We look forward to starting 2016 with 8 classes and 220 students. Our current data suggests 26 new receptions will begin their school life at McLaren Flat in 2016. (ranging from 4 yrs 8 months to 5 yrs 6 months)

The 2015 school year started with a number of key elements that were aimed at
enhancing the school environment and delivery of curriculum areas:

- We continued our belief in ‘Doing the right thing because it is the right thing to do’
- The Australian Professional Standards for Teachers – focussing on professional learning/development
- Being part of the Sea & Vines Partnership
- Developing Powerful Learners
- Improving Numeracy through a whole school & Partnerships focus
- Continued implementation of the Australian Curriculum (Economics & Business, Digital Technology, Civics & Citizenship)
- Literacy & Numeracy Intervention
- Understanding the General Capabilities – Literacy & Numeracy, ICT, Critical Creative Thinking, Personal/Social wellbeing, Ethical/Moral Compass, Intercultural Acceptance & Understanding

**Improving Numeracy Focus:**

Numeracy in 2015
This year we had a greater focus on improving our students’ skills and dispositions around numeracy. The aim was to continue our momentum with literacy improvement but increase the awareness around numeracy and mathematical understanding. As a staff team, we approached this through the following initiatives:

- Identifying areas for improvement within our school and within particular year levels. We recognised that a dedicated focus on number skills would benefit our students.
- We introduced a 20 minute explicit teaching block around number skills for all classes from Reception to Year 7. All teachers, SSOs and leaders worked with classes from 10:30 – 10:50 every day during Terms 2 and 4. We observed students becoming much quicker and more efficient with their number facts and skills. Confidence and attitude also improved.
- The yard became another learning area for numeracy with our 1-20 number snake near the library; door labels (including numeral, name and Roman numeral e.g. 5, five, V); pole challenges and measuring guides on the year shelter poles. These encourage students to measure, count and estimate step counts.
- We surveyed families about their feelings, successes and challenges around mathematics when they went to school and how this has impacted on their life/careers as adults. We often underestimate the impact of parental
disposition towards learning areas and the affect this has on student attitude and persistence.

- We introduced family maths challenges in our newsletters to encourage families to work together to solve quiz questions. This really allows parents to see how their children approach and solve mathematical problems. It allows students to try various problem solving strategies in real life contexts.
- Staff were involved in training during staff meetings including examining and ordering new and up to date resources and games. All classes supplied with resource kits to ensure that everyone had essential equipment in their classes.
- Teachers and leaders continued to identify students who required intensive numeracy intervention to get their learning back on track. Students worked with our SSO on areas that they found challenging. Results showed great improvement in skills and attitude towards maths.
- Principal and Deputy Principal joined other leaders in our Partnership to complete four modules of the Leading Numeracy Improvement initiative, facilitated by DECD.
- We finished the year with a Numeracy Fun Day held on Friday 4th December. This day included hands on workshops, puzzles and games with Professor Maths and his travelling show, plus various fun activities around building mathematical understandings while building positive/effective attitudes towards numeracy. Student feedback was positive (Deputy Principal – Jo Bell)

**Reading for Improvement:**

This programme continued from 2014. It was a focus of terms 1&3 as we also used the whole school time in terms 2&4 to focus on Numeracy improvement. Reading workshops for parent/carers were held once again, giving new parents/carers some background knowledge and support in assisting reading at home.

While the funding for a Literacy Coach was no longer available the school continued to allocate time to release a teacher to be ‘The Reading Strategy Coordinator’

**Reading Strategy teacher 2015**

**Activities included in my role as Reading Strategy teacher JP in 2015 included:**

- Sourced picture books from our Library and from book sellers to support the use of Picture books in learning Phonics in Junior Primary classes using material from David Hornsby workshop.
- Sourced and saved activities from “Teachers Pay Teachers” website for our classes to use in group reading time and to support the Daily Five programme running in some classrooms.
Purchased book and copied CD roms for the CAFÉ books for the JP teachers (Comprehension/Accuracy/fluency/Expand vocabulary).

Collected information from JP teachers about children who need extra support in Reading.

Worked in JP classes to support the use of the Blue and Yellow comprehension boxes.

Investigated activities to use for the children across JP – purchased a Light box and sourced activities to assist learning of basic alphabet for children who need extra help with these basic skills but are reluctant to use conventional activities.

Sourced new IPad Apps to use in Reading time for JP students and removed some Apps that have no educational use.

Purchased a Listening Post trolley and put the existing Books with CD’s into JP area to support Reading in all classes.

Assisted staff to assess books we need for take-home readers for 2016 and beyond and put in a budget submission.

Attended a Jill Eggleton workshop about reading using the Connectors series for group reading. (Series for Middle primary was purchased and given to Rm 5 and 8 to use with success)(MP/UP)

Managed Literacy Pro tests and quizzes across the school and encouraged more use of the Lit Pro system.(MP/UP)

Created list of multiple novels held in the school.(MP/UP)

As reading support teacher in 2015 I have focussed on improving the resources and ideas JP teachers use when children are in groups during reading time. Programs such as the Daily Five and CAFÉ are all well documented and provide a structure but the children also need to be involved in a wide variety of meaningful activities during these sessions if we are to see an improvement in their reading and comprehension skills. The use of the Blue and Yellow Comprehension boxes was a great addition to the work in this time.

In MP & UP we invested in resources such as Connectors and InterConnectors which have more meaning than just reading a novel in a group. The use of the quizzes in Literacy Pro has also proven to be beneficial to the children that do them regularly. (Gabrielle Anderson)

**Powerful Learners:**
As a school we are constantly focussing on improvement and looking at ways to improve the outcomes and development of our students. While a large component of this is the delivery of the Australian Curriculum (in its subject areas) a significant aim is to establish an environment that promotes powerful learning and an opportunity for students to be powerful learners.

**What is a Powerful Learner?**
A powerful learner connects ideas, compares and contrasts concepts, transfers learning from one context to another, devises their own solutions to problems and can explain their thinking to others (Peter Sullivan, Monash University)
A powerful learner recognises the need to learn. They are curious, set goals, take risks, persist and look for opportunities to learn with and through others. They see failure as a step on the way to being successful. (Ann Baker, Mathematician in Residence, DECD)

A self-directed individual with stop and think skills, strategic competence and an identity as someone who can learn when they want to do so, a powerful learner can read between the lines, hear what is not said, see what is not visible and anticipate where they are going. (Martin Westwell, Flinders University)

Why is it important to develop powerful learners?

Our world is not standing still, learning concepts, processes and facts (only) will not prepare our students for the future they will experience beyond their school lives. They must have the ability to:

i) take knowledge and apply it to different situations
ii) learn for themselves and from others
iii) think and solve problems in many ways
iv) creatively access the learning they need to shape their future

How are we supporting this at school?

- Creating opportunities for children to pursue their curiosity.
- Allowing children to take risks (see mistakes as opportunities for learning)
- Allowing for reflection – children need opportunities to share their thinking and understanding
- Allowing children to explore/investigate the world around them
- Encouraging the use of imagination
- Encouraging social situations – effective learning happens in group situations and children enjoy creating and contributing to the learning of others.

Intervention Planning:

The school continued intervention programmes for 2015. This targeted students who in numeracy and literacy had been identified as requiring a systematic support programme to give them a boost in their knowledge/skills/learning.

This year we continued the LLI programme aimed at literacy support for our students who required a Wave 2 level of support. Wave 2 support is suited to students who need support to catch up but do not have a specific learning disability that attracts DECD funding. Each student completed a 10-12 week programme.

We have been extremely impressed with the results in attitude and achievement amongst the students. The following graph reflects the academic achievement growth for a group of students in the term 2 cohort.
Average growth for this cohort was 4.8 levels in the period.

**Maths for Learning Inclusion Program**  
**QuickSmart**  
**Assisted Learning**

During the 2015 School year there has been an opportunity to again work with a wide range of students ranging from year-1 up to year-7. The Numeracy Intervention Program is continually being developed to ensure that student’s mathematical knowledge and the strategies they use in the classroom are enhanced. Through the program the main aim is to improve the students understanding and address any misunderstandings they may have in relation to mathematics and mathematics formula.

One of the biggest hurdles faced with the Numeracy Intervention Program is confidence. Most of the students that have difficulty with maths have a bigger problem with confidence when dealing with maths. Overcoming this barrier is the first step to seeing improvement in a student’s mathematical abilities.

At this stage the original program has been modified to allow students from years 1 to 7 to benefit. The original program was designed for higher year levels, but the program has been adapted for a wider year level range. There are 6 levels of assessment and within each of these there are set tasks. Also, with the inclusion of the QuickSmart Program, and its principles, it has given the school the opportunity offer a far reaching Numeracy Intervention Program that benefits students in target areas.
All Year Levels.

Showing Assessments / Testing completed throughout year from Year 1 to Year 7. Assessments Testing, per year level. Table shows the average from each student group – Year 1 = A, Year 7 = G.

Primary Testing Avg = 25%
Final Testing Avg = 77%

**Naplan:** Each year the school collects and analyses achievement data. The Naplan testing process is one of these areas. All year 3, 5 & 7 students throughout Australia sit the same tests on the same days and results are provided to parents and the school for analysis and use in the formation of targeted areas of improvement in following years.

Figure 1: Year 3 Proficiency Bands by Aspect

Figure 2: Year 5 Proficiency Bands by Aspect
Figure 3: Year 7 Proficiency Bands by Aspect

![Proficiency Bands by Aspect](image)

Student Mean Scores

Figure 4: Year 3 Mean Scores

![Year 3 Mean Scores](image)

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>366.2</td>
</tr>
<tr>
<td>Reading</td>
<td>415.0</td>
</tr>
<tr>
<td>Writing</td>
<td>387.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>386.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>416.8</td>
</tr>
</tbody>
</table>
Figure 5: Year 5 Mean Scores

![Bar chart showing mean scores for Numeracy, Reading, Writing, Spelling, and Grammar in Year 5 for 2013, 2014, and 2015.]

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>465.1</td>
</tr>
<tr>
<td>Reading</td>
<td>509.7</td>
</tr>
<tr>
<td>Writing</td>
<td>475.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>489.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>524.3</td>
</tr>
</tbody>
</table>

Figure 6: Year 7 Mean Scores

![Bar chart showing mean scores for Numeracy, Reading, Writing, Spelling, and Grammar in Year 7 for 2013, 2014, and 2015.]

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>538.4</td>
</tr>
<tr>
<td>Reading</td>
<td>529.3</td>
</tr>
<tr>
<td>Writing</td>
<td>516.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>549.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>504.1</td>
</tr>
</tbody>
</table>
Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

![Bar chart showing growth in Numeracy and Reading for Year 3-5 Progress Groups: Lower 25%, Middle 50%, Upper 25%]

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by 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>17.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>65.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>17.4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>27.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

![Bar chart showing growth in Numeracy and Reading for Year 5-7 Progress Groups: Lower 25%, Middle 50%, Upper 25%]

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>Lower 25%</td>
<td>14.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>57.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>28.6</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>26.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>30.4</td>
</tr>
</tbody>
</table>
What is NAPLAN 2015 telling us ???

**Year 3 data:**
Average % of achievement (SEA – standard educational achievement DECD)
For last 6 years = 82% Reading  73% Numeracy
**2015:** Reading  63%  Numeracy  54%
  Reading 8 students didn’t achieve (3 absent)
  Numeracy 11 students didn’t achieve (3 absent)

**Year 5 data:**
Average % of achievement
For last 6 years = 78% Reading  69% Numeracy
2015: Reading  82% Numeracy 79% increase in both areas
  Reading 5 students didn’t achieve (2 withdrawn, 2 absent)
  Numeracy 6 students didn’t achieve (2 withdrawn, 2 absent)
  **This cohort as years 3s in 2013**
  Reading 75% achieved  Numeracy 68% achieved
**Year 3 – 5 growth/progress**
  Reading lower 27% medium 50% upper 23%
  Numeracy lower 17% medium 65% upper 17%

**Year 7 data:**
Average % of achievement
For last 6 years = Reading 82% Numeracy 75%
2015: Reading  92% Numeracy 84% increase in both
  Reading 2 students didn’t achieve
  Numeracy 4 students didn’t achieve (1 absent)
  **This cohort in 2013:**
  Reading 84% Numeracy 84%
  **Year 5 – 7 growth/progress**
  Reading lower 26% medium 43% upper 30%
  Numeracy lower 14% medium 57% upper 29%

**Our targets in NAPLAN from our 2015 site improvement plan:**
Reading : **Year 3** target 30% in the top two bands – Actual 38%
  **Year 5** target 30% in the top two bands – Actual 24%
  **Year 7** target 30% in the top two bands – Actual 36%

Numeracy: **Year 3** target 25% in top two bands – Actual 24%
  **Year 5** target 20% in the top two bands – Actual 12%
  **Year 7** target 20% in the top two bands – Actual 17%
Running Records DATA:
Running Records (reading level for students in year 1&2) is used by teachers to track and monitor student growth and achievement in reading. Student are allocated a reading level appropriate to their ability. An independent level is the level a student can read unaided confidently (take home reader). An instructional level is the level at which the teacher may work with the student to challenge and therefore build on their reading ability.

DECD standard educational achievement (SEA) is for year one students to achieve 17 or above and for year 2 students to achieve 21 or above (as of term 3)

Year 1

Year 2
**Staff Professional Learning:**

Staff professional learning is a key aspect of a teacher’s year. Continuous improvement in student achievement is not the only target. Staff are focussed on self improvement therefore resulting in the improvement of delivery to students. The Australian Professional Standards for Teachers requires teachers to reflect on 7 standards i) Knowing students and how they learn ii) Know the content/curriculum and how to teach it iii) Plan and implement effective teaching and learning iv) Create and maintain supportive /safe learning environments v) Assess, provide feedback and report on student learning vi) Engage in professional learning vii) Engage professionally with colleagues, parent/carers and the community. When staff undertake professional learning aspects of these standards are targeted.

In 2015 as a school, professional development focussed on:

- Digital Technology in the Australian Curriculum
- DECD (BELS) first aid
- Asthma Training in schools
- Numeracy & Place Value training
- Powerful Learning Summit
- Autism SA – introduction to Autism Spectrum Disorder
- Disabilities Standards in Education online training
- Civic & Citizenship in the Australian Curriculum
- Arts and the Australian Curriculum
- Teaching for Effective Learning (TfEL)
- Putting Faces to DATA – Tracking & Monitoring Student Growth
- Money Smart Program yrs 5-7 (Economics & Business)

Individual learning consisted of:

- Powerful Learners- Mind Brain Education
- Educational Leaders T&D – High Performing Systems
- Principal’s Partnership – Numeracy/Literacy plus
- Leading Numeracy Improvement
- PAT data training
- Jolly Phonic & Jolly Grammar training
- Reading Doctor workshops
- CONASTA – Convention of the Australian Science Teacher Association
- SASTA Early career teachers conference
- Senior First Aid
- Admin/Managers conference – finance
- Generation Next conference

**Governing Council/Volunteers:** The school does not and should not function as an isolated identity within McLaren Flat. We are part of the community and it is important that community members/parents continue to be involved in the directions and growth of the school as a whole.
I would like to thank and acknowledge the dedicated group of parents and community members who make up the Governing Council. (Sarah Davidson, Robyn Smith, Jane Reeves, Michela Locke, Brigette Elliott, Raechel Hann, Paul Sherman, Marie Cester, Jo Bell) This can be a time consuming task but I believe rewarding and certainly informative. Your support for the students, staff, parent body and principal (me) has been enormous and greatly appreciated. Your input to school improvements enhances learning opportunities for our students and has been significant this year. Your ability to engage other volunteers to support committees and whole school activities is commended (and I understand can be tough at times).

I would also like to acknowledge and thank the army of parent volunteers who support school programs, help in classrooms, on excursions & camps, are part of Governing Council sub committees, coach and transport sporting teams, attend working bees and basically are always willing to step up when things need doing.

**Out of School Hours Care:**
This year saw the Governing Council take on the role of OSHC operators (previously been a branch of Willunga OSHC and Vacation Care). This has been a large undertaking as effectively we are running a business (as volunteers). OSHC must run independently from the operations of the school and is a user pays service (not funded/supported financially by the school). Ensuring appropriate staffing, quality of care and financial viability were the core targets of 2015. Under the guidance of Kay Pahl (director) the utilisation of the service has been strong and growing – our initial estimates were an average of 12 per night but this has been surpassed and an average of 15+ has been the reality.

*see financial report attached*

**Site Improvement Plan:** At the beginning of each year the Site Improvement plan is a reflection of previous data and the targets the school wishes to address in the next 12 months. The 2015 plan had 4 major areas – Mathematics, Literacy, Attendance and Wellbeing. These areas were supported in the budget and in the training and development undertaken by staff. (Please find attached). Areas of the plan were acknowledged and reported at Governing Council meetings. Targeted outcomes were agreed and have been acknowledged as they have been achieved or will continue to be a work in progress and feature in the 2016 Site Improvement plan.
The Annual School Opinion Survey is another source of data that is used to shape directions for focus and improvement in future years.

Parent Survey
Student Survey

- Children feel safe at this school
- The school is well maintained
- Parents believe they can talk to teachers about concerns
- Parents believe their children like being at this school
- Parents want opportunities to share their opinions
- Parents want the school to work with them around individual student needs
- The school encourages students to have a sense of pride in their achievements
- High expectations are expected by parents and teachers
- Teachers want to be at this school
- Students believe their teachers expect the best from them

**Areas for development/growth**
- Students want their opinion’s to be valued (Student Voice)
- Feedback and teacher / student communication (an area for improvement)
- We need to continue to improve in meeting every child’s needs
Reports: Student reporting is the process of communicating information to students, parents, teachers, the system and the community about student learning. In South Australia this currently includes reporting on a student’s level of achievement in relation to the Australian Curriculum achievement standards and the South Australian Curriculum Standards and Accountability (SACSA) Framework. Reporting is directly linked to the design of learning and assessment and to moderation processes which quality assure and validate teacher judgement reflected in reports. The fundamental purpose of assessment and reporting is to improve student learning. This year student reporting has seen reports reflect student achievement against the following Australian Curriculum outcomes: Geography, History, English, Maths, Science, The Arts (visual, dance & music), Economics & Business, Civics & Citizenship and Technologies.

Staff Qualifications:

All teaching staff hold appropriate Teaching Qualification and a registration certificate with the South Australian Teachers Registration Board.

School Attendance data:

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>94.0</td>
<td>95.2</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.9</td>
<td>95.6</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.0</td>
<td>94.4</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.0</td>
<td>92.2</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.0</td>
<td>94.0</td>
<td>91.6</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.1</td>
<td>93.4</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.7</td>
<td>93.1</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>90.4</td>
<td>92.9</td>
<td>94.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>93.0</td>
<td>93.9</td>
<td>93.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>92.8</td>
<td>93.8</td>
<td>93.4</td>
</tr>
</tbody>
</table>

Student attendance is closely related to student achievement and it is important for students to have a continuity of school through consistent attendance. The school has a clear process of monitoring attendance and communicating with parents of students who do not attend (same day by phone) if prior information is not given to the school. The school’s attendance data over the past 3 years sits at approx. 93%- 94% which is above our regions and on par with ACARA data Australian wide however, raising this average will continually be our aim. ( 200 students – 93% - 14 students not attending each day ?? ).
DECD target for 2015 has risen to 95% - raising our attendance to meet this is our next target.

A few key areas that challenge us.

i) The demographic of our parent employment means that a high percentage of parents don’t take holidays during school holiday periods. The school has a lot of families who request exemptions from school during term time for family holidays. While this is the right approach it is still recorded in school data as absent from school.

ii) The Leadership, Spec Ed Teacher, PSW and DECD attendance officer are continuing to work with a number of families who for a variety of reasons have students who fall into the category of ‘chronic absenteeism’. (a pattern of 10 or more days per term absent from school).

iii) Attendance is now mandated as part of a school’s Site Improvement Plan

iv) 2015 saw the Governing Council endorse the new attendance policy

Bullying/ Harassment data:

The school collects behaviour data in a number of ways including teacher records, yard behaviour log book, Principal records and the DUX Behaviour Management program.

The school has a documented Behaviour Management policy (reviewed in 2014) and Bullying policy (reviewed 2015).

We take the definition of bullying to be: Behaviour that is targeted, inappropriate, repeated and where an imbalance of power exists.

Records for 2015 (entered in DUX system); The school had 2 significant bullying issues (both verbal)

Through out the year there are records of inappropriate behaviour ranging from behaviour types: Distracting learning, Non compliance with reasonable instructions, Misuse of property, Verbal abuse, Property destruction, Sexual harassment, Sexual behaviour – problematic, Violence -threatening violence and minor physical assault (this area continues to be a concern and the school has been working extensively with a group of students (and their families) who turn to violence to solve their problems).

In all incidents recorded the following procedures occur:

- The rights of all are considered
- Safety measures are put in place
- Consequences discussed and implemented
- Parent notification/communication (phone or written)
- Restorative measures are implemented
- Monitoring of future outcomes
Better Schools Funding:
Better Schools funding for 2015 targeted specific students who were achieving significantly below their year level SEA. These students were new to the school community in 2015 and identified as Aboriginal. The Better Schools allocation ($8243) allowed us to increase the Special Education Teacher allocation time by 0.1. This allowed for direct 1:1 working with these students, IEPs being clearly developed and implemented by the class teacher and support staff and a established line of communication with families. SSO hours were also allocated directly to these students to 1:1 Support intervention programs for each individual.
Noted Success: Year 5 student arriving with a Running Record level of 1 in term two – finished year on level 15.

Junior Primary & Early Years scheme funding:
This funding has been directed at early intervention –
- Increased special education teacher time resulting in early intervention and support for R-2 students (not verified)
- 1:1 SSO support for Yr 1-2 students identified through Running Records data and SEA data as at risk in literacy
- Allowed the two intervention programs (Levelled Literacy Intervention & Maths for Learning Inclusion) to expand in time to support more students.

APAS:
This funding was directly related to two students. An intervention program was designed by the class teacher and special ed teacher. SSO time was allocated to these two students each week for 1:1 support (targeting specific intervention). These areas included Reading levels, Numeracy, confidence in Writing and for a year 3 student – recognition of the alphabet letters and sounds.

Policy Reviews
The Governing Council and staff have been active in reviewing a number of policies in 2015.
- Attendance Policy
- Volunteer Policy
- Anti Bullying Policy
- Cyber Safety Policy

National Consistent Collection of Data
School Students with Disability:
Our school took part in the national data collection on school students with disability. This collection process recorded students who have been identified by a school team as meeting the definition of disability and who are provided with an adjustment (measure taken to help a student access their education on the same basis as other students).
The staff team identified 33 of our students – this being approx. 15.4% of our student population.
The school allocates 0.7 (3 ½ days a week) salary to a special education teacher and invests 36 hours a week SSOs salary to intervention programs to support these students.
Child Protection / Criminal History Screening:
The school has in place appropriate procedures to meet all requirements around child safety and criminal history screening:

- All teachers have a current Teacher Registration
- All SSOs have an up to date/current DCSI criminal history screening
- All volunteers are required to undertake a DCSI criminal history screening and a register is kept
- All volunteers are required to undertake a Volunteer Induction & Volunteer RAN training course – run by the leadership each year. (certificates are issued to course participants)

The school was audited in 2014 with regard to these requirements - Feedback indicated the school was in compliance with these mandated requirements and had a thorough process in place to record/update and monitor this.

In 2015 all staff undertook the RAN training update course.

Destination:

At the end of 2015, 72% of our year 7 students moved to Government High Schools and 28% moved to non-Government High Schools.

Special Education this year has been very well supported by DECD specialists and as a result, identified students have all been assessed. All Special Education students have also been assigned or re-assigned a level of support. I work individually with all of these students each week and also assist parents, teachers and School Services Officers to provide appropriate learning opportunities for these students. My role has also included assisting parents to make applications for outside support, borrowing reading books from SERU that are high interest / easy read, organizing Student Review Team meetings, preparing pre-referrals for DECD specialists, and writing NEP’s – (Kathie Davis)

Facilities Changes:
Plans for 2015 have come to fruition:

- Bench seating outside rooms 5&6
- External bag racks to rooms 5&6
- Bench seating to the Junior Primary playground
- Asphalt painting (supporting literacy and numeracy)
- New additions to the Junior Primary playground (slide & monkey bars)
- Tidy up and new plantings to the entrance to the school
In conclusion:
I thank the Governing Council, Staff and Students for their support throughout the year. Working as a cohesive learning community makes McLaren Flat PS ‘A Great Place to Learn’

We are once again confident our 25 year 7 students are moving to high school with the skills necessary and the right values to be active participants in their community and pursue their academic and personal ambitions. We have identified pathways for future improvement and will continue to put plans in place to develop our students as powerful learners.

Stuart Hage
Principal

November 2015