# 1. CONTEXT

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<td>Principal:</td>
<td>David Cowles</td>
<td>Partnership</td>
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The 2014 Annual Report outlines progress towards achieving our strategic priorities in our site improvement plan: Numeracy, Reading Comprehension, and ‘Effective Teaching & Learning’. In my fourth year as Principal it has been exciting to see the ‘distance travelled’ over our 4 year journey together. The Governing Council and staff are to be commended for their hard work to ensure that all students at St. Agnes School continue to have the best possible learning opportunities and access to a high quality curriculum. It is with great pleasure that we present the following annual report to the community.

David Cowles  
Principal

Nicola Haskell  
Gov. Council Chairperson

St. Agnes C7 School is a public school for pre-school to Year 7 students that is committed to achieving high level learning outcomes for students in a safe and supportive learning environment. It is situated in a bushland setting, in the north-eastern suburbs of Adelaide (approx. 20 mins from the city), in the Tea Tree Gully Council area. The staff takes great pride in providing a high quality curriculum and broad and balanced education for students, from Reception to Year 7. The school similarly offers a vibrant Pre-school program for four year old children. The Pre-school is situated on site in the Junior Primary Unit, which provides easy transition to school. Complementing this early childhood centre, a Playgroup session is offered on Friday mornings for 0-4 year olds.

A focus on ‘Effective teaching and learning’ continues to be at the centre of the school’s site improvement plan and our priorities include: Literacy (reading comprehension), Numeracy and Effective Teaching & Learning. The school has been an active participant in the Tea Tree Gully Partnership since its inception this year. The Principal is part of the Executive team and also is the Convenor of the ‘building capacity’ group in Numeracy.

In 2014 the school has also continued to work closely with numeracy experts such as DECD Mathematics Education Consultant Mike Chartres. This follows on from the work the school did with Ann Baker, Mathematician in Residence who is continuing her partnership with DECD schools.

St. Agnes offers a very strong Arts and L.O.T.E. (languages other than English) programme which includes weekly Music, Dance and German lessons for all students. Students get the opportunity to also participate in authentic music experiences such as learning an instrument through the D.E.C.D. instrumental music programme and private providers (voice, strings, guitar, drums) as well as junior and senior choir and recorder for lower primary students.

The school also offers a strong P.E. programme with all classes participating in weekly P.E. lessons with a P.E. teacher and the opportunity to participate in a number of S.A.P.S.A.S.A. sporting teams (primary school sports competition). As well as S.A.P.S.A.S.A. teams the school has a small number of school sporting teams that play in out of hours competitions against other schools on week nights and weekends.

St. Agnes School has been extensively refurbished in recent years. It is open plan in design and has three
Annual Report 2014

wings attached to a central administration area. All teaching classrooms are reverse–cycle air conditioned with data projectors and electronic smart boards. The Western wing houses the pre-school and Junior Primary classes (R-1). The Eastern wing caters for years 1-5 and the Northern wing is a combination of a Resource Centre, Computing suite and senior classes (year 5 to 7 students).

As part of the federal governments B.E.R. capital works programme, a new large multipurpose hall/gym was built in 2011. This facility is heated and air-conditioned with a sprung floor surface and apart from its use for P.E./Arts programmes, assemblies and special community events, it is hired out to local community groups, providing a steady source of revenue for the school. Included in the central administration area is a 2nd smaller multi-purpose hall which caters for smaller events. The school also has a multi-purpose area that offers a two tiered open space to cater for German classes and provide a large open space to act as a music/drama room. Students at all year levels access these subject offerings. All three wings of the school have withdrawal areas for small class activities and additionally specialist support service offices which cater for 1:1 and small group student support.

The school has an ‘Out of School Hours Care’ facility providing high quality care for our students before and after school and in 2014 the St. Agnes Governing Council took over control of its governance. For the first time in many years, the St. Agnes OSHC ran Vacation Care throughout the entire year, including the Christmas Holiday break time.

The extensive grounds at St. Agnes Primary School offer three distinct playground areas. The first of these is an enclosed area that has fixed, shaded playground equipment and shaded sand pit with a small grassed play area. This area is for the exclusive use of our pre-school students. The other two play areas are the Eastern playground which has an extensive fixed equipment area and a basketball court. These facilities are mirrored in the Western play area which additionally has a tennis court area and links onto our school oval. All students have access to the major recreational areas and students from Reception to Year 7 mix well, with senior students taking leadership responsibilities by supporting and helping the younger students in the play areas. The school has direct access to an adjacent oval which is maintained by the Tea Tree Gully Council and as it abuts the school play areas it is for the exclusive use of the school during normal school hours.

2. REPORT FROM GOVERNING COUNCIL

St Agnes School Governing Council
Chairperson’s Report 2014

It has been another great year for our school, along with the wider community who support us throughout the year.
St Agnes O.S.H.C and Vacation Care is now under the oversight of the School’s Governing Council. This will enable our school to have full input into the direction of the O.S.H.C and Vacation Care. Our current Director, Jonathan Measday, decided to resign. The Governing Council felt that instead of advertising this role, the position of Director should be offered to Jemma Moody since she already had a good rapport with families. Jemma was extremely pleased to accept this offer.
Risk assessments for all excursions undertaken by O.S.H.C and Vacation Care are to be approved by councillors of the Governing Council.

Sports day was another great success, (particularly since the weather was on our side). It was wonderful to see so many parents, siblings and grandparents spectating at all events; and those family members who participated in the running events at the end of the day. I believe the children get a huge kick out of watching their parents and teachers participate in these races. Thanks to Daniel Scott and the crew from ‘Jarvis Ford Hillcrest’ for coming out and setting up the ‘Ford Test Drive’. Jarvis Ford donated $2,000 to our school because family members took some brand new cars for a drive.

Fundraising is a huge part of our school and a tremendous effort by all the volunteers who help make this happen is truly wonderful and very much appreciated by our children. Some of the fundraising included:

- Special lunches
- Stalls held at sports day
- B.B.Qs
- Cookie Dough / Bulbs
- Mother’s / Father’s day stalls
- Biggest Morning Tea
- Jump Rope
- Family portraits
- Walk-a-thon

Some of the fundraising money was used to purchase 32 new ‘chrome books’ and a portable charging caddy. This allows every student in the classroom to have access to their own chrome book. Waterproof canopies for sporting events and outdoor seating will also be purchased. A huge effort again this year from the fundraising team and the school community, raising over $18,000.

The Governing Council looked at the School’s Dress Code Policy and made some minor alterations. We were all in agreement that having a school dress code for our children is important, and that we would like the wider community to help us in this endeavour.

A future uniform top had been looked at by students, teachers and parents on the Governing Council. It was finally agreed to leave the top as it is, but to incorporate the school logo on the next new orders of tops.

The St Agnes School Unofficial Facebook page was established through the Governing Council and has been on trial for the whole of 2014. I believe it has been another great success and I imagine will be continued in the coming years ahead. It is an excellent medium for those quick reminders that we all need in our busy lives.

Governing Council organised a school working bee, which was co-ordinated and driven by Ryan Grigg (G.C. parent). I have attended many working bees and I would have to say that this was the best one because it was well organised and well attended by many families, school staff and The Living Faith and Tea Tree Gully Anglican Churches. A huge amount was achieved on the day and was finished off with a BBQ and refreshments.

The Learning Expo was again well received by everybody. The children love to show their family and relatives where they spend most of their day and what they do at school.
The school has a lovely quiet achiever, that being our CPSW Bec Page. Along with supporting our children and their families, Bec organises many activities in our school. Just to name a few:
- Lunch time activities for children
- Shoe Boxes of Love
- Biggest Morning Tea
- Cooking of cakes with students for the Learning Expo
- Collection of ring pulls

We appreciate her greatly for being around and doing what she does.

2014 had our year 7s put together items for the time capsule that will be sealed along with the whole school’s input later in 2015 when it is our 40th Anniversary. It was agreed to locate the time capsule on a wall located in the front office. The date for opening it is yet to be decided by Governing Council. Lastly, I would like to encourage those parents out there who would like a say in their child’s school to come along and either be a committee member, or purely just attend a meeting and have a listen or have your say. You do not need to be a Governing Council member to attend a meeting.

Best wishes to you and your families over the Christmas break, have a safe and wonderful time.

Nicola Haskell
Chairperson St Agnes School

3. 2014 HIGHLIGHTS

Autonomy and improved services for our own OSHC

In late 2013 and in early 2014 our Governing Council decided it was time to go it alone and take on the sole governance of our OSHC, rather than keep the arrangements with Modbury South School. As a result of our decision the OSHC has gone from strength to strength and is running new services for our families that have not been available for many years including: care for students on pupil free days, term time vacation care and Christmas holiday vacation care. Importantly our Governing Council has all of the say in how the service runs including programmes offered and input around financial matters. The OSHC was totally refurbished in Jan 2014 and is also in a sound financial position moving forward. The director Jemma Moody and her staff have done a fantastic job in a very short space of time and the growing enrollments are a testimony to the great programme they are offering.

The ‘Tea Tree Gully Partnership’ is born

In 2014 the new DECD ‘local partnership model’ took effect with 8 schools in the local Tea Tree Gully area working collaboratively on an agreed curriculum initiative for the next few years. The idea behind local partnerships is to pool structures, current work and resources, to help improve learning outcomes for all students in the partnership. The partnership has decided to focus on Numeracy as their key focus for the next 3 years and 3 working party groups have been formed to do this. They are the ‘Improvement and Accountability’ Group, the ‘Creative Resourcing’ group and the ‘Capacity Building and Promotion’ group. In 2015 the partnership will engage the services of the Numeracy Improvement unit in DECD and also ‘Ann Baker’ who will continue in her role as DECD’s Mathematician in Residence.
Steady increase in enrollments continues in 2014

Enrollments continued to grow in both the school and the pre-school in 2014. At the end of 2014, enrollments had grown to 226 in the school and 29 in the pre-school. This meant that the school was able to start planning for a ninth class for the first time in quite a while. This continues the trend of good enrollment growth for the school that has occurred over the past 3-4 years and demonstrates that St. Agnes continues to enjoy a good reputation with the local community.

Terrific Community Spirit

In 2014 the school community came out in droves to support and participate in a number of events. Those included:

- **School working bee** - We had a whopping 42 people sign on and come and work for most of the day. Some of the things achieved included all of the front of the school being weeded and mulched, replacement and repairs of raised paved areas and paths and general gardening and cleaning of the school surrounds. The day was coordinated by the school’s Governing Council and was a huge success.
- **Many people turned up again for the twilight ‘Learning Expo’** where the school was open for the evening and parents could come into their child’s class and other learning areas and see the school ‘in action’.
- **The school walk-a-thon fundraiser** was very well supported by the local community with over $6600 being raised through sponsorship of students walking!
- **Other ‘whole school’ events** being supported such as the ‘Amazing St. Agnes Maths Race’ and the Westfield Xmas Parade.

New creative furniture solutions and fabulous new upgrades to learning spaces

2014 saw some fantastic upgrades to many buildings and learning spaces around the school including the purchase of some very interesting furniture! Some of these upgrades included:

- **New ‘White board’ tables** for students to write on - yes, write on! This kind of furniture enhancement encourages students to think and share collaboratively together on the one space. It certainly made for interesting collaboration in Numeracy and Literacy learning.
- **Creation of ‘East Unit Conference Room’** where teachers, students and parents could come to meet around a large table to talk. Before this, this withdrawal room was a fairly dark and unfriendly space.
- **Reverse Cycle air-conditioning** installed into Deputy, CPSW and East Conference room offices.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Our 3 curriculum priorities for 2013 were:

- Numeracy
- Reading Comprehension
- Effective Teaching and Learning
Priority 1: Numeracy

Targets Year 3
- 100% of year 3’s achieving N.M.S
- 80% of year 3’s achieving proficiency band 4 or higher
- Year 3 cohort achieving proficiency band 4

Achievements Year 3
- 100% of students achieving N.M.S.
- 55% achieving band 4 or higher
- Year 3 cohort achieved band 4

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Targets Year 5
- 100% of students reaching N.M.S.
- Year 5 Cohort achieving proficiency band 6
- 80% of Yr 5’s achieving proficiency band 6 or higher

Achievements
- 96% achieved N.M.S.
- Year 5 cohort achieved band 6
- 75% of year 5’s achieved band 6 or higher

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Targets Year 7
- 100% of students reaching N.M.S.
- Year 7 cohort achieving prof.band 7 or higher
- 80% of students achieving prof. band 7 or higher

Achievements Year 7
- 88% of students reaching N.M.S.
- Year 7 cohort achieved band 6
- 25% of students achieving prof. band 7 or higher

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Strategies used for 2014 to improve Numeracy outcomes for students

During 2014 St Agnes continued its Numeracy journey. This was the first year of the whole school implementation of ‘Mental Computation Sequence’ which was developed by the SAND team in 2013.

- Whole school participation in the St Agnes Amazing Maths Race’. Students from pre-school to year 7 were required to race in teams around the school to collaboratively solve a number of different Mathematical challenges.
- 3 staff attended Ardtornish Primary for 3 days to work with Mike Chartres (DECD Mathematics Education Consultant). Their work with Mike was about all learners engaging with powerful mathematics learning. After each day they attended they shared back at staff meetings and demonstrated effective practice and ideas.
• Parent Numeracy workshops – opportunities for parents to come into the school and learn about how they can support their children at home with their learning.
• Continuation of the SAND team (St Agnes Numeracy Development) to monitor/evaluate the whole school agreements around numeracy block structure and the mental computation sequence.
• Continuation of the Assistant Principal working with/alongside and supporting staff with planning, explicit teaching and assessment of rich mathematical tasks.
• SSO training and workshops
• Staff being trained in the Big Ideas in Number (the deep theoretical underpinning of number knowledge and acquisition). The introduction of the Big Ideas in Number Diagnostic Tools.
• Use of Better Schools funding to develop a numeracy intervention program using the Big Ideas in Number/Natural Maths Mental Computation Strategies
• Strategic analysis of PAT Maths online data by teachers to inform planning and programming at a class level and to identify cohorts of students
• Analysis of NAPLAN questions to identify our areas of strength and areas of concern
• Implementation of Numeracy intervention program which 5 hours of SSO was funded – 20 students in groups of 4 had 2 half hour sessions a week with targeted tasks to move them forward
• PLC release to share common assessment tasks and begin moderation of students work

Recommendations for 2015:

• Assistant principal to continue to work alongside and support staff with development of Australian Curriculum proficiencies (fluency, reasoning, understanding and problem solving) with a focus on problem solving
• Continue the strategic analysis of PAT maths online data
• Use of PAT Maths online data to set school growth targets and growth targets for individual students
• Continue to revise and refine the whole school agreements and scope and sequence of the Mental Computation strategies
• SAND team to identify quality resources.
• Learning teams to integrate the use of reading comprehension strategies into numeracy sessions
• Problem solving as a whole school focus using the ‘STAR’ model (Sort it out, Think about, Action, Reflect on)
• Continue to fund the numeracy intervention programme using some of the better schools funding.
• Participation in National Numeracy and Literacy weeks ‘Reach for the stars’ activity.

Priority 2: Reading Comprehension

Targets Junior Primary- (R- 3)
• 80% of Yr 1 students reading level 20 or higher
• 80% of Yr 2 students reading level 26 or higher
• 100% of Year 3 cohort achieving NMS
• 80% of year 3’s in proficiency band 4 or higher

Achievements- Junior Primary- (R- 3)
- 78% of students reading level 20 +
- 80% of students reading level 26 +
- 100% achieved NMS
- 50% of Yr 3’s in proficiency band 4 or higher
## Annual Report 2014

### % Proficiency Band by Test Aspect

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### Targets Year 5
- 100% achieving NMS
- Yr 5 cohort achieving band 6 in NAPLAN
- 80% of Year 5’s achieving band 6 or higher

### Achievements Year 5
- 96% achieved NMS
- Yr 5 cohort achieved Proficiency band 6
- 75% of students achieving band 6 or higher

### % Proficiency Band by Test Aspect

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### Year 7 Targets
- 100% of students achieving N.M.S.
- 80% of students achieving proficiency band 7
- Yr 7 cohort achieving band 7 or higher

### Achievements Year 7
- 100% of year 7’s achieving N.M.S.
- 55% of Yr 7’s achieving band 7
- Yr 7 cohort achieved band 6.

### Strategies used for 2014
- All staff completed 6 X 3 hour units on ‘Literacy for Learning’ programme. This programme was led by staff who were trained as facilitators to in-service the rest of the staff. The programme focused on how genre should be strategically taught, depending on the text type and its intended audience.
- Strengthening of P.L.C.’s (professional learning communities) by again providing release time for staff to engage in professional dialogue around ‘best practice’ in teaching reading.
- Continued release time provided for ‘Reading Support Teacher’ (R.S.T.) role in junior primary (priority given in budget) to work alongside and mentor other junior primary teachers.
- RST teacher coordinated review of Guided Reading practice in the school and collaborated with SALT team to establish ‘whole school agreement’ on Guided Reading, including explicit teaching practice.
- Jolly Phonics progress for Reception students recorded and monitored to track progress in literacy in the early years.
- Continued analysis of Pat R data in P.L.C.’s to determine strategic focus for future teaching.
- Continuation of SRT team (student review team - teachers and SSO’s) to meet regularly and discuss early identification of students with needs and provide a more tailored intervention learning programme to suit the child.
- Assistant Principal identifying and collating groups of ‘wave 2’ students and providing release time for teachers to meet with SSO’s for setting targets etc.

**Recommendations for 2015**

- Use of some of Better Schools funding for SSO’s to be released to support Guided Reading groups in classes (focusing on Reading Comprehension skills)
- S.A.L.T. team (St. Agnes Literacy Team) continuing in 2015 to enhance the work already done in whole school agreements in Literacy and planning P.D. (including pupil free days). This links to the new DECD strategic plan for Literacy and Numeracy.
- Continuation of ‘whole school approach’ to teaching synthetic phonics/ grammar (Jolly Phonics) across the junior primary/ lower primary classes.
- Continuation of implementation of whole school agreements around Guided Reading.
- PLCs meeting regularly at a time of their choosing to review, discuss and share ‘best practice’ in teaching reading.
- Use of Tfel (Teaching for effective learning) document to support continued work in peer observations and unpacking of ‘Tfel Companion’. Priority 3: Teaching for Effective Learning

**Priority 3: Effective teaching and Learning**

‘Targets’ were set in the sense that our staff were challenged to engage to a high degree in two main aspects:

- Using formative assessments (assessment of learning, for learning) with students the classroom, in particular those described in the Tfel by Dylan Wiliam.
- Using the Tfel document as a framework to give and receive feedback from a peer, after a series of class observations.

Staff were then asked to present and discuss these initiatives with senior staff when meeting for performance development meetings.

**Strategies used for 2014**

- Part of pupil free day used to consolidate thinking and sharing practice around formative assessment.
- Staff asked to identify two key aspects of Tfel pedagogy that they would focus on in their performance development plan, and then discuss their progress with the Principal during termly performance conversations.
- Staff continued with buddy observations but they had to ensure this was based on their Tfel focus they had identified.

**Recommendations for 2015**

- Registering for use of Tfel ‘Online Compass’ so staff can help ‘triangulate’ feedback between not only staff but also students they are teaching.
- Continuing targeted observations of each other’s practice and giving targeted feedback.
- Staff continuing engaging with formative assessment and working with elements of Dylan Wiliams’ work.
4.1 Junior Primary and Early Years Scheme Funding

After consultation with our PAC (Principal’s advisory committee) in early 2014, St. Agnes Primary School used their early years funding by putting the additional funds towards creating an 8th class. The funding for the salary of the teacher for this 8th class ensured the numbers on average in years reception to year 3 complied with ratios outlined in the Personal Advisory Committee Handbook (2013 edition). By doing this, teacher to student ratios were reduced which aided in teachers being able to provide more individual time to their students and focus on site priorities such as Reading Comprehension and Numeracy.

4.2 Better Schools Funding

As a staff we discussed the best ideas around the best way to use the money (approx. $8000). We chose Numeracy as the focus as this was a large focus on our site improvement plan for 2014. We wanted to ensure the money was used in a targeted and measured way to improve student learning outcomes for those students who we considered at risk of falling behind. We decided to target mainly junior primary students who results indicated they had not consolidated key Numeracy concepts such as counting, place value etc. The Assistant Principal developed a series of ‘Numeracy Intervention kits’ that focused on the ‘Big Ideas in Number’ and she then trained certain SSO’s in the use of these kits with students.

The trained SSO’s collected baseline data using the intervention tools kit so they could measure the ‘distance travelled’ with the students. The vast majority of the funding was then used to buy 5 additional SSO hours per week, for SSO’s to work with this targeted group of students. They worked with the same group of students on these Numeracy skills for twice per week. Students were re-tested at the end of the year and the majority of students had made good progress when re-tested with the same intervention tools kit. In 2015 we hope to use some of our new ‘Better schools’ funding money to continue on with this intervention and to continue to monitor and track the progress of our students in Numeracy.

Running record results for Yr. 1 students were excellent with our school exceeding the category (similar schools) and state indicators in the higher reading levels.
5.1 NAPLAN

Figure 4: Year 3 Mean Scores

Running record results for Yr. 2 students were also excellent with our school exceeding the category (similar schools) and state indicators in the higher reading levels.

Yr 3 NAPLAN results have trended down slightly in Reading but remained steady in other areas.
Year 5 results have improved steadily in numeracy and reading over the past 3 years and steady in other areas.

Year 7 results improved in Numeracy, Reading in 2014 and have remained steady in other areas over the last 3 years.

**Growth**

**Figure 7: Year 3-5 Growth**

In the growth table between years 3-5 it was pleasing to note the small number of students in the low growth for Numeracy and in increasing number in the middle to upper categories. There needs to be a continued focus on getting students across from lower and middle growth categories in Reading into high growth.
In the growth table for years 5-7 there needs to be a continued focus on reducing the number of students displaying low growth in Numeracy and getting more students across from the middle category in Reading, to the upper growth category. However it was pleasing to see such a small number of students in the low growth category in reading.

6. STUDENT DATA

6.1 Attendance

**Attendance**

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It was pleasing for our school to exceed the states attendance target of 93% for the third year in a row, with the school’s total attendance rate coming in at 94.3 across R-7 in 2014. Strategies used to achieve the target included:

- Revisiting the school’s attendance policy and action plan regularly with staff including SSO’s.
- Regular newsletter commentary around the importance of regular attendance.
- Quick follow up by staff by way of home contact on the third day of absence.

**Recommendation for 2015:** Continued emphasis on unexplained absences through contact with home.
6.2 Destination

< Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Employment</td>
<td>2.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3 8.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0.5%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.4%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>1 2.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>30 88.2%</td>
</tr>
<tr>
<td>Unknown</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

This table shows where students intended to go when finishing school and reasons for leaving.

7. CLIENT OPINION

Please rate the items below
Rating Score
Strongly agree 5
Agree 4
Neither agree nor disagree 3
Disagree 2
Strongly disagree 1

Please rate the items below
Rating Score
Strongly agree 5
Agree 4
Neither agree nor disagree 3
Disagree 2
Strongly disagree 1
Approximately 100 parents were randomly invited to respond to the annual parent opinion survey. The survey is a Federal Government survey and is nationally consistent with other school’s surveys. Unfortunately the response from parents was very poor this year with only 20 parents responding, making it difficult to get a truly accurate representation of opinion. This graphs shows the average rating out of 5 (1 being the lowest, 5 being the highest) in response to a series of statements around the school’s learning environment, academic programmes offered at the school, expectations of staff, safety of their child and if their child liked coming to the school etc.

The vast majority of the responses fell into the 4 or higher range and the other few responses were only just below the average of 4 out of 5. This is a very positive rating once again for the school. The highest responses were to the statements: - “My child feels safe at this school” (4.5), “My child likes coming to this school” (4.4) “The school looks for ways to improve” (4.2), and “Teachers at this school expect my child to do their best” (4.1)

**Recommendations for 2015:**

- Making Governing Council’s voice more widely heard by publishing regular articles in the school’s newsletter and on the school’s website.
- Governing council having far more opportunity to have a voice in how OSHC operates due to establishment of OSHC committee in 2014
- Continue to strengthen partnerships with the community by offering them further opportunities to participate in their child’s learning running through whole school events and expansion of ‘helping hands’ volunteer programme (volunteering at St. Agnes)

**Staff opinion**

Staff were asked to provide anonymous feedback around the school’s leadership as part of their annual DECD Psychological Health survey. They were asked to rate their responses from 1-5 to a variety of statements 1 being the lowest- strongly disagree to 5 the highest - strongly agree. Questions asked about a variety of topics including: Supportive leadership, participative decision making, appraisal and recognition and group morale.

Below is a summation of the main themes from the questionnaire.

- Leadership is effective at this site
- I can rely on support from the leaders of this site:
- There is a good team spirit which includes fun at the site
- Site decision making processes and structures are fair and effective
- The goals of the site are well aligned with organizational goals
- I am a valued staff member
- Site performance management processes are explicit and support my professional development
- There is often a positive feeling within our group at this site (achievement, support, belonging, valued):

In all of these categories the vast majority of responses from staff fell into the *strongly agree* or *agree* category.
8. ACCOUNTABILITY

8.1 Behaviour Management

“Ensuring our learning environment continues to be safe”

St Agnes continues to provide a safe and caring learning environment for all students. At St. Agnes all staff work extremely hard to minimise any kind of bullying. In 2014 we continued to implement a range of different programmes to strengthen our approach and to ensure that our classrooms and school yard continue to be happy and safe places to be. Some of those initiatives included:

- Cyber-bullying units of work were comprehensively taught again in 2014 during term 1 to all students in the school including how to keep yourself safe online and how to support others and seek help if difficulties arise
- The ‘Strong Foundations’ programme ran once again over the first few weeks of the school year where the whole school followed an induction programme which focussed on revising our school’s anti-bullying policies, grievance procedures, class and yard rules, school values and orientation walks. Students also revised the 5 ‘keys to success’ (organisation, getting along, persistence, confidence, resilience) in ‘Programme Achieve.’
- The library/computer room remained open again to students during lunch time to give students an indoor and quiet space to use with their school friends
- Lunch time activities programmes run again by Bec our C.P.S.W. (Christian Pastoral Support Worker) and the launch of ‘The Agnes Factor’ (talent quest) gave students even more things to opt into during break times. These programmes proved to be very popular and helped students make new friendships and strengthen ones that they had already made.

During the year all students in the school were asked to complete 2 student wellbeing/anti-bullying surveys (after both semesters). Junior primary completed hard copies survey (based on pictures of feelings) and middle/upper primary (used ‘survey monkey’ online survey) to determine their feelings on feeling safe at school and the issue of bullying at school including cyber bullying. Both survey formats were anonymous. The results were then collated and discussed with the school’s governing council and minuted on 2 occasions in 2014.

The results of both of the surveys revealed that the vast majority of students thought that St. Agnes was a very safe place to attend both in the class and in the yard and a very high number of students said that they had found the strategies that our school uses to minimise bullying either of some use or of great use. Data collated from our ‘focus’ or ‘reflection’ room (students attend to reflect on inappropriate yard behaviour) showed that there were on average only 2.5 visits per week by students. This is a very small number for a school of over 220 students.

It is important that as a school we continue to be vigilant around the issue of bullying and in 2015 our Governing Council will revisit our anti-bullying policy and school grievance procedures. We will continue to actively monitor yard and class behavior through data collection in 2015 and report back again to the school community on our progress in keeping St Agnes a safe place to come and learn.
8.2 Criminal History Screening

All parent volunteers were required to adhere to our School’s Volunteer policy which included the following checks and balances:

- Compulsory criminal history checks for all new volunteers before commencing volunteering and re-screening for volunteers whose criminal history check was close to expiring (3 years). The school paid for these screenings. All volunteers were then entered on EDSAS on our data base.
- Compulsory 45 minute volunteer training with the principal which covered topics such as: Reporting abuse and neglect and mandatory notification requirements as a volunteer, Health and Safety obligations when working on a school site, professional guidelines and boundaries when working with children.
- Student teachers and work experience students needed to have their compliance certificates sighted by the Principal.
- Volunteers were taken through our school’s Volunteer policy and had a physical tour or the school site.
- Private music providers had to produce a certificate of compliance and permission from the DECD instrumental music branch to work on our site.

**Summary:** St. Agnes was audited by the DECD ‘SAFE’ team in 2014 and its procedures and policies were regarded as exemplary by the Auditor on the day with no major issues found.

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>25</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
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</tbody>
</table>

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.000</td>
<td>12.10</td>
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<tr>
<td>Persons</td>
<td>0</td>
<td>15</td>
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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>14,611</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>5,103</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>95,557</td>
</tr>
<tr>
<td>4 Other</td>
<td>94,400</td>
</tr>
</tbody>
</table>