Curramulka Primary School is part of the Southern Yorke Peninsula (SYP) Alliance, a teaching and learning network made up of all public pre-school and school sites in this area. Curriculum programs and high quality teaching are supported by students engaging in significant learning opportunities beyond the classroom. Literacy, Student Well-Being and Numeracy remain strong foci with intervention programs in place. A recognized program in Environmental Education features a fifteen hectare rehabilitation and woodlands project. Quality Student Leadership is a cultural feature of the school where students actively contribute to the school decision-making process through the Student Representative Council. Students are also very successful in the SAPSASA sporting arena and there is passionate commitment to Arts programs. Community support for the school is extremely strong with a highly dedicated Governing Council and parent group.

- State Electorate of Goyder
- Local Government – Yorke Peninsula District Council
- Index of Disadvantage: 5
- The school serves 21 families who live both within the town and the surrounding farming community.
- The school year commenced with 35 students with a peak enrolment of 41 in Term 3.
- Teaching Staff: 3.2 FTE
- Support Staff: 55 hours
- Two multi-year level classes as follows: LOWER PRIMARY R-4 (24 students), UPPER PRIMARY 5-7 (17 students).
- There is a relatively low level of transience in the present school population and there is no staff movement.

**MISSION AND VALUES:**

Our Vision: “Curramulka Primary School aims to promote innovative thinking and positive partnerships.”

Our Motto: “Small School, Strong Team”

Our Values: RESPECT, RESPONSIBILITY, TRUST
2013 was a brilliant year at Curramulka Primary with some wonderful academic results and exciting programs including our Artists-in-Schools Project with local well-known SA artist Allyson Parsons, the Upper Primary Camp to Kangaroo Island, Environmental Education including the Parklands Project, SAPSASA Sporting events, Premier's Reading Challenge and Be Active Challenge, Active After School Program and more! The school year was full of challenging and enjoyable learning opportunities for our students. The diverse range of achievements demonstrates the high quality of staff, student, parent and community input into the school and the varying opportunities available at Curramulka. Many enriching experiences engaged our students and extended their learning across all areas of study. These included:

- ARTISTS-IN-SCHOOLS – The school was extremely lucky to have Allyson Parsons work with all our students for workshops in Term 1 and then painting across a 6 week time frame in Term 2 to complete our project “Arts Alive 2013 - Bringing Our School Yard to Life” – mural painting on the ball wall. Each face of the wall features a particular scene relating to Curramulka – The Parklands, Farming Community, Township and Sports. Every child in the school helped to design the art work as well as paint. The wall features original student designs transferred by Allyson with students painting their own designs. The school is indebted to Marie Parsons who also gave considerable personal time to assist Allyson with this project. It was an outstanding team effort and has become an enduring feature of the school yard. We are grateful for the outstanding work Allyson undertook with the students. Her artistic influence and subsequent benefits for student self-esteem cannot be underestimated. Curramulka Primary School will be forever grateful for Allyson’s creative input and direction for this outstanding project.

- The quality of teaching at Curramulka was recognized by two members of staff – Lucy Tilbrook and Jenny Hansen, being awarded with Rowan Ramsey Community Service Awards by Governing Council for their outstanding service to the school.

- NAPLAN RESULTS – All students achieved above National Minimum Standard in all tests (except one student in one test). The Year 7 group achieved outstanding results with growth often in the Upper range.

- RUNNING RECORDS and PAT-R testing demonstrated pleasing results and provided valuable data to inform intervention programs.

- ICAS Results were pleasing including 3 High Distinctions, 1 Distinction and 4 Credits from the small group of students who undertook these tests.

- Whole school participation in the Premier’s Reading Challenge with 98% of students successfully completing the challenge. Student achievement was acknowledged with 5 Certificates, 3 Bronze, 6 Silver, 6 Gold, 4 Champion, 6 Legend and 5 Hall of Fame medals and 4 Reader for Life awards – an outstanding effort for our small school.

- The whole school also participated in the Premier’s Be Active Challenge with 100% of students successfully completing the challenge. Awards included 6 Bronze, 5 Silver, 3 Gold, 17 Champion and 5 Legend medals.

- Active After School Program – The school continued its Active After School Program with activities held every term for students keep up their fitness levels and benefit from the healthy fruit snack provided each week. The school received grant funding of $3,431.00 to support this program.

- SAPSASA Sports – Outstanding results: Gold Medal for Year 6/7 Boys Indoor Volleyball. One student made it into the SACA/SAPSASA State Cricket Team. Gold medals for Beach Volleyball at Wallaroo for Year 4/5 Girls and Year 6/7 Boys plus silver medals for Year 4/5 Boys and 6/7 Girls. Students participated in SYP District Softball, Netball, Athletics, Cricket, Tennis and Football. Teaching staff coached the District teams in Softball and Netball at the Adelaide Carnivals.

- ICTs – Significant improvement to ICT systems including – Installation of a new wireless network including in the school hall, upgrading of the Upper Primary computers to laptops which can connect anywhere in the school from the Hall through to classrooms via reliable wireless installed by USG as part of the DECD CISP program. Additional iPads were purchased and all iPads can now connect via the wireless network. The Curriculum Server was repaired by the USG technician and now provides reliable connection to all curriculum computers.
Student Leadership – Our student leaders are to be congratulated on their commitment to improving our school and demonstrating their leadership in many ways. This year’s SRC were trained by Jenny Hansen and proved to be an effective group who initiated a number of events including Crazy Hair Day, Footy Colours Day, Student Veggie Patch and Healthy lunches. SRC ran assemblies, organized lunch time sport including badminton and soccer and also contributed to student wellbeing issues. One student represented the school at the DECD Brighter Futures Forum at Wallaroo. Two students represented the school at the SYP Blue Light Camp at Errappa, Iron Knob.

The Lower Primary class went to a Zoo Snooze and had an eventful class Sleepover where they hatched chickens from eggs as part of their Science program – a very exciting learning experience.

The Upper Primary enjoyed their Kangaroo Island Camp with many exciting adventures and significant cross-curriculum learning opportunities as part of the program provided.

Review and development by students, parents/caregivers and staff of school Student Behaviour Policy, Anti-Bullying Policy, Grievance Procedures Policy and Parent Complaints Policy

Swimming R-4 at Bluff Beach and Aquatics 5-7 at Port Vincent were both held in Term 1.

A range of quality Training and Development was offered to all staff. Considerable time including Pupil Free Days was dedicated to Australian Curriculum implementation and shared staff meetings each term across SYP. Other professional learning included Merit Selection training, YMN Leaders Days, Jolly Phonics, BELS First Aid, Stephen Graham Literacy workshops, TeachSA Developing Mathematical Understanding (including a $2,125 Grant), Michael Carr-Gregg Promoting Student Wellbeing workshop, Improvement Planning, Narungga language training, Due Diligence training and YMN Aboriginal Cultural Tour.

Combined Sports Day with Port Vincent, Stansbury and Edithburgh Primary Schools at the Curramulka oval followed by the SYP cluster Interschool Sports Day at Minlaton.

Music Count Us In – Combining with other schools nationally to perform "Keep On"

Annual Tree Planting day, Upper Primary Cookout and Clean-Up Australia Day

Visit to Point Pearce Aboriginal School for NAIDOC Week and Aboriginal Language Program Initiative (including $1,600 grant)

Visit from Birdlife Australia’s Meghan Cullen, Conservation Officer – Beach nestling birds workshop

Book Week and Science Week celebrations – including a National Science Week Grant of $460

Big Science Day competition and visit by the Planetarium

Lions International Peace Poster contest

Outstanding art work across the whole year including clay modeling, balsa models, painting and drawing in a number of mediums.

End of year whole school performance Concert and Presentation Night

Report from Governing Council

Members of Curramulka Primary School Governing Council have been actively involved throughout the year in support of school programs, policies, services and facilities.

Governing Council supported and assisted with the review of the school’s Student Behaviour Policy as well as assisting the formulation of Anti-Bullying Policy, Grievance Procedures Policy and Parent Complaints Policy for 2013.

Governing Council also reviewed the school hat design and made a recommendation following consultation with students for a change to the type of hats used by students. The new design is to be progressively introduced.

Governing Council members contribute routinely at meetings twice per term which include monitoring the site’s budget, approval of pupil free days, contribution to future directions and general business.

The Governing Council moved that Jenny Hansen and Lucy Tilbrook would both be recipients of the 2013 Rowan Ramsey Award for Community Service recognizing their outstanding service to the school over many years. Chairperson Kym Campion presented the awards at the annual school concert.
Fundraising achievements
- Organizing and supporting the "Fat Lamb Day" fundraiser which the school benefits from financially through a donation from the event.

Other service achievements include:
- **Working Bee** - Initiating a thorough cleaning of the school hall after winter including the high sections to improve the area for school use and assist our cleaner.
- Assisting with the organization and set-up of the combined small schools sports day at the Curramulka Oval.
- Assistance at tree planting days and Clean-up Australia day.

GOVERNING COUNCIL MEMBERS 2013:

<table>
<thead>
<tr>
<th>Chairperson – Kym Campion</th>
<th>Governing Councillor – Sally Emery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Chairperson – Matthew Pointon</td>
<td>Governing Councillor – Gavin Roocke</td>
</tr>
<tr>
<td>Secretary – Gavin Reade</td>
<td>Community Club Delegates – Simon Pointon &amp; Karen Parsons</td>
</tr>
<tr>
<td>Assistant Secretary – Karen Parsons</td>
<td>Bus Committee Representative – Matthew Pointon</td>
</tr>
</tbody>
</table>

Site Improvement Planning

Our two site improvement priorities in 2013 continued to focus on **LITERACY** and **WELLBEING**.

(1) **LITERACY** – "Literacy remains a strong focus in our school and we are committed to providing a learning environment where students are challenged to achieve their personal best."

**Highlights and Key Strategies:**
- Sharp school focus: "Our Focus at Curramulka is that all students become fluent readers and competent spellers."
- Discussion of student progress occurred frequently at staff meetings throughout the year.
- The school is continuing working towards a system to track longitudinal data.
- The Three Tier Model of Intervention was used to identify individual student's needs, devise NEPs for students with learning difficulties and disabilities. Student position in the three tiers was tracked for both Literacy and Numeracy.
- Running records, NAPLAN and PAT-R Data was collected and analyzed to monitor the progress of individual students in addition to teacher records.
- Key elements from the PALL Program continued to be utilized in 2013. These included:
  1. CONDITIONS FOR LEARNING – Monitoring the learning spaces, improvements to ICTs across the school including the wireless capability in class rooms and the activity hall. Updating resources for Australian Curriculum requirements.
  2. SHARED MORAL PURPOSE – Students remain at the centre of decision making processes with resources targeted to meet the individual needs of students.
  3. EVIDENCE BASED – A range of Data was systematically collected and provided a valuable source of information to inform future actions. The basis of our self-review processes included a disciplined dialogue. Our annual review day provided a valuable opportunity to reflect on the achievements of our students across the 2013 year and inform future directions for the school.
4. PROFESSIONAL DEVELOPMENT – Maximizing opportunities for staff to benefit from significant Professional Development including Jolly Phonics, Stephen Graham Workshops and Australian Curriculum English – assessment and moderation which included cluster pupil free days.

Progress Towards Targets – The statement “Our Focus at Curramulka is that all students become fluent readers and competent spellers” continues to provide students and teachers with a strong goal for learning. The spelling target using the Oxford word lists was difficult to measure. Teachers relied on results from the Peg Spelling program as an alternative and this gave students a measure of improvement in their spelling. It was noted that students still have difficulty transferring their spelling knowledge to their writing. Running records results indicated the majority of students were at age appropriate levels. Significant intervention support was given to students who were struggling. NAPLAN results for Years 3, 5 and 7 continued to be generally pleasing and provided a valuable snapshot of student progress. All students achieved National Minimum Standard in all NAPLAN tests (except one Year 5 who returned a blank booklet for writing). The Year 7 cohort achieved outstanding results with growth often in the upper range.

Implications for 2014:
1. Continued monitoring of the conditions for learning including ICTs, Australian Curriculum resourcing, SSO Classroom support to target students with high needs
2. Literacy to continue as an area of focus and improvement. Targets to include PAT-R stanines in future (e.g. a 10% improvement in addition to Running records and NAPLAN.
3. Following review day discussions and the publication of the DECD Numeracy and Literacy Strategy, we have committed to the inclusion of Numeracy into the school’s Improvement Plan for 2014 and beyond.
4. Devise a system for tracking longitudinal data for individual students in both Literacy and Numeracy.
5. TARGETS for 2014:
   a. All students in the TOP 3 proficiency bands (or higher) for NAPLAN
   b. All R-2 students at an appropriate reading level for their age as indicated by Running Records
   c. All students improve their PAT-R stanines by at least one level between Term 1 and Term 3 and their score by a minimum of 10%.

(2) WELLBEING – “Focus on building positive relationships between young people, create the opportunity for students to build resilience and feel safe in their school community including online. Children and young people are at the centre of everything we do.”

Highlights:
- Artists-in-Schools Program – significant project – 100% students involved. This program promoted school pride, a sense of wellbeing and worth, and is an enduring icon in the school yard that all students and visitors in the school can enjoy for years to come.
- Attendance Target of 95% was met for 2013 which is outstanding.
- Annual review of the Student Behaviour Policy and provision of an Anti-Bullying Policy, Grievance Procedures and Parent Complaint Policy was undertaken.
- Student feedback about behaviour in the yard was generally positive and any difficulties were dealt with promptly thanks to the willingness of individuals to report problems. Data on number of incidences, all of which were extremely low level, indicated a decrease which was pleasing.
- School values on display in all rooms and referred to in conversations with students. All students were given strategies to assist with problems in the yard and to promote positive interactions with others.
- All students participated in SRC to assist the development of school leadership and pro-social behaviours. Student initiatives included Grounds Committee, Student Veggie Patch, Casual Day, Healthy Lunches, Footy Colours Day and Crazy Hair Day all of which promoted positive behavior and student well-being.
- Reporting to Governing Council about student behavior incidences as per DECD requirements.
Key strategies:
- Special project for students – Artists-in-Schools
- All absences followed up promptly with a requirement that absences be explained in writing.
- Newsletter articles were published about the importance of attendance.
- Providing a range of activities for students to participate in to develop student leadership qualities through all students participating in SRC.
- Participation in the Middle Years Development Index (MDI) to measure well-being of students nine years and over.
- Reinforcing and rewarding positive behaviour through awards and acknowledgement when students make good choices about their behaviour
- Monitoring student behavior and keeping parents informed when issues arise.

Progress:
- Improvement in yard behaviour was evident in the data for 2013 as compared to previous years.
- Twice yearly reports were given to Governing Council about low level behaviour incidences that occurred during the year.
- Attendance target of 95% was reached.

Implications for 2014:
1. Monitor student attendance, examine individual student’s attendance and meet or exceed 95% for attendance in 2014.
2. Maintain active SRC and continue to promote student leadership including special activities e.g. NRM Environmental Leadership program 2014

SELF-REVIEW OUTCOMES

The school has undertaken Self Review processes in 2013. These have included:

- Systematic monitoring of student achievement data including Running Records, NAPLAN and PAT-R.
- Individual monitoring of student progress by all teachers and the Principal
- Maintaining NEPs for students with disabilities and learning difficulties – regular progress checks
- Staff meeting agendas include monitoring of student progress on a weekly basis
- The Three Tier model of intervention is updated each term and is a tool for mapping progress in both Literacy and Numeracy
- Reporting to Governing Council about student behaviour incidences.
- Teachers undertook performance development meetings and had opportunities to professional development, performance discussions, written feedback and Step 9 reviews.
- The school conducted its annual review day in November 2013. The following data was analyzed in detail using our guiding questions – WHAT DO WE SEE IN THE DATA? WHY ARE WE SEEING THAT? WHAT, IF ANYTHING ARE WE GOING TO DO ABOUT IT?
  1. Running Records – Term 1 and Term 3 Results – Check of age level, Low/Medium or High Growth, Target SSO support
  2. NAPLAN – Check of National Minimum Standard, Check Growth, Comparison of 2011 tests for Year 5s and 7s, Target SSO support
  3. PAT-R – Tests scores, scaled scores, stanines, percentiles, individual performances and growth analyzed
4. ATTENDANCE DATA – Comparison of Semester 1 and 2 – Check of target
5. THREE TIERS – Place students in a tier for both Literacy and Numeracy
6. ABORIGINAL CULTURAL STUDIES review – Working Towards South Australia’s Strategic Plan Target 27 annual survey, Pluses and minuses, Narungga Language studies, cross curriculum priorities, partnership, language, where to from here? Loss of Wendy Rushbrook’s expertise in 2014 has implications for how we can deliver this.
7. ICAS results
8. STUDENT SATISFACTION SURVEY
9. PARENT/CAREGIVERS SATISFACTION SURVEY
10. STAFF PSYCHOLOGICAL SURVEY

Student Achievement

RUNNING RECORDS DATA indicated that the majority of students in Years 1 and 2 had made pleasing progress in their Reading Levels. Some individual results highlighted the need for ongoing intensive intervention.

ICAS – The University of NSW Global educational International Competitions and Assessments (ICAS) results were pleasing across 6 subjects including 4 Credits, 1 Distinction and 3 High Distinctions for the few students who underwent these tests.

PREMIER’S READING CHALLENGE – 98% of students successfully completed the Premier’s Reading Challenge. Student achievement was acknowledged with 5 Certificates, 3 Bronze, 5 Silver, 3 Gold, 4 Champion, 6 Legend, 5 “Hall of Fame” medals and 4 Reader For Life Certificates being awarded – an outstanding effort for our small school.

PAT-R DATA – Twenty five students participated in both test rounds with results as follows:
28% of students made significant progress of 2 or more stanines.
32% of students achieved 1 stanine of growth.
36% of students remained within the same stanine.
4% of students did less well between tests.
One student achieved 100% in both tests which is outstanding.
It should be noted that there was considerable ICT technical problems in administering the test which may have impacted this year’s results. With more reliable internet/logon etc. future results should be more reliable.
YEAR 3 – There were 5 students who participated in the 2013 NAPLAN tests. All achieved National Minimum Standard in all tests. The school Summary Report indicated that this year’s cohort of Year 3s achieved above the 2011 cohort in all areas of NAPLAN except Numeracy. (See Year 3 Mean Scores)

YEAR 5 – There were 6 students who participated in the 2013 NAPLAN tests. All Year 5 students achieved National Minimum Standard except for one student who did not attempt the writing test. The majority of students achieved growth in the Middle and Upper range which was pleasing. However the Year 5 Mean scores when compared to 2011 were a little lower.

YEAR 7 – There were three students who participated in the 2013 NAPLAN tests. All were well above National Minimum Standard with growth Medium (1) and High (2). One student achieved Band 9 for all tests and was off the scale for both Language Conventions and Numeracy. The Year 7 cohort produced a similar standard of results to the previous two Year 7 groups in 2012 and 2011.

Overall the results were very pleasing and gave strong evidence for students who still required intensive interventions. NAPLAN has provided one measure of student progress that can be mapped over time. The school has been pleased with the development of students generally as they progress from Year 3 to Year 7 in our small school.

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

![Proficiency Bands Graph]

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
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<tr>
<td>Grammar</td>
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</tbody>
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Figure 2: Year 5 Proficiency Bands by Aspect

![Bar chart showing proficiency bands for Year 5 by aspect]

Table 2: Year 5 Proficiency Bands by Aspect

<table>
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<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
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<td></td>
<td></td>
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<tr>
<td>Grammar</td>
<td></td>
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</table>

Figure 3: Year 7 Proficiency Bands by Aspect

![Bar chart showing proficiency bands for Year 7 by aspect]

Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
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<td>Grammar</td>
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</table>
Student Mean Scores

Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
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<tbody>
<tr>
<td></td>
<td>2011</td>
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<td>Numeracy</td>
<td>474.2</td>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<tr>
<td>Spelling</td>
<td>345.4</td>
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<tr>
<td>Grammar</td>
<td>444.8</td>
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</tbody>
</table>

Figure 5: Year 5 Mean Scores
Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>554.0</td>
<td>478.3</td>
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<tr>
<td>Reading</td>
<td>526.3</td>
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<td>Writing</td>
<td>558.5</td>
<td>461.0</td>
<td>403.9</td>
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<tr>
<td>Spelling</td>
<td>511.2</td>
<td>461.9</td>
<td>440.3</td>
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<tr>
<td>Grammar</td>
<td>571.1</td>
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Figure 6: Year 7 Mean Scores

Table 6: Year 7 Mean Scores

<table>
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<tr>
<th>Mean Scores by Test Aspect</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Numeracy</td>
<td>634.8</td>
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<tr>
<td>Reading</td>
<td>541.3</td>
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<td>Writing</td>
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<td>Spelling</td>
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<td>Grammar</td>
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Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

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<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
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<tr>
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<td>Progress Group</td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
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<td>Middle 50%</td>
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<td></td>
<td>Upper 25%</td>
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<tr>
<td>Reading</td>
<td>Lower 25%</td>
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<tr>
<td></td>
<td>Middle 50%</td>
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<tr>
<td></td>
<td>Upper 25%</td>
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</table>

Figure 8: Year 5-7 Growth

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
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<tbody>
<tr>
<td></td>
<td>Progress Group</td>
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<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
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<td>Middle 50%</td>
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<td>Upper 25%</td>
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<tr>
<td>Reading</td>
<td>Lower 25%</td>
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<tr>
<td></td>
<td>Middle 50%</td>
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<tr>
<td></td>
<td>Upper 25%</td>
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</tbody>
</table>
Student Data

Attendance

Figure 9: Attendance by Year Level

![National Attendance Rates Semester 1](image)

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</thead>
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<tr>
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<tr>
<td>Year 1</td>
<td>86.9</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>87.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>98.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.7</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Student attendance has been outstanding in 2013 with the percentage attendance for all year levels 95%.

Destination

All Year 7 students transitioning into Year 8 through the local District School at Minlaton.
Client Opinion

PARENT OPINION:
Only 5 of the 18 possible families responded to the Parent/Caregiver Satisfaction Survey in 2013 which was disappointing. However the responses were very favourable.

- The first section of the survey contained the 10 National School Opinion Survey (NSOS) questions. All respondents scored their answers in the Agree or Strongly Agree parts of the scale which is extremely positive and reflects the strong relationships that have developed between parents and the school.
- The second section of the survey related to the schools’ priorities, having a say, directions for the school, improvement areas, highlights for 2013, other comments.

SUMMARY:
4/5 agreed that Literacy and Wellbeing were important aspects for the school to focus on with the 5th respondent indicating that there are also many other areas.
Highlights for parents include school camp to Kangaroo Island, cookout, friendships, Active After School program, painting the ball wall with Ally Parsons, parklands, SAPSASA sports and Science week planetarium visit.
Suggestions included: Keep on introducing students to specialist areas in the Arts, sports etc. e.g. getting people to do workshops, or afterschool activities, Maths/timetables/telling the time, water only site which you promote already, school garden and maybe a cooking class once a month

PARENT COMMENTS:
- My child is “improving in leaps and bounds and I am so very grateful to everyone who has helped with his reading.”
- “A close knit, caring group of students and staff that look after each other”
- “Watching my child develop and improve in all areas of learning and growing confidence.”
- “It has been fantastic for me as a parent to be told by my 5 yr old the area’s past/history.”
- “It’s been a great year for the CPS students with many highlights and achievements.”

STUDENT OPINION:
Students in Years 4-7 completed a paper survey with positive responses as follows:
1. My teachers expect me to do my best. 100% in agree/strongly agree
2. My teachers provide me with useful feedback about my work. – 17/18 in agree/strongly agree and 1 neutral
3. Teachers at my school treat students fairly. 17/18 in agree/strongly agree and 1 neutral
4. My school is well maintained. 17/18 in agree/strongly agree and 1 neutral
5. I feel safe at school. 16/18 in agree/strongly agree and 2 neutral
6. I can talk to my teachers about my concerns. 18/18 in agree/strongly agree
7. Student behavior is well managed at my school. 14/18 agree/strongly agree, 3 neutral, 1 disagree
8. I like being at my school. 14/18 agree/strongly agree, 2 neutral, 2 disagree
9. My school looks for ways to improve. 17/18 in agree/strongly agree and 1 neutral
10. My school takes students’ opinions seriously. 12/18 agree/strongly agree, 6 neutral
11. My teachers motivate me to learn. 18/18 agree/strongly agree
12. My school gives me opportunities to do interesting things. 17/18 in agree/strongly agree and 1 neutral

Students also had the opportunity to comment on
(a) The 2013 school priorities
(b) Other learning they see as important
(c) Opportunities to have a say
(d) Comments and suggestions for 2014
(e) Areas for the school to improve in
(f) Successes/highlights of the year
(g) Other comments

This provided anecdotal evidence/opinion and personal preferences.
SUMMARY:
- Students clearly appreciated the opportunity for hands on experiences including those offered in Science, Art, Technology, PE, project style work
- Many students commented they thought Maths was important and that they needed to improve in it.
Highlights: Aquatics, Kangaroo Island Camp, SAPSASA, Ologies, opportunities, things we do outside school, Zoo snooze, being a leader in my class

STUDENT COMMENTS:
"I like having two class teachers."
"I loved this year."
"I have really enjoyed all types of art we have done."
"Friendship"
"Maths – Improve on my Maths."
"Can we do more Maths and Drama?"
"I think this school covers mostly every subject pretty well."

STAFF OPINION:
In 2013 all staff completed the Psychological Hazard and Health Survey. Although the sample size is small and individuals cannot be identified, the overall results indicated the majority of areas in the "green." "Work demands and Individual morale" was of concern i.e. "red" for one respondent. In summary, this survey suggests that staff are generally happy and supported in this school. Anecdotal evidence supports the view that staff work very much as a team and have student needs at the core of their work.

Accountability

Staff

Teacher Qualifications 2013

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>7</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
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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.

Workforce Composition including Indigenous staff 2013

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th></th>
<th>Non-Teaching Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>3.2</td>
<td>0.00</td>
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<td>Persons</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>5</td>
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Financial Statement

Income by Funding Source 2013

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$536,953.28</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$39,800.80</td>
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<tr>
<td>Parent Contributions</td>
<td>$6,971.25</td>
</tr>
<tr>
<td>Other</td>
<td>$12,296.70</td>
</tr>
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</table>

Annual Report Verification

This annual report provides the community and the Chief Executive, Department of Education and Child Development (DECD) with important information on aspects of the operation of our school.

Copies of the report will be made available to:

The Chief Executive

The school community

All members of the Governing Council

The YMN Regional Director

The annual report is one significant way in which our school meets accountability requirements. This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

Principal

[Signature]

MS KAYE FITTON

Chairperson, Governing Council

[Signature]

MR KYM CAMPION