Primary School into the next decade.

I would like to thank all the staff, who do an amazing job each day. Not only to they come to work each day, usually with a smile, but they all genuinely want to improve the lives of our children. They put in a lot of work, often after hours, to contribute to the school.

I gain much pleasure from being part of this school community, and reflect back on 2015 and the many highlights we achieved. This of course cannot happen without a great team, and I thank everyone for their contribution to making our school a great school.

Paul Harmer

4. SITE IMPROVEMENT PLANNING AND TARGETS

Penola Primary school has three school priorities that were part of the 2015 Site Improvement Plan. Fundamentally these are:

- Numeracy
- Literacy
- Building dispositions in students

In order to have more defined goals we have set our objectives to be narrow and focused. In 2014 our priorities; and the key strategies implemented to achieve these goals has been:

Priority 1

Quality pedagogy in numeracy

- School commits to resourcing a numeracy coach

- Teachers selected to work with the coach commit time and planning to working in collaboration
- Like year levels use shared NITS to co-plan numeracy activities.
- Teachers prepare authentic assessment tasks for their students and share with staff
- Yr 3-7 teachers use Scorelink and ACER PAT reports to help drive learning tasks for students.
- Numeracy Coach leads PD for staff in Maths and numeracy teaching at least twice a term
- Whole school agreement in teaching Numeracy is adopted with a focus on Number and Place Value a priority.

Targets

2) PAT Online Results: 70% Yr 3-7 Students meet DECD SEA in 2015 testing

Year level	SEA PAT-M scale score	2015	
		% of students	Target Achieved
3	110 or above	68% (44%)	No
4	115 or above	70% (40%)	Yes
5	120 or above	68% (48%)	No
6	124 or above	91% (79%)	Yes
7	125 or above	32% (63%)	No

Brackets indicate that cohort's previous results

3) 90% of Year 3 and 5 and 65% of Year 7 students to meet DECD SEA for NAPLAN in 2015

Year	% met DECD SEA	Target met
3	92%	Yes
5	77% (82%)	No
7	67% (47%)	No

Brackets indicate that cohort's previous results

4) 90% of all students to achieve medium or upper growth in the NAPLAN Numeracy results, for both 2015 student testing cohorts.

Years	% of students in medium to upper growth	Target met
3 to 5	66.6%	No
5 to 7	86.7%	No

Priority 2

- Teachers adhering to 'Penola Primary School Literacy Practices' and suggested spelling core words (oxford Word list)
- Junior Primary Staff use Jolly Phonics to help build spelling knowledge
- Students for Year 2-7 undertake ACER PAT assessments in both Spelling and Grammar and Punctuation
- Results from previous NAPLAN assessments are used to drive programming
- Explicit teaching is expected for spelling strategies and rules, as well as grammar and punctuation rules.

- Pre- exposure to NAPLAN format for grammar and punctuation for students in Year 3,5 and 7
- Staff PD focus on spelling, grammar and punctuation

Targets

Data set	Targets		Target (as per SIP)	School Score	2014 Target Met/Not met
NAPLAN - Spelling Mean	Year 3 and 5 are above Aust mean Year 7 are <35 points behind Aust mean (cohort previous result 70.5 behind Aust mean)	Year 3	409.2	382.1	Not met
		Year 5	505.3	481.1	Not met
		Year 7	511.4	505.3	Not met
PAT- Spelling Mean scale	All year level means increase by 10 scale points from previous assessment	Year 3	107.0	98.8	Not met
		Year 4	120.4	118.6	Not met
		Year 5	120.2	122.7	Met
		Year 6	136.2	134.7	Not met
		Year 7	107.0	98.8	Not met
NAPLAN - Grammar	Year 3 and 5 NAPLAN Grammar mean is above Australian mean Year 7 NAPLAN Grammar results are <40 points behind Aust mean (cohort previous result 80 behind Aust mean)	Year 3	432.7	399.9	Not met
		Year 5	503.8	485.5	Not met
		Year 7	501.3	478.1	Not met
PAT- Grammar and Punctuation	All year level means increase by 10 scale points from previous assessment	Year 3	123.2	120.7	Not met
		Year 4	131.0	124.8	Not met
		Year 5	136.5	129.1	Not met
		Year 6	140.4	134.9	Not met
		Year 7	131.1	130.9	Borderline

As in the previous Priority, the goals we set were quite high. Aiming for a 10 point increase in PAT scores meant that our targets often exceeded the DECD Standard of Educational Achievement for the following year level, and certainly was more than the standard 5 points per year expectation. 2014 was the first year we did the Spelling and Grammar assessment, so expected achievement was somewhat unknown, meaning that goals set for 2015 were unrealistic. In 2016, goals will be refined around the number of students meeting Stanine 3 (An indication of DECD SEA) rather than mean scores. Our aim is to improve the skills of all students so that they all achieve the minimum academic standard.

Priority 3

Building quality dispositions in children through play

- All staff attend Lisa Burman sessions set out for their year level
- Create and enact a whole school agreement on playful learning
- Side by side method of assessment is undertaken from F-7
- Staff visit other sites who specialise in play based pedagogies
- Work closely with McKay to develop common language and practice in Early Years Teaching

Targets

- 1) Teachers assess at least 4 key dispositions in students by the end of the year

- All students were reported on the Personal and Social Capabilities in the final school report.
- 2) All Junior Primary Classes have purposeful play sessions at least two times per week**
- Discovery (Play) was held daily and after an end of year review, some change will be made in 2016 make it even more purposeful but be able to better assess student learning in this time.

External Review

In June, 2015, the school undertook an external review. The results were mostly positive with the school classed as travelling well. Therefore, our next review will be in 2019. The following directions were outlined in the report:

1. Ensure continuity of improvement practices over time by documenting and scheduling self-review practices that are collaborative, evidence based, focused on improving student learning, and consistently and rigorously implemented.
2. Use collaborative processes to moderate student tasks to get a collective understanding of specific strategies to address issues when students fall behind the Australian Curriculum achievement standard, and provide intellectual stretch for students achieving highly.
3. Ensure recently initiated pedagogical approaches have the expected impact on student engagement and learning through documented, evidence based, evaluative processes. Implement successful approaches consistently in all classrooms.

Priorities and Targets for 2016

Along with the external review directions, the staff used data and their own knowledge to contribute to the 2016 priorities. These will be:

- Writing – Whole school approach that includes explicit teaching of spelling and grammar.
- Playful pedagogies and Inquiry based learning
- Personal and Social Capabilities

The Personnel Advisory Committee (PAC) also approved the staffing configurations which included three coordinators to help oversee the Priorities. These include:

- Early Years Coach - Will address External Review Direction 3
- Wellbeing and Intervention Coordinator – Will address External Review Direction 2
- School Management Coordinator

Targets for 2016 will be reset based on 2015 data and School Performance Report.

4.1 Junior Primary and Early Years Scheme Funding

The Early Years funding of \$3518 for resources and \$4653 for building teacher capacity was much welcomed at Penola PS. Our focus on Early Years pedagogies is strong focus at our school. The funding helped pay for:

- Teacher release to work with Lisa Burman (Early years consultant)
- Lisa Burman to run PD for all staff
- Teachers to attend PD such as visiting other sites and Early Years programs
- Resourcing the outdoor learning space in the F/1 classrooms
- Purchasing EY literacy resources in classes from Foundation to Year 3.

4.2 Better Schools Funding

Penola Primary School received \$ 8088

This funding is intended to contribute to:

- Improving Numeracy results at Penola PS, so that 100% of Year 7 students meet the NMS in numeracy compared to 89% in 2013 (Yr 5).
- We will also aim for at least 30% of the Year 7 cohort to be in the Upper level of growth compared to Year 5.

Our strategy will be to:

- Use the evidence of student learning in numeracy through ACER data and teacher knowledge of the students to target key understandings
- Fund a numeracy coach in 2015 to focus

5. STUDENT ACHIEVEMENT

School Assessment

Students at Penola Primary School are grade from A-E in key subject areas from years 3-7. Year 1 and 2 students are graded on word equivalent. A focus on authentic assessment has meant that a majority of students will not receive higher than a C unless they can clearly demonstrate evaluation, synthesis and application of processes. See below for Yr 3-7 grade distribution (not including NEP students)

Grade	ENGLISH					MATHS					SCIENCE				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Year 3	2	4	14	6	0	3	4	13	6	0	0	4	21	1	0
Year 4	1	10	9	8	0	1	7	12	8	0	0	1	24	2	0
Year 5	2	6	9	5	0	2	3	11	6	0	1	2	17	2	0
Year 6	0	6	14	3	0	2	10	8	3	0	0	0	23	0	0
Year 7	0	4	9	4	0	0	5	8	3	0	0	0	17	1	0

PAT Assessments

In 2015, we were required to have our Yr 3-7 students undertake the PAT-M (Maths) and PAT-R (reading comprehension) tests in line with DECD policy. In addition to this, we opted to do 2 additional tests, PAT spelling and PAT Grammar and Punctuation. This gives help give us baseline data to work with, and included our Year 2 assessments where applicable. PAT-M results showed a strong improvement from 2014 to 2015. Whilst our Year 7 cohort is still below expected achievement levels, and did not produce the results we expected.

Year level	SEA PAT-Rc scale score	% of students	Same cohort (2014)	SEA PAT-M scale score	% of students	Same cohort (2014)
2	90* or above	68%	N/A	100* or above	85%	N/A
3	100 or above	62%	69%	110 or above	68%	75%
4	110 or above	79%	71%	115 or above	70%	40%
5	115 or above	86%	76%	120 or above	68%	48%
6	120 or above	91%	71%	124 or above	91%	79%
7	124 or above	32%	44%	125 or above	32%	63%

*There is no SEA for Year 2, our target is based on reaching Stanine 3, which is what the SEA's are based on

This table demonstrates that most cohorts showed strong improvement in the percentage of students who met the DECD SEA in Numeracy, particularly the Year 4-6 classes (highlighted) who

were working closely with the Numeracy Coach. The Year 7 data did not reflect the NAPLAN results, which showed good improvement for this cohort.

PAT Data for all four assessments

PAT Growth

Summary

	Mean Scale Score				% Meeting DECD SEA*		
	2014**	2015	Change	Exp. Change	2014**	2015	Change
Year 3							
Maths	105.8	115.9	10.1	10	44	75	31
Reading	94.8	105.2	10.4	10	62	69	7
Spelling	97.0	98.8	1.8		57	54	-3
Punct. & Grammar	113.2	120.7	7.5		50	77	27
Year 4							
Maths	112.2	121.5	9.3	5	40	70	30
Reading	107.8	121.6	13.8	10	71	79	8
Spelling	110.4	118.6	8.2		85	83	-2
Punct. & Grammar	121.0	124.8	3.8		81	68	-13
Year 5							
Maths	115	125.3	10.3	5	48	68	20
Reading	120.3	126	5.7	5	76	86	10
Spelling	110.2	122.7	12.5		37	64	27
Punct. & Grammar	126.5	125.8	-0.7		76	59	-17
Year 6							
Maths	131.9	134.7	2.8	4	79	91	12
Reading	123.9	132.7	8.8	5	71	91	20
Spelling	126.2	134.7	8.5		70	87	17
Punct. & Grammar	130.4	134.8	4.4		75	78	3
Year 7							
Maths	124.4	121.5	-2.9	1	63	32	-31
Reading	118.7	121.8	3.1	4	44	32	-12
Spelling	122.1	127.3	5.2		35	32	-3
Punct. & Grammar	121.1	130.9	9.8		24	68	44

*DECD set for Maths& Reading, met stanine 5 for Spelling and P&G

** Same students in 2014

Intervention and Support Programs

Targeted students are involved in a number of programs at Penola PS, including MultiLit, RIP (Reading Intervention Program), ELF (Early Literacy Foundation Program), PAL (Phonological Awareness for Literacy Program), Ripper Reading and Quicksmart. It is hard to evaluate all of these programs without doing a detailed analysis pre and post program. RIP has pre and post assessments in sight word knowledge and fluency. Quicksmart is one program where we have undertaken this data collection based on PAT-M. The results are below:

Quicksmart Intervention Program

	2014	2015	Improvement
Quicksmart	118.0	125.5	7.5
Non-quicksmart	136.1	137.4	1.4

The results of this program follow on from similar growth scores in 2013 and 2014, indicating the success of the program in bridging the gap between our high and low achievers in Numeracy.

Running Records**Performance of your school:**

Number Basis		Baseline lower bound	Baseline upper bound	Previous Result	Latest Result	
Running Records - Number of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	7.7	12.3	3 of 22	6 of 24
		Year 2	10.4	13.0	10 of 26	12 of 20
Percentage Basis						
Running Records - Percentage of students who demonstrated expected achievement (DECD SEA)	Reading	Year 1	32.6%	55.8%	13.6%	25.0%
		Year 2	39.7%	56.6%	38.5%	60.0%

Refer to the Performance Definitions, Criteria and Thresholds section regarding the construction of the bounds and the assessment of performance.

Running Record data indicates that there is a general upward trend of percentage of students achieving DECD SEA. Year 1 data is somewhat misleading as student levels at PPS are based on comprehension as well as fluency. Data is also entered into EDSAS based on the level they are learning at and our teacher's philosophy is to keep students on levels for a while so they can read a variety of texts relevant to their understanding. These do not correlate to NAPLAN data. For example, 96% of Year 3 students in 2015 met the SEA in reading, yet the year prior as Year 2s, only 38.5% met the DECD SEA.

5.1 NAPLAN

In 2015, our NAPLAN results were a bit of a mixed bag. We set our standards high and aim to have our mean above the Australian average. We also look for improvement in each cohort from previous results.

2015 NAPLAN

	Year 3			Year 5			Year 7		
	School	SA	Aust	School	SA	Aust	School	SA	Aust
Reading	412.7	416	425.8	480.6	487.9	498.2	508.7	541.1	545.9
Writing	401.1	398.9	416.3	457.4	463.4	478.1	466.6	509.3	510.5
Spelling	382.1	401.8	409.2	481.1	489.6	498.1	505.3	540.8	546.4
Grammar	399.9	416.3	432.7	485.5	491.5	503.8	478.1	534.6	541.3
Numeracy	409.4	382.8	396.9	475.6	477.7	492.3	507.1	532.9	542.6

In 2015, 95% of Year 7 students achieved the national minimum standard in Reading and Numeracy compared to 83% and 89% respectively, when the same students were in Year 5 in 2013.

2013 to 2015 mean growth

2013				2015				vs Aust ave	change since 2013
Year 3				Year 5					
	School	SA	Aust	School	SA	Aust	vs Aust ave		
Reading	416.7	409.7	419.1	480.6	487.9	498.2	-2.4	-17.6	-15.20
Writing	428.3	401.1	415.6	457.4	463.4	478.1	12.7	-20.7	-33.40
Spelling	405.5	403.5	410.7	481.1	489.6	498.1	-5.2	-17	-11.80
Grammar	410.1	414.3	428.2	485.5	491.5	503.8	-18.1	-18.3	-0.20
Numeracy	384.0	380.1	396.9	475.6	477.7	492.3	-12.9	-16.7	-3.80

Current year 7's				Year 7				vs Aust ave	change since 2013
Year 5				Year 7					
	School	SA	Aust	School	SA	Aust	vs Aust ave		
Reading	441.0	492.1	502.2	508.7	541.1	545.9	-61.2	-37.2	24.0
Writing	442.9	464.7	477.8	466.6	509.3	510.5	-34.9	-43.9	-9.0
Spelling	423.5	481.8	494.0	505.3	540.8	546.4	-70.5	-41.1	29.4
Grammar	420.9	488.0	500.8	478.1	534.6	541.3	-79.9	-63.2	16.7
Numeracy	419.6	467.7	485.9	507.1	532.9	542.6	-66.3	-35.5	30.8

. Key findings from the above tables were:

- Year 3 students performed the best
- Year 5 cohort declined in all areas (compared to Australian mean), except Grammar and Numeracy, where they remained similar
- Writing performance decreased for both Year 5 and 7 students.
- Year 7 cohort showed excellent improvement all areas, except writing.

School performance reports analyse the percentage of students who meet DECD SEA, as well as number of students who reach higher bands. In 2015, Penola Primary School's results were:

School performance report NAPLAN Data

Year level	% DECD SEA		% Higher 2 bands	
	Reading	Numeracy	Reading	Numeracy
3	96%	92%	29%	29%
5	64% (86%)	77%(82%)	27% (55%)	23% (23%)
7	67% (53%)	67% (47%)	19% (16%)	5% (0%)

(previous performance of same cohort)

This table again demonstrates the success of the Year 3 students, as well as the improvement of the Year 7 students. The decrease of the performance of the Year 5's in reading will be a specific focus in 2016.

Growth Data

Figure 7: Year 3-5 Growth

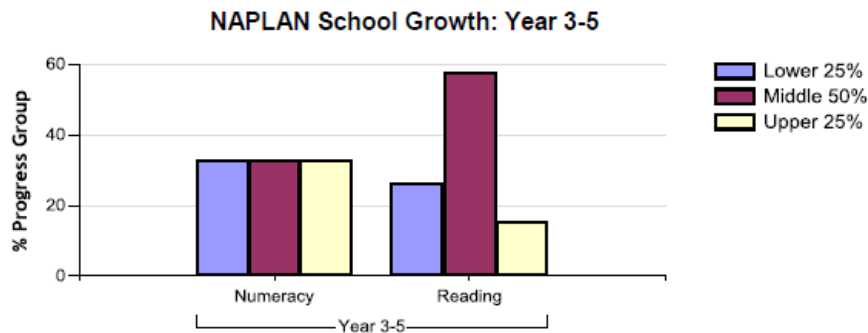
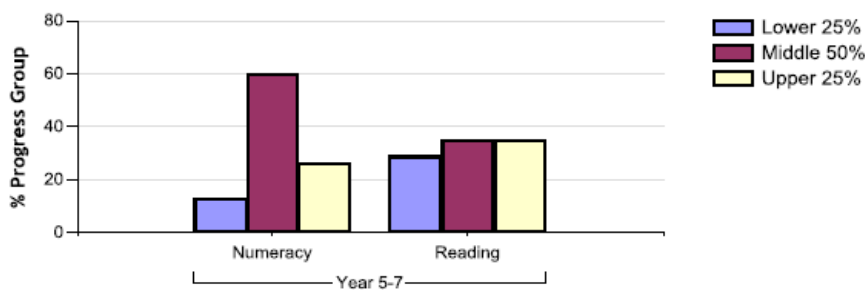


Figure 8: Year 5-7 Growth



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	33.3
	Middle 50%	33.3
	Upper 25%	33.3
Reading	Lower 25%	26.3
	Middle 50%	57.9
	Upper 25%	15.8

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	13.3
	Middle 50%	60.0
	Upper 25%	26.7
Reading	Lower 25%	29.4
	Middle 50%	35.3
	Upper 25%	35.3

The Year 3 -5 growth data indicates that the majority of students were in middle growth for reading, with no real trend. Numeracy is interesting with a higher percentage than expected in both the high growth and the low growth. Further analysis on individual students would be needed to see any trends.

Yr 5-7 Numeracy Growth was positive, with 87% of students in middle or upper growth bands. Having 35% of students in the upper band of growth is also pleasing.

6. STUDENT DATA

6.1 Attendance

Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	90.7	91.6	91.8
Year 1	92.2	91.3	94.9
Year 2	92.8	91.8	94.1
Year 3	92.9	91.2	93.9
Year 4	94.5	93.0	92.8
Year 5	90.4	94.4	93.2
Year 6	95.7	90.5	96.1
Year 7	94.9	94.8	95.2
Total All Year Levels	93.1	92.4	94.0
Total ACARA 1 TO 10	93.4	92.5	94.3

Attendance in 2015 was the highest for a number of years, sitting at 94% for R-7. The DECD target is 95%, which the school didn't meet. However, the improvement was positive. This could be attributed to the review of the Attendance Plan, which included informing parents earlier when attendance of a student drops below 90%. Attendance is also reported on twice yearly to parents in a written report.

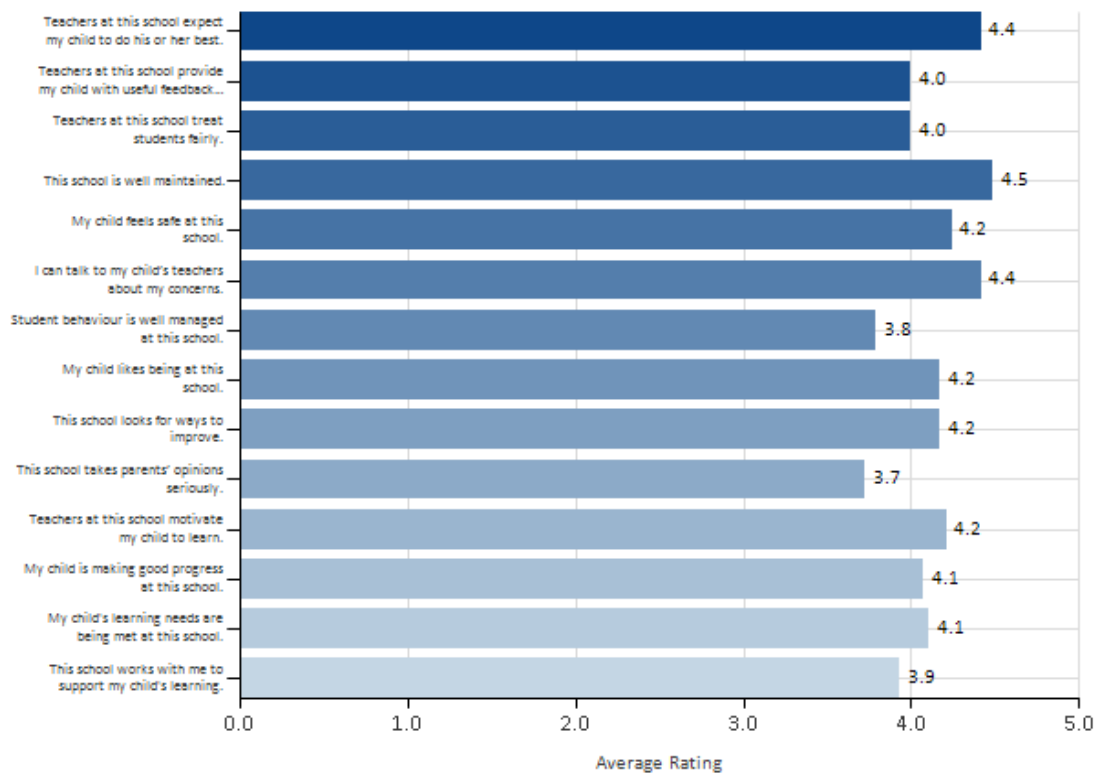
6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	6	12.8%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	8	17.0%	12.4%	9.8%
Transfer to SA Govt Schl	33	70.2%	47.3%	48.8%
Unknown			19.7%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



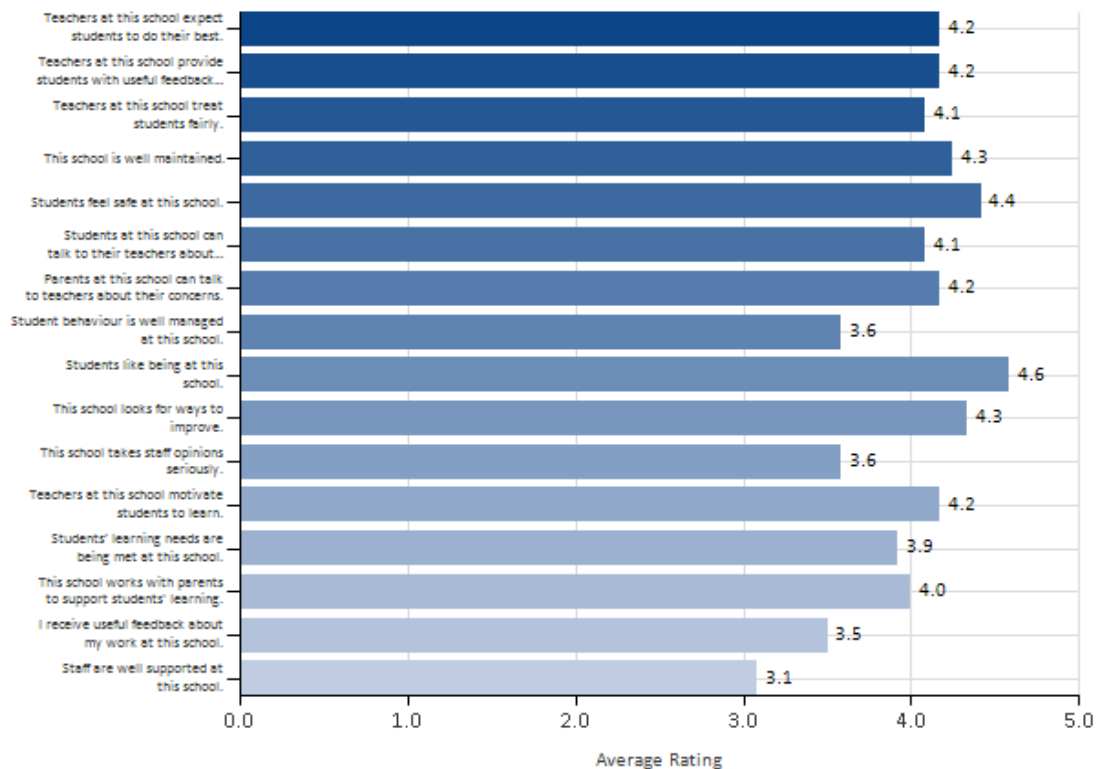
There were 30 responses to this survey.

Areas that came out strongly were:

- The school is well maintained
- I can talk to my child's teacher about my concerns
- Teachers at this school expect my child to do his or her best

Areas slightly less than 'agree' average were:

- This school take parents' opinions seriously
- Student behavior is well managed at this school.
- This school work's with me to support my child's learning



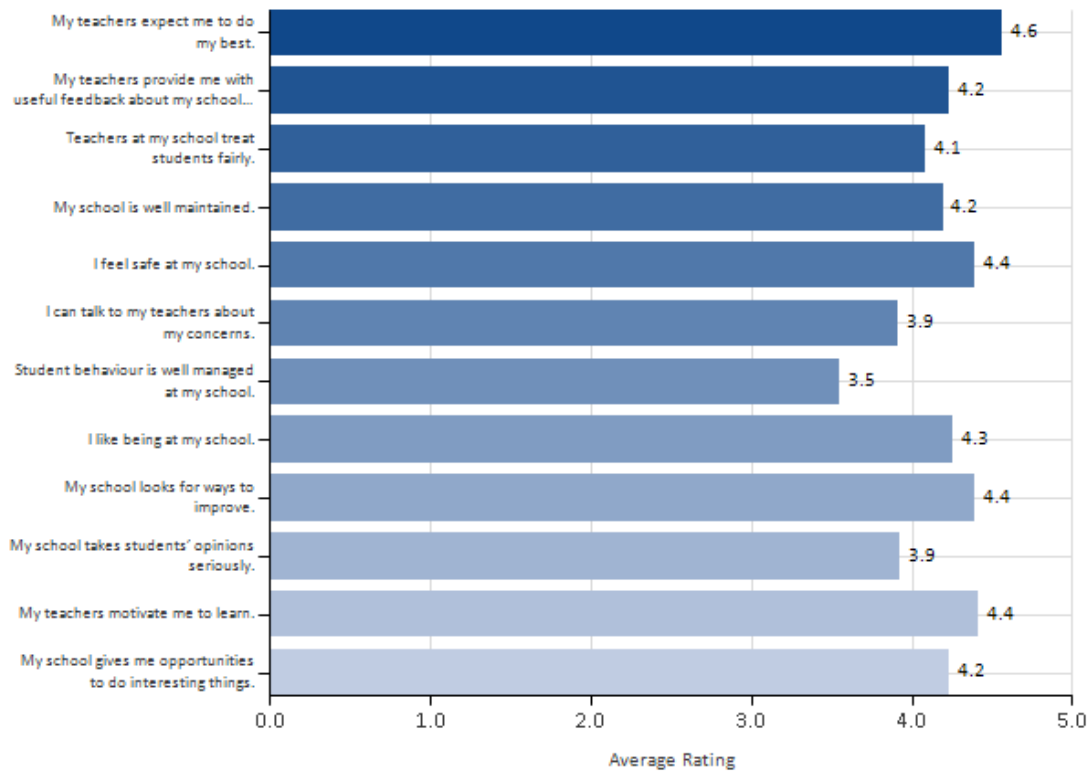
There were 12 responses from this survey, which would be about 55% of the staff.

Areas that came out strongly were:

- Students like being at this school
- Students feel safe at this school

Areas that came out weakest were:

- Staff are well supported at this school
- I receive useful feedback about my work at this school



There were 82 responses from this survey.

Areas that came out strongly were:

- My teachers expect me to do my best
- I feel safe at my school
- My school looks for ways to improve
- My teacher motivates me to learn

Areas that came out weakest were:

- Student behaviour is well managed at this school
- I can talk to my teachers about my concerns
- My school takes students' opinions seriously.

The feedback from parents, staff and students is generally very positive, with most responses falling in the satisfied to very satisfied bracket.

Here is a sample of the comments made by parents and students:

"My family love this school and we feel that it is an exceptional school really considers the needs of its students."

"A great atmosphere for learning and lots of opportunities for extra curricula activities."

"In our situation, we are treated exceptionally well by staff, students and parents."

"I like that my teacher encourages me to learn as much as I can and she challenges me to do more difficult things to see how far I can go with my learning. I also like that I feel safe and I can talk to any of the teachers about my concerns. I really like the fact that they give you a chance to go on really fun camps and other trips. And I really like that they have just recently renovated the toilets because I love to be clean and they weren't."

“I like that my school gives me good learning opportunities while also providing us with a calm learning environment. My school also gives us time for relaxing and also play and we are able to just be ourselves.”

“Our school has lots of technology to use, and the teachers are really friendly and the way of learning is not just book work so you don't get sick of the same thing. That is what I like about my school.”

My School website

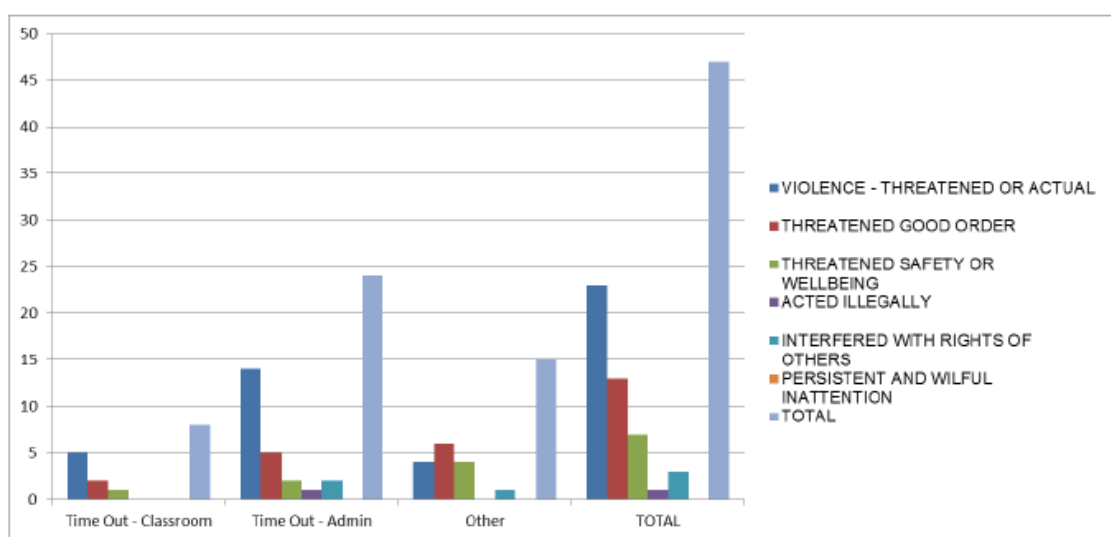
<http://www.myschool.edu.au/>

8. ACCOUNTABILITY

8.1 Behaviour Management

Recorded Incidents at Penola PS

	Violence - Threatened or other	Threatened Good Order	Threatened Safety or Wellbeing	Acted illegally	Interfered with the Rights of others	Persistent inattention	Total
Time Out - Classroom	5	2	1	0	0	0	8
Time Out - Admin	14	5	2	1	2	0	24
Other	4	6	4	0	1	0	15
TOTAL	23	13	7	1	3	0	47



There were 47 recorded incidents at Penola PS in 2015, down from 79 the previous year. The 23 incidents of violence tended to be physical altercations during lunchtime games such as football. They also involved younger students who hit or pushed when they had difficulty communicating. The student opinion survey indicated that students felt safe with a score of 4.4, falling between agree and strongly agree.

In 2015, there were no external suspensions or expulsions.

8.2 Relevant History Screening

Penola PS ensures that DCSI checks are required for all parents who attend camps or transport students to and from school events. All Governing Councillors are required to have a DCSI clearance. The school keeps a database in EDSAS of all volunteers who have been cleared. All support staff and informed of expiring checks 3-6 months in advance of their expiry. In 2015, we processed 14 DCSI clearances for volunteers.

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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	2

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	12.4	0	5.4
Persons	0	15	0	8

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$1,734,405.37
2	Grants: Commonwealth	\$19,700
3	Parent Contributions	\$91,689.70
4	Other	\$69,083.33

At the end of 2015, Penola PS Company 1 (School) finished with a SASIF balance of **\$213,462.96**. With reserves and bank holdings taken out, we have a working bank balance of \$148,817.49. With current capital works still to be acquitted, the 2016 SASIF will begin just under the desired 10% of the RES, with some funds left in reserve. Given the uncertainty of covering adequate staffing with the current funding model and reduction in disability support funding, this allows for any unexpected funding shortage. Financially, the school is in a good position and with careful management will be able to maintain eight classes as well as facility improvements in the future.