Mount Barker South Primary School Annual Report 2015
A learning community working happily together in a safe and caring environment

2015 was a very positive and rewarding year for staff, students and families. One of the many successes was the increased involvement, participation and feedback by families in all aspects of the school, leading to greater social inclusion and decision making.

What are the unique characteristics of our children and contextual influences on our school?

The South children and families are very diverse and have a clear focus on inclusion and full participation by all. A premium is placed on all students accessing an inclusive, meaningful curriculum within a safe and secure learning environment. Families actively pursue the best for their children, which includes high expectations, wellness and academic progress in their lives.

Over 20% of children have a disability, with Autism Spectrum Disorder being the highest represented in the school. There are 20 children that identify as Aboriginal and 7 are English as an Additional Language. 40% of the student population is in poverty and receive School Card support and/or have experienced trauma.

Enrolments are on the increase again due to the significant changes taking place across the Mount Barker region. Current enrolment is 188 with 20 children in the two Regional Special classes.
Science teaches kids about life

The benefits of learning about science for young kids at the South is enormous, as we believe Science teaches our children about life and communities. "Science involves a lot of testing ideas; it develops team skills, too – a lot of the time in science things don't happen overnight," says Angus (Year 7 student). These life skills involve perseverance, problem-solving and research and analysis. We aim to teach children to form their own opinions, rather than taking those of others for granted. In Science our children learn to create a hypothesis in their mind which helps them to learn that not everything works the first time. Some experiments fall in a heap and you have to find out what went wrong, and try again. Science in our school also teaches kids about the way the world works (e.g., how clothes are made or why volcanoes erupt). It can spark ideas in kids' minds that they, too, may one day be capable of creating solutions to big problems such as reducing poverty.

What does it look like being a Science focus school?

Science continues to be a strong focus subject area at Mt Barker South Primary School throughout the 2015 school year.

In line with the Australian Curriculum the schools science program aims to ensure that our students develop their curiosity and willingness to explore, ask questions and speculate on the changing world in which they live.

It provides them all with the opportunity to explore and engage in the 4 major strands of science – Biology, Earth and Space, Physics and Chemistry.

It provides an inquiry based approach that helps students develop deeper learning, and guides them to find scientific ways to answer questions.

It provides a foundation for a scientifically literate society, which is so important for engagement in key community and social debates, such as climate change, carbon emissions and immunisation, as well as for personal decisions about health and well-being. The inquiry approach in teaching science prepares our students well to participate in evidence-based discussions of these and other issues.

It provides our students with awareness of how science and technology shape our material, intellectual and cultural environment.

It develops the literacies of science that students need to learn and to represent their understanding of science concepts, processes and skills.

The world is a rapidly changing environment and we need inspired scientists to continue the process of discovery across all sectors – from health and medicine to archaeology, to geology, to chemistry, to botany and to information technology. We should always remember that it all starts with the primary school education experience and with this in mind as a whole school focus; science has continued to be a strong teaching area at Mt Barker South Primary School throughout the 2015 school year. I believe that our students are getting a good grounding in science, and related inquiry skills such as questioning and scepticism. In primary science, we’re talking about four-year-olds to 13-year-olds, and in those early years, the focus needs to be on curiosity and immersion in what science is.
As the Science teacher at Mt Barker South Primary School my goals for the year 2015 were to be specifically focussed on -

1. Diagnostic testing so that I could regularly and explicitly build and extend on our students learning from their background knowledge.
2. Developing a culture of high expectations for all students by modelling and setting challenging learning goals and challenging them on their mindset towards their personal learning.
3. Planning and implementing well structured learning and teaching programs or lesson sequences that engaged students and promoted positive learning.
4. Providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islanders histories, cultures and languages.
5. Developing and applying a comprehensive range of assessment strategies to diagnose learning needs and comply with curriculum requirements.
6. Use student assessment data to analyse and evaluate the students understanding of science concepts. The PAT science test was conducted this year, and will be conducted yearly at the end of 3rd term for year levels 4-7.
7. I will continue developing my teaching expertise on my questioning techniques - "Good learning starts with questions, not answers". Questioning enables teachers to check learners’ understanding. It also benefits learners as it encourages engagement and focuses their thinking on key concepts and ideas.

Many different activities have happened throughout the school year to complement and enhance the science program and these have included visiting scientists, workshops and shows. The school ran their bi-annual Science Spectacular during Science Week which involved students, teachers, parents, families and the extended school community being immersed in the world of science. This twilight event was a huge success and over 75% of the school community was involved and engaged in the different activities available to them. As the Science teacher I received many positive comments and feedback from the parents and families involved. All staff also dedicated their time and effort in making the event a positive occasion for our school.

2015 has been a positive and exciting year for us as a school in the area of science and there are many more and exciting plans being put in place for 2016 to ensure that the students at Mt Barker South Primary School will continue to develop and grow in their knowledge, skills and understandings in Science and the world around them.

Junior Primary students made dioramas learning about different landscapes.

Hands on experiments to build inquiry skills.
Every Child Matters

“The quality of children’s relationships with their families is far more important than the structure of their family that they live in.” (The Good Childhood Report 2012: A review of our children’s wellbeing)

We believe school and education are key factors influencing children’s current and future wellbeing

2015 Achievements

To provide a safe and supportive learning environment that is inclusive of all learners.

- PALs session run four times a week by mentors has increased levels of children feeling safe in the yard and has increased inclusion and cross site tutoring.
- Daily equipment during PE week in Term 4 implemented by Kate Nolan during play times has increased levels of feeling safe and satisfaction.
- Daily Tribes community circles have allowed issues in the yard to be discussed and resolved within the classroom
- NIT based social skills/CPC program
- Cross age tutoring and buddy classes across the site has developed relationships between all ages across the site. It has strengthened relationships in the yard and has given the younger students another avenue when issues arise.
- All staff have undertaken CPC training and implemented curriculum within classes. All staff have shared resources.
- SAPOL facilitated R-7 sessions on various wellbeing areas educated students on a whole school community level
- Counselor working with small targeted student groups on social skill based learning
- Formation of school ‘rock’ band has provided particular students with purpose and goal setting
- Counselor working with 6/7 students to provide whole school concerts
- Incidents of violence was 0 and bullying was reported to staff and dealt with immediately. No children were suspended for violence or bullying.

To improve attendance for all students by 91%

- Student’s attendance in some classes was reached at over 93%. The overall school attendance level was at 91% due to chronic non-attendance of 2 students.
- Counselor working in tandem with front office has created an attendance folder where data is collated and records kept.
- Teachers working with counselor to notify of attendance issues.
- In 2016 a new improved system will be implemented which includes a text messaging and daily monitoring by the Principal to attain a higher attendance record aligned with the DECD standard.
Kids Matter Council (KMC)
- Continuation of Kids Matter Council from years 4-7 with fortnightly meetings and reports to Governing Council.
- KMC facilitated assemblies and took on leadership roles across the school.
- Students from each primary class had representation and acted as a voice for the junior primary/primary students.

To support new partnerships with outside agencies to improve students and families wellbeing
- Staffs worked in partnership with SUMMIT Health to refer students to social worker/psychologist.
- Staff and leadership consulted with SUMMIT Health workers regarding particular students’ needs and progress.
- ‘Expect Respect’ program involvement for year 4/5 students facilitated by Zunto group
- SAPOL facilitated R-7 sessions on various wellbeing areas
- ICAN identifying and working with Year 7 students providing aid with transition into high school

2016 Recommendations
- Current PALs trained representatives to train a new group of students. Look to broaden the range of activities such as craft, design and making.
- A student group to be responsible for setting/packing away daily equipment to support increased positive play in the yard.
- Counsellor to provide an update on Tribes philosophies and current classroom practice. Counselor to facilitate/provide opportunities for staff in Tribes philosophies/activities
- New staff members to be trained in Tribes.
- KMC to have a larger input into student voice. KMC to create a weekly student bulletin to inform students across the site of upcoming activities, information etc.
- Counsellor to provide musical tuition to a select group of students during recess and lunch breaks
- School ‘rock’ band to continue
- Key outcomes from MDI survey used to inform wellbeing strategies and direction for 2016.
- Counsellor continues to work with teachers to identify specific students to develop specific social skills
- SAPOL & KESAB facilitated ‘Graffiti Prevention Education’ program to Upper Primary
- Counsellor to run preventative cyber bullying sessions
Early intervention and a personalised approach to reading acquisition

“Macbeath et al. (2007) suggest that “schools that generate sustained improvement tend to act strategically, first self-reviewing and reflecting, gathering and using appropriate evidence, and then acting collaboratively to further improve”

We place a high value on whole-school literacy improvement, as indicated in our School Improvement Plan. We believe in every child making accelerated progress and have continued implementing a successful daily R-7 Reading For Learning and 3-Wave Intervention approach for all children. This is enabling each child to develop, monitor and review their own individual learning goals, whether they are in Wave 1, 2 or 3 for Literacy in partnership with both their teacher and parent(s). In 2015 students across R-7 regularly set individual, measurable goals in Literacy and Numeracy, and actively engaged in a regular review process to celebrate their achievements. These were shared at both 3 way interviews and in their school reports.

We collected whole-school data in both Literacy and Numeracy every term and undertook our yearly review to both improve our practices and to make future pedagogical improvement recommendations.

In addition, all teachers continued meeting fortnightly in their instructional teams to plan, program, monitor and act upon student evidence collaboratively. Teachers were expected to have a deep understanding of the English language and extensive knowledge of effective pedagogies. Hence, all staff have been trained in the Big 6, Guided Reading, Literacy for Learning and How Language Works courses. This is what has led to fundamental changes in daily practice and teacher knowledge and capacity.

Internal moderation between staff continued leading to improved capacity building to assign A-E levels and to develop units of differentiated learning.

Our approaches are well regarded with Mrs Cassie Young and Ms Kate Nolan presenting to schools from across the state. We also represent our school at the 2015 ACER Australian Council Of Education Research conference with much interest by leaders from other states.

The successes have been many, reading achievement is continuing to improve, with our local and NAPLAN data highlighting the improvement for all children. This evidence is detailed in the results below:
Premier’s Reading Challenge Success:
In 2015 over 90% of students participated in and were awarded certificates and medals through the Premier’s Reading Challenge. This achievement demonstrates a clear focus and determination by students, families and staff for ALL children to be successful and independent readers. We have set a target to increase this to 95% in 2016.

Better Schools Funding:
We received better Schools Funding of $21,838 which was utilized to employ full time SSO’s to support the 3 wave intervention approach and to target students that were not at the “DECD Standard of Educational Achievement”. Our results were positive with all students making medium to high progress in Running record and NAPLAN data. We also supported staff to engage in rigorous professional development in teams in current research and pedagogical approaches to both Literacy and Numeracy.

Aboriginal Students’ Literacy and Numeracy Improvement:
Another target of our School Improvement Plans was to enable all Aboriginal students to demonstrate improvement by 5 reading levels. This was achieved by Term 4, with our Aboriginal students in the early years making above 5 levels improvement. In addition all Aboriginal students in Years 3, 5 and 7 that sat the NAPLAN tests also achieved at National Minimum standard in most areas. All Aboriginal students had published “One Plans” with short-term learning goals reviewed fortnightly. Over half of our Aboriginal students were at least 1 band above the NMS. This is a great improvement from the past which saw many Aboriginal students not reaching the minimum standard.

EXCELLENT TEACHING AND LEARNING LEADS TO GREAT NAPLAN RESULTS AND INCREASED STUDENT PROGRESS
In 2015 we saw continued positive results of the many changes in teaching and learning in the strong progress made by children in our focus areas of Reading, Mathematics, Science and Wellbeing. The results of our Year 5 students were the strongest in the HILLS region in both Literacy and Mathematics for the first time in many years with no students below minimum standard. An analysis of the literacy data revealed the following critical information:

1. Students who had been in our REAL time and 3 Wave Intervention for all of the Junior Primary grades performed in the highest bands in NAPLAN. Students who entered our school from other sites are the most represented in wave 2 and have many literacy issues that require our attention
2. They also outperformed students who had enrolled from other schools and had not been exposed to our intervention approach.
3. Our year 3 students performed the strongest again in Reading, Grammar and Spelling.
4. All students in year 5 made “middle to upper” progress between years 3 – 5. No year 5 students made “low progress”.
5. Students in year 5 and 7 made significant growth between year 5 -7 and we witnessed a shift of students from band 8 to the top band of 9.
6. We also maintained 100% of our students in the higher bands between tests. This is a great achievement considering this data also includes students with a disability and or learning difficulty in the mainstream.
Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</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>

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</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>
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>

Figure 4: Year 3 Mean Scores

Table 4: Year 3 Mean Scores

<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></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>
Figure 5: Year 5 Mean Scores

Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>426.5</td>
</tr>
<tr>
<td>Reading</td>
<td>481.3</td>
</tr>
<tr>
<td>Writing</td>
<td>460.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>464.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>478.2</td>
</tr>
</tbody>
</table>

Figure 6: Year 7 Mean Scores

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>491.6</td>
</tr>
<tr>
<td>Reading</td>
<td>526.6</td>
</tr>
<tr>
<td>Writing</td>
<td>535.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>536.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>484.9</td>
</tr>
</tbody>
</table>
As we track students’ progress across the school and between Years 3 – 5 and 5 -7 we are noticing that students’ Numeracy skills are beginning to improve due to a determined focus, strategy and plan across the school. This area has been recently added to our school improvement agenda and will continue to receive attention, resources and professional development support into 2016 and beyond.

Figure 7: Year 3-5 Growth

![NAPLAN School Growth: Year 3-5](image)

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>

Figure 8: Year 5-7 Growth

![NAPLAN School Growth: Year 5-7](image)

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>
The graphs and information provided highlight that students who begin at the South are outperforming their counterparts in other schools in the region and in some cases nationally.

The data also needs to reflect the school’s large component of students with both a learning difficulty and/or disability. Taking into account this characteristic, the students at the South are making excellent progress as they move through the school.
Middle Years Students (MDI) opinion surveys about the South School

### Academic Self-Concept

**Figure 6.1**

<table>
<thead>
<tr>
<th>Academic Self-concept</th>
<th>Your school</th>
<th>South Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>30</td>
<td>86</td>
</tr>
<tr>
<td>Medium</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### School Climate

**Figure 6.2**

<table>
<thead>
<tr>
<th>School climate</th>
<th>Your school</th>
<th>South Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>27</td>
<td>79</td>
</tr>
<tr>
<td>Medium</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Staff, Student and Parent Opinion Surveys

Parents Opinions:

The school's strengths were:
I think the school is fantastic at putting the needs of children first.
Encourages leadership and fairness in students
Inclusion of principal with adult concerns and issues
Wellbeing support for students
Stimulates the child. Exudes inclusiveness (is that a word?)
The grounds facilitate social connection.
Communication, both between parent and teacher and as a school as whole, the newsletters are always informative and the kids love spotting their pictures. Organisation again both in class and as a whole school
Teacher student interaction, they always seem interested in the kids and getting the kids involved. Recognising important dates/events/activities etc.
The kids love the science experiments. The RFL and maths waves. Fruit platters are a great idea and I hope they continue.

Areas for Improvement:
Soccer. Chess. The vegie patch. The vertical garden pots - what happened to them?
Would love to see them filled with herbs for children to take home. Soil is too sandy. Needs replacing.
Extra classroom support for students and teaching staff
Homework policy. Once again this year the expectations seem to be not consistent across classes and year levels.
Breakfast club - I'd be happy to make a donation to ensure that better quality food.

Overall impression:
We are new to the school this year, and have been absolutely taken aback by how impressive the school is. The grounds and the class numbers. The staff are great. Really enjoying the experience.
I love that the school allows and encourages the children to still be children. Entering the yard of a morning and seeing the children (and some adults!) just playing, is such a joy and I think its a great start to the day. I think you all do a great job :)

Staff Opinions:

The school's strengths were:
Staff are encouraged and supported to pursue professional development and organisation decision making.
There is a broad variety of communication systems that informs parents, staff and students about the school.
We are encouraged to share and discuss teaching methods and strategies with other teaching staff in teams.
This is the most collaborative staff team that I have ever worked in. We are always consulted about matters.

Areas for Improvement are:
Continued improvement of behaviour management systems across the school and support of behaviour.
Review of the school's behaviour code and anti-bullying policies.

Overall impression:
Staff are highly collaborative and work effectively in teams to support all children to make positive progress. Professional learning opportunities and feedback on work performance is exceptional.
**Student Opinions:**
*We survey 88 students, 44 Boys and 38 girls took part across R-7.*

**The schools strengths were:**
*Over 80% of students felt challenged in their learning and safe at school. Reading For learning, PE, science, swimming, excursions, great teachers, maths*

**Student comments:**
“They teach at their best and they also do their best to have fun with us. They always give us a challenge to improve our learning to make us smarter. My favourite thing that they do is give us lots and lots of tests. I love this school it has so much fun stuff to do like giving us iPads and letting us have our say.”

“They teach really well and encourage me to do my best. I also like how in maths we do a test, then learn about the questions in the test and learn everything that we should know, then we have another test so we can see really clearly how much we have improved. I also haven’t experienced any bullying at this school which is a big improvement since I have moved because I used to get bullied at my old school which made learning really challenging when you are being distracted by bullies. Also they don’t make it too hard or too easy. At my old school my maths class was way too hard and I didn’t understand anything my teacher was saying most of the time and I felt like most of the other people in my class understood it so it was not very enjoyable.”

**Areas for Improvement are:**
*More books, maths, PE and a Science club.*

Having a school concert every year.

More play grounds and time for PE, Art and Craft lessons.

More IPADS and computers so that everyone can join in.

More play equipment like handballs, pin pong tables and a flying fox that works.

Less time in Assemblies and more SSO’s to help us.

Older children working more with the younger children.
Attendance and destination information about our children

In 2015 we upgraded our whole-school attendance policy and procedures for non-attendance. Our School Improvement Plan targets were also enacted with regular Students Review Team meetings undertaken to closely monitor areas of concern with attendance. Parents received regular newsletter items about the importance of attendance, and phone calls, text messages, letters and home visits were conducted for attendance matters. For chronic non-attendance, referrals were made to the Regional Attendance Officer who undertook his obligations. Actions in 2016 will include a focused Attendance Plan for children in Years 4 and 7 in collaboration with families.

Student Data

Attendance data for 2016

Figure 9: Attendance by Year Level

![National Attendance Rates Semester 1](image)

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>87.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>86.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>85.5</td>
</tr>
<tr>
<td>Primary Other</td>
<td>86.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.3</td>
</tr>
</tbody>
</table>
### Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014 School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>5.2%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>2</td>
<td>3.4%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>53</td>
<td>91.4%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>17</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
</tbody>
</table>

All teachers at this school are qualified and registered with the SA Teachers’ Registration Board and have undertaken the compulsory Responding to Abuse and Neglect training. All staff have current police clearances, DCSI background screening checks and first aid training.

### Workforce Composition

<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></td>
<td>Non Indigenous</td>
<td>Indigenous</td>
</tr>
<tr>
<td></td>
<td>Non Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>10.80</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>7.11</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

Catherine Cox-Walliss  
Principal, 2015