Stirling North Primary School is a Primary School with approximately 300 students, located in the small township of Stirling North, 10km form Port Augusta. SNPS is built in a natural environment and is a proud school built on its short 33 year history.
2014 Principal’s Report

Having the opportunity to be at SNPS for the past 6 months has given me an insight into some key directions that the school is on and ways in which we can improve. Creating a targeted budget, 3 year plans for Information Technology and Facilities and a modification of a Site Improvement Plan enabled us to set us up a clear direction for 2015.

“Attend to culture” and creating a happy place to work and learn was my first priority. Ensuring that there was an element of fun and collegiality amongst staff ensured that we could continue to work together in 2015. A focus to ensuring that teachers work in teams to plan, collaborate and assess ensured that we were on the same journey together. “It takes a village to raise a child” and SNPS is committed to engaging all of its resources to work collaboratively to produce an engaging and targeted curriculum.

There are some things to celebrate this year which will pose us well in 2015. These things are

- The re-creation of a Facebook page which is focused on student learning
- The “new look” newsletter which demonstrates high standards
- The external painting of the classrooms to represent our school colours
- Walls and dividers installed to provide a fresher look to some of the classrooms
- All teaching staff receiving an iPad to investigate its use for 2015
- A new play equipment purchased and being installed in January 2015
- Teachers analysing data and working together to set targets to ensure that ALL students are included when planning and teaching.
- Teachers setting a whole school agreement to ensure continuity across the school
- All teaching staff playing the “Play is the Way” games
- Assemblies being a showcase of student learning and “Play is the Way” games
- Strategic 3 year plans for Information Communication Technology (ICT) and Grounds drafted and accepted by Governing Council
- A report format which appeals to both parents and teachers
- A review of the behaviour management policy

It has been a highlight to get to know our fantastic school community. We are very lucky to have parents so heavily involved in the school and its community. With the introduction of the Kids Matter program, a focus for the school in 2015 is to strengthen these ties further and adopt “Open Nights” to demonstrate styles of teaching and to broaden our volunteer pool of parents with training opportunities. This will occur early in 2015 and be an ongoing process throughout the year. I wish to thank the staff, students and parents of SNPS and look forward to working with them again in 2015.

Adam Wilson
Governing Council Report

2014 was a challenging time for Stirling North Primary School with a change in leadership partway through the year. Things have settled down now and collectively the school is in a position to experience outcomes as the school of excellence that we have been striving for.

With all that was happening in the school, our focus remained strong around community and the inclusion of parents and families. Governing Council members joined other school committees and attended a variety of meetings and trainings to better understand and assist us to fulfil our role as community representatives.

One of the standout committees for the year was the fundraising committee led by Rochelle Page. Her efforts and enthusiasm was greatly appreciated – the bar has been set!

Governing Council worked hard to communicate with and build a productive relationship with the Port Augusta City Council and, as a result, achieved a new crossing out of the front of the school. We have had great satisfaction watching this crossing working positively for the safety of our children. It is important that the community and school continue to make it a priority to respect speed limits, parking signs and basic road rules to keep our children and community safe.

Governing Council made a commitment to parents and the community to strengthen school/parent communication relationships and we will continue this into 2015.

The challenge for Governing Council in 2015 year is to maintain our inclusion of community in our site improvement plan and to work together to ratify the draft plan to keep us moving in our direction of a school and community of excellence. Governing council will need to continue to refer to their agreed site improvement plan to measure the outcomes throughout the year to maintain excellence in teaching and learning.

The school is in good stead, with strong focussed leadership and inspired teachers. Our children are in great hands and as a governing council we need to continue to support, encourage and be an active participant in the schools journey of excellence.

Regards,

Cheryl Rossiter

Governing Council Chair 2014.

2014 Enrolment

The enrollment trend for SNPS is increasing. There has been a steady increase over the previous 3 years as the Stirling North township continues to expand. New subdivisions are opening and families continue to build new homes. A new classroom has been created form the library which will allow us to expand to 13 classes in 2016 if the enrollments continue to increase.

2014 Attendance

Although higher than other schools in the Region, the attendance rate for SNPS sits at 90%. This is significantly lower than the DECD target of 93% with several strategies adopted this year to lift attendance rates. These include:

- A messaging system which allows parents to be sent a text when their child is away
- Attendance percentages emailed to teachers regularly to highlight absenteeism
- Teachers provided with a hard copy of attendance once a fortnight to chase up unexplained absence
- Ongoing referral meetings with Regional attendance support personnel
- Letters home to regular low attendance families highlighting the number of school days missed

<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>90.4</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.0</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>91.1</td>
</tr>
</tbody>
</table>

2015 will be a year where we continue with these strategies but also focus on rewarding those families who continue to demonstrate high attendance levels.

**2014 NAPLAN**

Our NAPLAN results were pleasing and well above regional and state levels, however the analysis showed minimal growth over time. Further analysis also showed that although there may have been a decrease in students in the low growth, there was minimal increase in the higher areas for growth. This was a common trend across both Numeracy and Literacy as shown in the graphs below. This has resulted in SNPS having a focus in higher older thinking and this can be achieved in Natural Maths strategies.
Junior Primary and Early Years Scheme

SNPS Reception to Year 2 class sizes averaged at 21.6 students per class. In addition to these small class sizes there was a 0.4 Intervention and Support Teacher who assisted teachers in these year levels. The $14,482 allocated to Early Literacy Learning Strategy assisted to supplement this teacher time.

Better Schools Funding

The $15,772.30 allocated to Better schools funding allowed for an additional teacher to be used in Maths intervention strategies across the years 4-7 classes. The Specialised HPE teacher worked across the year 6/7 classes while the Deputy Principal was released to work in the year 3-5 classes. In some cases this model empowered the classroom teacher to differentiate the class structure with the additional support of another teacher within the class setting.

Behaviour Management

In 2014 SNPS conducted a Behaviour Management review. It was an opportunity to review current practice and make recommendations on researched approach to behaviour education. This review was managed by Annette Wallis, Deputy Principal, and a team of staff members who sought clarity from staff, student leaders and Governing Council Members.
What came out of the review was:

- A lack of clarity of behavioural expectations
- An inconsistency in the interpretation and implementation of school rules
- Minimal alignment to school values
- The current policy was lengthy and hard for staff to follow
- The process of communication to families was inconsistent and did not provide enough information
- There was not enough clarity on how or why a student would receive certain consequences
- Consequences were punitive and did not promote education and reconciliation

Recommendations from the review were that there was

- One school rule of “Treat others as you would like to be treated”, which is consistent of The “Play is the Way” philosophy
- The policy to be renamed “Personal Responsibility Agreement” rather than “Behaviour Management Policy”
- The School value of “Honesty” be replaced with “Resilience” as “Honesty” sits with “Respect”
- A restructured Behaviour Education procedure was proposed and to be trialed in 2015
- Continued Professional Development with staff in “Play is the Way”

Behaviour Data for 2014 was:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>48</td>
</tr>
<tr>
<td>Take Home</td>
<td>63</td>
</tr>
<tr>
<td>Admin Time Out</td>
<td>84</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>16</td>
</tr>
</tbody>
</table>

**SNPS Behaviour Management**

**Criminal History Screening**

Stirling North Primary School ensures that we are compliant with the DECD Criminal History Screening process. 100% of staff and volunteers have Criminal History Screening. Throughout the year the length of the process caused unwanted stress and anxiety to a few of the SSOs as they were not able to work with students due to the lengthy delay in the screening process. The following groups of people are screened:
### Counselor's Report

2014 the school moved towards a holistic wellbeing approach. The reintroduction of Play is the Way as a whole school focus saw every student on opposite Mondays to assembly move onto the oval to participate with their buddy class to take part in games learning cooperation, respect and resilience through play.

A bike program has been introduced to engage students in learning activities outside the classroom. The students are in charge of a bike each, which they have to restore. Given a budget to work with the students utilise Maths to ensure that they can see where the money is spent. Literacy is included by having to write processes, applications for funding, a daily reflection diary and self-evaluation.

The garden has started to be cleaned up with the aim in 2015 to plant foodstuff that can be used either for cooking classes or sent home with students. A working bee was held to assist with the clearing of the garden beds as well as students during lunch-times being able to participate in tidying up the area.

Kids Matter has become a school focus which is the overarching principle for wellbeing within Stirling North Primary School. The staff have been through the component one training and members of the governing council attended a 3 hour session as well.

### Teacher Qualifications

SNPS is made up of 36 staff and of those staff members 26 have a Degree or Diploma in Education.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>22</td>
</tr>
<tr>
<td>SSOs</td>
<td>12</td>
</tr>
<tr>
<td>Grounds</td>
<td>2</td>
</tr>
<tr>
<td>ACEO</td>
<td>1</td>
</tr>
<tr>
<td>Volunteers</td>
<td>86</td>
</tr>
</tbody>
</table>
Workforce Composition

This report is a profile of staff located in school sector sites as at August 2014. Employee figures fluctuate throughout the year. It excludes employees on four or more continuous weeks leave, employees on work cover and temporary relieving teachers (TRTs).

TEACHING STAFF are those who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, i.e. are engaged to impart the school curriculum (includes leadership positions).

NON TEACHING STAFF includes student counselors, school service officers, Aboriginal Education Workers, grounds persons, building operations, general maintenance, etc.

Staff and Parent Opinion Survey

The Staff Opinion Survey was completed by 85% of Staff members. As the survey was not completed in 2013 there is minimal baseline data that can be used to measure any concerns, achievements or growth.

Some findings from the report were:

Strengths:
- Teachers at this school expect students to do their best
- Teachers at this school treat students fairly
- This school looks for lots of ways to improve
- Students feel safe at this school

Weaknesses
- The school is well maintained
- I receive useful feedback about my work at this school
- Student behavior is well managed at this school

Results from the questions “Leadership provide staff with clear direction”, 93% of staff either agree or strongly agree with 7% neither agree nor disagree.

Leadership have analysed the results and acted by ensuring that there is a 3 year plan for facilities with approx. $90,000 spent on facilities in 2014 and a further $78,000 budgeted for 2015. Staff began an observation model late in 2014 where teachers were released to observe and receive and provide feedback to other teaching staff. With a structured performance development schedule including observations in 2015 there will be more opportunity for staff to receive valuable feedback.
The Parent Opinion Survey was completed by 27 families which indicates a low response from SNPS families. Results were:

Strengths:
- I can talk to my child’s teachers about my concerns
- My child is making good progress at this school
- Teachers at this school expect my child to do his or her best

Weaknesses
- Student behavior is well managed at this school
- The school takes parents’ opinions seriously
- The school is well maintained

Overall the parent and staff feedback was positive with the areas of concern being a targeted focus for next year.

Destination

It was pleasing to farewell our year 7 at our Year 7 graduation. The majority of these students will be attending Port Augusta Secondary School with a small few going to Caritas College.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>4.8%</td>
<td>3.0%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>4</td>
<td>6.0%</td>
<td>8.6%</td>
<td>10.1%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.5%</td>
<td>1.6%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>7.0%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.6%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>11</td>
<td>16.4%</td>
<td>6.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>51</td>
<td>76.1%</td>
<td>47.8%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>17.8%</td>
<td>20.1%</td>
<td></td>
</tr>
</tbody>
</table>
## STIRLING NORTH PRIMARY SCHOOL
### 2015 SITE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Domain</th>
<th>Focus Areas</th>
<th>Priorities</th>
<th>Standards</th>
<th>Targets</th>
<th>Key Strategies</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn, Connect and Improve</td>
<td>Engagement</td>
<td>On time at school every day</td>
<td>• DECD standard</td>
<td>• 93%</td>
<td>• Whole school focus with processes/data regularly communicated with staff and parents</td>
<td>• Attendance and late data</td>
</tr>
<tr>
<td>Learn and Improve</td>
<td>Powerful Learners</td>
<td>Literacy - Reading, Numeracy - Problem Solving in Maths, Resilience and Optimism</td>
<td>• C grade or better for English and Maths, PAT M, PAT R, R Records, NAPLAN</td>
<td>• Learning Targets on Back</td>
<td>• Use of Jolly Phonics and Jolly Grammar in the EY, Use of Sheena Cameron explicit Reading and Writing Strategies, AC implementation with an emphasis on Learning Design, TFEL and higher order thinking/questioning, Effective use of data to inform teaching, learning and resourcing, Targeted acceleration and support (Rainbow Reading, Multilit), Ongoing implementation of Natural Maths strategies, Ongoing training in Empowering Local Learners, Ongoing training in Wilson McCaskill “Play is the Way”</td>
<td>• NAPLAN performance and growth, Running record performance and growth, Australian Curriculum grades, PATr, PATm, Student opinion surveys, Behaviour data, Well-being audits</td>
</tr>
<tr>
<td>Lead and Improve</td>
<td>Educator Quality</td>
<td>Professional Learning, Mentoring/Coaching</td>
<td>• Australian Teacher Standards, Principal Standards</td>
<td>• 100% engaged in relevant professional learning</td>
<td>• Observation and feedback using the Australian Teacher standards, Team planning, observing and modelling expert pedagogy, Teachers as experts facilitating Learning Teams PD, Professional Learning Portfolio</td>
<td>• Observations using AITSL Standards, Student and peer feedback, Performance development processes and feedback, Opinion surveys (staff)</td>
</tr>
</tbody>
</table>

### VISION
Our shared vision is of a school community that enables each student to achieve their potential within a safe, inclusive, stimulating and purposeful learning environment.

### MISSION
Our Mission is to provide a solid foundation for life-long learning through a constant focus on quality standards, continuous improvement and performance.
<table>
<thead>
<tr>
<th>Year level</th>
<th>Literacy Target</th>
<th>Strategy</th>
</tr>
</thead>
</table>
| R          | % of students met year level standard for Running Records (To be set early 2015) | • Guided reading  
• Sequence/plan for reading strategies x 9 – Joint planning  
• Show and Tell – once per week (oral language)  
• 2nd oral language activity – once per week  
• 42 sounds and 12 tricky words before readers are sent home  
• Modelled reading  
• Sequence and plan for text types |
| 1          | 60% of students met year level standard for Running Records by Term 4 2015 | • Guided reading  
• Running records twice per term  
• Explicitly teach reading strategies  
• Literacy warm up  
• Parent Workshops |
| 2          | 75% of students met year level standard for Running Records by Term 4 2015  
68% of student meet the required growth in Scaled score in PATr testing | • Guided reading based on ability levels  
• Comprehension strategies  
• Levelled readers home  
• Text types |
| 3          | 57% of student meet the required growth in Scaled score in PATr testing | • Guided Reading  
• Reading Comprehension Strategies  
• PAT testing  
• RR/Probe  
• Intervention – Reading Discovery |
<p>| 4          | 88% of student meet the required growth in Scaled score in PATr testing |  |
| 5          | 70% of student meet the required growth in Scaled score in PATr testing |  |
| 6          | 57% of student meet the required growth in Scaled score in PATr testing |  |
| 7          | 80% of student meet the required growth in Scaled score in PATr testing |  |</p>
<table>
<thead>
<tr>
<th>Year level</th>
<th>Maths Target</th>
<th>Strategy</th>
</tr>
</thead>
</table>
| R          |              | • Natural Maths  
|            |              | • Use Numicon resources twice per week  
|            |              | • Mental routines daily  
|            |              | • Team planning/moderation  
|            |              | • Numeracy Block after recess  |
| 1          |              | • Natural Maths  
|            |              | • All teachers doing same topic at the same time  
|            |              | • Warm ups  
|            |              | • Parent workshops  |
| 2          | 65% of student meet the required growth in Scaled score in PATm testing | • Natural maths  |
| 3          | 54% of student meet the required growth in Scaled score in PATm testing | • Natural maths  |
| 4          | 80% of student meet the required growth in Scaled score in PATm testing | • Natural Maths  
|            |              | • Plan and moderate together  
|            |              | • Same NIT if possible  |
| 5          | 60% of student meet the required growth in Scaled score in PATm testing | • Natural Maths  
| 6          | 66% of student meet the required growth in Scaled score in PATm testing | • Natural Maths  
|            |              | • Plan and moderate together  
|            |              | • Same NIT if possible  |
| 7          | 93% of student meet the required growth in Scaled score in PATm testing | • Natural Maths  
|            |              | • Plan and moderate together  
|            |              | • Same NIT if possible  |