School Context Statement

Palmer Primary School is a small rural school approximately 60 kilometres from Adelaide. Murray Bridge is our nearest regional centre. We have two classes, one for Reception to Year 3 and one for Years 4-7.

Many families live out of town, travelling here by bus or being driven by car from nearby townships. We are part of a strong local community, with whom we work in a variety of ways.

Our staff, students and parents work together to make decisions and to plan for student achievement and school improvement. We are very proud of our school.
Palmer currently has 22 students enrolled (12 in the Upper Primary class and 10 in the Junior Primary class). We have approximately 50% receiving School Card support. Our Index of Disadvantage is 3. We have no Aboriginal or non-English speaking background students at the moment. 50% of our students were registered with the Nationally Consistent Collection of Data this year, indicating that they require some additional support (learning, social, health or use of physical aides) to achieve their full potential. This year we have focused on Literacy, Numeracy and Wellbeing for learning as our areas for improvement. The results of our work in these areas is outlined later in this report.

2. REPORT FROM GOVERNING COUNCIL

Palmer Primary School held their AGM in the first week of the school year following an Open Night and BBQ tea. We elected 5 new councilors, including two from a new family to the school. Faye Jenke was elected for one year as our Community representative and Kellie Klose represented the staff.

We aligned our meeting dates this year to make a more timely match with 'End of Month' Finance reports.

We approved 4 Student Free Days to release the staff to work with other schools on Training and Development activities that improve teaching at learning at the school.

At each of our meetings, we discussed issues related to curriculum, staffing, facilities and resources.

During the year we had input into the review of school policy and events, such as the school's SunSmart Policy and Sports Day.

We also had input, with other parents, staff and students into the review of our school’s Vision Statement and how this will appear on the school website.

Our new Vision Statement is:

To be powerful, life-long learners who have the skills to thrive in and help shape the broader community.

We want memories of time spent at Palmer Primary School to be happy.

We will use this to guide our decisions and actions for the school.

We raised over $2,000 by catering for two local events, the Palmer Rock and Mineral Show and the Palmer Hot Rod Show.

At one of our meetings, we completed the volunteer training for Reporting Abuse and Neglect. This is a now a requirement for Governing Councilors.

We approved the acquisition of a Purchases Card for the school that will enable online purchases, such as apps for the school i-pads.

We have worked hard and are very proud of our achievements.
3. 2014 HIGHLIGHTS

Learn

Student Focus
- Pleasing NAPLaN results, specifically in reading (see later)
- School data collection indicating student achievement (see later)
- 1 Distinction, 2 Credits, and 4 Proficiency certificates in the Australian Maths Competition
- Celebration of student work in Literacy and Numeracy Week (with parents)
- Increase in number of students receiving Year Level Medals (for achievement of learning goals and other school appropriate behaviours) from 30% in 2012, 60% in 2013 to 66% in 2014.

Staff Focus
- Quality Staff Professional Development with Guy Claxton, Joan Dalton, Ann Baker
- Profession Learning Community processes strengthened and work undertaken in Assessment
- Involvement in Teaching for Effective Learning (TIEL) pilot
- Implementing Mental Maths Masterclass (3 times/week)
- Implementing AC Geography
- Staff review and update of Writing Genre Plan to incorporate Literacy components of other curriculum areas

Lead
- Student Voice surveys provide feedback about their opinions of their classrooms
- Students participate in Student learning Community (TIEL) and share with others at Palmer PS
- School Numeracy audit completed and planning commenced for 2015
- Students organize Pet Day

Connect
- Year 7 student attends Small Schools trip to Canberra
- Small Schools Sports Day at Mount Pleasant
- Initiating Palmer Community float in Mannum Pageant
- Continued involvement with Kiwanis club TERRIFIC Kids award programme
- Displays and performances at Mannum Show and Christmas Tree Festivals
- Student participation in Palmer Anzac Day and Remembrance Day services
- School representation on local Collier Park and Community Association committees
- Whole school involvement in development of new school Vision Statement
- ‘Spread a smile’ – community based fundraiser organized by students
- Open Night
- School Musical Production – ‘A Pudding for the Chimney Sweep’ for community
- Attending Mt. Pleasant, Bridwood and Truro PSs for performances/Life. Ed Van
- Sturt Football Club Sports clinics
- WaterWatch with the NRM Board
- SAPOL. CFS, Dog Safety and RAA Street Smart visits
- Schools Ministry’s Group performances/Christian Seminars

Fundraising events with other local groups

Improve
- Students complete ELLi surveys to gather data about their learning dispositions (see plans for 2015)
- Teachers complete TIEL Compass surveys to review teaching
- Students complete TIEL surveys to provide feedback to staff
- School data collected in March and November to assist with intervention planning/resource management (specifically in the areas of Numeracy and Literacy (as targeted in our Site Improvement Plan)
I gather feedback from staff regarding my performance using the National Standards for Principals
Student and Parent Opinion surveys completed – Information sought to assist with planning
Homework survey for parents in response to many questions raised in teacher/parent/student meetings

4. SITE IMPROVEMENT PLANNING AND TARGETS

Our focus areas for 2015, have been in Literacy, Numeracy and Wellbeing for Learning. These areas emerged as priorities from review in 2013.

Our key actions towards these priorities have been:

**Literacy**
- Continued ‘rolling out’ of the ‘Jolly Grammar’ and Jolly learning recommended Spelling Works programmes
- Additional SSO time given to Wave 2 students in both classes for Literacy block time
- Assessment rubrics for writing genres developed in conjunction with our AC co-ordinator (Carole Porter)
- Explicit teaching of Comprehension Strategies (Using Sheena Cameron)

**Numeracy**
- Continue with use of enquiry based i-Maths programme and New Wave Mental programme
- Maths Mental Masterclass (one Ann Baker based mental maths strategy is focused upon in whole school, quick morning sessions, 3 mornings per week)
- Continue with Times Tables Trophy (Only 3 students' names added in 2014 - needs a ‘rev up’ in 2015)

**Wellbeing for Learning**
- Continued implementation of the Child Protection Curriculum
- Continued CPSW programme
- Attempt made to establish a list of parents who could be contact parents (no interest)
- Two formal Performance Management meetings for staff with written feedback/All staff T&D linked to National Professional Standards for teachers (Certificates provided)
- Student Voice structures expanded to include more feedback from students and student participation in Student Learning Community
- Homework review
- Review of School Vision Statement

In 2014, we have worked collaboratively within our site and with other sites to collect data and review progress against our own targets and achievement standards. We have collected ‘Whole school’ data twice during the year in the areas of Reading Comprehension (Pat-R), Vocab (PAT –Vocab) (UP only), Spelling (Westwood)and Maths (PAT-Maths). We use running records to progress students through the PM readers. We have used this data to plan for individual students, to target specific long/short term SSO support and to review effectiveness of teaching and learning programmes. We have used this information to plan with parents at our twice yearly parent meetings. (All families attended these meetings in 2014).

In class, teachers regularly collect student achievement data related to classroom tasks and use rubrics for assessment purposes. This, then informs future planning and practice. It tells us what is working and what needs to be changed.

Some aspects of the review are programmed into our staff meetings where we regularly discuss individual students and their progress/needs and also plan time to review actions we have taken.

Students set and review personal Literacy, Numeracy, Personal and Shared goals twice per term with their teacher. These are printed and displayed on their table tops and are now, shared with parents in student diaries. This has allowed parents to have input into goals and to make enquiries when necessary.

The learning dispositions of students from Years 3-7 were measured with the ELLi survey, a TiEL initiative.
The student achievement data indicates that the strategies used have helped us progress well towards our agreed targets and achievement standards. (See student achievement data section).

It is our intention to use ‘Jolly Grammar’ at the next available levels (Levels 3 and 4) in 2015. We will continue to develop more assessment rubrics for other genres of writing and have planned to incorporate tasks from other curriculum areas, particularly into the non-fiction genres of the writing plan. We will continue to use Running Records as a tool of review.

We have completed a numeracy audit and will revise our School Numeracy Plan as we complete more of the Modules of the Numeracy Leaders Programme. We have secured a place in the ‘Ann Baker-Mathematician in Residence’ programme for 2015. We will continue to use the i-Maths programme and New Wave Mental. We will continue to have Maths Mental Masterclass three times per week.

We have maintained Components 1, 2 and 3 of Kidsmarter into our school. We have very little bullying and this is reported, in general terms to Governing Council once per term.

The results of the ELLi survey were reviewed and compared with the results from other sites. Our TfEL pilot, under the leadership of Mikelie Miegel has identified student resilience as a priority in 2015. Consequently, our Site Improvement Plan for 2015 will have Teaching and Learning in Literacy and Numeracy, use of Information Technologies and Resilience for Powerful Learning as its priorities.

4.1 Junior Primary and Early Years Scheme Funding

Palmer Primary School has used the additional Early Years funding to provide additional SSO support to students in the Reception to Year 3 class (which already had a small enrolment). Through data analysis students with particular needs have been targeted and some of the time has been used to support these students or to implement specific programmes, including programmes provided by the Speech Pathologist, or SPELD literacy programmes.

This time has been targeted to the Literacy Block. Student achievement in Literacy for our Junior Primary class is very high (see Student Achievement) and those requiring additional support are receiving it.

4.2 Better Schools Funding

Our Better Schools funding has been used to develop teaching skills. Staff has been released to attend Training and Development with Ann Baker, Guy Claxton, Joan Dalton and for the Leaders’ Numeracy Module One.

As a result, we have had staff meetings where staff has shared their learning and the resources gathered.
In numeracy, we have completed a numeracy audit of our school, with a view to reviewing our Numeracy Plan in 2015. We have set up our Maths Mental Masterclass, based on the mental strategies recommended by Ann Baker and are using her Natural Maths resources to teach problem solving based maths tasks.

5. STUDENT ACHIEVEMENT

Our school uses PAT-R and Reading Progress Tests to gather Reading Comprehension data, PAT-Maths and ‘I can do Maths’ for maths data, PAT-V for Vocabulary (Years 4 – 7 only) and Westwood test for Spelling.

In the Junior class (over the period from November 2013 to November 2014):
- the number of students who were achieving at 1 year above their chronological age in Numeracy, moved from 21% to 60%.
- the number scoring more than 1 year above their chronological age in Reading, moved from 28% to 40% in the same period (all more than 1.5 years above)
- the number of students scoring more than 1 year above their chronological age in Spelling remained constant at 50%

There are students who have received additional support during the year, but all students have shown growth with the additional allocation of staff resources, in the form of SSO hours, in the classrooms.

In the Senior class (over the period from November 2013 to November 2014):
- the number of students who were achieving at 1 year above their chronological age in Reading, moved from 33% to 50%.
- the number of students who were achieving at 1 year above their chronological age in Vocabulary, moved from 8% to 41%.
- the number of students who were achieving at 1 year above their chronological age in Numeracy, remained consistent at 16%, with the number of students achieving at more than 6 months below their chronological age decreasing from 32% to 2%.

Spelling in the Upper primary class continues to be our greatest area of improvement challenge. The number well above their chronological age remained at 25%, but there are many students who are not at chronological age.

Despite the seemingly satisfactory NAPLaN spelling results for our Year 5 and 7 students, we did not achieve our target of 75% of students in the Upper class reaching chronological age in November testing. We plan to implement more of the Jolly Grammar (of which Spelling is a part) in the Upper primary class in 2015, since we have had good results with this in the Junior class.

We will also continue to provide support to students identified in specific data analysis.

5.1 NAPLAN

With less than 5 students participating in the NAPLaN tests at the Years 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.

Analysis of NAPLaN data
- 85% of students were in the top band for their year level in Reading.
- 85% of students were in the top 2 bands in Grammar and Punctuation, 71% of these in the top band.
- 71% of students were above the National Average in Persuasive Writing.
- 71% of students were above the National Average in Spelling, with 42% of these in the top two bands.
- 75% of students were in the top two bands in the Numeracy tests, 37% of these in the top band.

NAPLAN School Growth: Year 3-5
The growth between Years 3 and 5 was extremely pleasing, particularly in reading. 1 student did not achieve the National Benchmark in one area. We have had discussions with this students’ parents and with the appropriate DECD support staff. Additional SSO is being targeted to this child. Test results largely supported what our own data had told us about student achievement.

### 6. STUDENT DATA

#### 6.1 Attendance

Figure 9: Attendance by Year Level

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3-5</th>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>Lower 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>66.7</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>100.0</td>
</tr>
</tbody>
</table>
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>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>89.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>100.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>84.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>86.6</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.3</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.3</td>
</tr>
</tbody>
</table>

In 2014, we began issuing reports on attendance to parents with our regular twice yearly school reports. This indicated the percentage of days that the student had missed and the possible impact that this level of absenteeism may have upon the student’s learning. (based on an idea from Swan Reach Area School) We also carefully planned our Maths Mental Masterclasses (MMM) for first thing in the morning to act as an incentive. Students earn a point toward their Year Level Medal for every five MMM sessions they attend.

We are pleased to note that our attendance rates have improved by almost 2% over the past two years.

6.2 Destination

Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>7.0%</td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>6.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>47.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17.8%</td>
</tr>
</tbody>
</table>

Our Year 7 student and the students we know are leaving are all moving into SA Government School.

7. CLIENT OPINION

67% of families responded to the Parent Opinion survey. Every response ‘agreed’ or ‘strongly agreed’ to every question asked. Opinions across these two categories were inconsistent and difficult to make generalisations from.

The areas that rated most positively were parents being able to talk with staff about their child and/or concerns they may have, our school’s commitment to improvement, and students making good progress at the school.

The area that we can most obviously strengthen is, working with parents to provide useful feedback about their child and their work.

I am also interested in exploring with parents, more about how we could move their opinions from ‘agree’ to ‘strongly agree’ in the areas of behaviour management and fair treatment of students.

We also did a survey with families to gather information from them about their views on homework, since this had been brought up by many at parent/teacher/student meetings.

From the results of these surveys, we were able to get some very specific information that will be useful as we plan for 2015 Information night and for our Site Improvement Plan.

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

8. ACCOUNTABILITY

8.1 Behaviour Management

Our school has very little violence or bullying. We encourage parents to let us know if there are problems that we may not be aware of.

When incidents occur, we adhere strictly to the schools’ Student Behaviour Management Policy, which is based on DECD policy. We work closely with families of all students involved (perpetrator and victim) to ensure all parties are informed and involved.

All information pertaining to the incidents are recorded.

Students with particular social needs are provided with additional SSO support, through Flexible Staffing Initiatives provided by the DECD Inter-Agency Behaviour Support staff.

8.2 Criminal 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 6 hour RAN-EC Training. All volunteers and Governing Councillors (except one) have completed the 2 hour RAN-EC training.

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>3</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td></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>2.8</td>
<td>1.16</td>
</tr>
<tr>
<td>Persons</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

9. FINANCIAL STATEMENT

See attached final profit and loss statement for 2014.