1. CONTEXT

| School Name: | Nangwarry PS and Preschool | School Number: | 0592 |
| Principal:   | Mrs. Karyn Prelc           | Partnership   | SECAV |

Nangwarry Primary and Preschool on site is located between Penola and Mount Gambier in the South East of SA. It was predominantly a timber milling town, and whilst a smaller operation still exists, Nangwarry is now a quiet place for families to settle and bring up children with work often sought in neighboring towns within 30 minutes. Nangwarry is proud of its timber museum, netball and football club, and it has a small local store and Roadhouse in operation. A doctor operates in town on the majority of days.

Nangwarry Primary and Preschool is part of the SECAV Partnership and is supported by Educational Director, Adam Box.

This year the school began with 54 school enrolments *(51 expected in 2016)*, 12 in the preschool term 4 with 8 new preschool students expected in 2016. This enrolment is consistent with previous years.

**Of these in the school:**
- 9 or 17% of students had Individual Learning Plans (ILP’s).
- 6 or 12% had Negotiated Education Plans (NEP’s) with diagnosed and identified needs.
- 6 or 12% are ATSI students (Aboriginal or Torres Strait Islander)

**In the preschool:**
- 59% of students received funding for preschool support programmes including speech/language over the year.
- The preschool wrote and delivered individual learning plans for all of these children and every child (100%) had their own learning portfolios and progress documented and supported.
- The site ran three classes and one preschool group. The class configurations were R/1, 2-4 and 5-7.
- The preschool ran 5 sessions from Tuesday to Thursday on site.
- We also enjoyed running a PINS playgroup session with a qualified SSO Educator each Monday morning in the Preschool building.

Much of our work at Nangwarry is about profiling students, engaging families, supporting and building positive relationships, then engaging them in Early Years rich literacy and numeracy. This develops into learning based on the Australian Curriculum, as it moves from SACSA, combined with first world learning opportunities.
2. REPORT FROM GOVERNING COUNCIL

Once again it is my pleasure to report that over the last 12 months the school has made significant progress in its pursuit of being a great school for the 21st century.

The Council is responsible for the school’s strategic direction, setting and monitoring goals for the school and overseeing the school’s finances. It is made up of parent representatives and the Principal.

Initiatives of the Council are guided by the strategic plan, they are long lived and stretch over multiple years. The key initiatives progressed over the past year include:

- Embedding and reinforcing the school Values of Excellence, Opportunity, and Harmony to ensure they are lived every day.
- Advocacy for 21st Century Learning
- Accountability for a Great School: delivering good governance for a high performing organisation
- Connectivity for an Engaged School Community
- Transformation of our Physical Environment.
- Stretching our Finances to achieve the maximum possible
- Fostering a culture of continuous improvement, the outcomes of which are sometimes less visible than other initiatives but equally as impressive when considered over the longer term.

The Council was a key contributor in the approval of all Facilities work and you may have noticed that our pre-school fencing has changed. The yard has been extended on the northern side and the smaller swing set is was moved, we added a cubby, three bay shed to store preschool, school and Community Garden equipment. The kitchen was completed in the activity room of the classroom block. We also support the kids matter program and the Breakfast Club which operates four days a week. Overall I would estimate that nearly $50,000 has been invested in your children and their learning facilities this year which is exciting.

I would like to thank the fundraising subcommittee for their efforts this year with various raffles, food days, and mother and father day stalls all which raised money to benefit our children.

WE also once again decided to have a float in the Christmas parade and were successful in winning best Christmas theme with our Christmas in Mexico theme adding $500 to our school budget. Thank you to all involved whether you suggested the idea, drove the truck, made costumes or were there on the day to set up, you help and enthusiasm sure got us the win.

Governing Council is impressed with the outstanding academic, sporting and performing arts achievements of our students during 2015.

The Council recognises that our talented and diverse staff are critical to the school’s continued success and is committed to seeking out and retaining the best people and then ensuring their talents
are realised by providing ongoing training and development. The staff are to be congratulated for maintaining a high level of performance while simultaneously embracing significant change.

In addition to the staff of the school, I would like to thank:

- the members of the Governing Council
- our Principal Karyn for her commitment and dedication.
- the wonderful contributions made by our teaching staff
- All SSO’s
- All office staff

The Governing Council over the past year has enjoyed rigorous debate which could not have taken place without the energy, insight and generosity of the parent members of Council: Missy, Lucy, Belinda, Felicity, Ron, Kerri and Teresa. They are a diverse, thoughtful and compelling team. Well done, and many thanks.

I would like to farewell this year’s year 7’s Cayden, Nathan, Chloe and Joel, good luck with your secondary schooling and I hope you have enjoyed your time at Nangwarry Primary School.

I would like to ask the community to look after our school over the holidays, feel free to drop into the community garden and weed or water.

Please be proud of our school for a little school we sure do put our children first, they are offered a lot of opportunities, and Every child has a place.

For 2016 I welcome all new and returning students and families and teachers to the school. Our aim is to be a great school for the 21st century; I encourage you to engage, immerse yourself and help to create the school that will help to realise your aspirations.

Finally, on behalf of the Governing Council we thank you for the opportunity given us to lead the school. We trust we have represented you well.

Tamara Ploenges

Chair of Governing Council
Highlights of the 2015 year were many. Some of these included:

- Nangwarry Primary School Sports Day
- Pine Sports Day - Glencoe
- Cross Country participation
- 2015 Young Leader's Trip
- Footsteps
- Upper Primary Naracoorte Camp
- Active SRC committee
- Preschool Outdoor Learning Area Development continued
- Kidsmatter support including lunch programmes and activities
- Breakfast Club
- New iPads and Smartboards utilized in all classes
- Swimming lessons
- Term 4 Port MacDonnell whole school and preschool beach excursion
- Lunchtime supervised sport sessions with SSO Educator, Brock Egan
- Cooking sessions in the new student kitchen area (Governing council subsidised)
- Book Week 2015 - whole school amalgamated activities and Dress up Parade
- Governing Council Mount Gambier Christmas Pageant 'Mexican' Float - winning a major category!
- Enterprise activities such as the Car Wash Fundraiser
- Crazy Hair Day
- Preschool and School Community Garden developments
- Sustainability projects- Worm farms, composting and vegetable growing.
- School community events such as the Mother’s and Father’s Day stalls
- Early Years Mount Gambier Show Visit
- Penola Show School and Preschool display
- Well attended Christmas Concert- 2015
- Award winners- Joel Virtanen (Valerie Earl Student Merit Award), Tanisha McNair and Aaron Edwards (RSL Student Work Ethic Award), Adele Wilkinson (Choir award) and Aiden Jones-Jackway (Principal’s Award)
- New shed installation for school and Preschool storage
- Teacher participation and training in the Anne Baker Maths strategies with immediate benefits of engagement and understanding in all classes
4. SITE IMPROVEMENT PLANNING AND TARGETS

Targets and results in 2015…..

**Literacy**

**TARGETS**
- 100% of children will improve their phonological awareness skills. √ Met
- 100% of children will improve in oral language skills and Print knowledge. Partially met.
- 100% of children improve their reading levels. √ Met
- 60% of students will reach their chronological reading age. (Currently 50%) √ Met

**Comments**
- 100% in Phonological met, 55% improved in Oral language testing, gaining attention in 2016.
- (Raise again the oral language 2016 target to 65% demonstrating improvement)
- 100% of students did improve their reading levels over 2015, with 62% (up from 50%) now reading at chronological age, exceeding this 2015 target.
- (Raise again the target for reading at CA from 62% to 70% in 2016)
- Students meeting the DECD SEA (Standard of Educational Achievement) in English: Yr1- 60% Yr2-50% Yr3- 66% Yr4-66% Yr5-100% Yr6-100% Yr7-75%

**Numeracy**

**TARGETS**
- 100% of children will develop their numeracy skills through play. √ Met
- 80% of students in MP/UP improve automaticity in number facts.(50% in JP) √ Met
- 60% achieve the DECD SEA, Standard of Educational Achievement. (C or higher) √ Met
- 100% improvement in Quicksmart results. √ Met
- 40% of students reach Stanine 5 in PAT-M testing (currently 22%)

**Comments**
- 100% students improved numeracy skills through activity/play, heavily influenced by Anne Baker Pedagogy staff trained in. (maintain in 2016)
- 54% of JP and 81 % of MP/UP improved in number fact automaticity, exceeding the target.
- (Raise to 55% in JP and 85% in MP/UP in 2016)
- Aimed for 60% students meeting the DECD SEA (Standard of Educational Achievement) in Maths. Results: Yr1- 60% Yr2-50% Yr3- 50% Yr4-66% Yr5-100% Yr6-100% Yr7-75%
  (Overall this was 57%, nearly reaching the whole site target of 60%. Raise the goal to 65% in 2016)
- 100% of targeted students improved in Quicksmart Maths testing with an excited course graduate and many awards presented! (This valuable work will continue in 2016.)
- 18/27 students completed both PAT tests. 67% improved.50% made the standard.
- PAT testing 2016 targets - 70% improvement, 55% making the standard)

**Kidsmatter/Wellbeing**

**TARGETS**
- 100% of students finding a safe play activity in the yard at recess and lunch. √ Met
- Reduced rate of yard incidents as per EDSAS data entries. √ Met
- 100% staff communicating about positive things in a child’s day to all families. √ Met

**Comments**
- 100% of students surveyed had a safe place to play in the yard. The Junior Primary preferred the Red playground, the Middle Primary liked the lunch shed and COLA. The Upper primary had a mixed response but the COLA was a strong response.
• As part of our site Kidsmatter initiative, we have a site funded additional SSO staff member stationed at the COLA every lunch time, playing with the students and modeling social interaction and problem solving which has been significantly successful.

• Yard incidents:

• Staff communication- 100% of staff have demonstrated increased methods of communication to families. The school Facebook page has been hugely successful with staff and governing council representation in administration on the site. (All parents can add positive posts with admin approval.)

• Heightened home/school communication, raising student and parent voice, continued yard activity development and supervision and breakfast club will continue into 2016 as they have proven to be successful strategies to improve school community wellbeing.

**Improvement Strategies were….**

• Implement sequential POP programme

• Preschool phonics and language programme

• Additional employment of a teacher to target special needs/curriculum, supporting teachers.

• Jolly phonics programme in early development stages.

• Beat Dyslexia programme.

• Explicit teaching of Reading strategies.

• Use of support materials that develop skills including the NPS Literacy Practices Document.

• Daily practice at school and home of reading.

• Use of the Daily 5 in classrooms.

• Incorporating numeracy skills into play based learning, through strategic provisions and some explicit teaching.

• Additional employment of a teacher to target special needs/curric. supporting teachers.

• All staff trained in Anne Baker pedagogies.

• Exploration in numeracy contexts- counting, grouping, sorting, basic operations, play.

• Quick Smart Program

• UP– Online Maths programme trial

• Daily practice of 1 min maths activities or similar,

• Students explore numeracy through problem solving tasks using inquiry as an approach.

• Staff communicate via newsletters, phone calls, diary notes and similar communications. All staff to undertake ‘Kidsmatter’ TD with the NPS Site Action Team. All staffing to differentiate learning, to profile students and to implement Kidsmatter and SMART knowledge in the school. Strategic staffing to hire suitable people to deliver Breakfast Club, Yard activities and relationship building with children to foster counselling when required.

• Pupil Free Day-SMART Training

• Additionally, we introduced targeted intervention using the Reading Boxes with 1:2 SSO support to analyse and think about what was being read in different text types to develop comprehension strategies. We also had staff trained in Adelaide in Quicksmart Literacy to add this programme in 2016.
4.1 Junior Primary and Early Years Scheme Funding

In 2015 we sustained small class sizes. The Junior Primary class had 15 students in Reception and Year 1. The Middle Primary year 2/3/4 had 21 students.

Early Years Initiatives and programmes:
- Reading Doctor Programme
- Literacy 4 Learning- strategies implemented in classes
- Jolly Phonics support in Junior primary
- Additional SSO class support
- Preschool Hub group attendance
- Reading Card comprehension boost programme for Year 1 students
- Speech and language support in Preschool
- Enhanced and improved transition programme from preschool to school
- High level of additional

All Year 1 students were able to take part in the ‘Ripper Reading’, reading recovery programme. Every one of them improved their reading skills and levels and ‘graduated’.

Early Years remains a vital part of a child’s educational journey at Nangwarry PS. Early support and intervention has been put into place in the area of oral language and speech.

4.2 Better Schools Funding

*The Better Schools Funding (BSF) program has an aim to provide additional funding to improve the educational achievement of our least advantaged students.*

We were provided with an indicative BSF amount based on our 2014 enrolments with the proviso that the second 50% payment would be updated to reflect our 2015 enrolment data. The second and final payment to Nangwarry Primary School, under the Better Schools Agreement for 2015, is $10450 and was paid in June 2015.

*The BSF funding allocated recognizes the educational needs of those students from an educationally disadvantaged or Aboriginal or Torres Strait Islander background and that their needs should be given priority in our school planning processes.*

We utilized the valuable funds to employ trained SSO staff to provide Quicksmart Maths and Reading Recovery programmes to several targeted groups of students. Subsidization for leadership camps and programmes was provided such as Young Leader’s in Adelaide. Special needs support was also made available for many students with need whether it was educational, behavioural or identified due to ATSI enrolment with relevant support and intervention. 100% of QuickSmart and Reading recovery participants demonstrated improvement in the data analysis.

All older students had vastly reduced costs to attend the Young Leader’s Conference in Adelaide, enabling access despite socio-economic situation. Additional emotional and well-being support through playtime activities and community garden work engaged many students identified at risk and requiring additional adult and group time.
5. STUDENT ACHIEVEMENT

The school was pleased to meet nearly all Site Plan Targets as outlined in the previous relevant section. *(The exception is only in Oral language, with partial success met and attention moved to 2016)*

Site testing includes data collection in the following areas:
- Naplan- (reading, writing, spelling, grammar, numeracy)
- One Minute Maths test
- Running Records (reading)
- 1 minute fluency read
- MD Fluency Scale
- Oral language assessment
- SA Spelling test (Westwood)
- Anecdotal records
- Class observations and assessment tasks
- PAT-M and PAT-R testing

This range of testing allows us to track individual improvement of students and to also plan intervention for those at critical levels or needing a boost in academic achievement. We still note a trend that most students begin schooling with extremely low literacy and language levels. This can take until Year 7 to bridge the gap. It has been discussed that community education and awareness is needed to develop home readiness and development in the formative years.

2015 analysis will lead to individual conferencing with students, then with Parents and support educators, to target areas for development. This may include supporting students to move into areas of excellence from satisfactory. Numerous interventions will continue into 2016 or be added.

Other Site Student Educational Achievement Results

Students achieving the state standard, or C grade and higher:

- **Numeracy**: Yr1- 60% Yr2-50% Yr3- 50% Yr4-66% Yr5-100% Yr6-100% Yr7-50%
- **Literacy**: Yr1- 60% Yr2-50% Yr3- 66% Yr4-66% Yr5-100% Yr6-100% Yr7-75%
- **Science**: Yr1- 60% Yr2-66% Yr3- 83% Yr4-100% Yr5-25% Yr6-75% Yr7-75%
- **History**: Yr1- 80% Yr2-66% Yr3- 100% Yr4-82% Yr5-100% Yr6-100% Yr7-50%
- **Health/PE**: Yr1- 80% Yr2-100% Yr3- 100% Yr4-100% Yr5-100% Yr6-100% Yr7-50%
NAPLAN comments:

Naplan is one of many ways that we test at the site. It only involves students from Years 3, 5 and 7. Some parents/children seek exemption and do not sit this test. It is therefore a very small co-hort that is not always the same due to transience. Data is reported here due to DECD compliance requests, but we rely more heavily on our site data collection schedule and individual examination to look at each student for improvement and results.

Results show improvement raising students up into the middle bracket of results, but also that targeted work is required to continue ‘bridging the gaps’ and raising students up into the upper levels.

Whilst the year 3 mean scores were higher in 2015, and improvement was shown in the Year 5 Numeracy and writing, on the whole scores were relatively similar to previous years. It is noted that there is an absence of representation in the upper 25% bracket so 2016 will continue to focus on raising the mid-level student results into that of higher achievement. Numeracy in the higher levels has enabled more students to rise out of the lower bracket into the mid-range which is pleasing.

Many strategies were introduced in Numeracy and Reading over 2015 so results improved in school data, but may take a while to become evident in NAPLAN data.

With such a small co-hort undertaking the NAPLAN testing each year, other site data is essential to track individual improvement of our students.
Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>488.6</td>
</tr>
<tr>
<td>Reading</td>
<td>519.2</td>
</tr>
<tr>
<td>Writing</td>
<td>488.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>557.7</td>
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<tr>
<td>Grammar</td>
<td>459.8</td>
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</table>

Growth

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
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</tbody>
</table>
Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
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</table>

6. STUDENT DATA

6.1 Attendance

Figure 9: Attendance by Year Level

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>97.5</td>
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<tr>
<td>Year 1</td>
<td>89.7</td>
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<tr>
<td>Year 2</td>
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<td>Year 3</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.5</td>
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## Attendance rates

<table>
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<tr>
<th>Year</th>
<th>92.7</th>
<th>96.7</th>
<th>93.7</th>
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</thead>
<tbody>
<tr>
<td>Year 6</td>
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<tr>
<td>Total All Year Levels</td>
<td>91.9</td>
<td>92.0</td>
<td>91.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.6</td>
<td>92.5</td>
<td>91.8</td>
</tr>
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</table>

Attendance rates remained similar to previous years, with a lower rate noted in the Year 1 and 2 co-horts. Attention to this was made in the final term of 2015, where the school began awards for children regularly attending. Many received school end of year awards also.

**The site will aim to raise this from 92.17% in 2015 to 94% in 2016.**

### 6.2 Destination

<table>
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<th>Leave Reason</th>
<th>2014</th>
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<td></td>
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<td>Index</td>
<td>DECD</td>
</tr>
<tr>
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<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
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<td>16.7%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other</td>
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<td>2.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
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<td>5.7%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td></td>
<td>6.5%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>9</td>
<td>75.0%</td>
<td>53.3%</td>
</tr>
<tr>
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<td>1</td>
<td>8.3%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

At the end of 2014, 2 students moved interstate or overseas and 9 moved to other SA DECD schools. Of these, most moved into high school. No children moved into non-government schools.

At Nangwarry PS the vast majority of students returned to our site in 2015. Over the year, two students were required to move back to Mount Gambier after a temporary enrolment earlier in the year, a family moved interstate to Victoria with work and two students transferred to another DECD school in the partnership.

At the end of 2015, all but 1 student indicated a return to our site with 5 students moving onto high school, and 11 moving into the school from preschool. We continue to enjoy healthy Early Years numbers into the school.

## 7. CLIENT OPINION

Much work was done to improve home and school communication over 2015.

The Facebook page demonstrated a huge increase in parent and community voice with events and celebrations discussed and enjoyed by all. The new forum enabled the community to clarify school details and to share quickly with the school when they liked or appreciated events, pictures and daily happenings in the site.

It has also been a new way to be able to clarify details if parents have questions or if things have been overlooked arranging school happenings. Many parents not previously in touch have utilized inboxing/messaging respectfully and this has greatly enhanced relationships and the school’s ability to better cater for children and families.

Governing Council has been more involved in facility development, financial decision making and in the direction of curriculum. This increased voice has strengthened community capacity and input into the school.

Parents are enjoying our improved transition processes with greater presence in classes in the mornings and at events over 2015. Conversations are more relaxed and enjoyed as a community, with staff, parents, students and community engaging as co-members of the school community.
Annual Report 2015

without group division. The respect and equality of the input of all has been noted and enjoyed. Nangwarry PS and PS is a learning community for all stakeholders and the sense of belonging is heightened.

My School website
http://www.myschool.edu.au/

8. ACCOUNTABILITY

8.1 Behaviour Management

Due to the sensitive nature of this, and small co-horts at the school, I need to report to protect the identities of students at the school, but as accurately as I can.

On the whole there has been an overwhelming decrease of yard incidents. Children are provided with varied activities and additional staff guidance and support. Behavioural expectations are clear and enforced consistently by all staff. Kidsmatter initiatives are proactive and successful in preventing wellbeing risk situations from evolving. We are very pleased with the data supporting this in the yard and classrooms.

Our site process is to record any behaviour issues whether they are minor such as disrupting the class, or major such as violence or bullying. We have improved this process and enter into EDSAS as many of these occurrences as possible. Serious incidents require the Principal or delegate to enter details into the DECD IRMS system which is noted by the regional ED and head office Incident Management Team for action and site support. The Regional team offers a behaviour consultant that we do utilize, should we need to run programmes for students in need of support.

Due to our improved reporting processes more behavioural situations are now recorded. Over time patterns can be noted, and support is given to targeted students who may need re-engagement or additional resourcing to counsel and assist them.

The vast majority of incidents noted on IRMS have involved some students with known or verified conditions or disabilities and this has been immediately addressed and funded to assist those students to engage in learning with minimal risk to others. Data has shown overwhelmingly that staff management and resource allocation has meant that all situations are managed with dignity and process adhered to, and no injuries have been recorded due to prevention and care of all on site. If a situation involving violence or bullying occurs, all parents of all children involved have been notified. Site behaviour policy is followed and take-home support from parents has been activated if required.

Actual bullying or teasing is very rare and early management of issues has resulted in issues being dealt with and extinguished quickly. A zero tolerance of unkind or disrespectful behaviour by students, teachers and parents is clarified with grievance procedures published and adhered to. Governing Council and staff follow a signed code of conduct for any work conducted in the school. All are very protective of the school community, its reputation and are very vocal if individuals behave inappropriately at any age.


8.2 Relevant History Screening

All staff and Governing Council members have current DCSI police screening checks. Our process and record keeping has been successfully audited in 2015. Copies are kept on file at the school and were sighted by auditors. A log is regularly checked by administration staff to ensure any soon to expire are lodged in a timely way. DECD email individual staff members to advise of the same. All adults working at Nangwarry PS or Preschool in 2015 were certified as 'suitable to work with children' before commencing work on the site.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>9</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
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</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
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<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>4.0</td>
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<tr>
<td>Persons</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>955,914.72</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>1,500.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>17,292.11</td>
</tr>
<tr>
<td>4 Other</td>
<td>21,401.69</td>
</tr>
</tbody>
</table>
The Outdoor Play Area has been a QIP improvement area for a couple of years. 2015 really saw things begin to take shape. We extended the preschool fence line and installed a swing set, cubby, shed and digging/water nature play patch. Students are enjoying the opportunity to utilize some set play areas and others that they can move around as they choose during their discovery sessions.

Parent/family relations were a strength in the preschool with heightened involvement in this learning area of the school.

Student learning portfolios and the room constantly displayed fabulous evidence of curriculum, student progress and work samples over the year.

All educators offered fun sessions full of student centered learning, with differentiation, intervention and care for every child at the heart of their work. This strongly contributed to enormous growth in every child, particularly those requiring social skill and speech development.
### Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2015</td>
<td>11</td>
<td>14</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

### Attendance

### Figure 2: Attendance by Term

#### Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>80.0</td>
<td>77.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>100.0</td>
<td>85.7</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>2015 Centre</td>
<td>90.9</td>
<td>78.6</td>
<td>83.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems
Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0592 - Nangwarry Primary School</td>
<td>Govt.</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

QIP (Quality Improvement Plan) Discussion

Over the course of 2015 the preschool continued to develop and improve in many areas. As part of our Quality Improvement Plan for this period we focussed on:

Quality Area 2 (QA2): Children’s Health and Safety,

Quality Area 3 (QA3): Physical environment and

Quality area 6 (QA6): Collaborative partnerships with families and communities.

For QA2 and QA3, the outdoor area was our major focus. This area underwent major changes as the play space was extended and the swings and cubby house were installed. Storage and safety issues for outdoor equipment were resolved with the construction of the large shed adjacent to the preschool. Outdoor play performs a vital role in children’s development and with the improvement of the outdoor area we have seen much more quality play occurring. Children have been involved in more periods of sustained creative outdoor play experiences and because they have access to a safe storage area are able to have greater agency over the types of play in which they participate.

In QA6 we focussed on improving our transition to school processes and enjoyed an extended and successful transition to school. Communication with families continues to be an area where we have improved our practice, and one which will be developed further in 2016.

Improving literacy and numeracy teaching and learning in 2015 was a priority in QA1 Educational Program and Practice. Staff attended literacy and numeracy workshops to improve teaching and learning. Data collected around Phonemic Awareness and Numeracy practice showed all children developing in these areas. Overall 2015 was a very successful year. Attendance figures were generally good. The preschool is very much a part of the school community and is involved in whole school activities and excursions wherever possible. Our end of year concert with its circus theme was most definitely one of the highlights and another example of a truly successful integration into school life.

Report Signatures:
Principal: __________________________  Karyn Prelc
Chairperson: _______________________  Tamara Ploenges