1. CONTEXT

**School Name:** Port Augusta West Primary  
**School Number:** 0355

**Principal:** Cathy Bornholm  
**Partnership:** Port Augusta/Quorn

Port Augusta West Primary School is located approximately 310km north of Adelaide with an enrolment of almost 300 students which is at capacity. 12% of our students are Aboriginal and 17% have English as an Additional Language or Dialect (EALD). 9% of our students have been identified as Students With a Disability (SWD). The Town Primary Year 3-7 Special Class is located at the school which caters for students with disabilities from across the town. These students are identified through a Special Options process. We provide additional support to these students either in small groups or one on one intervention.

We have a number of students who are enrolled at School of the Air who attend one day a week or fortnightly mainly for the socialisation. We also provide additional SSO support for a significant number of students who have special needs but don't qualify under the SWD policy. We work in partnership with Disability Services, Speech Pathologists, Psychologists, Hearing Services, Interagency Behaviour Support, Early Childhood Services, CAMHS, Pika Wiya and FamiliesSA to provide support for our students. We have had an increase in School Card students from 15.7% (2012) to 19% (2015).

Port Augusta West has a mix of experienced and beginning teachers. A regular turnover of staff makes it hard to maintain the established whole school programs. We offer German as a LOTE subject. Adnyamathanha is also taught to the whole school in semesters so that all students can access the program. PE is taught by a specialist teacher.

2. REPORT FROM GOVERNING COUNCIL

**PAWPS GOVERNING COUNCIL REPORT**

2015 was a quiet year for the PAWPS Governing Council. Issues discussed at the Governing Council during the year include the Sun-Smart policy, Site Improvement Plan, School Budget, School Zoning, safety fence at the Bond Street-Sanderson Street junction, grounds renovations, debt recovery for unpaid fees, student-free days and school closure day, goods and services charge, and nominating recipients of the Rowan Ramsay award (Di Hood) and the school Volunteer Award (Emma Brusnahan).

The issue of expenses for power and water being well in excess of the budget allocation from the government (to the order of $13,600) remains unresolved. The government money was increased this year compared to last, but still nowhere near sufficient. The difference has to be met from elsewhere in the budget, meaning less money available for staffing etc. The suggestion was made to look into solar panels for the school as an investment to reduce power bills, which will hopefully be further progressed in 2016.

I would like to thank Emma Brusnahan for her stiring effort in repainting the “snake” at the main entrance on Sanderson Street, which looks great.

I would also like to recognise the excellent work of the PAWPS Parent Club, who have again lifted the school community by running the Mothers’ and Fathers’ Day stalls, as well as refreshments at Sports Day and Family Night, uniform shop, and generally improving the school facilities. I appreciate the tremendous contribution the parent club makes to the school.

For 2016, I see the main areas of ongoing attention for the Governing Council to be the safety issues of crossing Sanderson Street (another school crossing there would be good), the solar panels mentioned above, and renovation of the school grounds including new play areas and gardens.

Thank you to everybody who contributes to the school community to make it what it is.

John Bethell  Chairperson, Port Augusta West Primary School Governing Council
PAWPS PARENT CLUB REPORT

Parent Club decided to concentrate on the 5 major fundraising campaigns for 2015 being Mother’ Day Stall, Father’s Day Stall, Sportsday, Family Night and the Community Lottery. We decided to save our funds for the year so we could purchase the bigger ticket items.

We had very successful Mother's Day and Father’s Day Stalls. We purchased some items to sell and received a lot of donations. The children were very excited to be able to purchase items for their mums and dads.

Sports Day this year was held at Braddock Oval. The weather was fantastic and everyone enjoyed themselves. We had a very successful cake stall and bbq stall. We were offered the services of some of the students from PASS as they were scheduled to use the kitchen in the hall that day. We took them up on their offer and and they made a soup for us to sell and they did a great job.

We were a part of the Beyond Bank Community Lottery again this year and sold all but 8 books.

Family Night- wow what a great night!  We decided to bring the bbq/cake stall closer to the stage (under the junior playground structure) so those who volunteered could still see all the performances.

Some of the items we are looking to purchase with the funds are: new playground equipment and/or a projector and screen for the hall.

We also run a Uniform Shop to provide uniforms for sale for our children which is manned by volunteers.

We would like to thank all the volunteers, parents, students and staff who have helped out during the year. Thank you to all those who donated items for our stalls over the year, it was very much appreciated

We would also like to extend a big thank you to our committee. Without the dedication and hard work that the committee members put into our school we would not have such a successful Parent Club.

Renee Honan  Chairperson PAWPS Parent Club

PAWPS Out of School Hours Care (OSHC) Report

The OSHC committee updated the following policies and procedures during the year

- Bookings, Cancellations and Fees
- Delivery and Collection of Children Policy & Procedure
- Children Unaccounted for Procedure
- Complaints Policy & Procedure
- Behaviour Guidance Policy & Procedure
- Philosophy
- New parent handbook completed

The taxi service was re-established from Flinders View to deliver students to OSHC in the afternoons and updated the agreement between Flinders View and OSHC in relation to fees charged and procedures re students catching the taxi. Up to four students use this service.

A new sign advertising OHSC was purchased and erected on Bond St near the school crossing. Another sign was purchased to put on the OSHC door so messages could be left for parents.

A new pantry was installed to increase storage in the kitchen.

Numbers fluctuated for before school and after school care, building during the year then as families left the town, reducing. Vacation care numbers also fluctuated, still issues with late bookings and cancellations which affects staffing numbers.

Staff attended Asthma and Anaphalaxis training.
SRC achievements for 2015

- Raised money for worthwhile causes
- $330.80 for the Leukaemia Foundation – Funky Hair Day
- $280 for the Red Shield Appeal – Red Dress Up Day
- 10 students attended the GRIP Leadership course
- Continued Jump Rope for Heart
- Tri Skills returned for a day
- Reintroduced “Minute to Win It”
- Upper Primary SRC members helped some JP classes with their class meetings

Recommendations for 2016

- Look at SRC meeting times (length, timing) and documents needed
- SRC needs to be more proactive about organising events eg disco etc
- How to improve facilities eg toilets, grounds
- Improve recycling

Highlights for our students for 2015 included

- Graduation
- Aquatics
- Transition
- SAPSASA
- Excursion to Wadlata
- Camps
- Sports Day
- Cinema
- Anzac Day assembly
- Remembrance Day
- Harmony Day
- Bookweek
- Combined Town Choir
- Premier’s Reading Challenge
- Premier’s Be Active Challenge
- PASS Sportsday for Year 7s
- Gardening
- Principal’s Reading Challenge
- Principal’s Maths Challenge
- Clean Up Australia Day
- Erin Bell Netball coaching
- Chooky Dancers
- Ghana Beat My Drum
- Triskills
- Jump Rope for Heart
- Family Night
- Swimming
- Putting handprints on the “snake”
- Splash Day
Red Shield Appeal – Red Dress Up Day

Bookweek characters for the parade

Cultural Week

Sportsday at Braddock Oval

Triskills

Jump Rope for Heart

Ghana Beat My Drum
Australian Curriculum Achievements – 2015

- Whole school planning and programming expectations were further developed and teachers accurately used the Australian Curriculum A3 template to summarise the content and outcomes covered across all areas of the curriculum
- Teachers attended Professional Development on programming, assessment, moderating and reporting to the Australian Curriculum achievement standards, General Capabilities and Student Wellbeing and trialled Digital Technologies in preparation for implementation in 2016
- Teachers attended Professional Development on Learning and Task Design and how to integrate subjects across the curriculum

Recommendations for 2016

- Further professional development in moderating and assessing students against the Australian Curriculum achievement standards
- Professional development in Professional Learning Communities and how to effectively integrate ICT skills and resources using the Australian Curriculum

English Achievements for 2015

- Staff shared literacy planning, practices and ideas at staff meetings and HUB groups. Folders were re-organised on the computer system into junior, middle and upper primary resources for effective use in warm ups and literacy lessons
- Teachers used warm ups effectively at the start of their literacy blocks. Additionally, warm ups were created and used for targeted students to further enhance their literacy skills
- Various examples of warm ups were shown at staff meetings during new learning, including numeracy, reading and spelling.
- Staff spent time with John Fleming observing staff warm ups and received feedback about performance and coaching of their warm ups
- All teachers received Professional Development with Margaret Menner to effectively plan for and deliver a guided reading session. Additionally, teachers received training in how to teach specific reading skills and strategies, and how to group students according to their reading abilities
- Junior Primary teachers successfully organised and ran an effective and informative Parent Information Evening about Literacy practices and how to aid oral language development
- All staff received training and development in Stephen Graham Spelling Strategies
- Speech pathologist, Giulietta Zandona provided Professional Development at staff meetings and HUB groups on levels of questioning and how to support and develop speech development. Giulietta also provided information on the importance of oral language at the parent information evening.
- A Speech Support folder was created for teachers to use and have readily access to, to further support and improve the development of students language skills
- Whole-school Handwriting agreements were reviewed and adapted for Junior Primary classrooms
- A Running Record training was conducted for all staff to maintain consistency and understanding
- A Literacy Resource Folder was created with whole-school assessment and practices for teacher and SSO access
- Teachers planned, programmed and informed SSOs of specific goals for targeted individual students to support their literacy development
- Book Week’s ‘Books light up our World’ theme was highlighted with a light display in the library and many students purchased books from the Book Fair
- The Lexia Reading program was used with targeted students to work on specific reading skills. Overall, most students made good progress.
• Colour coded data sheets were used effectively to assist the analysis of Sight Words, Jolly Phonics, Running Records and Phonological Awareness, showing students’ progress over the year.
• Many students participated in the Principal’s Reading Challenge which was again very successful. Students also participated in the Premier’s Reading Challenge
• The Aboriginal Education Teachers (AETs) worked with Aboriginal Students across the school with a focus on literacy skills such as reading and comprehension and writing.

Recommendations for 2016
• Professional Development with Sheena Cameron to assist teachers in planning and programming for literacy and resources to help support this. Additionally, providing training for engaging fluent readers.
• Extensive analysis of PAT & NAPLAN Reading data and how to improve student results for those not progressing
• Continue to build on Jolly Grammar and Phonics across Junior Primary
• Purchasing suitable resources/ICT to further develop and supplement literacy programs

Ongoing English initiatives
• Aim to have our English NAPLAN mean scores at or above state and national mean results
• Professional Development with John Fleming
• Continue to induct, support and coach teachers using John Fleming teaching methodologies, especially Warm Ups and explicit teaching. Review Warm Up criteria and expectations
• Continue to use and monitor Stephen Graham Spelling Agreements.
• Explicitly teach spelling of sight words, handwriting, Jolly Phonics and Grammar
• All classes to conduct Guided Reading lessons teaching the reading strategies
• Use Lexia to support targeted students to improve their reading skills
• Support the Principal’s Reading Challenge and the Premier’s Reading Challenge
• Review and update whole school assessment folder/teacher information pack
• Share Literacy ideas and resources amongst all staff including videos of effective literacy practices
• Regularly discuss literacy data and implications for planning
Maths Achievements 2015

- All staff attended the Martin Westwell PD on developing Executive Function.
- The two focus teachers who had been participating in the Empowering Local Learners project last year had moved from Port Augusta so two other teachers chose to join the Empowering Local Learners (ELL) project involving teachers from across schools in Port Augusta. They worked with Deb and Kristin from Flinders University, who demonstrated lessons on developing Executive Function (Stop and Think skills) in maths in junior and upper primary classes and discussed what was observed during the lessons with the teachers involved. Teachers who observed or participated in the workshops shared these ideas with other teachers at staff meetings.
- Teachers shared new maths learning in staff meetings and hub groups.
- Classes are using maths problem solving questions in lessons and warm ups and encouraging students to stop and think.
- John Fleming visited twice and observed some classes warm ups and provided feedback to teachers. Other teachers were given the opportunity to observe.
- Professional Development (PD) was run with Tanya Banisch (the Primary Australian Curriculum Advisor) on the Australian Maths curriculum.
- The Principal and some teachers from the Maths Priority Improvement Committee attended the Leading Numeracy Improvement training.
- Maths Audits were conducted with staff, students and parents.
- Maths ideas and warm ups were stored on the “J” Drive for all teachers to access.
- Most Yr 5’s participated in Quicksmart to work on improving their automaticity in number.
- Classes used Mathletics to support mathematical knowledge and test for transference of knowledge.

Recommendations for 2016

- Appoint two new focus teachers to participate in the Empowering Local Learners project as well as the two current focus teachers, who will bring back and share their learning with the whole staff as this is likely to be the last year of this project.
- Support new teachers to become familiar with whole school Maths agreements and implement these strategies including Maths warm ups, I Do, We Do, You do and ploughback concepts, teaching problem solving skills.
- Ann Baker Professional Development.
- Mathletics Professional Development.
- Training in interpreting PAT Maths data.
- Conduct a maths equipment audit.
- Purchase Maths resources suitable to be used with our interactive whiteboards, Maths Australian Curriculum.
- Explore Apps for Ipads and suitability for classroom use.

Ongoing Maths initiatives

- Aim to close the gap between our NAPLAN maths mean scores and that of the state & national mean scores.
- Teachers continue to develop and share warm ups for maths lessons, use the I Do, We Do, You Do and ploughback using the John Fleming model.
- Continue to access PD for staff including John Fleming, Anne Baker, Martin Westwall, Deb and Kristin, Rosslyn Shepherd.
- Continue to share ideas and resources at staff meeting.
- Basic number facts to be included in warm ups to develop automaticity (click speed).
- Yr 2-7 classes to use a problem solving NAPLAN style question in maths lessons.
- R-Yr 1 introduce problem solving maths questions orally.
- Continue with Quick Smart with the Year 5’s.
- Use Mathletics in classes.
- Continue Principal’s Maths Challenges.
Staff & Student Wellbeing Achievements 2015

- Kids Matter was further embedded into the school culture through regular staff trainings. Some classes have displayed Kids Matter work around the school, eg. ‘Every face has a place’ display in the front office.
- School Values were explicitly taught and recognised through school assembly awards.
- Whole school PD with Giulio Bortolozzo on Rational Emotive Behaviour Education (REBE). A parent information session was also run by Giulio on REBE.
- Shared learning, planning and implementation of REBE strategies being used daily to support students to make positive choices.
- Student Wellbeing Action Group (SWAG) supported students positively in the yard at playtimes and ran successful events including: Zooper Dooper Fundraiser; Mini-SAPSASA for JP students; Friendship Table/Areas and some Play at Lunchtime activities.
- Attendance meetings held regularly and data analysed on students’ late and whole day absences which were followed up with phone calls, face to face meetings, letters and utilising the Attendance Officer.
- Parents can more easily notify the school of student absences through Skoolbag and also we have a dedicated mobile where parents can text in absences.
- Sharron Jones improved whole staff understanding around the roles of the Ab Ed Team and attended valuable training and networking days to keep whole staff updated on important aspects of Aboriginal education.
- Staff resources were shared more generously and are now easily accessible on “J”-drive.
- ‘New Learning’ section of staff meeting implemented and highly successful.
- Positive staff morale was maintained through morning teas, celebrations (eg SSO week, World Teacher’s Day), Sparkles and social events.
- New staff attended whole town and school induction sessions.

Recommendations for 2016

- Staff to be trained in “Play is the Way” PD and explore whether the school will adopt this approach across the whole school and how we can link it to REBE.
- Continue with Kids Matter whole staff training; catch new staff up on KM training by providing access to all components through the online portal.
- Recruit and train a new cohort of Year 6/7 students to implement Play at Lunchtimes Strategy (PALS) regularly again in 2016.
- Update the Student Behaviour Management policy.
- Explore ways to reduce students’ class and playtime exits.
- Review the schools Attendance Policy and Procedures.
- Prepare an ‘Electronic Device Use’ policy in conjunction with staff and students.

Ongoing Staff and Student Wellbeing initiatives

- Continue to provide Kids Matter information for families regularly in school newsletters.
- Continue to explicitly teach and review understandings of 6 School Values with recognition awards given at school assemblies fortnightly.
- Continue to embed REBE practices and review changes/improvements.
- Continue REBE staff training with Giulio Bortolozzo especially new staff.
- Continue with Mentoring Program as feedback from students and families about this program is highly positive.
- Counsellor to work with individual children and small groups.
- Purchase a ‘Buddy Bench’ for the SWAG Team to support lonely students on at playtimes.
- Attendance Team to continue to monitor student lateness and absences and follow up issues identified.
- Continue to promote roles and value of the Ab Ed Team to all staff.
- Continue ‘New Learning’ section of staff meeting as this is working extremely well.
- Add a Wellbeing/Kids Matter section to Staff meeting if time permits as staff have expressed an interest in this.
- Continue to promote opportunities for staff to share resources and teaching ideas as feedback has indicated the immense value of this practice.
- Continue to promote staff wellbeing.
4.1 Junior Primary and Early Years Scheme Funding

The Junior Primary and Early Years Scheme Funding was used to reduce Junior Primary class sizes from 26 to 21-22 students and our Year 3/4 classes from 30 to 28. Extra SSO support was also put into these classes to support students. Teachers planned programs for the SSOs to support identified students. The Reading Support Teacher time was used to support new teachers to work with more experience teachers on guided reading, running records, phonological awareness training and provide extra SSO support for working with students.

4.2 Better Schools Funding

We received $15964 from the Better Schools Funding which we used to support

- Our focus teachers to participate in the Empowering Local Learner (ELL) project to upskill the rest of our teachers on how to develop our students’ Executive Function – stop and think skills
- Our Year 5s and some identified Year 6/7 students participate in the Quicksmart program to develop their automaticity in number skills
- Students who had not achieved running record benchmarks received small group and one on one support with their reading (including the Lexia program)

Outcomes

- Two teachers participated in ELL training – two each days per term. They shared their learning at staff meetings
- We achieved a 20% improvement in our Year One and Two students knowing their sight words.
- We are above state average with our Year 3 Numeracy Mean Scores
- We are closing the gap between our NAPLAN Numeracy Mean Scores in Year 5 and 7 and the state average

5. STUDENT ACHIEVEMENT

We provided extra support for students who were not independent readers including the Lexia Reading program and in class support. Half of our students who were not independent readers at the start of the year achieved Independent Reader status during the year, which is similar result to last year. Many of these students either are Students with Disabilities or have a specific learning difficulty.
With some students now starting school before they are even five, it is creating a challenge for Reception teachers to get them up to our benchmarks as many are still developing pre literacy skills and are needing more time to settle into school routines. Many students in the past had 5 or 6 terms in Reception which gave them extra time to consolidate their skills. Even though we still have many of our Year Ones, Twos and Threes that are not quite at benchmarks, many passed more Running Record Levels over the year than expected for that year level gradually closing the gap to the benchmarks. Students are required to pass a non-fiction and a fiction text at each level from Level 15. Our challenge is to get more students to benchmarks at each year level.

We achieved our target for a 20% improvement from last year in the number of students who knew all their sight words for Year One and Two, however it is concerning that despite concentrated efforts by teachers and support staff there are still a significant number of students in Year One and Two who do not know all their Magic 200 sight words. Our Reception students still need lots of practice at learning their sight words.

By the end of the year most of Reception students knew most of their sounds and nearly all our Year Ones did. We still have a small group of students who still need significant support to learn all their sounds. We had a significant increase in the number of students who knew all their Jolly Phonics sounds in Year One compared to the previous year.
Year Five students participated in the Quicksmart program which is aimed at developing automaticity of number. The graphs clearly show that the Year Five students made a larger improvement over the year. We still need to work on developing all students automaticity of number.
Our Year 3 Spelling Mean Scores were above state and national average which is pleasing. Our Writing and Numeracy Mean Scores were above state average but below national average. A challenge for us is to lift our Reading and Grammar Mean Scores closer to state and national averages. We also need to aim to have more students achieve the top two proficiency bands. We were well above our Index of Disadvantage Mean Scores in all areas. Students exempted were from our Special Class or a Student with a Disability.
Our Year 5 Reading Mean Scores were above state average and close to the national average. Our Spelling Mean Scores were at state average and close to the national average. Our Grammar and Numeracy Mean Scores were not far off state average, but our Writing Mean Scores were considerably below state and national average. Our challenge is to lift our results in Grammar, Numeracy and particularly in Writing with this group of students. We were well above our Index of Disadvantage in Reading, Spelling, Grammar and Numeracy and just above in Writing.

We need to work on getting more of our students to achieve the higher proficiency bands in especially in Writing and Numeracy. Our schools Year 5 Mean Scores have improved over the last three years.

Our Mean Improvement from Year 3 to Year 5 was similar to the state and national mean in Reading and Writing. We need to work on lifting our mean improvement in Numeracy, Spelling and Grammar. We need to work on getting more student growth into the Middle 50% and Upper 25%
Our Year 7 Spelling and Writing Mean Scores were above state and national averages. Our Grammar Mean Scores were above state average but below the national average. We need to work on lifting our Reading and Numeracy Mean Scores in Year 7. We were well above our Index of Disadvantage in Spelling, Grammar, Writing and Numeracy and above in Reading. Our schools Year 7 Mean Scores have improved over the last three years. We still need to aim to get more students into the top two proficiency bands especially in Reading, Writing and Numeracy.

Our mean improvement from Year 5 to Year 7 was considerably higher than the state and national mean improvement in Writing and Grammar and higher in Spelling which was pleasing to see. We were not far off state and national means in Reading and Numeracy. Our challenge is to get more student growth into the Upper 25%
6. STUDENT DATA

6.1 Attendance

Comments on Attendance 2015

- Increased our students’ attendance slightly (0.1%) to almost state average but below our target of a 2% increase.
- Our Aboriginal and Torres Strait Islander (ATSI) attendance increased by 1.4% and was considerably above state average and Index of Disadvantage average. The gap between our school’s attendance and our ATIS attendance reduced from 5.9% to 4.7%
- Illness continued to be the number one reason for absences. We had a slight increase in family and unexplained absences but exemptions were down
- Our Aboriginal Community Engagement Officer (ACEO) had significant unforeseen absences during the year which impacted on their ability to follow up with ATSI attendance and unexplained absences.
- The number of late days was similar to last year so we did not achieve our target of a 10% reduction
Recommendations for 2016

- Improve our school’s average attendance by 2% and close the gap between our school’s attendance and our Aboriginal students’ attendance by a further 2%
- Reduce the number of late days by 10% particularly for our Aboriginal students (12%) who accounted for 38% of the late days (942 days)
- Reduce the number of family and unexplained days
- The Attendance Team hold regular meetings to identify students with attendance and lateness issues and develop Student Attendance Plans for these students, and work with the DECD Attendance Officer for significant attendance issues
- ACEO to monitor ATSI student attendance and lateness, and work with families to assist them to improve attendance

6.2 Destination

Table 10: Intended 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>4.8%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2 4.3%</td>
<td>7.4%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Other</td>
<td>1.7%</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>3.8%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>5 10.6%</td>
<td>6.6%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>40 85.1%</td>
<td>48.5%</td>
<td>48.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21.6%</td>
<td>20.3%</td>
<td></td>
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<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td>0.0%</td>
<td></td>
</tr>
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</table>

Most student movement is a result of moving due to changing parent employment or family reasons or transferring to secondary school. Significantly more students are transferring to other government schools rather than private schools (eg Yr 7s).

7. CLIENT OPINION

Kidsmattern Parent Surveys were sent out with the schools newsletter in term 4. Unfortunately only 4 surveys were returned and so any conclusions drawn would be invalid.

Kidsmattern Student Surveys were intended to be done in Term 4 as well, but due to a number of significant events that happened over the last three months including students from two families losing their dads suddenly, a staff member losing her partner in a tragic accident and a number of other staff having absences due to unforeseen circumstances so the student surveys were not completed in 2015. We intend to carry out these surveys in 2016.
1. Supporting student's mental health and well-being is a central part of my role
2. Our school can make a real difference towards improving student's mental health and well being
3. Supporting student's mental health and well-being helps reduce behavioural problems and improves their academic learning outcome
4. I understand who makes up our school community and what's important to them
5. Making time to get to know the students is a priority for me
6. I feel valued and respected at our school
7. Relationships between staff members are respectful and responsive
8. Relationships between staff members and students are respectful and responsive
9. Relationships between staff members and families are respectful and responsive
10. Members of our school community feel welcome and included, and this is reflected in our policies and practices
11. Our school has specific policies and practices that promote inclusion and a safe environment
12. Our school communicates in a variety of ways to meet the diverse needs of our students and families
13. The contributions of diverse cultures and groups are encouraged in our school
14. Our school offers a diverse opportunities for students and families to participate in a range of activities eg special projects, social and community activities
15. Our school provides opportunities for all members of the school community to share their views and contribute to school decisions

The survey showed that the majority of staff believe we have a positive school community. Some areas we could work on include increasing respectful relationships between staff and students, look at a variety of ways we can communicate with the diverse needs of our students and families, encourage contributions and participation from our diverse cultures and families

*My School* website
http://www.myschool.edu.au/
Our Suspensions have increased over the past few years as the complexity of our student population increases. Most suspensions were for violence, not following instructions and persistently refusing to do work. Significant time and energy was directed to support students with some bullying issues over the year. We had two groups of girls and two groups of boys who needed support as they struggled to engage positively with each other.


8.2 Relevant History Screening

All our teachers have a current Teacher Registration which they need to be able to teach in a school. All our support staff have current Relevant History Screening which is required before they can continue to work in our school. Details of parent volunteers who have a current Relevant History Screening are recorded at school so that staff can check who has a current screening. Parents are reminded when their screening is due to be renewed. New parents are informed of the requirement for a screening before volunteering in classes and on excursions. Reminders are also put into school newsletters about this requirement. All staff and parent screening data is recorded in EDSAS and updated as required.

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>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>40</td>
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<tr>
<td>Post Graduate Qualifications</td>
<td>12</td>
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</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>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>17.60</td>
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<tr>
<td>Persons</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

We also have Kaelene McMillan who is our Aboriginal Languages Cultural Specialist who teaches Adnyamathanha Language one day a week.

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3,297,807</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$10,500</td>
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<tr>
<td>3 Parent Contributions</td>
<td>$66,302</td>
</tr>
<tr>
<td>4 Other</td>
<td>$32,364</td>
</tr>
</tbody>
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