SCHOOL PURPOSE:

Our Purpose is to engage every child and student so that they achieve at the highest possible level of their learning and wellbeing through quality care and teaching. We do this in close partnership with our parents and school community that is inclusive of the Southern Yorke Peninsula cluster of schools, particularly our small schools cluster.
2. Report by Chairperson of Governing Council

2015 has been another productive and exciting year for the Governing Council of Stansbury Primary School. Our year began with the election of new officers and committee members. Each of these new councilors, along with our existing councilors, have brought their own skills and fresh ideas to our school and their input and commitment has been invaluable.

At the end of this year we said a sad farewell to Esther Callaway in the Sharks class and Carol Marsh from the front office. We wish them all the best on their new ventures.

This year the Stansbury Primary School Fundraisers were: the Easter Egg Raffle, Bogan Night, Family Fun Day and Cows in Cambodia. I would like to thank the fundraising committee for the fantastic effort they put in, in making these events happen.

This year we had a lot of events take place within the school and some of them are:

- NRM Youth Environmental workshops Yr 6/7
- Students and Staff attend Andrew Fuller Resilience Forum
- Music Performances
- National Tree Planting Day
- Cows in Cambodia Fundraising
- Sports Days
- Henley Beach Life Saving Day
- School Camp at School

The Governing Council this year passed the Budget for 2015 and set the school fees for 2016.

On the teaching front for 2016 I would like to congratulate Kirsty Campion for taking a full time position in the Sharks Class. For Kelly Smith taking 4 days in the Seahorses class. I would also like to welcome Kim Black who will be working in the classes 2 days a week and Charlotte Nankivell to the front office. Also during 2015 we welcomed Zoe Weir to our staff as our new OSHC Director.

Overall, it has been a very busy and productive year.

As Chairperson, I would like to sincerely thank all members of the Governing Council for your time, effort and contribution to the role that you have taken on. Governing Councils are an integral part of any school community – without them, a school cannot function.

I would take this opportunity to thank Kim for being our Principal for 2015. To the wonderful teaching staff for all your hard work and commitment to the education and well-being of the students and for your contributions and support of the Governing Council.

Lynda Farrow
Governing Council Chairperson
3. 2015 Highlights

**Students:**
- NRM Project
- Interchurch Tuck Days
- Work Experience
- SAPSASA Events
- Elanora Visits
- School Camps
- Trees for Life
- Splash Theatre
- Play Centre Connections
- Pet Education
- Wheels Day
- Book Week Day
- Sports Days
- Footsteps Dance
- Aquatics and Beach Safety Days
- Henley Beach Life saving afternoon
- Interchurch Tuck Days
- National Simultaneous Story Day
- Carbon Kids
- Movie Night
- Presentation Night
- Community Fun Day
- Anzac and Remembrance Day services
- Animals Anonymous

**Staff:**
- Joint small school staff meeting
- Di – CPS Conferences
- Leaders Days
- Feedback and Observation training
- Mathematicians in Residence
- SYP Partnership PFD’s
- Fire Warden Training
- Speech Trainings
- First Aid Training
- Aboriginal Education Awareness Training

**Achievements:**

**Premiers Reading Challenge:**
- **Hall of Fame:** Kirsty  
- **Legend:** Emily, Jessica
- **Champion:** Dakota, Shaliah, Lachlan, Declan, Brakyn, Harry, Kayne, Zac, Tyrhys  
- **Gold:** Hannah, Marcus, Olivia
- **Silver:** Maddilyn, Connor, Aaliyah  
- **Bronze:** Brock, Rose, Skye
- **Certificate of Achievement:** Chonte, Oscar, Jackson

**Award Winners:**
- Stephen Griffiths MP Award: Not Awarded
- Rowan Ramsey MP Award: Jan Henery
- Lions Club Peace Poster: Kirsty Anderson
- Lions Club School Student Achievement Award: Not Awarded
- Top Attendance Award:
  - Jessica Farrow and Oscar Macgowan
- 3rd Top Attendance Award: Shaliah Kember
- Year 7 Family Leavers: None

**SAPSASA Reps:**
- Athletics: Harry Gray
  
**State Country Athletics Championship:**
- 10yr Discus—1st Place
  - Harry Gray
4. Site Improvement Planning and Targets

Site Priority 1: Literacy

Targets:
- All students demonstrate medium to high progress from year 3 to year 5 and from year 5 to year 7 in their NAPLaN results.
- 80% of students achieve all the required targets set out in our school Literacy agreement.
- 80% of students accomplish the Achievement Standard or higher at their year level in the Australian Curriculum, English

Evaluation of outcomes against targets:
- All students received medium to high growth from years 3 to 5. There were no year 7’s who sat the test in 2015
- 64% achieved all the required targets set out in our school Literacy agreement.
- 54% accomplished the Achievement standards or higher at their year level.

Site Priority 2: Numeracy

Targets:
- All students demonstrate medium to high progress from year 3 to year 5 and from year 5 to year 7 in their NAPLaN results.
- All students to achieve stanine 3 or higher in PAT Maths.
- 80% of students accomplish the Achievement Standard or higher at their year level in the Australian Curriculum, Mathematics

Evaluation of outcomes against targets:
- All students received medium to high growth from years 3 to 5. There were no year 7’s who sat the test in 2015
- 90% achieved stanine 3 or higher in PAT Maths
- 58% accomplished the Achievement standards or higher at their year level.

Site Priority 3: Wellbeing for Learning

Targets:
- Students develop dialogue to communicate effectively to express feelings and emotions
- Reduction of incidents reported in the bullying audit between term 2 and 4.

Evaluation of outcomes against targets:
- We saw a reduction in bullying incidents from 4 reported in term 2 to 0 reported in term 4.

4.1 Junior Primary and Early Years Scheme Funding

- $2455.00 was used to increase the teaching capacity of the school allowing us to remain a two class school all day, everyday.

4.2 Better Schools Funding

- $6823.00 was used to increase SSO hours run Literacy intervention. Purchase Literacy Intervention Program Mini Lit. and Jolly Phonics Resources.
5. Student Achievement

5.1 NAPLAN

Mean Scores 2015

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Site</th>
<th>National</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>363.0</td>
<td>432.7</td>
<td>360.0</td>
</tr>
<tr>
<td>Reading</td>
<td>383.4</td>
<td>425.8</td>
<td>363.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>321.3</td>
<td>409.2</td>
<td>360.9</td>
</tr>
<tr>
<td>Writing</td>
<td>358.5</td>
<td>416.3</td>
<td>359.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>347.9</td>
<td>397.8</td>
<td>340.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>465.5</td>
<td>503.8</td>
</tr>
<tr>
<td>Reading</td>
<td>467.1</td>
<td>498.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>452.8</td>
<td>498.1</td>
</tr>
<tr>
<td>Writing</td>
<td>477.3</td>
<td>478.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>471.1</td>
<td>492.3</td>
</tr>
</tbody>
</table>

5.1 NAPLAN Data Analysis

Year 3 cohort is made up of 3 students

Year 5 cohort is made up of 2 students

Year 3: Site average means score shows the year 3 cohort is below National and Regional average in all areas. Spelling displaying as the weakest area and Reading the strongest area.

Year 5: Site average means score shows the year 5 cohort is below National average in all areas but above regional average in all areas except Spelling. Spelling displaying as the weakest area and Writing as the strongest area.
5. Student Achievement Continued...

Running Records

2015 saw the introduction of the Mini-Lit intervention program. Through using this program for two terms we saw growth in all students running record results. One student increasing 8 levels in 2 terms and another student increasing 5 levels in two terms that had spent 2 and a half years on level one.

**Running Record Analysis**

- 66% of students in year R-3 met DECD Standard of Achievement for 2015
- Continue to work on reading strategies in class time
- School to continue with Mini Lit.—Intervention program
- Continue running records and close monitoring until student has reached level 30, regardless of year level.
- 71% of students in year 4-7 have passed level 30 and are independent fluent readers.
- We believe that the improved results from 2014—2015 are a direct correlation to the increase in Literacy focus (reading) in the R-3 class.
6. Student Data

Attendance Observations

Attendance for 2015 slightly increased (0.7%) from 2014. There are 3 year levels which are of most concern, being the years one, four and seven. With having small cohorts we are able to easily identify non-attenders and will work with parents to assist them in getting their children attending more regularly. We see direct correlation between non-attenders and students not meeting Achievement Standards, which is been explained to specific parents in our Data interviews.
6. Student Data

6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>3.4%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>7.6%</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2.6%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.7%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.6%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>1</td>
<td>10.0%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>8</td>
<td>80.0%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>10.0%</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>

7. Client Opinion

Surveys Returned = 3 out of 15 or 20 % of families compared to 41% in 2014

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>% Disagree</th>
<th>% Unsure</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school promotes a respectful environment</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>The school encourage students to be responsible</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>My child feels safe at school</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>The school caters for my child's learning needs</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>The school provides a positive learning environment</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>I am well informed of my child's progress</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Students can have a say at school</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>The school supports the pursuit of excellence</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>I feel I am listened to with regards to my conversations with staff</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Communication is effective – I am well informed of happenings</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

This survey returned showed our daily communication is effective, and our changes in explicitly sharing data with parents was well received, as 100% of parents indicated the school is catering for the individual student needs.
8. Accountability

8.1 Behaviour Management

We revised our Behaviour Management Guidelines this year, putting in a more accountable system, keeping close records, enabling us to track and monitor all behaviour. This also included a slip that went home to be signed by parents, increasing the communication between school and home. This will also allow us to set some SMARTA targets for 2016.

There were 4 bullying incidents reported in the beginning of the year. Meetings were held with the students identified. There were no incidents reported in the term 4 audit.

8.2 Relevant History Screening

Site processes reviewed as per the audit done in 2014. School registered and now using the new online system for DSCI screenings. One staff member to renew for 2015.

9. Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$558,492.57</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$2193.57</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$10,884.80</td>
</tr>
<tr>
<td>4 Other</td>
<td>$40,872.33</td>
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