Hallett Cove East
Primary School
Annual Report 2015
1. CONTEXT

Hallett Cove East Primary School was established in 1991 and is situated in a middle class suburb. It is a Category 7 school. The school community is diverse and generally has a strong commitment to its school. Parents have high expectations for their children's success in learning. The school is uniquely structured with two classrooms and wet area facilities in each of 8 Houses, which provide a “home like” learning environment. BER funding provided for the building of a 4 classroom learning block complete with a central computer/learning space, currently housing Middle Years students, and, two covered outdoor learning spaces (COLAs). The school has excellent facilities and has an aesthetically pleasing environment. Due to changes in the local demographic, Hallett Cove East Primary School has enrolments that had shown a general decline over several recent years falling from a peak of about 700 in the early 2000s to the peak 2015 enrolment of 332. While numbers have continued to show a decline, in the last 5 years the decline has slowed and begun to stabilise. (In fact, predicted enrolments for 2016 sees a possible commencing enrolment of 356, 24 more than the peak in 2015.) Despite the overall decline there continues to have been many new enrolments of students arriving direct from UK during the year (now accounting for 9% of enrolments) and more recently enrolments from South Africa, Pakistan and India. Of the student enrolments 2% were indigenous, 9% were of non-English speaking background, 4% were identified as students with disabilities and 9% of families received school card. There were 13 classes.

2. REPORT FROM GOVERNING COUNCIL

2015 has seen yet another successful year for Governing Council. On top of Governing Council meetings which are held twice a term, members have been involved in many sub committees within the school community. It is through these sub committees that recommendations come to Governing Council for final discussion and approval.

**Assets and Grounds** – This year has seen some major advancement on the school garden/production hub. A garden sub-committee was set up, plans were made, tenders sought and work will now begin on stage 1 in January 2016. There will be 15 raised garden beds, a compost facility and a preparation area. It is hoped that over the coming years we can develop and expand the concept throughout the school grounds. Thank you to Simon Gierke who took the lead on this project. The sandpit cover has been replaced and we have also done work on the oval in flattening raised mounds around the AFL posts, soccer goals and along the cricket pitch and there have been permanent stumps added into the cricket nets. The schools wireless system has been upgraded along with a network server which gives classrooms better internet access.

**Canteen** – The canteen has continued to grow over the past year. Decal stickers have been put onto the walls inside the canteen and thanks to the OSHC there is a fantastic mural on the outside front wall making the canteen very inviting to enter. The canteen held BBQ’s on sports day and also the fun run/open day which were both extremely profitable. We have purchased our own coffee machine meaning that we won’t have to hire or get coffee vans in the future meaning more profit to the canteen. Special lunches again this year were well supported.

**Education** – The school site plan for 2016 was reviewed and completed and passed onto Governing Council for approval. Student free days were used to train in Australian Curriculum with a focus on maths and moderation of reports. Training days were also used to help staff understand and prepare children to feel more confident when taking NAPLAN testing and also RAN training was undertaken. There was a Fun Run/Open Day which enabled parents to move around classrooms and observe lessons and see how children learn which was a huge success.
Fundraising – Amazing year with fundraising this year. Both the Mother’s and Father’s day stalls were a great success. There was a school disco and family photo day again this year which were both well attended. The two major fundraisers were the fun run and Ladies day. Both were very successful with the fun run raising more than half of monies raised for the entire year. Last year’s fundraising coffers were allocated to classes to enable more sporting equipment to be purchased for class play time along with an amount being allocated to the arts (music/drama).

OSHC – Another successful year with numbers continuing to grow. The OSHC Policies/Procedures/Handbooks have been updated to ensure QIP expectations are met. This year OSHC have purchased and installed playground equipment into the junior primary play area. This is a huge asset to the school as it is not only for OSHC use but for the entire school community. Vac Care is also a great success with lots of great activities on offer which is enticing families from other schools to use our service.

Sport – Once again our school has led the way in sporting excellence. We are well represented in Cricket, Netball, Football, Rugby and Volleyball along with Cross Country and Athletics. Soccer was extremely successful this year with both the U12 teams playing in the Cup Final and the U11 taking the win in their Cup Final. Sports day was another great success as was the participation of students in the Premiers Be Active Challenge.

Uniform – We have a very high standard of uniform compliance within our school. The new uniform has been introduced and students really do look smart in it. We had a large number of old uniform items that we could not move so they were donated to a Christian group that helps underprivileged communities abroad. Our old uniforms have ended up at a school and community in Vanuatu. We received a lovely letter of thanks from them and it is hoped that going forward we can build on this relationship.

Finance – The committee oversees the financials of the School, OSHC and Canteen. Final approval was given for the 2015 budget for both the school and OSHC. School fees for 2016 were set and approved. This year saw the introduction of an EFTPOS machine into the school offering families another method of payment of school fees or uniform purchases.

I would like to take this opportunity to thank the current Governing Council on what has been a very successful and productive year.

Jo-Anne Wigg
Chairperson
Hallett Cove East Primary School Governing Council

Governing Council Attendance 2015

<table>
<thead>
<tr>
<th></th>
<th>16th Feb</th>
<th>16th Mar</th>
<th>18th May</th>
<th>15th Jun</th>
<th>10th Aug</th>
<th>7th Sep</th>
<th>2nd Nov</th>
<th>30th Nov</th>
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<td>Anne Rathjen - Principal</td>
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<td>P</td>
<td>P</td>
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<td>P</td>
<td>P</td>
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<td>8</td>
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<tr>
<td>Bruce Norris - Deputy Principal</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>7</td>
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<tr>
<td>Karina Galloway - Teacher Rep</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>P</td>
<td>P</td>
<td>A</td>
<td>6</td>
</tr>
<tr>
<td>Suzanne Dunn – Teacher Rep</td>
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<td>Renee Fisher – Teacher Rep</td>
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3. 2015 HIGHLIGHTS

HIGHLIGHTS IN TEACHING AND LEARNING PROGRAMS

- Teaching Teams continued to develop with a focus on collaborative planning of teaching and learning programs and a focus on the implementation of whole school improvement strategies. The main priority was Numeracy but teachers also worked together in other aspects of the Australian Curriculum.
- Teachers worked in pairs with the Primary Australian Curriculum Coordinator to improve teaching practice in Numeracy and specialist areas.
- An uninterrupted Lesson 1 dedicated R-7 Reading Block with continuation of a 2 lesson Literacy and Numeracy Block for Early Years in lessons 2 and 3 and for Primary and Middle
Years in lessons 4 and 5. All class teachers implemented 300 minutes each of English and Mathematics during the Blocks.

- An R-7 Numeracy Agreement and an updated R-7 Literacy Agreement were created and finalised ready for full implementation in 2016.
- As part of a Partnership focus on Numeracy improvement, teachers participated in a Pupil Free Day held in Term 2 and facilitated by Michael Ymer, a specialist Maths training facilitator. The following day, they participated in a masterclass facilitated by Michael in each section of schooling. The main foci of the classes were problem solving and building intellectual stretch. Teachers then worked together to implement some of the ideas from the T&D.
- Teachers participated in cross partnership staff meetings that focussed on Numeracy and sharing ideas around problem solving and increasing intellectual stretch.
- Diverse and rigorous Japanese, Arts and PE/Science NIT programs that aligned with new Australian Curriculum areas were implemented.
- SSO time was allocated to Wave 2 and 3 learners through withdrawal programs in QuickSmart (Middle Years), Rainbow Reading (Primary Years) and A Sound Way (Early Years). Much of the support was provided during the Reading and Literacy & Numeracy blocks.
- Numeracy intervention and SSO support was also provided for identified students with a focus on filling gaps in Big Ideas in Number in Early Years and developing problem solving and intellectual stretch with more able students in Primary and Middle Years.
- A Pupil Free Day was held in Term 3 facilitated by our e-Learning and Primary Australian Curriculum Coordinators and with a focus on introducing the new Digital Technologies curriculum and General Capabilities components in the Australian Curriculum. Teachers trialed the use of particular technologies and discussed applications for use within teams.
- A Pupil Free Day was held in Term 4 for teachers to moderate student work in preparation for the semester 2 reporting process. The Primary Australian Curriculum Coordinator supported teams through this process.
- During Semester 1, Arts and Japanese teachers with Middle Years teachers ran a team program to deliver The Arts program. This culminated in a Middle Years performance at the end of Term 2.
- The Middle Years classes developed a “Market Day” program around the Business and Economics curriculum. This culminated in the classes running a Market Day in September. Students made and sold food products on stalls, or, planned and delivered fun activities at a small cost to the rest of the school. They needed to determine marketing and profitability strategies. At the end $306 was raised for the RSPCA and students had undertaken significant learning in this new curriculum area.
- There was a high level of participation in the Premier’s Reading Challenge with 260 students participating, 48 certificates, 36 bronze, 63 silver, 33 gold, 32 Champion, 21 Legend, 20 Hall of Fame, 6 Reader for Life 8 yrs and 1 Reader for Life 9 yrs were received.
- There was also a high level of participation in the Premier’s Be Active Challenge with 10 classes and 220 students participating, 54 achieving a bronze medal, 60 achieving a silver medal, 68 achieving a gold medal and 37 Champion medals awarded.

**HIGHLIGHTS IN WELLBEING PROGRAMS**

- There was continued development of our school’s Student Leadership program through or Lighthousekeepers Executive and Wellbeing Leaders. This group was responsible for the management of several activities during the year including: leading LHK meetings or Sports Day house teams, wellbeing activities, fundraising and food drive activities, ANZAC and Remembrance days commemorations, Play support buddies programs and have generally worked with lead teachers to organise specific student-based school programs. These programs have had a strong focus on service to others, improving student wellbeing and ensuring the other students have pathways to voice ideas and opinions. The Lighthousekeeper Leadership group is to be congratulated on and should be duly proud of their achievements this year.
- HCEPS implemented the second year of its involvement in the pilot program “Reimagining Childhood” being led by ideas of Thinker in Residence Carla Rinaldi which are based on the Reggio Emilia principles. All Early Years classes implemented some of the principles to
varying degrees. In Term 4, lead teachers in the program presented at an expo at a statewide Early Childhood Organisation conference.

- In Term 2 a new PCW was placed. During the year she has run a lunchtime games program for students with support from student leaders. She also conducted a food drive for a Christmas fundraiser for families who are less fortunate.
- There was a police visit for House 9 students to raise awareness of the implications of cyber safety and bullying. Students also participated in cyber safety activities on “Safer internet day”. These activities occurred in Term 1.
- The Play Program was further modified and implemented to support students who found making friendships challenging. This was managed by the Deputy Principal and provided by SSOs.
- The 3 weekly Buddy Class R-7 Assemblies program continued as part of the ongoing Buddy program.
- The Governing Council provided staff with recess and lunch to celebrate World Teachers Day in October. Local church parishioners through the PCW provided recess for the SSO team in August to celebrate SSO Week.

**GENERAL HIGHLIGHTS**

- Student Leadership Elections were held in February and saw the development of a 3 student Executive and 8 Wellbeing leadership team. Classes then conducted their own elections to choose representatives. Lighthousekeepers (LHK) Meetings were held three weekly throughout the year.
- Executive, Wellbeing leaders and Class LHK representatives attended a day of Leadership training in March facilitated by Middle Years teachers and the Leadership team. The Executive also attended Safety Ambassador training in Term 2.
- An AGM that was student centred, where the LHK Executive and Wellbeing leaders presented the highlights of 2014, and, the Choir and Jump Rope Demonstration team performed, was conducted.
- Harmony Day was celebrated in March with a special assembly and class activities
- National Sorry Day, Reconciliation Week and NAIDOC were acknowledged within classroom programs.
- Special ANZAC and Remembrance Day Commemorative Assemblies were held in April and November respectively and led by student leaders.
- Book Week was celebrated in Term 4 with a dress up assembly and Book Fair.
- Quality specialist teaching and learning program were provided across all classes in Japanese (R-7), PE, (R-7), The Arts, (R-7) and Science (5-7). Programs were highly valued by the school community.
- A range of quality Training and Development opportunities were offered to all staff. A significant program of training was delivered including through pupil free days as previously indicated. Much of the T&D aligned with and in most cases included partnership programs.
- A Family Fun Run/Open Day was held in September as a fund raiser and family participation activity. In the morning, students and family who chose to, spent an hour walking a designated track in the school yard and were sponsored to do so. Students raised over $10000 and subsequently, the school received just over $6000 through participation in this activity. The weather was perfect and many families came to watch and/or participate with their children. This was followed by a sausage sizzle and open canteen with many families enjoying a picnic lunch with their children. In the afternoon families stayed on to participate in an Open Day to share High Quality Learning focusing on our work in Numeracy and the specialist areas. Overall family attendance and participation in the day was fantastic and we received much positive feedback.
- Ongoing participation in SAPSASA programs throughout the year included Athletics, AFL, Cross Country, Netball, Rugby, Soccer, Cricket and Volleyball
- Gymnastics and Orienteering programs were also offered to classes in Terms 3 and 1 respectively.
- This year Jump Rope for Heart was led by Evie Donoghue and Karen Evans. This program involved a high level of student participation, though only for fun this year. The senior team was also led by student leaders.
There has been significant involvement of our students in a range of SAPSASA, Sports clinics and out of school sporting endeavours with students having lots of fun and achieving success in many sports. Shona Trenouth (PE Teacher), the Sports Committee and individual sports coordinators and coaches are to be congratulated for all their continuing efforts.

Another fantastic Sports Day was held in March on a day of perfect weather. Well done in particular to the PE Teacher, Deputy Principal, and the Sports, Fundraising and Canteen Committees for organising all facets of the Sports Day and to teachers for their work with students.

PE Week in Term 4 saw daily programs of shared rotational sports activities for students. Staff also participated in an after school 10 pin bowling activity.

Our Senior Choir performed very well as part of the Festival of Music. They also performed for our whole school assemblies and at other community events on a number of occasions. The Junior Choir that included initially all Early Years and Primary Years classes then interested students from those classes continued to meet weekly and also gave performances. In Terms 3 and 4 a Junior-Junior Choir was developed to include Reception classes only. Special thanks to Evelyn Donoghue our Arts and Choir teacher for her outstanding work in these programs.

This year saw our first ever involvement with Wakakirri. About 30 students participated in weekly training and development of a dance performance based on the concept of being true to oneself, culminating in the presentation in August. Students received 5 awards including: Best Public Speaking, Soundtrack, Characterisation, Dance Production and Well-rehearsed performance. Student participation and program persistence was outstanding. Congratulations and special thanks to Evie Donoghue for preparing students for this event.

During Term 4, a performance of “Alice in Wonderland” was presented by the lunchtime Drama Club led by Evie Donoghue. Many of these students had never participated in a play nor performed for an audience before. A lot of the script was quite complex but students did a fantastic job and can be duly proud of their efforts.

An End of Year Concert that included a whole school program and a staff item was presented in December. The highlight was the whole school Japanese item and R-4 classes presentation of “Shake your Tail Feather” with staff.

HCEPS ongoing support for Pre-service Teachers in 2015 has continued. Special thanks for staff involved in mentoring our teachers of the future.

Our Canteen has continued to provide a healthy, quality menu for all our students. Ongoing audits of canteen operations, management and menus were conducted during the year that led to modifications made to ensure efficient operation. Thanks to our Canteen Manager and volunteers for your work in ensuring our canteen operates successfully.

A new Pastoral Care Work (formerly known as Christian Pastoral Support Worker) was employed from the start of Term 3 and has provided a high level of care in the school. We have been fortunate that Recent feedback from the school community provided overwhelming support for both the CPSW program and their work within the school. We hope we are successful in receiving a grant for a CPSW in 2015.

Our 2015 Volunteers Database currently has 142 Volunteers with all requirements listed. All 142 participated in the new 2015-2017 Reporting Abuse and Neglect Training for Volunteers delivered by the Principal during the year.

Swimming was offered to R-5 students in Term 2 and Aquatics to Year 6/7 students in Term 4.

There were a number of Camps, Incursions and Excursions during the year including: Monarto Zoo, Maritime Museum and Port River Dolphin cruise, Adelaide Oval, Adelaide Show, South Australian Aquatic Centre, Taiko Flutes of Japan and performances by students from Seaview HS.

We had a very successful disco in Term 1.

In all it was a very busy and productive year.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Please refer to information about achieving Targets in the Student Achievement section.
2015 has seen all strategies from the Learning and Pedagogy priorities in the Site Plan implemented. These include:

- A school-wide focus on Numeracy to align with the Partnership focus. Problem solving, Reflection and Maths vocabulary were priorities for development. 
  *This will be further developed through the implementation of the R-7 Numeracy Agreement in 2016.*
- Improvement in and consistency of practice across sections of schooling.
- Sharing of practice and engaging in cross Partnership T&D opportunities.
- Intervention to better match need including the introduction of Numeracy SSO Support R-7. 
  *This will increase, subject to funding, in 2016.*
- SSOs met twice with teachers to share and document intervention programs. 
  *There will be a review of intervention programs and increased opportunities for teachers to meet with SSOs in 2016.*
- Teachers participating in T&D with Michael Ymer to improve practices and include the “plus” skills such as problem solving, engagement, building a growth mindset, delving deeper. 
  *We are hoping to undertake more work with Michael in 2016 and developing the plus skills further in teams.*
- Development of an R-7 Numeracy Agreement and revamping of the R-7 Literacy Agreement to match. 
  *Teachers will implement the Agreements in 2016.*
- Looking at and trialling new curriculum and general capabilities of the Australian Curriculum. 
  *Work will continue into agreements on how some aspects of the new curriculum will be delivered and assessed in 2016 (eg The Arts).*
- Focus Early Years teachers continuing to develop practices aligning with Reggio Emilia within the Re-Imagining Childhood project. 
  *These focus teachers will continue the work commenced in 2016 by sharing ideas and practices with the lower and middle primary teachers.*
- Teachers worked closely with the Coordinator Primary Australian Curriculum to develop skills in Numeracy and the new areas of the Australian curriculum. 
  *Some level of AC support will continue in 2016 dependent upon the agreements across the partnership.*

2015 has seen some of the strategies from the Culture priority in the Site Plan, with the need to further address aspects of this priority in 2016. These include:

- Year 7 whole year level leadership program development. We were not able to fund this program this year and did see a decline in positivity and growth mindset as a result. 
  *We hope to be able to fund the reinstatement of this program in 2016.*
- Some aspects of the Parent Participation strategies were implemented eg Fun Day/Open Day and specific Arts presentations like Wakakirri and Drama Club. 
  *More work will need to be done in this area in 2016 and will be an area that the School Counsellor may lead.*
- Parent forums were not provided this year with the exception of several Volunteer training sessions. 
  *As part of the clearer focus on Wellbeing with the addition of the School Counsellor position in 2016, forums and other parent participation initiatives will be considered.*
- Daymap has been a successful tool to help monitor and encourage parent accountability in Attendance. 
- While the Garden plot development has not commenced, all the planning, organisation, costing processes and site works have been completed ready to commence in 2016. 
  *The Garden will be created at the start of 2016 and staff will determine processes to create and maintain a garden plot.*

### 4.1 Junior Primary and Early Years Scheme Funding

In 2015 Early Years and Year 3 funding was utilised to provide a 13th class and teacher. This ensured that all classes in Years R-3 had up to 4 spaces depending on the complexities of the individual class.
4.2 Better Schools Funding

As a Category 7 school, our Better Schools Funding Grant of $13,330 was not large enough to be utilised for a stand-alone project. Rather it was added to the allocation of funding for SSOs in learning difficulties programs, specifically the delivery of the QuickSmart Literacy program to targeted students in Years 5-7 and inclusion of a Numeracy support program R-7.

$13,330 broken down into SSO hours (@ $37.92/hr) provided 8.75 hours/week for 40 weeks.

5. STUDENT ACHIEVEMENT

NAPLAN TARGETS
Please refer to information about NAPLAN targets in the NAPLAN section.

PROGRESSIVE ASSESSMENT TEST (PAT) MATHS (M) AND READING (R) ACHIEVEMENT DATA.
This year all schools were required to conduct PAT tests in Maths and Reading for students from Year 3 in Maths and Reading so data could be collected by the system. HCEPS has been conducting PAT-R tests for students from Year 2 upwards for 4 years since the commencement of previous work with the Literacy Coach. We have been conducting PAT-M tests for Year 1 upwards since 2013. So we had already been using PAT data to inform practices and in particular intervention support before the mandatory expectation by DECD. Unlike NAPLAN which is a test designed to give snapshot data at a certain point in time only, PAT data can identify specific strengths and weaknesses areas at both individual and cohort level within an ongoing assessment process in the site. This can then be used to inform teaching practice to address specific need. NAPLAN and PAT give different types of information that the teacher can use to develop a more detailed picture of what a child’s learning needs are.

This year has seen growth at every year level in all cohorts in PAT-M and all except 1 year level in PAT-R tests between the achievement of the 2014 year and the 2015 year levels. (It should be noted that while the Year 5 scaled point increase was below the expectation, the average score was still well above the DECD SEA expectation.) This is very pleasing and particularly because this year has seen some challenges for some cohorts in aspects of NAPLAN, overall achievement growth has been obvious in all cohorts in PAT. Overall achievement against the DECD Standard of Educational Achievement (SEA) has been above.

This data includes:

PAT-R Growth

<table>
<thead>
<tr>
<th>Year</th>
<th>(from Year in 2014)</th>
<th>Growth</th>
<th>Expected Increase</th>
<th>Average Score</th>
<th>SEA Expectation</th>
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<tbody>
<tr>
<td>Year 3</td>
<td>(from Year 2 in 2014)</td>
<td>9.6 scaled points increase</td>
<td>9 scaled points</td>
<td>108</td>
<td>100</td>
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<td>Year 4</td>
<td>(from Year 3 in 2014)</td>
<td>11.9 scaled points increase</td>
<td>8 scaled points</td>
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<td>110</td>
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<td>Year 5</td>
<td>(from Year 4 in 2014)</td>
<td>2.8 scaled points increase</td>
<td>6 scaled points</td>
<td>131</td>
<td>115</td>
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<td>Year 6</td>
<td>(from Year 5 in 2014)</td>
<td>6.7 scaled points increase</td>
<td>3 scaled points</td>
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<td>120</td>
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<td>Year 7</td>
<td>(from Year 6 in 2014)</td>
<td>4.9 scaled points increase</td>
<td>2 scaled points</td>
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PAT-M Growth

<table>
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<tr>
<th>Year</th>
<th>(from Year in 2014)</th>
<th>Growth</th>
<th>Expected Increase</th>
<th>Average Score</th>
<th>SEA Expectation</th>
</tr>
</thead>
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<tr>
<td>Year 3</td>
<td>(from Year 2 in 2014)</td>
<td>11.1 scaled points increase</td>
<td>9 scaled points</td>
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</table>
average score 113 - SEA expectation 110

Year 4 (from Year 3 in 2014) 9.6 scaled points increase – expected increase 6 scaled points average score 120 – SEA expectation 115

Year 5 (from Year 4 in 2014) 7.2 scaled points increase – expected increase 7 scaled points average score 130 – SEA expectation 120

Year 6 (from Year 5 in 2014) 6.7 scaled points increase – expected increase 2 scaled points average score 130 – SEA expectation 124

Year 7 (from Year 6 in 2014) 6.7 scaled points increase – expected increase 1 scaled point average score 130 – SEA expectation 125

As a cohort, Year 5s had the strongest overall achievement against the DECD SEA in Maths. While the two tests are different, the Year 5 NAPLAN Numeracy achievement also reflects this.

RUNNING RECORDS
This year the Year 2 achievement in Running Records saw the continuation of the solid progress started in Year 1 in 2014.
In the 2015 Site Plan the target was an increase of 20% of students achieving level 26 by the end of 2015. The data taken in September recorded 79% of Year 2 students having achieved a RR of 21-26 compared to 66% in 2014. While we did not actually achieve our targeted 20% increase, we still achieved 13% increase in the range 21 above. The achievement of 21 or above was also 2% above the DECD SEA level of expected achievement of 77% achieving 21 and above. HCEPS was also 10% above achievement of other DECD schools but was 3% below the achievement of other category 7 schools.
The Year 1 achievement was somewhat disappointing. In the 2015 Site Plan the target was an increase of 20% in students achieving 20 by the end of 2015. The data taken in September recorded 37% of Year 1 students having achieved a RR of 16 or higher compared to 58% in 2014. This showed an actual decline of 21%. The achievements were below both category 7 and DECD schools. In 2016 Early Years teachers will further interrogate this and individual data to determine specific intervention processes for identified individuals.
5.1 NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

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<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>4.9</td>
<td>2.4</td>
<td>26.8</td>
<td>19.5</td>
<td>17.1</td>
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<td>Reading</td>
<td>4.9</td>
<td>9.8</td>
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<td>Spelling</td>
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<td>17.1</td>
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<td>Grammar</td>
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<td>22.0</td>
<td>17.1</td>
<td>19.5</td>
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</table>

The target set for achievement of at least the National Minimum standard in Year 3 in Numeracy was 95%. We achieved 92.7% so did not meet the target. This can in the main, however, be attributed to the % of students with disabilities who were exempted for the test. In real terms, only 2.4% of students achieved below the minimum.

Year 3 achievement in Numeracy was 11.2% below the expected 77% expectation in the DECD SEA document in students achieving Band 6 or higher. Achievement was also 1.3% below the expected 77% expectation in the DECD SEA in Reading. Numeracy will have a strong focus in the Early Years in 2016 with teachers ensuring that gaps in the Big Ideas in Number are addressed.

Figure 2: Year 5 Proficiency Bands by Aspect
Table 2: Year 5 Proficiency Bands by Aspect

<table>
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<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
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<td>Numeracy</td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

The target set for achievement of at least the National Minimum standard in Year 5 in Numeracy was 95%. We achieved 97.4% so met the target which is very pleasing. This is also a true indication of achievement as all students actually participated in the test, there were no exemptions. While not subject to Site Plan targets it is very pleasing to note that in Reading and Spelling all students achieved at least National Minimum Standard.

Our 2015 Site Plan set a target of 10% increase in the number of students achieving Band 6 or higher for Year 5 in Reading. We achieved a 24.7% increase on 2014 achievement which is most pleasing. The Site Plan also set a target of 5% increase in the number of students achieving Band 6 or above in Year 5 in Writing. We achieved a 6.1% increase, which again was very pleasing. Even more noteworthy was that this year 17.5% or almost double 2014 achieved Band 8 in Reading and 12.5% achieved either Band 7 or 8 compared to only 2.5% achieving only Band 7 in 2014. This represents a significant shift upwards within the bands.

Figure 3: Year 7 Proficiency Bands by Aspect

Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>
While there was no Site Plan target set for achievement of at least the National Minimum standard in Year 7 in Numeracy, we achieved 86.4%. Much of this can, however, be attributed to the % of students with disabilities who were exempted for the test. In real terms, only 4.5% achieved below the minimum. This is a similar case in Reading where 87% achieved the minimum with 8.7% exempted giving a “real” achievement of 96.5%. It is worth acknowledging that all students achieved above the national Minimum Standard in Spelling. Overall these percentages are lower than in the previous two years but only a very small % of students were exempted in those years.

**Student Mean Scores**

**Figure 4: Year 3 Mean Scores**

![Graph showing mean scores for Year 3 in Numeracy, Reading, Writing, Spelling, and Grammar for years 2013, 2014, and 2015.]

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>386.1</td>
</tr>
<tr>
<td>Reading</td>
<td>413.9</td>
</tr>
<tr>
<td>Writing</td>
<td>387.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>399.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>414.1</td>
</tr>
</tbody>
</table>

This year’s Year 3 results were somewhat disappointing by comparison to the achievement in 2014, with the exception of Writing where there was improvement. This is however, comparison between different cohorts of students with this particular cohort having a higher number of students with learning risks than previous groups. As a school we prefer to track the growth of individual students over time. So, in looking at the Running Records data for this cohort of students when they were Year 2s in 2014, it can be seen that the achievement data was also very low. Other testing data completed later in 2015 for this cohort such as PAT-R in September indicates strong improvement from 2014 in Reading, which is pleasing. (Refer to PAT reports in the last section.) We will continue to monitor growth in NAPLAN between Year 3 and Year 5.
There was significant improvement in all aspects of Year 5 testing this year and this was most pleasing. Traditionally, HCEPS Year 5 data has not been strong but the trends across all areas shows strong increases over the last two years. It is interesting to note that despite the school priority in Literacy areas particularly Reading, Numeracy achievement has been just as strong with about 20 points increase. In keeping with our focus on tracking individual growth, we will be monitoring the growth of these particular students between the Year 5 and Year 7 assessments.
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>554.5</td>
</tr>
<tr>
<td>Reading</td>
<td>556.2</td>
</tr>
<tr>
<td>Writing</td>
<td>552.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>558.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>552.4</td>
</tr>
</tbody>
</table>

The Reading achievement was surprisingly disappointing this year given the strong focus the school has in this area and the commitment by teachers to Reading improvement strategies in the past few years. Numeracy and Spelling growth were strong against 2014 achievement while Writing and Grammar achievement really remained unchanged. As the current school focus is now Numeracy, we expect that Numeracy achievement improvement should continue to trend upwards over the next few years as students move through the school with increased plus skills and developing a more positive mindset around Maths.

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>
</tr>
</tbody>
</table>
The strong growth shown between Middle and Upper progress groups in Numeracy between Year 3 and 5 for this group of students is very pleasing. We will continue to work both on increasing achievement of middle bands learners as well as lower achievers in 2016, through our whole school focus in Numeracy.

While Reading growth was strong in terms of fewer achieving lower progress there still remains a slightly larger group in the middle progress group than we would like. Again this is surprising giving the strong focus the school has had on Reading. Further concentration on Plus aspects within teams is planned to address this in 2016.

**Table 8: Year 5-7 Growth**

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</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>
</tr>
</tbody>
</table>

There has been a very strong upward movement through the progress groups with a large percentage of students showing Upper progress. Despite the focus in Literacy, it is evident from this that Primary and Middle years teachers have still employed strategies to ensure students have been able to improve in their own development. While this is excellent for individual student development the challenge for the future is to match this improvement with ongoing improvements in actual achievement data that sees students moving into higher achievement bands.

This year the progress in Reading was disappointing in terms of Upper progress growth. Teachers will work together in teams to determine factors and consistent programs to address this issue across classes with like year levels.
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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.0</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>93.2</td>
</tr>
</tbody>
</table>

HCEPS has a clear and consistently enforced Attendance Policy in place. It is interesting to note that even with our consistent practices in place, attendance levels in Years 3 and 6 have declined slightly in comparison to 2014 and Years 1, 3 and 4 have declined since 2013. It is also interesting to note that the same cohort of students from 2014, are represented in the decline this year in two of the year levels. I believe that this is still due to parent understanding of the importance and mandatory expectation of students of compulsory age attending school in spite of our high expectations. Pleasingly, Years Reception, 2, 5, 6 and 7 have increased against 2013 and years Reception, 1, 2, 5 and 7 have all increased in comparison to 2014.

We continue to pursue excellence in Attendance matters and are consistent and relentless in following up non-attendance and lateness. In 2015 we implemented DayMap which is an online program with a range of Education applications, one of which is tracking attendance. As part of this application the program automatically contacts parents by text/email when unexplained absence is
entered. This has been successful in encouraging parents to either reply to the text or phone to explain absence. Chronic non-attendance has been followed up each term as part of Student Review Team Meetings and appropriate action is taken as a consequence.

The data shows that we are currently slightly above the ACARA target but the DECD target of 95% attendance has not been met. Further parent awareness and education will be provided in 2016 through avenues such as the newsletter and website.

### 6.2 Destination

#### Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>No</td>
<td>0.5%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>9</td>
<td>10.7%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.3%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>0.9%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>0.5%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6</td>
<td>7.1%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>69</td>
<td>82.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>25.3%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By the end of 2014 there were 84 transfers from the school. This number included 40 Year 7s who went to secondary schools. None of these students went to private schools. Almost all transfers to Government schools were the result of families moving house outside of the area, or, because of families living in other areas and making a decision to move their children due to challenges of getting the child to HCEPS. Interstate and overseas transfers were almost all related to either families following jobs or families moving “back home” (in the case of a couple of families from the UK).

The trend over several years shows initial drops of about a class size about 5 years ago, but now the trend is more towards the loss of only very small numbers. We hope this shows that the trend is going to reverse. We certainly see increasing numbers of enrolments coming through our early years classes and are in fact expecting 59 new Receptions in 2016 for a loss of only 26 Year 7s. With predicted transfers in other year levels we still expect to commence with over 20 more students in 2016 than in 2015.

### 7. CLIENT OPINION

#### PARENT OPINION SURVEY

A random selection of parents were sent the parent opinion survey. 53 parents responded to the survey.
The survey asked 22 questions and provided an opportunity for comments about any issues. The graph below shows the overall rating each question received from the feedback with 8 areas in the “Strongly Agree” range and the rest in the “Agree” range. It is very pleasing to note that parents generally show strong support for the work of the school with the lowest overall rating being 3.4% and the highest being 4.3%. The overall rating of 3.9 is a strong result and also represents a slight improvement on 2014 that had an overall rating of 3.8. This was a target in the Site Plan which has been met.

Many aspects of schooling have been acknowledged as particular strengths including that:

- They feel welcome when visiting
- The school invites them to be involved in school activities and decision making
- Their child feels safe and cared for
- The school sets clear and high expectations for student behaviour
- The school is well maintained and continually aims to improve facilities
- They can talk to their child’s teacher about concerns
- Their child likes being at school
- The school communicates information about events and programs with them
- Teachers at this school set high expectations of learning
- The school looks for ways to improve
- The school provides adequate resourcing for learning

An area that stands out as an aspect that parents have indicated needs to be addressed is:

- The school’s access to outside support to assist students who experience difficulty.

This has been previously raised shown as a lower response. As stated previously in response to this, this may be because parents generally would not know what steps we take to address individual student concerns as we keep each child’s case confidential. There may also be a view from those parents whose child does experience difficulty that perhaps we do not do enough. In response to that I would say that HCEPS does all it reasonably can to ensure student learning is maximised. It also needs to be noted that parent opinion data in this area has improved significantly from only 2.8 rating in 2014.

Other aspects that were slightly lower than the strength areas identified were still at least 3.6 rating or higher falling well within the “Agree” section.
Generally, the aspects identified as areas for improvement through the Comments section at the end of the survey were only one or two regarding a specific issue and in fact a couple of these actually contradicted each other in the responses so didn’t give a clear indication of a level of concern. The key 3 areas identified by a number of respondents included the need for:

- Improved Teacher to Parent communication
- More thorough attention to and investigation of issues requiring behavior management intervention
- More community events like Fun Run/Open Day

Communication has been an identified issue for the last couple of surveys. With much stronger team practices in place we will look at ways each team can provide consistency around provision of information to parents as well as use of particular communication tools such as the diary. It was also noted that there was an increase in the number of “Don’t Know/No opinion” answers this survey. This could indicate that the teacher is not communicating information and it may also mean that the school could also improve this area. This is duly noted for interrogating further in 2016.

While the school already works very hard around fair administration of behaviour management responses, the comments around the second dotpoint are duly noted and this information will be shared with staff at the start of 2016. Parents also need to be prepared to work in partnership with the school to support behavior management practices and help their own children learn to be accountable for their own behavior, in alignment with the school value of Responsibility.

We continually work towards finding strategies to engage and involve parents and families in the learning. With the different events offered in 2015, we feel this area has increased but in 2016 we will continue to look at ways to better involve the school community.

**STUDENT OPINION SURVEY**

![Bar chart showing student opinions]

220 students across Yr 1-7 responded to 15 questions in the survey. As this number is two thirds of
the total 330 students this survey would give a reasonably clear indication of how students feel about HCEPS.
It is very pleasing to note that the lowest rating of 3.6 still falls well within the “Agree” rating section and even more pleasing is that all except two areas fall within the “Strongly Agree” rating section. This shows a high level of student positive feeling for programming, learning, staff care and school environment. This year’s survey also shows an overall rating of 4.2 which is a slight increase on the 4.1 rating of 2014.

High expectations of students and their ability to motivate students to learn by staff, stand out as acknowledgements of the quality of learning that staff are delivering. Feeling safe and feeling they can talk to someone at school about issues also stand out as an acknowledgement of the positive relationships and environment that staff provide. Many other areas also rated highly.

The one area that was identified at a slightly lower level related to students treating each other with respect. This was echoed in the written responses where students who do not follow behavior codes, bullying, excluding friends, being blamed for things they hadn’t done and friendship issues came up often as issues about which they are concerned. The Student Leadership and School Counsellor programs (the latter of which will be introduced to HCEPS in 2016), will look at these issues further and determine some strategies to address them.

**STAFF OPINION SURVEY**

There were 20 respondents to this survey.

The responses in all of these sections are very high with almost all average rating responses in the “Strongly Agree” rating in the 3 sections concerning Teaching and Learning, Support and Leadership. There has been an ongoing strengthening of commitment by all staff to working consistently in teams, to striving for excellence and to work as a whole particularly around management of curriculum and learning of students with particular needs. Some of the outcomes of this collaboration are evidenced in some of the achievement data sets including Year 5 NAPLAN and PAT-R/M and the highly successful special programs that have been undertaken throughout the year. This staff provide support for each other in terms of creating quality student support programs, delivering consistent behaviour expectations and responses and providing a safe and nurturing environment. I believe then that this school-wide improvement also reflects in the Leadership and Decision making processes part of the survey.

The area that is slightly lower this year relates to Relationships and Communication. While all ratings still fall in at least the “Agree” section, the responses show that some relationships between staff and levels of communication have provided more of a challenge this year. This has been partly addressed with staff in terms of a WHS response from the committee but also, there will be much bigger focus on staff wellbeing and opportunities for sharing in positive forums in 2016.

While some of this data may not directly match some aspects of the Parent and Student surveys, I believe it is a reflection of where staff see themselves at this point in time. From here, the outcomes of the Parent and Student surveys will be shared with staff for further personal and collegiate consideration and in particular those about communication. This will also fit well with our implementation of plus strategies such as providing opportunities for students to give and receive feedback.

(It also needs to be noted that the internal Staff Psychological Survey results directly matched the results from the Staff Opinion Survey.)
QUALITY OF TEACHING AND LEARNING

- Learning programs at this school are responsive to student needs: 4.5
- Teachers clearly explain what students are learning: 4.2
- Teachers are enthusiastic in their teaching: 4.2
- Assessments processes used in the school provide information on students’ strengths and areas for improvement: 3.9
- This school uses student assessment information to evaluate, develop and refine teaching: 4.4
- Teachers at this school use a variety of teaching and learning strategies to help students: 4.6
- Teachers at this school include the active participation of students in their lessons: 4.5
- Teachers at this school expect students to do their best: 4.7
- Teachers at this school provide students with useful feedback about their school work: 4.6

SUPPORT OF LEARNING

- Staff are supported by the school in the management of...: 4.4
- This school has high educational expectations of the students: 4.4
- Teachers here have high learning expectations for all students: 4.3
- Students at this school are encouraged to achieve to the...: 4.5
- Teachers at this school care about how their students are...: 4.5
- Our school’s programs provide for the needs of every student: 4.5
- Teachers at this school use strategies which enable students...: 4.2
- This school provides a safe and secure environment: 4.5
- Teachers at this school treat students fairly: 4.6
- Students feel safe at this school: 4.5
RELATIONSHIPS AND COMMUNICATION

LEADERSHIP AND DECISION MAKING

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

8.1 Behaviour Management

Student Well Being

Bully Audit 2015

Overview

The 2015 audit was in two sections. R-3 was completed with the teacher asking the questions and compiling the data. The Yr 4-7 section was online and students from these cohorts completed it as such.

Interpreting Data

R-3 Data
The data was collected in Term 4 2015. 188 students took part in the audit.

1. Which of these things is bullying?
   - Not letting someone join in over and over. 90%
   - Hurting someone over and over. 95%
   - Taking or hiding someone's belongings over and over. 95%
   - Making someone feel scared again and again. 95%
   - Teasing or calling someone names over and over. 98%

   From these figures it was obvious that students had a strong understanding that bullying was over a period of time and not necessarily a one-off event.

2. The places I feel safe from bullying this year are:
   - Classroom 95%
   - Pavilion 87%
   - Resource Centre 87%

   By far the biggest percentages were the classrooms and learning areas.

3. Places where I don't feel safe from bullying this year are:
   - Courts 62%
   - Oval 60%
   - Large COLA 50%
   - Small COLA 49%

   On further questioning it was found that many students were concerned about being hit by a ball or run into by another student. It was not necessarily an unsafe area because of bullying.

4. What are the things you would do if you were bullied at school?
   - Report it to a teacher 95%
   - Report it to your parents 90%
   - Tell the person that you want them to stop. 84%
   - Walk away. 83%

   From these figures it was heartening to see that students knew the correct strategies to use. 9% did not know what to do.
5. **Have you been bullied at school this year?**
36% answered YES.
From this percentage 19% of the bullying took place on the oval. This was the highest percentage of the areas within the school.

6. **Has the bullying stopped?**
90% answered YES

**Year 4-7 Data**

This was the first time the school used an on-line approach to getting information from students. While most questions were straightforward some were answered such that a change in what and how we question in 2016 may help create a more accurate audit.

The data was collected on-line in Term 4.
121 students took part.

1. **Which statement best describes what bullying is?**
   *When someone who is less powerful than another person or group is deliberately and repeatedly hurt or upset by that person or group.* 65%

   This left 35% not having a correct interpretation as to what bullying is. This could be from a number or reasons including a cohort not having “What is bullying?” reinforced at regular intervals.
   We are unable to extract the age or class of the 42 inaccurate responses.

2. **What are the things that you would do if you were bullied at this school?**
   Only 1% did not know what to do.

3. **Have you been bullied at school this year?**
   61% answered NO.
   39% (47 respondents) answered YES

   The 61% (74 respondents) were not in the next 8 on-line questions.

4. **What type of bullying was it?**
   14% believed that they were physically bullied.
   33% believed that they were teased and called names.
   10% believed they were cyber-bullied.

5. **Where did the bullying take place?**
   89% of bullying took place in the yard.

6. **Has the bullying stopped?**
   54% answered YES.
   46% answered NO.

7. **Did you report the bullying to a teacher?**
   64% answered YES
   36% answered NO.

   Of the NO responses the reasons included “I didn’t think it was that serious”, “I was able to deal with it myself”, “I didn’t think that the teacher would believe me”, “I didn’t want to create more trouble”, “I thought the teacher would not believe me”.

8. **Did the teacher help you?**
   63% responded YES
   37% responded NO

9. **Where in the school are the safe places for you?**
   From the 121 response, the Classroom and Front Office were the most popular places.
10. **Have you supported a person who has been bullied at school this year?**
   71% of respondents have supported the victim.

11. **Describe what you think Cyber Bullying is?**
    While 80% were correctly able to describe cyber bullying, there was still 20% who were unable to correctly describe it. They failed to describe that it was through online activities including social media and texting.

12. **Do you believe you have experienced cyber bullying this year?**
    Notwithstanding the 20% who were unable to describe Cyber Bullying accurately, 88% were not bullied while 13% believed that they were bullied.

13. **Students believed that there were a number of things already working that is supporting the reduction of bully related incidents. These included:**
    - Teachers having classroom conversations around specific yard incidences as soon as possible after they happen.
    - Wellbeing leaders being available to help in the yard at lunchtimes.
    - Police Officer talking about Cyber Safety.

14. **Student suggestions to help reduce bullying at HCEPS included:**
    - Guest speakers
    - Police speakers
    - Stronger consequences
    - Greater use of restorative practices so that the bully gets to hear how they have made the victim feel.
    - More lessons around positive social interaction.

While there are flaws in the survey that we will endeavour to fix before the next audit, it is obvious that there is a great deal of work that happens in classrooms around bullying in all of its forms.

Report prepared by Bruce Norris - Deputy Principal.

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**8.2 Relevant History Screening**

As part of the expectations of safe work with adults in the school the following practices are in place and are recorded in a school database. We have been recording our data for 5 years in this manner:

- All volunteers undergo a DCSI Child Related Criminal History Check before commencing volunteering and we keep a copy of the certificate or the DCSI clearance email. At the start of each year we notify parents whose clearance is about to run out of the need to renew and provide the documents for them to do so. Volunteers do not participate in volunteering if their check runs out until it is renewed.
- Volunteers are asked to sign a Volunteer Agreement form and a Volunteer Declaration form regarding their agreement to follow expectations around appropriate behaviours including maintaining confidentiality.
- Governing Councillors are asked to sign a Governing Council Agreement that is aligned to the DECD Code of Practice for Governing Councillors.
- Volunteers attend a mandatory 2 hour Volunteer Induction training program that includes the Reporting Abuse and Neglect module delivered by the Principal.
- We include Pre-Service teachers, OSHC, Canteen and regular DETI personnel in our database.

In October 2014, our school was audited for compliance with Criminal History Screening requirements for our staff, OSHC and Canteen staff and Volunteers. The auditor indicated that our practices were exemplary and beyond those required of the compliancy audit.

In 2016, we will continue to rigorously follow the expectations of DECD in relation to volunteering compliancy.
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>31</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</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>18.5</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>22</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>1500</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>2900</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>91496</td>
</tr>
<tr>
<td>4 Other</td>
<td>499</td>
</tr>
</tbody>
</table>