



**Government  
of South Australia**

Department for Education  
and Child Development

# 2015 Annual Report

Web and Booklet Version



**Greenwith**  
**Primary School**  
*The sky's the limit*

Location Number: 1858



# ANNUAL REPORT - 2015

## 1.0 - INFORMATION

The Department of Education and Child Development (DECD) requires sites to prepare an Annual Report for presentation to their community and the education system. This report highlights progress and achievements and provides a summary of planned improvement processes and future directions. A summary is also included of activities and special events. This 2015 Annual Report also provides the school community with information and data related to our achievements and our identified directions and priorities for 2016. Initial recommendations for 2016, detailed in this report are a key feature. In Term 1 2016, all stakeholders involved with aspects of governance will review the information in this report. We will develop and communicate what we plan to achieve during the 2016 school year.

## 1.1 - CONTEXT

Greenwith Primary School opened in 1994 with an enrolment of 67 students in a newly developed subdivision which was part of the Golden Grove Development. Over the past 22 years the school has grown considerably catering for students within Greenwith and surrounding communities. The school has developed a strong reputation in the area as an educational institution focused on quality teaching and learning. To manage enrolment pressure a zone was approved and has been in place for many years.

The school is co-located with Our Lady of Hope Catholic School. Although many schools are co-located our arrangement is quite unique, as the two schools share a number of facilities including the Administration building; Teachers' Preparation area; Staffroom; Kitchen; Canteen; Resource Centre; Community Centre (hall); tennis courts and an oval. Both schools share the playground areas at recess and lunch times.

Greenwith Kindergarten is located adjacent to the school. The links between the school and the kindergarten are highly valued as is the strong relationship with Golden Grove High School, where the majority of Year 7 students continue their education. We work closely with the other local schools as part of the Golden Way Partnership.

## 1.2 - INTRODUCTION

In 2015 Greenwith Primary School experienced a year of significant progress as the school and community worked together in striving to meet the needs of our students and their families. The data we collect showed improvement in a number of aspects of key learning areas as well as maintaining stable attendance, enrolment and on task behaviour results. We are aware of our challenges and opportunities for further development. We are committed to making a difference.

We started the school year with an enrolment of 673 students working in 24 classes. Although we are a large R-7 school, we pride ourselves on ensuring every student is treated as an individual. Every student's learning, attendance and social development is closely monitored by class teachers and the line manager of each subschool.

I would like to thank the staff, students and parents who have worked relentlessly throughout 2015 in making our school a quality learning institution and a proud member of the South Australian public school system. Greenwith Primary School is a wonderful place to work and learn. I have been privileged to lead the school for the last 8 years and look forward to 2016 with optimism and enthusiasm. We have significant plans in place to make our school more connected, responsive and committed to our improvement agenda.

*Rick Bennallack*  
**Principal**



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## 2.0 - GOVERNING COUNCIL CHAIRPERSON'S REPORT

2015 was very productive for the Greenwith Governing Council. Some the topics discussed, addressed and /or actioned include:

- investigating the use of Chromebooks as a BYOD option;
- changing the format of Acquaintance night;
- drafting and ratifying the Head bump protocol;
- reviewing Growth and Development education;
- reviewed the kiss and drop zones and how they were functioning;
- supporting the Breakfast club;
- suggesting the implementation of a Stephanie Alexander Kitchen (or similar) program;
- drafting an amalgamation letter to the kindergarten for consideration;
- reviewing and ratifying new SAPSASA guidelines;
- providing feedback on the attendance reporting letter;
- looking at how iPads are being used in class to support learning;
- listening to student leader presentations at Governing Council meetings – a new initiative;
- advocating for the First Aid programs in schools;
- reviewing and supporting the Support Services brochure;
- reviewing the Parent Handbook;
- reviewing a school approach to diversity and inclusion through the Safe Schools Coalition;
- hunting for the old time capsule;
- supporting the extensive fundraising efforts;
- saying farewell to some long term Governing Council members who no longer have students at the school;
- looking forward to welcoming some new members in 2016.

We achieved a lot in 2015. The discussions within our meetings were always robust with multiple perspectives well represented. Our attendance numbers were strong throughout the year and interest in being part of the council was at its highest in a number of years.

I look forward to participating in the Governing Council meetings again in 2016.

*Renee Seymour*

**Governing Council Chair**

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## 2.1 - CLASS PARENT PRESIDENT'S REPORT

A sincere thank you to all class parents who contributed their time, ideas and energy into a very successful 2015. Throughout the year the Class Parent Group organised and managed a number of fundraising events including:

- **Mother's Day Stall** – \$1423.06 profit
- **School Disco** – \$2196.65 profit
- **Entertainment Books** – \$247.00 profit
- **Family Portraits** – \$240.00 profit
- **Father's Day Stall** – \$1205.03 profit

**Total fundraising profits - \$5311.74**



The funds raised in 2015 we used to purchase new signage, educational apps for the classroom iPads and new school communication apps including Skoolbag and QKR. As well as raising money for the school, the class parents were instrumental in maintaining the community atmosphere of the school, providing assistance to teachers and setting a wonderful example for the children.

Every 2<sup>nd</sup> year, the 2 schools on the Greenwith Campus join together in holding a Family Fun Night which raises money for a nominated campus project. This is a massive effort with parents from both schools volunteering to be part of the organising committee convened by the Business Managers from both schools. The committee coordinates:

- donations for our silent auction;
- outside agencies running stalls;
- food vans and stalls;
- advertising;
- the fundraising stall for every class.

The outcome was amazing with over 2000 people attending the event on a Friday night in Term 4 with \$20,049.02 raised by the communities of both schools. This money has been earmarked to replace and relocate our highly valued sand pit as part of a wider nature play area.

*Jenn Sellman*

**Class Parent Group President**

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### 3.0 - HIGHLIGHTS AND ACHIEVEMENTS

Every school year brings a host of highlights, celebrations and achievements. In 2015 these were significant and include the following:

#### CORE Values Week

In 2010 we introduced the concept of a 'Start Up' week, with a part of each day of the first week of the school year set aside to explicitly teach students important concepts. We believe that preparing students for a successful school year is a priority at Greenwith. This week has evolved since that time and teachers now work together in year level groups planning lessons and activities for the week. In 2014 this week was rebadged as 'CORE Values Week'. Time was spent each day on unpacking each of our school's CORE values as well as lessons on the importance of attitude, behavioural expectations, successful work habits and developing a class code and agreements. On the Friday of the first week all classes attended a performance at the school by the Brainstorm Theatre Company, helping students to understand the seriousness of bullying and reinforcing what can be done to stop it. This week has been well received by students, teachers and the community in setting up students for a successful year.

#### Sports Day

A large number of family and friends joined us for Sports Day held near the end of Term 1. With our PE teacher Kylie Robinson in charge, the day commenced with tabloid events, continuing the changes introduced in 2012, with students in Years 3 to 7 competing against students in their year of birth instead of their class or year level. School Captains provided excellent leadership on the day and the competition was strong with Aurora (Green) winning the overall competition and Petworth (Red) winning the Cooperation shield.

#### Volunteer Support

The school maintained its strong parent and volunteer support. Two outstanding volunteers, Jenn Sellmann and Sylvia Webb were recognised as the school's 'Volunteers of the Year'. The award was presented by a representative of our local state member of parliament the Honourable Jennifer Rankine at a special morning tea held in December. Over 300 people are now accredited as volunteers.

#### Camps and Excursions

Each year classes in the school participate in a variety of excursions and in school performances. Excursions in 2015 included visits to the Clipsal 500 by Year 7 classes, the Migration Museum by our Year 3 classes, Road Safety Centre by our Reception / Year 1 classes and an Aquatics Day at West Lakes for the Year 6 students. Our Year 7 students looked forward to and enjoyed our traditional Victor Harbour aquatics camp.

#### SAPSASA Participation

In 2015 Greenwith maintained its strong commitment to SAPSASA with students in the upper primary years involved in a host of carnivals and knockout competitions. In 2015 we participated in many sports including:

- |              |             |                 |
|--------------|-------------|-----------------|
| ▪ Swimming   | ▪ Athletics | ▪ Tennis        |
| ▪ Basketball | ▪ Netball   | ▪ Football      |
| ▪ Soccer     | ▪ Cricket   | ▪ Cross Country |

Many students achieved outstanding results in the district SAPSASA carnivals. A number of students were then invited to represent the district at the state SAPSASA events. Our netball and soccer teams performed particularly well winning district carnivals.

#### Remembrance Day

One of the highlights of the school year is the annual Remembrance Day Ceremony. At Greenwith, Remembrance Day takes on additional significance due to the large number of students attending our school who have parents presently serving in the Defence Forces. Some of these students currently have a parent deployed overseas including conflict areas. The ceremony was extremely moving and very fitting. Our DSTA Deb Thompson does a fantastic job in planning, organising and coordinating this wonderful event. Students were extremely respectful and a credit to their families and the school.

#### Book Week

In Term 3 the school participated in its annual Book Week activities and celebration. The theme for Children's Book Week was **Books Light Up Our World**. Our goal was to help students appreciate the difference reading a book can make – whether that reading is a short-listed book, something that attracts their interest or even a magazine article. Our students participated in many special activities across the school and in the Resource Centre including workshops organized by our fantastic Resource Centre staff. The week culminated with our dress up day and Book Week assembly. It was so fantastic to see everyone including staff dressed up. The costumes looked amazing!

#### Festival of Music

After farewelling our Music teacher Lesley Raeside at the end of Term 1 for at least 18 months, performing arts Greenwith took on a stronger drama focus. The Festival Choir continued on with the support of our new choir trainer, David Jackson and the supervision of a teacher, Kate Butler. In a year of transition, David and Kate did an amazing job in preparing our students for their involvement in the 2015 Festival of Music. The performance at the Festival Theatre was again a highlight.

#### Fun Run

In Term 4 the Class Parent Group coordinated another student Fun Run. This event was started in 2012 as a fitness strategy and fundraiser. In 2015 it was just held as a fun event designed to improve student fitness. The day was a great success with many students achieving personal best results.

#### Family Fun Night

In Week 4 of Term 4 we held our biannual campus fete called the Family Fun Night. This tradition has been in place since the schools were started in 1994 and raises money for campus projects. Thanks to the dedication and hard work of the organising committee chaired by our Business Manager Debbie Foster, the night was a tremendous success.



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## 3.1 - FACILITIES, EQUIPMENT AND RESOURCES

Maintaining and improving our facilities and equipment at Greenwith Primary School is a high priority. The school strives to provide our students with an environment that is attractive and includes all the elements conducive to learning. We also aim to ensure our facilities, equipment and resources support staff through being functional and relevant for current teaching and learning styles and philosophies. We take pride in the look and feel of the school.

### The following facilities upgrades occurred in 2015:

- Over \$30 000 was spent on upgrading furniture throughout the school. New adjustable desks were purchased for a number of classes and new chairs for these and 2 other rooms. A variety of cupboards were purchased for additional classroom storage for the many classes along with the convenience of IKEA cube shelves.
- After consulting with the Canteen Committee, the Governing Council allocated another \$16 000 from the school's canteen account to refit 2 classrooms in Block 8 with floor to ceiling borderless deep blue pinup boards. This money was the accumulation of unallocated profit and the school thanks the canteen and its manager Sue Firman for her hard work and willingness to support this request. Just like it did to Block 4 in 2012, Block 3 in 2013 and 1 Block 8 building in 2014, the refit has reinvigorated these rooms overcoming the expense required to repaint them by having all walls covered. The acoustics of each room has improved considerably helping with noise reduction and sound clarity. The look and feel of each room has lifted as teachers make use of the extensive display space now available.
- Over the 2015 Christmas holidays, almost the entire admin building was re-carpeted as the culmination of a 3 year plan to achieve this goal. This was a massive undertaking as the admin building houses offices for both Greenwith Primary School and Our Lady of Hope Catholic School. This joint facility also includes a teacher preparation area and a large staffroom catering for both schools. Some carpet has been placed in storage for future use, whilst the planning and upgrade of the reception area is completed as soon as possible.
- 4 other classrooms were also recarpeted as part of the 5 year plan. This now leaves only 4 classrooms to do in 2016 before we start looking at other non-classroom spaces and classrooms carpeted in 2011 which unfortunately are already starting to show wear and tear.

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## 3.2 - STAFFING

Staffing at Greenwith is overall very stable with few staff leaving and many contracts reappointed mainly due to permanent teachers temporarily reducing their teaching time. In 2015 the changes were:

- The permanent appointment of 3 teachers to the school:
  - Dani Schina (Year 5) after 1 year on contract at our school;
  - Meredith Tilley (Year 5) after 1 year as a PAT (Permanent Against a Temporary position) at our school;
  - Natalie Michael (Year 2) appointed permanently at Greenwith from an Elizabeth school.
- The appointment of the following temporary teachers for at least a term up to maximum of 12 months:
  - Marie Tsousoglou (Year 1) - her third year at Greenwith;
  - Emma Jury (Year 5/6) - her second year at Greenwith;
  - Hayley McCabe (Reception) - her second year at Greenwith;
  - Kate Butler (PE) - her second year at Greenwith;
  - Natasha Jachmann (Year 6) from Enfield Primary School;
  - Jessica Prebble (Health and Drama) – her first teaching appointment;
  - Bianca Radovanovic (Year 5) – returned to Greenwith after 2 years at another school;
  - Kelly Tomaselli (Year 3) – working in 2 different classes;
  - Tania Butterfield (Music) – worked at Greenwith in Term 2 after Lesley Raeside went on leave.

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## 4.0 – SITE IMPROVEMENT PLANNING AND TARGETS

Our 2015/16 Site Improvement Plan Focus is on:

**Increasing teacher effectiveness to improve learning outcomes for students.**

The work of this focus is detailed under 3 priorities:

1. Teaching and Learning
  2. English (Writing)
  3. Mathematics (Number)
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## 4.1 – SITE IMPROVEMENT PRIORITY 1 – TEACHING AND LEARNING

### Context

The Site Improvement Plan (SIP) was designed to focus the work at various levels; leadership, portfolio, Professional Learning Communities (PLC's) and individual teacher actions. We reflected on aspects of our teaching practices, striving for greater consistency in our approach. Improving pedagogy and curriculum understanding is an ongoing priority.

### Actions Completed In 2015

#### Leadership Actions:

- Articulating and implementing phase 1 of the pedagogical shift – using the early adopter model;
- Coordinating professional development including:

- Term 1 Health and PE specialist release;	- Term 2 pupil free day – PLC observation visits;	- Term 2 moderation release;
- Term 3 inquiry in HASS release;	- Term 4 digital technologies release.	

- Facilitating staff meeting sharing of TfEL reflections;
- Facilitating moderation workshops in partnership with Wynn Vale Primary School;
- Supporting the use of professional standards.

#### Teaching and Learning Portfolio Actions:

- Supporting AC Phase 2 with the implementation of HASS – Geography and familiarisation of Health & PE, HASS - Civics & Citizenship, Business & Economics, Technologies, The Arts;
- Leading the management of AC resourcing to facilitate staff learning and teaching;
- Working with AC Implementation Officer (IO) regarding site and partnership learning;
- Engaging in learning with peers in the local partnership;
- Facilitating whole school inquiry model implementation;
- Surveying staff regarding AC time allocations; understanding and use.

#### PLC Actions:

- Collecting evidence of student learning;
- Developing a shared understanding of the achievement standard;
- Designing common moderation tasks;
- Organising innovation and pedagogical discussions at other sites for our Term 2 pupil free day;
- Analysing cohort data in Term 1 and Term 4.

#### Teacher Actions:

- Implementing core programs as articulated in our whole school agreements;
- Participating in peer and personal video observations;
- Using the professional standards for teachers to inform the development of PD goals;
- Using the professional standards for teachers for accountability and to support aspirations and achievements;
- Entering data on MarkiT at documented scheduled times and analyse the data and evidence to inform teaching.

## 4.2 – SITE IMPROVEMENT PRIORITY 2 - ENGLISH

### Context

Improving student literacy outcomes is an ongoing priority, with writing being the improvement focus in 2015.

### Actions Completed In 2015

#### Leadership Actions:

- Facilitating the ratification of the remaining content strands of the whole school literacy agreement.
- Coordinating professional development including:

- Term 1 Jolly Grammar (Year 4);	- Term 3 staff meetings;	- Term 4 pupil free day – Sheena Cameron.
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#### English Portfolio Actions:

- Consulting with staff and make decisions in regards to: professional development; resourcing and school learning resources;
- Coordinating a stocktake of available and required literacy resources;
- Publishing articles in the newsletter with a focus on writing in Term 3;
- Coordinating a parent workshop and an open morning during Literacy and Numeracy Week in Term 3;
- Facilitating Term 3 Staff Meetings – focused on the our writing agreement and its implications.

#### PLC Actions:

- PLC analysis of collected data sets in PAT-Reading and Running Records / Lexile levels to inform teaching and to support learning;
- Exploring engaging IT options to assist the development of writing skills;
- Using PLC meetings to plan term units of work in writing.

#### Teacher Actions:

- Implementing whole school literacy agreement and core resources;
- Ensuring wave 2 & 3 learners received the necessary support;
- Use formative assessment to inform teaching;
- Entering data on MarkiT at documented scheduled times and analyse the data and evidence to inform teaching.

## SMARTA Targets Progress - Literacy

As outlined in the Strategic Plan which is the operational part of the 2015/16 Site Improvement Plan:

3 Year Target	2014	2015
<b>End of Reception:</b>		
90% of students are reading at Level 5 or above in September	79%	78%
85% of students achieve skill band 2 in the Screening of Phonological Awareness test (SPA)	97%	84%

<b>End of Year 1:</b>		
100% of students are reading at Level 15 or above in September	50.6%	72.5%
75% of students achieved skill band 3 in the Screening of Phonological Awareness test (SPA)	85%	75%
75% of students achieved Stanine 4 in PAT-R Test	52%	43%

<b>End Year 2:</b>		
90% of students are reading at Level 21 or above in September	86.4%	80.8%
75% of students achieved Stanine 4 in PAT-R Test	52%	68%

<b>End of Year 3:</b>		
100% of students are reading at Level 26 or above in September	68%	79%
100% of students in Year 3 achieve at the DECD SEA (Band 3 or above) in NAPLAN Reading	73.9%	87.0%
40% of Year 3 students who achieved in the higher bands in reading	34.1%	41.3%
75% of students achieved Stanine 4 in PAT-R Test	66%	43%
75% of students achieved Stanine 4 in PAT-Spelling Test	87%	78%

<b>End of Year 4:</b>		
90% of students are reading above Lexile 600	62%	66%
75% of students achieved Stanine 4 in PAT-R Test	69%	46%
75% of students achieved Stanine 4 in PAT-Spelling Test	92%	86%

<b>End of Year 5:</b>		
90% of students are reading above Lexile 700	61%	67%
75% of students in Year 5 achieve at the DECD SEA (Band 5 or above) in NAPLAN Reading	74.8%	78.4%
50% of students who having achieved in the higher bands in Year 3 remain so in Year 5	55.6%	68.6%
80% of Year 5 students show medium or high progress in reading between NAPLAN tests	78.7%	70.5%
75% of students achieved Stanine 4 in PAT-R Test	62%	65%
75% of students achieved Stanine 4 in PAT-Spelling Test	83%	83%

<b>End of Year 6:</b>		
90% of students are reading above Lexile 800	58%	64%
75% of students achieved Stanine 4 in PAT-R Test	70%	71%
75% of students achieved Stanine 4 in PAT-Spelling Test	95%	83%

<b>End of Year 7:</b>		
90% of students are reading above Lexile 850	52%	74%
100% of students in Year 7 achieve at the DECD SEA (Band 6 or above) in NAPLAN Reading	86.2%	74.4%
50 % of students who having achieved in the higher bands in Year 3 remain so in Year 7	50.0%	51.6%
80% of Year 7 students show medium or high progress in reading between NAPLAN tests	76.2%	76.0%
75% of students achieved Stanine 4 in PAT-R Test	67%	63%
75% of students achieved Stanine 4 in PAT-Spelling Test	93%	82%

## 4.3 – SITE IMPROVEMENT PRIORITY 3 - MATHEMATICS

### Context

Improving student numeracy outcomes is an ongoing priority, with the number strand being the improvement focus in 2015.

### Actions Completed In 2015

#### Leadership Actions:

- Consulting with staff around the whole school numeracy agreement and achieving its ratification;
- Coordinating professional development including:

- Term 2 staff meetings;	- Term 2 moderation release;	- Term 2 partnership pupil free day.
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#### Mathematics Portfolio Actions:

- Consulting with staff and make decisions in regards to:
  - professional development;
  - resourcing;
  - whole school core learning resources.
- Coordinating a stocktake of available and required maths resources;
- Publishing articles in the newsletter with a focus on number in Term 2;
- Coordinating a parent workshop and a open morning during Literacy and Numeracy Week in Term 3;
- Facilitating Term 2 Staff Meetings.

#### PLC Actions:

- PLC analysis of collected data sets in PAT-Maths to inform teaching and to support targeted learning;
- Exploring engaging IT to assist numeracy skills learning;
- Using PLC meetings to plan, review and target learning.

#### Teacher Actions:

- Implementing the whole school numeracy agreement and core resources;
- Ensuring wave 2 & 3 learners received the necessary support;
- Using formative assessment to inform teaching;
- Entering data on MarkiT at documented scheduled times and analyse the data and evidence to inform teaching.

### SMARTA Targets Progress - Numeracy

As outlined in the Strategic Plan which is the operational part of the 2015/16 Site Improvement Plan:

3 Year Target	2014	2015
<b>End of Year 1:</b>		
75% of students achieved Stanine 4 in PAT-R Test	80%	93%
<b>End Year 2:</b>		
75% of students achieved Stanine 4 in PAT-R Test	60%	70%
<b>End of Year 3:</b>		
85% at or above scale score Stanine 4 in PATMaths Test 3	46%	39%
100% of students in Year 3 achieve at the DECD SEA (Band 3 or above) in NAPLAN Numeracy	64.8%	65.2%
25% of Year 3 students who achieved in the higher bands in numeracy	22.7%	22.8%
<b>End of Year 4:</b>		
85% at or above scale score Stanine 4 in PATMaths	67%	36%
<b>End of Year 5:</b>		
85% at or above scale score Stanine 4 in PATMaths	57%	43%
100% of students in Year 5 achieve at the DECD SEA (Band 5 or above) in NAPLAN Numeracy	74.4%	78.4%
30% of students who having achieved in the higher bands in Year 3 remain so in Year 5	46.2%	36.4%
80% of Year 5 students show medium or high progress in reading between NAPLAN tests	75.8%	80.5%
<b>End of Year 6:</b>		
85% at or above scale score Stanine 4 in PATMaths	53%	51%
<b>End of Year 7:</b>		
85% at or above scale score Stanine 4 in PATMaths	52%	56%
100% of students in Year 7 achieve at the DECD SEA (Band 6 or above) in NAPLAN Numeracy	78.5%	76.8%
50% of students who having achieved in the higher bands in Year 3 remain so in Year 7	53.8%	76.5%
80% of Year 7 students show medium or high progress in numeracy between NAPLAN tests	75.5%	79.4%



## Analysis and Future Recommendations for priorities

Targets set in the 2015 Action Plan for both English and Mathematics were aspirational 2 year targets set as part of the 2015/16 Site Improvement Plan. Some progress was made in 2015 especially in literacy towards achieving many of our SMARTA targets however overall, a number of the results were below expectation. Achieving greater consistency across and between classes has been a priority and is a key component in our improvement agenda. There is much more to do to achieve our targets.

Analysis of the data presented in this report maintains some positive trends over the last 2 years. Numeracy progress as identified in the 2015 NAPLAN tests shows 80% of students achieved medium to high growth from Year 3 to Year 5 and also Year 5 to Year 7 from the results they achieved in the 2013 NAPLAN tests.

Ensuring students demonstrate 2 years of growth in 2 calendar years is a high priority. This is significant as it is testing the same students after 2 years. The results are calculated on a bell curve with 25% of students expected to achieve low growth (less than 2 years progress), 50% achieving medium growth (2 years progress) and 25% achieving high growth (more than 2 years progress) against the standards. Therefore any site achieving more than 75% of growth when combining the medium and high levels is a positive sign.

The focus on early literacy attainment will continue to be a priority in the 2016 Site Improvement Plan as we strive to embed the agreed literacy practices and assist students in reaching the SMARTA targets particularly related to reaching the benchmarks in reading levels (as assessed through running records data). Although a number of these early years' targets were not achieved, analysis of the data shows that many students are close and our priority is to help them reach the appropriate year level benchmark in 2016. Coherence in implementing and delivering on the high yield strategies outlined in our whole school literacy and numeracy agreements is a priority.

As the data sets included in this report show we have work to do in assisting those students below our literacy benchmarks to make the required progress. We need to maintain the commitment to make a difference by closing the gap on a number of the identified priority areas. This will only be achieved through putting faces on our data so the results have meaning and connection.

The other key priority in the 2016 Site Improvement Plan will involve developing proficiency levels within the number strand of mathematics. The data sets in numeracy are not as positive as we want to see, especially in Year 3 NAPLAN and PAT M stanine achievement. The school has worked hard to improve in this area, however more needs to be done including involving outside personnel to provide fresh eyes, input, advice and support.

As can be viewed from the data sets provided in the table on the previous page, more of the SMARTA targets set for aspects of Maths were achieved than in the previous year. Considering however the planning, effort, training and expenditure over the last 3 years put into improving the numeracy outcomes at our school the results are still below expectation. A number of students are close to attaining the standard set. Improvement in this area needs to be our highest priority in 2016.

As a school we committed to be part of the Golden Way Partnership training in moderation and mathematics portfolios of evidence. We are also looking at strengthening our intervention programs and strategies in numeracy including expanding the use of Quicksmart.

In 2016, the staff will work together with a renewed focus and in year level teams which we call Professional Learning Communities (PLCs) using the Australian Curriculum to determine mandated, agreed and essential learning in number and build greater automaticity in number fact recall and in utilising the basic mathematical operations to assist in building each students problem solving capacity and skill base. Finalising a whole school agreed numeracy plan at the end of 2015 was a key achievement and a base to build on in 2016. Funding will be allocated to support all staff in achieving goals and objectives as identified in individual and team performance plans.

Strategies to deliver on both priorities will include:

- Articulating and enacting our pedagogical shift;
- redefining our 2015/16 Site Improvement Plan with clear actions and outcomes;
- empowering the Mathematics and English Portfolios that meets twice a term with clear responsibilities and allocated actions;
- greater use of formative assessment across Profession Learning Communities (PLC's) to embed language and promote greater consistency;
- further whole school training and implementation of the Designing Teaching and Learning and Assessment Cycle as outlined in the DECD Numeracy and Literacy Strategy;
- analysing collected data sets to differentiate instruction to cater for all learners – data days;
- using PLC meetings to plan, review and target learning;
- coherence in the use of whole school numeracy agreements including a focus on mental computation strategies;
- expanding whole school intervention programs;
- ensuring wave 2 and 3 learners receive necessary support.



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## 4.4 – JUNIOR PRIMARY AND EARLY YEARS SCHEME FUNDING

Jacqui Bowen was released 0.2 from her classroom duties to work as the Reading Support Teacher on Early Years reading intervention. Staff professional learning, data analysis, early years resourcing and classroom support were areas assisted by the Reading Support Teacher. After surveying early years' staff on their confidence and knowledge of Running Records, the Reading Support Role enabled us to provide training and development as a whole staff as well as working individually to understand codes, conventions and analysis. This role has also enabled us to observe successful reading practices in other schools, where some strategies were applied in our school to assist teachers when using Running Record data to inform their reading programs.

The Early Years resource also funded the ongoing use of MiniLit. This reading intervention program is an evidence-based, effective early literacy program. It is a practical, systematic, explicit and effective model for teaching reading skills delivered by fully trained SSOs. MiniLit targets the bottom 25% of students and is specifically aimed at struggling Year 1 readers, but at times may be appropriate for some struggling Year 2 students. It is used as a Wave 2 intervention strategy school-based small group program (up to 5 students per group) within a Response to Intervention Framework. MiniLit is an integrated and balanced program of 80 carefully structured lessons, divided into two levels of forty lessons each:

- Level 1: Teaching the basics of letter/sound knowledge and decoding skills for CVC words;
- Level 2: Extending word attack knowledge by teaching commonly used digraphs and longer words.

The program takes around 20 weeks to complete, with four lessons of up to 60 minutes per week, and includes regular curriculum-based measures to monitor the progress of the students. Entry point into the program is flexible and, based on students' assessment scores, can be anywhere within the 80 lessons. Each lesson comprises three main components:

- Sounds and Words Activities;
- Text Reading;
- Story Book Reading.

Site initiatives were also resourced for the whole school, including Reading Eggs, where students practised engaging comprehension strategies through a range of interactive text types. The consistency of Running Record data and the increased understanding of how this data can be analysed are priority focus areas for any future funding that we may receive.

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## 4.4 – BETTER SCHOOLS FUNDING

The Better School Funding of around \$16,000 was used to provide 45 minutes of SSO time per class per week for 3 terms, during key literacy block times to implement reading intervention strategies. To track and monitor the success of this resource we identified the student most at risk in each Year 1 to Year 7 class who was not receiving any additional support. We also identified a comparison student in each class receiving no additional support so we could monitor the success of the intervention strategy. The data shows that over 30% of targeted students made medium growth and another 30% high growth. This growth was in advance of the comparison student.

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## 5.0 - STUDENT ACHIEVEMENT

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### 5.1 - NUMERACY AND LITERACY (Years 3, 5 and 7)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been a part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as numeracy, reading, writing and spelling. The assessments are undertaken nationwide, every year in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

- Numeracy;
- Reading;
- Writing;
- Language Conventions (spelling, grammar and punctuation).

The following pages including in this annual report provide reference to school mean scores over time in NAPLAN testing; percentages of school students reaching national minimum standards (NMS) in comparison to state and national percentages and progress of students from Year 3 to Year 5 and Year 5 to Year 7.

When comparing literacy and numeracy data from year to year it is important to remember:

- the raw data needs to be used in context regardless of whether the data shows progress or decline;
- these tests are administered once a year;
- each year NAPLAN tests a **different** cohort of students in the same year level;
- the results indicate trends in different year levels;
- the data needs to be used to highlight areas of strength and areas that need a specific focus in the curriculum.

## YEAR 3

Figure 1: Year 3 Proficiency Bands by Aspect

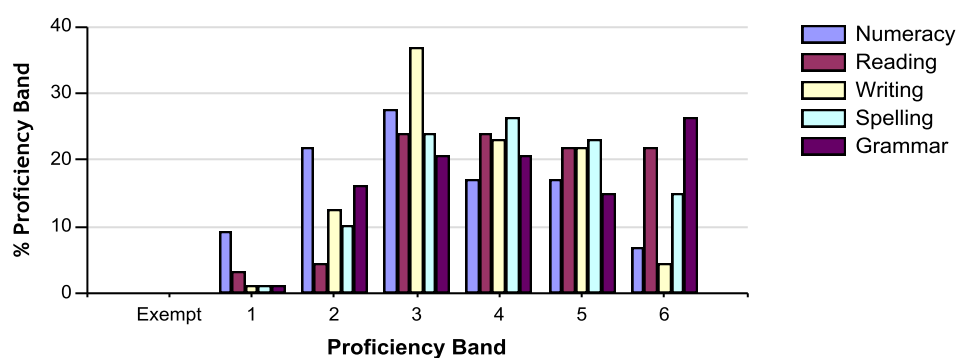


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		9.2	21.8	27.6	17.2	17.2	6.9
Reading		3.4	4.6	24.1	24.1	21.8	21.8
Writing		1.1	12.6	36.8	23.0	21.8	4.6
Spelling		1.1	10.3	24.1	26.4	23.0	14.9
Grammar		1.1	16.1	20.7	20.7	14.9	26.4

## Year 3 - NAPLAN Numeracy and Literacy

↓ means a decline of 5 or more points from 2014, = means within 5 points of the 2014 result, ↑ means an increase of 5 or more points from 2014

Year 3 Mean Scores	Greenwith			South Australia	Like School
	2013	2014	2015	2015	2015
Numeracy	373.4	362.4	363.8 =	377.2	387.6
Reading	417.8	390.8	411.6 ↑	408.6	422.4
Writing	414.5	386.0	381.6 =	392.5	402.4
Spelling	410.2	399.8	405.8 ↑	396.0	406.8
Grammar	424.3	395.9	414.8 ↑	408.9	422.1

### Summary Points

#### Numeracy

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	13.4 points below	23.8 points below

#### Reading

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 20.8 point improvement	within 5 points	10.8 points below

#### Writing

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	10.9 points below	20.8 points below

#### Spelling

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 6 point improvement	9.8 points above	within 5 points

#### Grammar

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 18.9 point improvement	5.9 points above	7.3 points below

## YEAR 5

Figure 2: Year 5 Proficiency Bands by Aspect

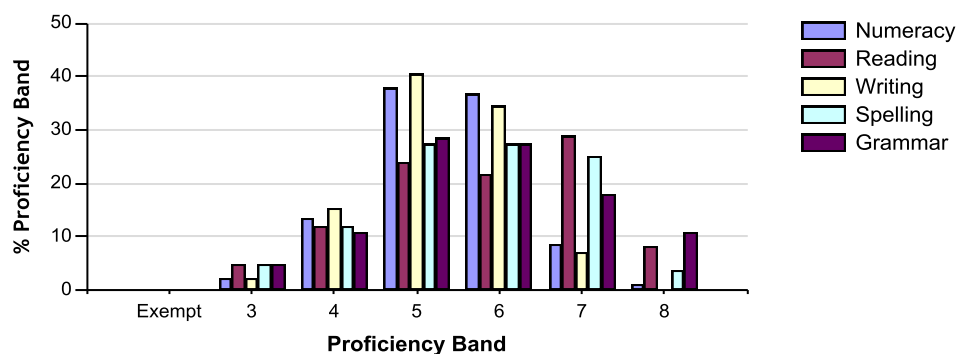


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		2.4	13.4	37.8	36.6	8.5	1.2
Reading		4.8	12.0	24.1	21.7	28.9	8.4
Writing		2.4	15.5	40.5	34.5	7.1	
Spelling		4.8	11.9	27.4	27.4	25.0	3.6
Grammar		4.8	10.7	28.6	27.4	17.9	10.7

## Year 5 - NAPLAN Numeracy and Literacy

↓ means a decline of 5 or more points from 2014,

= means within 5 points of the 2014 result,

↑ means an increase of 5 or more points from 2014

Year 5 Mean Scores	Greenwith			South Australia	Like School
	2013	2014	2015	2015	2015
Numeracy	464.1	467.4	475.7 ↑	472.5	482.1
Reading	500.8	492.2	494.3 =	481.3	493.5
Writing	467.8	432.4	469.4 ↑	455.2	467.7
Spelling	505.9	492.7	489.7 =	483.1	492.1
Grammar	496.7	491.7	495.6 =	483.4	496.5

### Summary Points

#### Numeracy

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 8.3 point improvement	within 5 points	6.4 points below

#### Reading

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	13.0 points above	within 5 points

#### Writing

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 37.0 point improvement	14.2 points above	within 5 points

#### Spelling

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	6.6 points above	within 5 points

#### Grammar

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	12.2 points above	within 5 points

## YEAR 7

Figure 3: Year 7 Proficiency Bands by Aspect

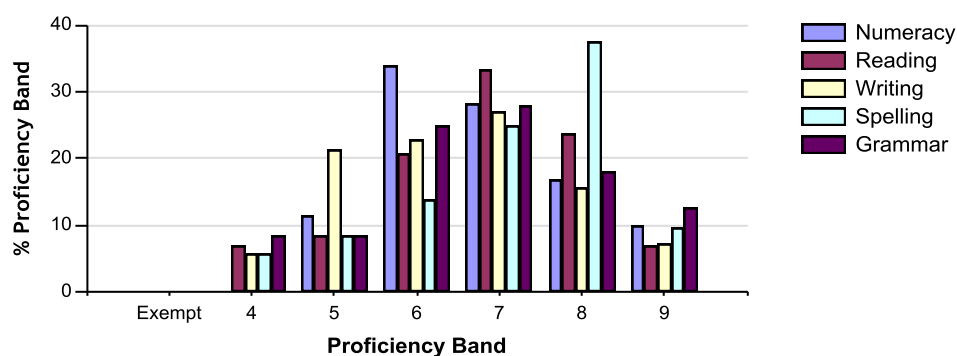


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			11.3	33.8	28.2	16.9	9.9
Reading		6.9	8.3	20.8	33.3	23.6	6.9
Writing		5.7	21.4	22.9	27.1	15.7	7.1
Spelling		5.6	8.3	13.9	25.0	37.5	9.7
Grammar		8.3	8.3	25.0	27.8	18.1	12.5

## Year 7 NAPLAN – Numeracy and Literacy

↓ means a decline of 5 or more points from 2014, = means within 5 points of the 2014 result, ↑ means an increase of 5 or more points from 2014

Year 7 Mean Scores	Greenwith			South Australia	Like School
	2013	2014	2015	2015	2015
Numeracy	528.2	531.7	545.1 ↑	526.0	535.9
Reading	539.0	546.6	546.6 =	534.2	547.1
Writing	529.1	505.7	525.5 ↑	499.2	515.8
Spelling	552.5	554.7	562.2 ↑	533.9	544.3
Grammar	525.6	564.8	543.8 ↓	526.5	541.5

### Summary Points

#### Numeracy

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 13.4 point improvement	15.1 points above	9.2 points above

#### Reading

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
within 5 points	12.4 points above	within 5 points

#### Writing

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 19.8 point improvement	26.3 points above	9.7 points above

#### Spelling

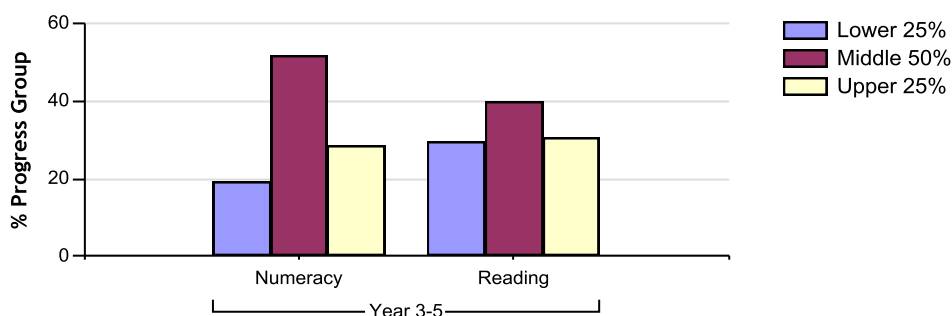
Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 7.5 point improvement	28.3 points above	17.9 points above

#### Grammar

Compared to the 2014 result	Compared to 2015 SA	Compared to 2015 Like Schools
a 21 point decline	17.3 points above	within 5 points



## Student Growth - Year 3 to Year 5



### Growth from Year 3 (2013) to Year 5 (2015)

	Lower 25%	Middle 50%	Upper 25%
Numeracy	19.5%	51.9%	28.6%
Reading	29.5%	39.7%	30.8%

#### Summary Points

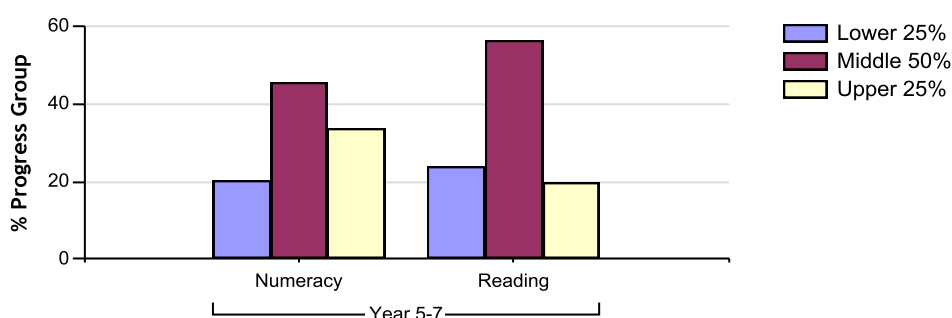
##### Numeracy growth from Year 3 to Year 5

- a 5.5% lower representation of student progress in the bottom 25% than the national average;
- a 1.9% higher representation of student progress in the middle 50% than the national average;
- a 3.6% higher representation of student progress in the top 25% than the national average.

##### Reading growth from Year 3 to Year 5

- a 4.5% higher representation of student progress in the bottom 25% national average;
- a 10.3% lower representation of student progress in the middle 50% than the national average;
- a 5.8% higher representation of student progress in the top 25% than the national average.

## Student Growth - Year 5 to Year 7



### Growth from Year 5 (2013) to Year 7 (2015)

	Lower 25%	Middle 50%	Upper 25%
Numeracy	20.6%	45.6%	33.8%
Reading	23.9%	56.3%	19.7%

#### Summary Points

##### Numeracy growth from Year 5 to Year 7

- a 4.4% lower representation of student progress in the bottom 25% than the national average;
- a 4.4% lower representation of student progress in the middle 50% than the national average;
- a 8.8% higher representation of student progress in the top 25% than the national average.

##### Reading growth from Year 5 to Year 7

- a 1.1% lower representation of student progress in the bottom 25% than the national average;
- a 6.3% higher representation of student progress in the middle 50% than the national average;
- a 5.3% lower representation of student progress in the top 25% than the national average.

#### Implications

- This data is highly useful as it tracks the progress of the same cohort of students across a 2 year span – it compares ‘apples with apples’ rather than a different cohort of students in the same year level;
- Individual student data is interrogated for patterns and clusters across year levels and individual classes;
- Results across most year levels and curriculum areas indicate that we are pleasingly under-represented in the lower 25% growth bracket (except Year 3 to 5 reading) and over-represented in the higher 25% growth brackets (except Year 5 to 7 reading);
- The focus in 2016 will be to increase the % of students in the upper 25% growth bracket.

## NAPLAN – National Minimum Standard Achievement

↓ means a decline from the 2014 result,

= means similar to the 2014 result,

↑ means an increase from 2014 result

2015	% of students at or above National Minimum Standard in NAPLAN				
	Numeracy	Reading	Writing	Spelling	Grammar
Year 3 – Band 2 and above	90.8% =	96.6% ↑	98.9% ↑	98.9% ↑	98.9% ↑
Year 5 – Band 4 and above	97.6% ↑	95.2% ↓	97.6% ↑	95.2% =	95.2% =
Year 7 – Band 5 and above	100.0% ↑	93.1% =	94.3% ↑	94.4% =	91.7% =

## NAPLAN – Top 2 Bands Achievement

↓ means a decline from the 2014 result,

= means similar to the 2014 result,

↑ means an increase from 2014 result

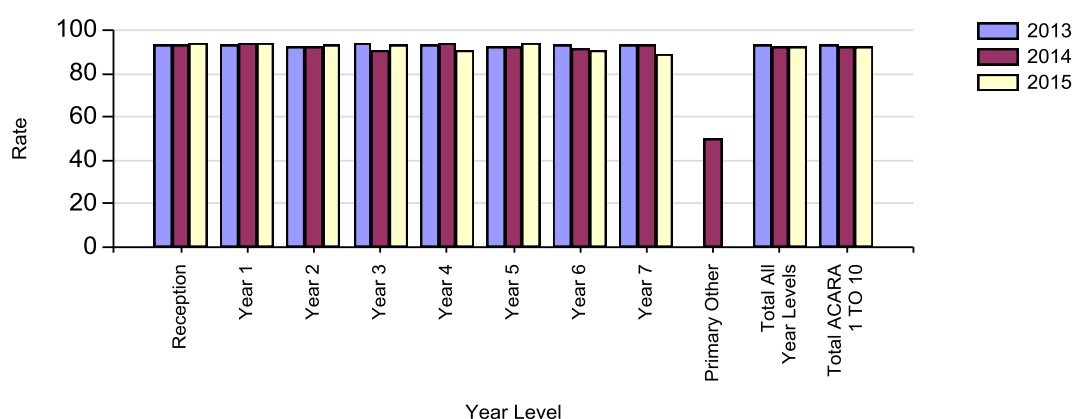
2015	% of students in the top 2 Bands in NAPLAN				
	Numeracy	Reading	Writing	Spelling	Grammar
Year 3 – Band 5 and above	24.1% =	43.6% ↑	26.4% ↓	37.9% =	41.3% =
Year 5 – Band 7 and above	9.7% =	37.3% ↑	7.1% =	28.6% ↓	28.6% =
Year 7 – Band 8 and above	26.8% ↑	30.5% ↑	22.8% ↑	47.2% ↑	20.6% ↓

## 6.0 - STUDENT DATA

Following are a series of data sets included as required as part of the annual reporting process.

### 6.1 - ATTENDANCE

National Attendance Rates Semester 1



#### Attendance Data

Term 2 attendance data.

	2011	2012	2013	2014	2015
Greenwith	93.1%	93.1%	93.2%	92.7%	92.0%
DECD	90.6%	90.9%	91.1%	91.2%	91.0%

The poor attendance of 6 students with chronic attendance issues was managed by the Leadership Team and the regional Attendance Officer during the year. The non-attendance of these students impacts significantly on our data. The 2015 attendance percentage at Greenwith is a slight decline on 2014 data and is slightly below the national target set by the Federal Government. After reviewing the 2014 data the school made a concerted effort to reverse the decline with documented success especially by tracking unexplained absence (see below). Overall attendance data is steady. We will continue to review and refine our procedures in monitoring attendance to lift it to the next level.

#### Attendance rates per year level

Year	R	1	2	3	4	5	6	7	School Total Attendance
2012	92.1%	92.4%	95.0%	93.8%	92.0%	92.4%	94.1%	92.5%	93.1%
2013	93.2%	92.9%	92.7%	94.4%	93.4%	92.4%	92.9%	93.5%	93.2%
2014	93.1%	94.4%	92.3%	91.0%	93.8%	92.7%	91.6%	93.0%	92.7%
2015	94.35	93.95	93.45	93.05	90.35	93.75	91.05	88.9%	92.0%

Although our absence rate remains at 8%, our progress in following up unexplained absence has been significant. This is the area we have targeted over the last 4 years. In 2011 the school introduced a new system for tracking and monitoring short and long term student absence including weekly reviews of student absence data. This has resulted in a significant decline in our unexplained absence data. A list of students with irregular attendance patterns is developed and reviewed in the weekly leadership meetings and relevant actions are assigned.

With the introduction in 2012 of a commercial online marking system, attendance information is completed by 9:30am every morning. Through the introduction of an SMS service parents are notified of absence and are asked to contact the school with an explanation. A member of the school's leadership team contacts the parents of students with irregular attendance patterns or significant periods of unexplained absence. Our data shows unexplained absence has significantly improved over the last few years.

## 6.2 - RETENTION / DESTINATION

### Progression Ratios

	% of students moving from one year to the next each year														
	2010 / 2011			2011 / 2012			2012 / 2013			2013 / 2014			2014 / 2015		
	School	DECD	Index	School	DECD	Index	School	DECD	Index	School	DECD	Index	School	DECD	Index
R to Yr 1	80.8%	78.7%	76.8%	88.4%	80.7%	80.7%	81.6%	80.3%	79.2%	78.2%	81.2%	82.1%	101.3%	100.8%	100.6%
Yr 1 to 2	101.6%	101.1%	99.2%	101.3%	101.9%	103.0%	103.6%	100.5%	101.3%	104.8%	100.8%	100.9%	98.7%	101.1%	101.8%
Yr 2 to 3	103.8%	100.8%	98.5%	103.1%	100.9%	102.7%	103.7%	100.1%	101.6%	104.6%	100.8%	100.5%	104.5%	100.4%	100.2%
Yr 3 to 4	98.8%	100.0%	98.6%	105.5%	101%	100.8%	109.0%	100.4%	101.8%	103.6%	100.2%	99.5%	101.1%	100.6%	100.4%
Yr 4 to 5	100.0%	100.5%	96.8%	101.3%	99.9%	99.3%	105.0%	99.9%	100.6%	109.6%	100.1%	100.3%	102.3%	99.8%	99.2%
Yr 5 to 6	93.8%	99.2%	93.8%	89.4%	98.5%	97.1%	87.5%	98.6%	97.8%	93.5%	98.3%	97.7%	105.0%	99.3%	98.1%
Yr 6 to 7	96.5%	99.3%	94.1%	101.1%	98.2%	97.8%	101.3%	98.3%	97.7%	100.0%	97.7%	95.5%	93.0%	97.8%	95.8%

### Intended Destination

Destination Data related to students moving schools during the 2014 school year including onto high school at the end of the year

Leave Reason	School		Like School	DECD
	Number	%	%	%
<b>Employment</b>			1.9%	2.9%
<b>Interstate / Overseas</b>	15	12.4%	11.3%	9.5%
<b>Other</b>			0.7%	1.4%
<b>Seeking Employment</b>			1.7%	3.8%
<b>Tertiary/TAFE/Training</b>			5.1%	3.6%
<b>Transfer to a SA Non Government School</b>	33	27.3%	12.4%	9.8%
<b>Transfer to a SA Government School</b>	73	60.3%	47.3%	48.8%
<b>Unknown</b>			19.7%	20.3%

## 6.3 - ENROLMENT

Enrolment totals as recorded in the Term 3 census. Enrolments remain high with a slight increase in 2015 from 2014. Enrolments have remained steady over the last 9 years.

Year	2007	2008	2009	2010	2011	2012	2013	2014	2015
Term 3	679	678	658	682	661	670.6*	668	660	671

\*0.6 = a part time student

### Specific Population Enrolment

Actual number of students in each category in (brackets)

Year	2011	2012	2013	2014	2015
<b>ATSI</b>	(16) 2.4%	(16) 2.4%	(11) 1.6%	(10) 1.5%	(15) 2.3%
<b>NESB</b>	(75) 11.3%	(69) 10.3%	(70) 10.5%	(61) 9.2%	(67) 9.9%
<b>ESL</b>	(43) 6.5%	(40) 6%	(30) 5.5%	(24) 3.6%	(16) 2.3%
<b>Disabilities</b>	(36) 5.4%	(41.6) 6.2%	(39) 5.8%	(43) 6.5%	(48) 7.1%
<b>School Card</b>	(117) 17.7%	(132.6) 19.8%	(121) 18.1%	(115) 17.4%	(118) 17.5%

**ATSI:** Aboriginal or Torres Strait Islander;

**NESB:** Non English Speaking Background;

**ESL:** English as a Second Language (now called EADL);

**Disabilities:** Having a learning disability that is officially recognised by DECD identified by Guidance Officers and Disabilities Coordinators;

**School Card:** Approved for financial support through socio-economic and other identified reasons.

## 7.0 - CLIENT OPINION

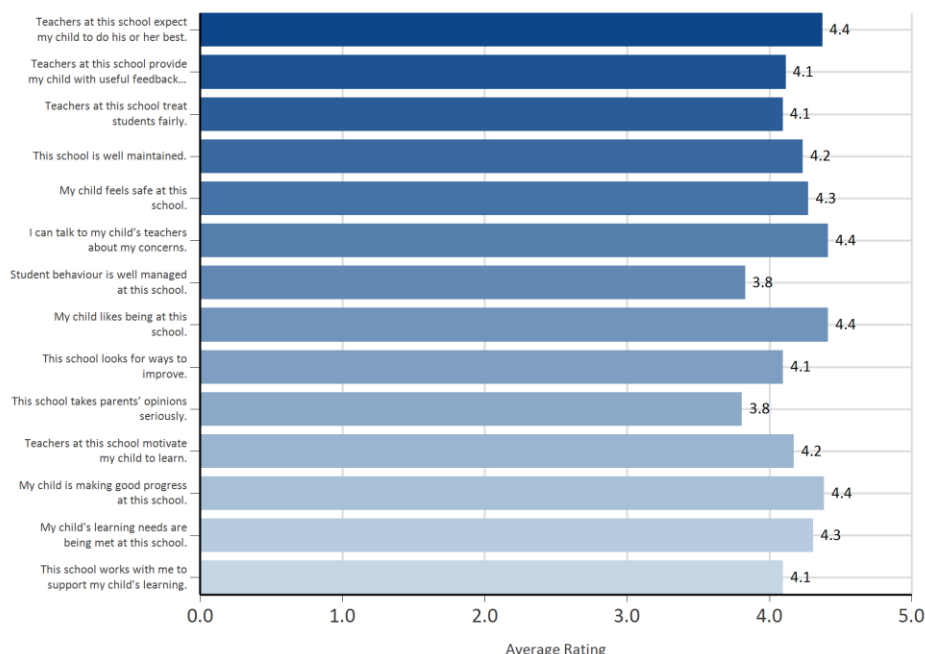
More information about the schools performance can be found at the My School website: <http://www.myschool.edu.au>

### 7.1 - PARENT OPINION SURVEY

As a component of the annual report, all schools are required to regularly present and collate the results of a 'parent opinion survey'. Last year a random sample of around 1 in 7 families was selected to participate in the survey, equating to about 100 families. 58 families responded to the invitation to participate. Parents were asked to read each statement and indicate their rating using the following scale:

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

The graph below shows the collated responses with the maximum score possible to each statement being 5.



From the collated responses above, it is clear that the vast majority of randomly surveyed parents either agree or strongly agree with the statements they were given. The highest levels of satisfaction being:

- teachers at this school expect my child to do their best;
- I can talk to my child's teachers about my concerns;
- my child likes being at this school;
- my child is making good progress at this school.

Areas for focus include:

- managing student behaviour and
- taking parent's opinions more seriously.

### 7.2 - STAFF OPINION SURVEY

A staff opinion survey is required to be completed every 2<sup>nd</sup> year. In 2015 this was our alternate year. 55 staff members did however complete the annual psychological health survey. For this survey staff are asked to anonymously complete a hazard identification sheet covering 10 aspects of their role indicating if it is a positive or negative risk factor

No.	Factor	Positive Factor Response Agreement
1.	Supportive Leadership	82%
2.	Role Clarity	92%
3.	Co-worker Interaction	88%
4.	Participative Decision Making	76%
5.	Goal Alignment	85%
6.	Appraisal and Recognition	75%
7.	Employee Development	78%
8.	Work Demands	59%
9.	Individual Morale/Distress	76%
10.	Group Morale/Distress	72%

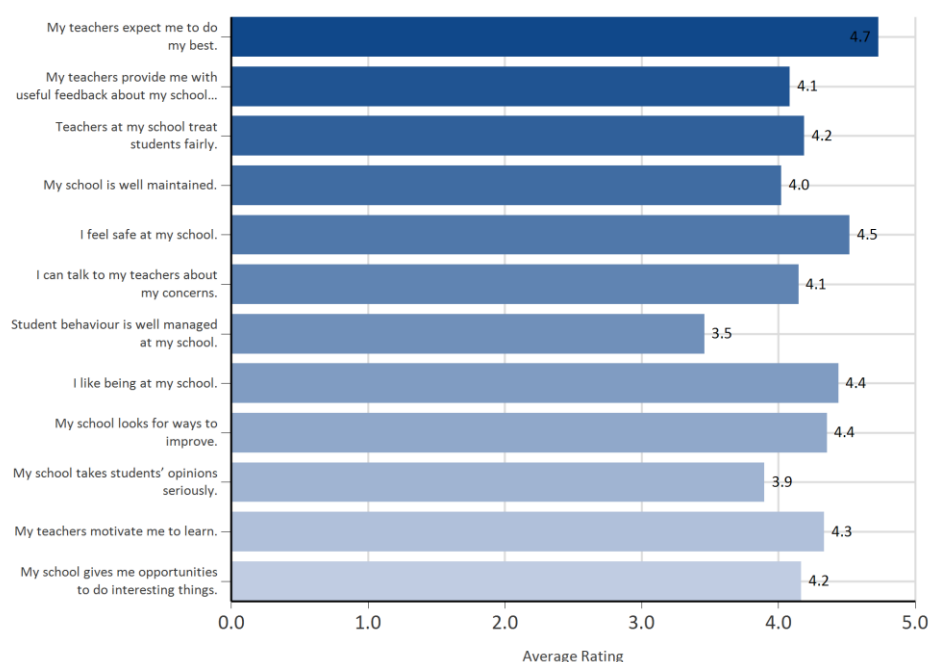
Work demands continue to be the highest negative risk factor with 41% of staff responding indicating that the demands are negatively impacting their role. This is the highest negative factor identified across the DECD system and we are always looking for ways to support staff in this area. The Work Health and Safety Committee have put together an action plan to look for ways to address the main negative risk factors.

## 7.3 - STUDENT OPINION SURVEY

As a component of the annual report, all schools are required to regularly present and collate the results of a 'student opinion survey'. In 2015 a random sample of 48 students in Years 5 to 7 were selected to participate independently online. Selected students were asked to read each statement and indicate their rating using the following scale:

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

The graph below shows the collated responses with the maximum score possible to each statement being 5.



## 8.0 - ACCOUNTABILITY

### 8.1 - BEHAVIOUR MANAGEMENT

#### Behaviour Data

Maintaining a calm and caring learning environment in both the classroom and the yard is a high priority at Greenwith. The link between quality teaching and student engagement is critical. Helping students learn to make positive choices in their attitude and behaviour are significant factors in student success. Monitoring behaviour data by the school's leadership team is essential in ensuring ongoing improvement. Key information and recommendations are taken to staff and the Governing Council for discussion and feedback.

#### Frequency of assigned consequences

Consequence	2011	2012	2013	2014	2015
Time Out – Office *(2008 data in this area is incomplete)	92	172	216	124	131
Time Out - Yard	405	339	373	279	342
Take Home	2	8	19	4	23
Internal Suspension	21	1	1	3	0
Suspension	13	12	15	10	24
Exclusion	0	1	0	1	1
Other	9	15	3	1	1
<b>Total Incidents:</b>	<b>542</b>	<b>548</b>	<b>627</b>	<b>422</b>	<b>522</b>
Student Enrolment – as measured in the Term 3 census	661	670.6	668	660	671

- The total number of consequences assigned in 2015 increased significantly from 2014 data, mainly in yard time outs and suspensions. The majority of these suspensions were applied to 4 students in the upper grades, 2 who only came to Greenwith in 2015 after significant issues at their previous schools. Our zero tolerance to physical violence was maintained and suspensions imposed.

#### Incidents in each year level and an overall total

Year	R	1	2	3	4	5	6	7	Total Incidents
2011	75	83	119	68	31	50	49	67	542
2012	69	95	34	139	65	40	56	50	548
2013	118	100	77	65	70	79	54	64	627
2014	40	53	54	54	25	85	62	49	422
2015	24	65	45	49	69	31	94	145	522

- This table shows the number of incidents for which consequences were assigned in each year level



## Students receiving consequences in each year level

Year	R	1	2	3	4	5	6	7	Total Students
2011	30	20	28	19	18	16	10	23	164
2012	16	25	13	27	17	25	18	20	161
2013	20	24	25	19	29	23	21	23	184
2014	14	16	27	21	14	21	19	24	156
2015	14	17	20	21	21	14	22	17	146

- This data also shows that over 500 students in the school made successful behavioural choices throughout the entire school year

## Consequences per student

Consequences per student	1	2	3	4	5 to 10	Greater than 10	Total Students Involved
2011	74	33	15	8	22	12	164
2012	77	27	16	10	25	6	161
2013	92	31	18	10	23	10	184
2014	84	26	14	10	15	7	156
2015	75	26	6	9	16	14	146

- 51.3% (84) of the 146 students who received consequences for inappropriate behaviour learned from the experience the first time and behaved responsibly for the remainder of the year;
- Another 26 students were involved in only two incidents;
- Targeted students received support to assist them in developing the skills required to engage with the teaching and learning program and to help them take greater responsibility for their behaviour and learning;
- 6 students were particularly challenging during the year, 3 were in Year 7 with 1 of these student excluded;
- Although the number of incidents across the school increased by 100, the more relevant piece of data is that for the 3<sup>rd</sup> year in a row the total number of students needing behaviour intervention or support decreased.

## 8.2 - RELEVANT HISTORY SCREENING

The school complied with all aspects of the relevant history screening requirements for staff and volunteers. 1 morning, 1 afternoon and 1 evening volunteer training session was held every term to cater for the needs of parents. In 2015 the school was audited on our processes relating to these matters and we were commended for our comprehensive and detailed procedures and record keeping.

## 8.3 - HUMAN RESOURCES

### 8.3.1 - TEACHER QUALIFICATIONS

Qualification Level	2011	2012	2013	2014	2015
Bachelor Degrees or Diplomas	84	75	75	70	74
Post Graduate Qualifications	9	7	7	7	5

All teachers at this school are qualified and registered with the SA Teachers Registration Board. In total in 2015 staff have 74 Bachelor degrees or diplomas and 5 post graduate qualifications. Some staff members have multiple qualifications.

### 8.3.2 - WORKFORCE COMPOSITION

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Fulltime Equivalent	0	33.30	0	13.22
Persons	0	39	0	19

## 9.0 - FINANCIAL STATEMENT

### 9.1 - FINANCIAL REPORT

Funding Source	2011	2012	2013	2014	2015
Grants: State	\$4,365,536	\$4,460,793	\$4,883,336.81	\$4,991,068.96	\$5,127,520.03
Grants: Commonwealth	\$128,005	\$82,595.49	\$54,189	\$19,755.30	\$25,800.00
Parent Contributions	\$228,597.10	\$257,903.31	\$246,585	\$148,505.03	\$245,787.54
Other	\$145,871.24	\$196,663.39	\$123,912	\$254,511.64	\$183,075.05

## 9.2 - FINANCIAL INFORMATION

A copy of the school's key financial reports are available in conjunction with this annual report.

The reports are for 2015 Period 13 (End of Year) Balance Sheet and Profit and Loss Statement

We finished the year with:

- \$175,820.25 in our Cash at Bank Account and
- \$235,816.84 in our Investment Account (SASIF)

### Financial Data

The school started the 2015 year in a solid financial position after posting significant losses in both 2011 and 2012 and recovering in 2013. Our financial reserve had increased after significant action in 2013 was taken to address the situation.

The Finance Advisory Committee closely monitored the financial situation in 2015 and ensured a surplus was made towards again building up a reserve.

Combining the money in both accounts (Cash at Bank and SASIF) gives a total of \$411,637.09. This figure looks impressive and is an increase on the 2014 combined total and a major turnaround from the challenges of 2011/12. A significant portion of this funding however includes a carryover of \$120,000.00 of unspent funds from the large schools salary grant that is a year to year proposition depending on enrolment numbers.

Taking the \$120,000 away from the combined total, gives us an uncommitted reserve of almost \$300,000 which puts us at or above the suggested reserve (5% of our (RES) Resource Entitlement Statement) and in a strong financial position.

The approved 2016 budget will fund some projects that have been planned for a number of years.

