1. CONTEXT

School Name: Palmer Primary School  
School Number: 0326  
Principal: Lynne Noll  
Partnership: Murray Bridge

Palmer Primary School is in a small rural town approximately 60 kms from Adelaide. It is situated about 15kms from the River Murray, with its nearest regional centre being Murray Bridge.

The school has 27 students from Years Reception to Year 7. Students are divided into 2 classes, one for years R-3 and one for years 4-7. We currently have one SSO employed as a Finance Officer/Office manager and two who share classroom support.

Many families live out of town, travelling in by car from nearby farms or by car from the township of Mannum. Our school bus service was withdrawn at the end of Term 2, 2015.

Our Index of Disadvantage is 3.

The schools’ priorities for 2015 have been Literacy and numeracy, and Wellbeing for Powerful Learning.

We are involved in extra-curricular activities such as Mannum Christmas Pageant and WaterWatch.

We are fortunate to have the strong support of the local community, with whom we often work. We have a small school garden and access to local courts and town oval. (Situated next to the school)

We have a Pastoral Care Worker who runs weekly lunchtime activities for students and hosts a weekly morning tea for parents/carers.

Our school vision is ‘To be powerful life-long learners who have the skills to thrive in and help shape the broader community.’

This is underpinned by our values, Being responsible, Excellence, Always trying and Respect – our BEAR Values.

2. REPORT FROM GOVERNING COUNCIL

Our Governing Council began the year with its AGM on the 29th January. This was held after an Open Night at the school, where parents were invited to meet the new staff.

School Improvement

At a meeting in February we agreed to endorse the School’s Site Improvement Plan, which had identified Literacy, Numeracy and Resilience for Learning as priorities for 2015. Later in the year, Lynne began to use these headings for her Principal’s report making the connections between school events/activities and these priorities clearer.

We supported staff training and development in these areas by approving four Student Free Days during the year.

Finances

We agreed to contribute to funding Faye’s position as Pastoral Care Worker for Term 1, until Federal funding to schools had been finalised.

In March, we began planning for catering at the Palmer Rock and Mineral Fair.
This is our biggest fundraiser, and we were fortunate to have a lot of people available to assist over the weekend, and a lot of community support. We provided dinner on Saturday and Sunday nights. We raised $1,260.

We were unable to get enough helpers for catering at the Hot Rod Show in October.

We renewed our affiliation with SAASPC. During the year and continued to receive and circulate the 'Parents Say' magazine.

The school was fortunate enough to win a grant through VarietySA for the purchase of 15 i-pad for student use.

Stan Hagias visited on August 28th to discuss the process of Principal appointment to schools, since Lynne’s tenure finished at the end of the year. Kellie Klose was elected as Governing Council representative for the selection panel. The panel selected Lauren Poole from Gawler Primary School to take on the Principal’s role from 2016.

I will resign from the Governing Council (as will May) in 2016, as our children are moving on to other schools. There will be other vacancies on the Governing Council also. I encourage all families to consider becoming involved in this way.

Thankyou for your support of Palmer School and all the very best.

Yours truly,

Adrian Bormann

3. 2015 HIGHLIGHTS

2015 has been a busy year for Palmer Primary School. A focus on intervention to support student learning has been one of our biggest investments this year. We had 11 new enrolments during the year (some short-term/transient). It was evident that the learning needs of our students were significant and we firstly employed additional SSOs to provide classroom support for Literacy and Numeracy learning blocks. Teachers were released to meet with these SSOs to ensure that goal setting for individual students could be targeted and specific. We also purchased some additional recommended resources to support programs, working with Regional staff and additional agencies such as SPELD. As a result, students have shown measurable growth in both achievement and confidence.

Our work with Mikelle Miegel, the Partnership’s TfEL co-ordinator has continued to be a highlight for our school during the year. The work we have done with Mikelle, through the Student Learning Community (SLC) and through the staff T&D at PLC meetings, has increased the students’ voice in learning at Palmer and assisted us as teachers to transform tasks in a way that increases student thinking and the ‘challenge’ demands of activities. We are more aware of how we can support students to use feedback to extend their thinking.

Other highlights include:

Learn

Students
City Camp at West Best Caravan Park
Various excursions (BookWeek etc)
Development of our raised garden and re-establishment of ‘Palmer Patch’
Improved spelling results in UP class
Pleasing results in AMA maths Competition (see later)
**Staff**
Training with Ann Baker (and purchase of Natural Maths resources)
T&D – Executive Functions
Review of AC Maths Achievement Standards and mapping across year levels
RAN-EC updated training

**Lead**
Increased Student Voice in learning through local SLC (Student Learning Community) and school structures
Planned Student Council activities (Wheels Day, Toy Sale etc)
Student organized Pet Day
Teacher/principal involvement in Numeracy Leaders’ Network (Numeracy audits redone for 2015)
Hatching of plan by JP teacher for Palmer Playgroup in 2016

**Connect**
Open Night
Continued involvements with Kiwanis Club and K-Kids awards
WaterWatch activities
TfEL PLC (Professional Learning Community) meetings with focus on increasing challenge in learning
Involvement in the Literacy/Numeracy Results+ programme
Successful review of our PCW programme and successful re-application for the 2016 school year.
Review and renewal of Home Learning programme
Mannum Pageant float with Palmer township
KidsMatter Launch
Weekly coffee mornings
Mannum show exhibition
Small Schools’ Sports Day at Stockwell
PCW – performances
‘Living Safely with Pets’ programme
StreetSmart’ programme
End of Year Production ‘Porridge’
School representation on Palmer Community Association and Collier Park committee
Sturt sporting clinics
SAPOL visits
Year 7s attend Canberra trip with small Schools
End of Year production – ‘Porridge’

**Improve**
Involvement in the Literacy/Numeracy Results+ programme
Use of ELLi structure in classroom spelling programmes
Uptake of MARKIT to manage school data
Introduction of DECD required online PAT testing in reading and maths (in September)
Involvement in Numeracy Leaders’ Network
Re-testing of ELLi survey

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**4. SITE IMPROVEMENT PLANNING AND LEARNING TARGETS ACHIEVED**

**Literacy**
In order to address the high number of students who were spelling below chronological age in the Upper Primary class (25%), we continued to ‘roll out’ the use of the Jolly Grammar programme across the year level groups (i.e. as materials became available).
This has proved successful with us meeting our ‘50% at CA in UP class’ target for the first time in several years. We also attribute this improvement to the employment of additional SSOs to support student learning and to the use of strategies to build student resilience in learning.
In line with DECD requirements, we have moved to online testing of reading in September for our Year 3 to 7 students (using PAT tests) and this has made comparisons with paper test results from earlier in the year more challenging for this year. However, in September, when students undertook the testing, 93% achieved the expected level of achievement in reading. We are very pleased with
these results. Those students who did not achieve the Standard all receive support for literacy. All year 1 and 2 students met or exceeded their expected level in Running Record assessments.

**Numeracy**

Our improvement planning in this area focused on the implementation of Natural Maths. During the year, both teachers attended training and follow-up workshops with Ann Baker. Some SSOs were also able to attend the whole day training held as a Student Free Day with other Partnership school. We have purchased the materials and resources necessary to implement the programme and have begun teaching 'Secret Code' mental strategies from Years R-7, three times per week. All students have undertaken investigations based on the trainings we have done and have been very positive in their feedback about the tasks.

We have employed SSOs to support the Numeracy work in both classes also. We have not used ICT in maths to the degree we would have liked, but have purchased a class set of iPads which are now ready for use.

As part of the Numeracy Leaders' Network, we have collected data about our own work as teachers in the area of Numeracy and also about student and family attitudes to Maths.

81% of students from years 3-7 achieved the expected standard in the required DECD online PAT tests in September. Again, those students who did not achieve the expected level have received additional SSO support in 2015.

Our Upper Primary class participated in the Australian Maths Association Competition in August. Of the 14 who took part, 1 was awarded a Distinction, 4 awarded Credits, and 6 Proficiency certificates.

**Resilience for Learning**

Along with other small school in the Murray lands Partnership, we have focused a lot on developing real student voice in learning and the on the development of a 'Growth Mindset' attitude to learning challenges. We have spent time 'transforming tasks' to add more challenge and to increase the amount of thinking that students are doing. Our focus has been on building resilience in learning.

We have undertaken the Effective Lifelong Learning Inventory tests with the students. These surveys demonstrate the degree to which students use different learning dispositions. Those students undertaking the survey for the second time showed growth in at least 2 of the dimensions of learning. We also included information about each of these dimension in newsletters.

We have observed that students use the language associated with this work in their learning now and have had reports of students, who have used it at home also.

The pie graphs below indicate how the students' views have changed about the areas where they have influence in their learning since 2014.
4.1 Junior Primary and Early Years Scheme Funding

This funding has enabled us to supplement our existing budget to purchase additional SSO hours for the 2016 school year. These interventions provided assistance for our Wave 2 students, who required in-class support or who have been working in small groups with targeted outcome planning. Our classes are already small but the range of abilities can be vast. This structure has enabled us to provide very explicit support in Literacy, specifically for those students in Year 1 and 2 who are at risk in Year 3. As a result we have been able to assist students who required 'catch-up' before moving on and also provide longer term support for students whose needs are on-going. We have used programmes purchased commercially as well as some recommended by SFELD. Class collected data demonstrates that all students involved in these programmes have made

4.3 Better Schools Funding

It was our intention to use this funding in part, to support students’ learning, particularly those who are educationally disadvantaged. Being an Index of Disadvantage Level 3 school, with 37% School Card and 4 Aboriginal Student, this included many of our students.

This money, was used to buy additional human resources this year to provide intervention for students, whose data demonstrated particular needs or for those who were in need to support to develop positive in class learning behaviours (being organized, staying on-task, using strategies of resilience to cope when challenged).

Student achievement data indicates that students involved in specific programmes have met the targeted goals of their learning and perception data indicates some improvement in the positive learning behaviours of students (although some students still find this challenging).

We have also used funding to build teacher capacity. Staff have been released to attend training by Ann Baker (DECD Mathematician in Residence). They have completed all of the between session tasks and as a result, Palmer will move to teaching Natural Maths in 2016 (instead of iMaths- a commercially produced programme). We also used money to release staff to meet with SSOs to plan targeted programmes for individual students.
5.1 NAPLAN

With less than 5 students participating in the NAPLAN tests at Year 3, 5 and 7 level, I have not included a detailed breakdown of results at each level, since this type of reporting may identify individual students. There were a number of students who completed the tests either in their first year of enrolment with us or at other school, before enrolling with us. (We had 9 new enrolments in 2015) All students' data is included in this analysis.

Analysis of data

All students (except one in the area of Numeracy) achieved the expected Standards of Achievement in Reading and Numeracy measured against the NAPLAN results.

Further to this: Numeracy - those who were at or below the national average as Year 3s were above in Year 7. Year fives who were above the National Average in Year 3 sustained this position into year 5. It also was pleasing that all year 7s showed growth in the Upper 25% of students in Numeracy. Literacy – those moving from Years 3 -7 at Palmer Primary School had moved into the top two bands in at least 2 areas.

6. STUDENT DATA

5.1 Attendance

National Attendance Rates Semester 1
### Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>91.7</td>
<td></td>
<td>88.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.4</td>
<td>90.7</td>
<td>80.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>98.5</td>
<td>86.3</td>
<td>86.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.4</td>
<td>94.1</td>
<td>88.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.3</td>
<td>89.9</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.5</td>
<td>94.1</td>
<td>88.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>81.0</td>
<td>90.4</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>87.1</td>
<td>85.7</td>
<td>87.8</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.2</td>
<td>91.0</td>
<td>88.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.9</td>
<td>91.0</td>
<td>88.8</td>
</tr>
</tbody>
</table>

We have continued to issue parents with a report of their child's attendance (and its implications) with their twice yearly written reports. We have met with parents when there are concerns about the impact of student absences.

In one instance, the above table has recorded a student absent for the period that they were not enrolled at the school.

As with analysis all data percentages are significantly skewed when individual students or families are absent for extended periods for illness or family reasons. This has been the case this year and it is reflected in our attendance percentages. Students who arrive on time and families who make us aware of reasons for absences in a timely way are rewarded with Year Level points.

### 6.2 Destination

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Employment</td>
<td>4.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1.7%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.7%</td>
</tr>
<tr>
<td>Transfer to TAFE/VET</td>
<td>3.8%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schi</td>
<td>6.6%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schi</td>
<td>85.7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21.6%</td>
</tr>
<tr>
<td>Unknown (TIG - Not Found)</td>
<td></td>
</tr>
</tbody>
</table>

We have 3 year 7 students leaving. They are all leaving to attend DECD Secondary Schools. We have 4 other students who are moving into private schools.
7. CLIENT OPINION

Student
Students completed a 12 question survey that measured their feelings of safety, the expectations of them as learners, whether they can seek help when needed and how they feel treated at school. We had a 70% always and a 29% sometimes response to the questions overall. The ‘sometimes’ responses were spread fairly evenly across topics addressed.

Parent/Carer
After last year, when we were curious about how we could move parent opinion from ‘agree’ to ‘strongly agree’, we raised the issue at Governing Council. Some parents there indicated that they had completed it that way because they didn’t want to just send it back looking like they hadn’t thought about it! We invited parents to explain further in the survey, however none did. The Governing Council elected to not pursue the issue further, but to include areas for improvement/comments on future surveys. Parents were invited to complete an Opinion Survey at our KidsMatter Launch. This survey covered the same topics as the Student survey but enabled us to gather data about opinions from parents’ point of view.

56% of parents chose to complete the survey.
Of these responses 88% were marked in the highest category of satisfaction, across a variety of areas. Those parents who raised anecdotal issues in their feedback, raised issues we had already discussed together and were being addressed with a variety of strategies. I was also able to approach parents with named surveys, to delve further into concerns identified with a ‘tick’ only. Again, on the occasions when I did this, the issues were those being addressed and on some occasions had occurred outside of school. They are situations requiring constant monitoring.

Staff
This year we collected data from staff using the Psychological Hazard Checklist. We felt this was a comprehensive assessment of staff work and well-being and all staff agreed to use this as a measure of staff opinion.

6 or 7 staff (full time and part time), representing a range of roles completed the survey. Staff indicated that they agreed or strongly agreed with positive statements related to support of leadership, role clarity, participative decision-making, co-worker interaction, morale, employment demands and appraisal and recognition. The only exception to this was for newer staff who indicated that they were still unsure of some processes. This was a very pleasing result.

8. ACCOUNTABILITY

8.1 Behaviour Management

We have very little violence and bullying at Palmer, however, there are occasions when problems do arise.
When incidents of any type occur, we contact all concerned parties. We encourage students and parents to let us know if any issues emerge so that it can be dealt with in a timely way.
Strategies used to address issues of concern have included, recess and lunchtime journal and monitored play (checking each playtime where a child is and who they are with).

We encourage children to manage themselves in safe and respectful ways in line with our values, which are referred to often. We attempt to use the principles of Restorative Justice to address issues. Any students who are asked to sit out have their names and details recorded.

8.2 Relevant History Screening

All staff, Governing Councillors and volunteers have provided DECD Criminal History Screening clearance certificates which are kept on file in the school. All staff have completed the RAN-EC update.
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 Degree or Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted only 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>Time 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</td>
<td>2.8</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

Alternatively you may attach your final 2015 Profit and Loss Statement as an appendix. No other information is required.>