**1. CONTEXT**

<table>
<thead>
<tr>
<th>School Name</th>
<th>St Agnes Primary School</th>
<th>School Number:</th>
<th>1091</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Karen Post</td>
<td>Partnership</td>
<td>Tea Tree Gully</td>
</tr>
</tbody>
</table>

The 2015 Annual report outlines progress towards achieving our strategic priorities in our site improvement plan: Numeracy, Reading Comprehension, and Effective Teaching & Learning. In my first year as Principal and previous two years as Assistant Principal it has been exciting to see the distance travelled over the last 3 years. 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.

Karen Post
Principal
Nicola Haskell
Governing Council Chairperson

St Agnes 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 take 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 last year.

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 have 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 lessons with the 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).

St. Agnes School has been extensively refurbished in recent years. It is open plan in design and has three 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 since the St. Agnes Governing Council took over control of its governance in 2014 the service has gone from strength to strength with good numbers enrolled. St. Agnes OSHC hosts Vacation Care throughout the entire year, including the Christmas Holiday break time.

### 2. REPORT FROM GOVERNING COUNCIL

Hello,

Thank you to all Governing Council members for their participation throughout the year and in making 2015 another successful year for St Agnes School.

Some of the school successes are:

- Being able to provide OSHC and Vacation Care and receiving a glowing audit report of the service. Credit of this is to Gemma Moody and Natalie Almond.
- Having a pre-school under the main roof of the school.
- We saw the installations of our new outdoor tables and benches that was fundraised by the school community along with the help of Coles Tea Tree Plaza who ran a Sausage Sizzle with all monies going to the school.
- We had a Working Bee, and parents made and installed bag hooks, painted the boat in the pre-school as well as tidy the woodland area in preparation for the schools 40th Anniversary celebrations. Everyone involved worked really hard, and it is hoped that this pond area can be further worked on so as to utilise in the years ahead.
- 40th Anniversary was well received by the school community.
- Parents and friends morning teas were seen to be a great success, along with the Biggest Morning tea.
- The major fund raiser was the walkathon, and again was well supported by the children and their families, raising $5,000.
- Mother and Father’s day stalls were another success for the volunteers who organise them.
• The schools canteen is managed by a parent - Nicole McGregor and parent volunteers. Without these people the school canteen would not be able to be open three days a week, provide special lunches, and provide food and drink stalls at fundraising events.

• For the safety of all our children the Governing Council supported the decision to install a boom gate in the staff car park. The new boom gate allows access to the car park for staff and authorised visitors only.

Apart from the leaders, teaching staff and SSO’s, the success of a small school like St Agnes is through the help of its volunteers.

It would be great to see some new faces at the Governing Council’s AGM, and meetings (only two per term). If you’d like a say in your child’s future we would love to see you.

Nicola Haskell
Chairperson

3. 2015 HIGHLIGHTS

The amazing Arts and LOTE program coming together to present a whole school production for the community in term 3. The Arts teacher and German teacher worked collaboratively with all classes including the preschool to rehearse and present ‘The Pied Piper’. The performance was an outstanding success with at least 300 members of the school community attending. The feedback from the community was very positive and they enjoyed the whole school being involved.

St Agnes Primary turned 40. In term 3 St Agnes School celebrated its 40th birthday with an open morning followed by a special assembly with a cutting of the birthday cake. It is wonderful to have a few of the parents who attended the school when they were children. The school community was able to visit the classes and various learning spaces and get a real sense of the learning happening at the school. Each class presented wonderful items at the assembly which had a focus on a particular decade since the school opened. Staff and students were also dressed in an interesting array of seventies inspired clothing for the day.

It was another year where the school community showed its support for the school in various ways. These included:

• Two working bees. The first working bee had over 30 people sign in to help tidy the preschool yard, install outdoor benches that had been purchased by fundraising, install safer bag hooks and other general repairs and maintenance. The second working bee later in the year had a smaller more focused group with a specific project in mind. This project was the clean up and beginning of the ‘spring’ rejuvenation and nature area.

• The wonderful attendance of the Pied Piper performance, Christmas carols night and 40th birthday celebration.

• Support of fundraising efforts like the Walkathon which raised over $5000, Mother’s Day and Father’s Day stall, Keyton’s and Baker’s Delight.

• The fundraising efforts meant that the performance stage in the gym has been extended and there is money set aside for further improvements to student activities in the yard in 2016.
4. SITE IMPROVEMENT PLANNING AND TARGETS

Our 3 curriculum priorities for 2015 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

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
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<td>27.3</td>
<td>24.2</td>
<td>18.2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Achievements Year 3

- 94% of students achieving NMS
- 48.5% achieving band 4 or higher

Targets Year 5

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

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
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<td>16.7</td>
<td>25.0</td>
<td>25.0</td>
<td>4.2</td>
<td></td>
</tr>
</tbody>
</table>

Achievements

- 94% achieved N.M.S.
- 54.2% of year 5’s achieved band 6 or higher

Targets Year 7

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

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
<th></th>
<th></th>
<th></th>
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<tbody>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.0</td>
<td>30.0</td>
<td>60.0</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Strategies used for 2015 to improve Numeracy outcomes for students**

During 2015 St Agnes continued its Numeracy journey. This was the second year of the whole school implementation of ‘Mental Computation Sequence’ which was developed by the St Agnes Numeracy Development team during 2013.

- Whole school participation in the St Agnes Amazing Maths Race. Students from pre-school to year 7 were raced in teams around the school to collaboratively solve a number of different Mathematical challenges.
- 3 staff participated in the Mathematician in Residence program with Ann Baker for 3 days. Their work with Ann Baker was about developing Natural Maths strategies and implications for classroom practice. 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.
- Use of PLC’s to monitor/evaluate the whole school agreements around numeracy block structure and the mental computation sequence.
- The principal working with and supporting staff with planning, explicit teaching and assessment of rich mathematical tasks.
- SSO training and workshops
- Use of Better Schools funding to continue a numeracy intervention program using the Big Ideas in Number/ Natural Maths Mental Computation Strategies that was developed in 2014.
- 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

**Recommendations for 2016:**

- Continued support from leadership 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
- Teaching staff 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 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

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
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<td>Exempt</td>
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<tr>
<td>Reading</td>
<td>8.6</td>
</tr>
</tbody>
</table>

Targets Year 5

- 100% achieving NMS
- 80% of Year 5’s achieving band 6 or higher

Achievements Year 5

- 96% achieved NMS
- 75% of students achieving band 6 or higher

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>3</td>
</tr>
<tr>
<td>Reading</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Year 7 Targets

- 100% of students achieving N.M.S.
- 80% of students achieving proficiency band 7

Achievements Year 7

- 100% of year 7’s achieving N.M.S.
- 55% of Yr 7’s achieving band 7

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
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<td></td>
<td>6</td>
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<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
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<td></td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>10.0</td>
</tr>
</tbody>
</table>

Strategies used for 2015

- Strengthening of P.L.C.s (professional learning communities) by again providing 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
- 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 program 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

Recommendations for 2016

- Use of some of Better Schools funding for SSOs to be released to support Guided Reading groups in classes (focusing on Reading Comprehension skills)
- PLCs continuing in 2016 to enhance the work already done in whole school agreements in Literacy and planning Professional Development (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
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 in the classroom, in particular those described in TfEL by Dylan Wiliam
- Using the TfEL document as a framework to give and receive feedback from peers

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

Strategies used for 2015

- 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 2016

- 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 2015, St Agnes Primary School used the early years funding towards creating a 9th class. The funding for the salary of the teacher for this 9th 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

In 2015 the staff agreed to continue with a numeracy intervention program. Staff wanted to ensure the money was used in a targeted and measured way to improve student learning outcomes for those students who were considered at risk of falling behind. Results indicated they had not consolidated key Numeracy concepts such as counting and place value. The Assistant Principal developed a series of Numeracy Intervention kits that focused on the Big Ideas in Number and trained teachers and SSOs in the use of these kits with students.

The trained SSOs 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 SSOs to work with this targeted group of students. They worked with the same group of students on these Numeracy skills twice per week. Students were re-tested at the end of the year and the majority of students had made steady progress when re-tested with the same intervention tools kit.

5. STUDENT ACHIEVEMENT

[Running record results]

for Yr. 1 students were excellent with our school (green) exceeding the category (similar schools - purple) in the higher reading levels
5.1 NAPLAN

Figure 4: Year 3 Mean Scores

Year 3 NAPLAN results have trended down slightly in Numeracy, Writing, Spelling but remained steady in Reading and Grammar.
Figure 5: Year 5 Mean Scores

Year 5 NAPLAN results have trended down slightly in Numeracy, Reading, Writing and Spelling but remained steady in Grammar.

Figure 6: Year 7 Mean Scores

Year 7 results improved vastly in Numeracy, Reading, Spelling and Grammar with Writing remaining steady in 2015.
In the growth table between years 3-5 it was pleasing to note the small number of students in the low growth for Reading and the increased numbers in the high growth. There needs to be a continued focus on getting students from lower and middle growth categories into high growth in Numeracy.

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 into middle and upper growth categories. We also need to shift students in the middle category in Reading, to the upper growth category.
6. STUDENT DATA

6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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</tr>
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<tr>
<td>Year 1</td>
<td>94.4</td>
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<tr>
<td>Year 2</td>
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<td>Year 5</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.3</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.3</td>
</tr>
</tbody>
</table>

It was pleasing for our school to exceed the states attendance target of 93% for the third year in a row, with the schools total attendance rate coming in at 93.8 across R-7 in 2015. Strategies used to achieve the target include:

- 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

In 2016 there will be a continued emphasis on unexplained absences through regular contact with home.
6.2 Destination

<table>
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<th>Leave Reason</th>
<th>2015 School</th>
<th>2015 Index</th>
<th>2015 DECD</th>
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<tr>
<td>Employment</td>
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<td>1.9%</td>
<td>2.9%</td>
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<tr>
<td>Interstate/Overseas</td>
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<td>12.2%</td>
<td>11.3%</td>
</tr>
<tr>
<td>Other</td>
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<td>6.1%</td>
<td>0.7%</td>
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<tr>
<td>Seeking Employment</td>
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<td>1.7%</td>
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</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
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<td>3.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
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<td>4.1%</td>
<td>12.4%</td>
</tr>
<tr>
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*includes 21 year 7 students who transitioned to high school

7. CLIENT OPINION

Parents were invited to participate in an online survey. This is a nationally consistent survey used by many schools in Australia. In total there were 20 online responses and this is
roughly 10% of our parent community. Respondents were asked to respond to 11 questions (as outlined above) and give a rating from strongly agree and agree through to neither disagree/agree, then finally strongly disagree, disagree. The scale ranged from at 0 (lowest rating) up to 5 (the highest rating). The highest ratings include questions like ‘teachers at this school expect my child to do their best’, ‘my child likes being at this school’, ‘my child feels safe at this school’ and ‘I can talk to my child’s teacher about my concerns’. This response shows that St Agnes has a safe and supportive school environment where the teachers are approachable to parents.

**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.
“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 2015, 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 2015 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
- The Assistant Principal took on the role of Counsellor and was able to work with individual students, groups of students and class groups to promote social skills programs and positive play.

<table>
<thead>
<tr>
<th>Category of Behaviour</th>
<th>incidents</th>
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</thead>
<tbody>
<tr>
<td>Violence – threatened or actual</td>
<td>26</td>
</tr>
<tr>
<td>Threatened good order</td>
<td>3</td>
</tr>
<tr>
<td>Threatened safety or wellbeing</td>
<td>23</td>
</tr>
<tr>
<td>Acted illegally</td>
<td>3</td>
</tr>
<tr>
<td>Interfered with the rights of others</td>
<td>14</td>
</tr>
<tr>
<td>Persistent and wilful inattention</td>
<td>132</td>
</tr>
</tbody>
</table>

8.2 Relevant History Screening

At St Agnes School child protection is taken seriously and consequently a number of checks and balances are in place to ensure that our much valued parent volunteers, Governing Council members and official visitors to the site have the appropriate criminal history screening checks in place. During 2015, our school was audited by DECD to ensure that the
school was compliant with all DECD criminal history screening procedures. Our school was found to be compliant.

### 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>
</tr>
</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>
<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>0.00</td>
<td>12.10</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>15</td>
</tr>
</tbody>
</table>

### 9. FINANCIAL STATEMENT

**Income by Funding Source**

Attached is our 2015 Profit and Loss Statement as an appendix