Stirling North Primary School is a Primary School with approximately 300 students, located in the small township of Stirling North, 10km from Port Augusta. SNPS is built in a natural environment and is a proud school built on its short 35 year history.
2015 Principal’s Report

My Goal at the start of the year was to ensure that we had consistency across all classes and the delivery of lessons was done in a way that was engaging and interesting for students. Our review process showed that we were achieving this and that there was a shift of pedagogy style from being “teacher driven” to “student driven”. Students were having a say in what they were being taught and ultimately they could guide their learning.

The culture of the school is positive with our enrolment trend increasing and the perception from visitors and new families stating that there is a good feel to the school. Parent information sessions were well attended and the parent opinion survey showing that.

With the addition of 138 iPads into classes there has been an emphasis on students demonstrating their learning using this technology. Photos and movies have been a regular feature with students demonstrating their learning using this format. I was especially pleased to see the year 1/2 unit present power points on iPads to parents on one of our open nights. The students were not locked in to using one media form and could select from a variety. Choosing and using the correct technology format is a skill that our students are learning as they become 21st century learners.

With approximately $90,000 spent on facility upgrades in the past 12 months, our school is beginning to transform and take shape into its beautiful surroundings. The upgrades ensure that we have a sense of pride in our school. We Respect the environment that we learn in and this ensures that students want to belong to SNPS.

There has been a strong pedagogical shift where teachers have been allowed more freedom to plan and engage students. Although there has been only a small improvement in student outcomes, I feel that this has set the school with a strong foundation for 2016. Teachers will have more accountability and will be able to track students’ progress throughout the year. There has been a great emphasis on lifting reading standards with huge results. Our focus for 2016 will be in the area of Maths.

On reflection of 2015, I can say that our students are happy and parents are satisfied with the school’s progress. Our teachers are ready to learn and work together and next year, with a great spread of mature and new teachers, I’m sure will be a year that is focused and targeted on improving student outcomes.

I would like to thank Governing Council, parents and staff for their support throughout the year, and most importantly I would like to thank our students for being such great kids.

Adam Wilson
Stirling North Primary School

Governing Council Report

Stirling North Primary School hit the ground running in 2015, with a strong leadership team of Adam (Principal) and Rob (Counselor) from the previous year and David joined the team as deputy principal. This solid foundation enabled us a governing council and as a school community to focus on the areas highlighted in our site improvement plan and this kept the school moving towards excellence and being the school of choice within the community.

Based on our approved budget for 2015, the purchase of Ipads with 10 available in each of our classes and the installation of 60" plasma TV’s in 6 of the middle and upper classes this with Apps and Internet access has brought our school into the age of technology. This also gives all children the opportunities to access technology if they aren’t fortunate enough within their home environment.

Also within this year’s budget was the completion of the exterior painting of the classrooms which was well overdue, this has freshen up the look of the school and highlights the school colours. Together with the upgrade of the garden beds and re planting of these beds has lifted the feel of the school even further, a school the community can be proud of.

12th June was the official opening of the new admin and kindy building, something our community can again be proud of. Thank you to the past governing council members of both the school and kindy for their commitment of this long process and it has been great to establish greater links with the junior primary and the kindy.

Another wonderful achievement of the school community is the establishment of the OSHC, which was put to tender and won by Happy Haven OSHC. Many hours have been spent behind the scenes in creating this support for parents. This is a wonderful service for many of our families who juggle work, and for families with working parents, one of whom has to work away from home. The OSHC is due to start on December 14th in time for the school holidays.

2015 was the first year our Canteen employed a manager with the support of volunteers. In the changes the Canteen menu was amended, facilities upgraded and a lunch time special was offered on a Wednesday from Term 3, which proved popular.

An area highlighted last year was the communication with parents and the community, this has been strengthen by the use of an App – School Stream, giving parents greater access to a wide range of information as they require and as information comes to hand.

This year has been a busy year but as a Governing Council we have achieved a great deal through the effective work of our sub committees. This has enabled us to keep moving in a positive direction for the school and community. I would like to thank the members of the 2015 Governing Council for your support and dedication throughout the year and look forward to where we can continue and build on the strong foundation we have built over the last year.

Helen Cox, Governing Council Chair 2015.

2015 Enrolment

The enrollment trend for SNPS is increasing. At this stage we intend on starting the school year with 303 students which is 13 students more than 2014. There has been a steady increase over the previous 4 years as the Stirling North township continues to expand. A new classroom has been created from the library which will allow us to expand to 13 classes in 2017 if the enrollments continue to increase.

2015 Attendance

Our semester 1 attendance rates was 91.2% which was 1.3% higher than 2014. This is due to the quality of student engagement in class, our attendance reward system and ongoing communication to families. I also feel that it is good to note that we achieved this increased without the assistance of an Attendance Officer from the Educational Office. This
position has not been filled for the majority of the year and due to tight school systems we have managed poor attenders without support. The following strategies have assisted this increase -

- 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
- Letters home to regular low attendance families highlighting the number of school days missed
- Attendance rewards for students who are at school 93% or above
- Home visits to repeat low attenders
- Attendance policy that ensures that teachers follow up with families if a student is away for 3 consecutive days

<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>89.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.4</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.9</td>
</tr>
</tbody>
</table>

**2015 NAPLAN**

Although our NAPLAN results look impressive in the following graphs, with the assistance of the Results Plus person, Di Dinedios, we have found that our Numeracy results were well below state average. This has resulted in a clear focus on Numeracy improvement for the next 2 years, in particular the delivery and engagement of our teachers and students in their numeracy program.

It is pleasing to see that in all areas the high growth was evident to increase from 2014 result, especially reading.
Junior Primary and Early Years Scheme

We invested our $14,998 to assist with the reduction of class sizes and provide additional SSO support to the R-2 year levels. Both Reception classes were able to utilize an SSO almost full time with an additional 25 hours allocated to the year 1/2 classes. PAC has agreed to put this money toward further support time in the early years for 2016.

Better Schools Funding

The $25,841 allocated to Better schools funding allowed for a reading intervention program to occur across the school. Almost 60 students accessed “Rainbow Reading” with all students showing some form of improvement. Almost 20 students were able to reach their reading age and “graduate” from the program. The Rainbow reading program enabled 15 x 20 minutes sessions to be run throughout the week, the purchasing of all the leveled text and the technology to be used in conjunction with the program. Students enjoyed attending the reading intervention program and parents stated that they liked to see the improvement in their child’s reading.

Student Behaviour Management

After a rigorous site review of Behaviour Management in 2014, we began 2015 with the recommendations from that review ready to be actioned.

- The golden rule, “Treat others as you would like to be treated”, which is one of The “Play is the Way” concepts, became consistent language across the school.

- The policy we renamed “Personal Responsibility Agreement” rather than “Behaviour Management Policy” was introduced to the community as being our direction forward with regards to SBM.

- The school value of “Honesty” which we discussed replacing with “Resilience” ended up remaining as one of our values, sitting alongside Resilience, to give us 5 school values. Respect, Responsibility, Resilience, Honesty & Achievement.

- A restructured Behaviour Education procedure was actioned fully and there was no real trial period in place.
Ongoing Professional Development with staff in “Play is the Way” as well as dedicating many learning teams to focus on SBM, Kids Matter and Values, ensured we as a learning community continued moving forward with some consistency.

As a result of this, we found the early part of the year tough work while teachers familiarized themselves with the new processes. The documentation of student behaviour through term 1 and 2 indicated that there were many infringements occurring across the school and the ‘Blue Note’ system was getting a true work out. (See table below)

<table>
<thead>
<tr>
<th>Term 1 &amp; 2 SBM Data – 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour forms</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>486</td>
</tr>
</tbody>
</table>

As we moved into term 3 and 4, teachers were now familiar with the process and better able to work the system to ensure we were working with a more Restorative mindset with regards to dealing with behaviour. The numbers fell dramatically and data is now showing that the number of ‘Blue Behaviour Forms’ has been cut by 70%.

<table>
<thead>
<tr>
<th>Term 3 &amp; 4 SBM Data – 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour forms</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>149</td>
</tr>
</tbody>
</table>

We look forward to keeping this trend going in 2016 by introducing a week 1 and 2 program that will allow teachers the time to set the conditions for ‘Effective Teaching and Learning’. Right from the start, school and classroom expectations, values education and PITW will set the path for creating a safe and happy school for our students.

**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.

<table>
<thead>
<tr>
<th></th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></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>
Counselor's Report

Kids Matter Primary is a flexible, whole-school approach to children’s mental health and wellbeing for primary schools. It works both on its own and as an umbrella under which a school’s existing programs can comfortably fit. During 2015, staff have completed all of component 1, and are working on component 2. The training has enabled teachers and staff to develop tools and support to help parents and carers, health services and the wider community nurture happy, balanced kids.

2015 saw the consolidation of the wellbeing focus at Stirling North Primary School. Play is the Way is now a whole school focus with all classes spending at least two sessions a week extra to the bi-weekly time on opposite Mondays to assembly. Teachers attended an in-house training day with Wilson McCaskill learning and revisiting how to utilise Play is the Way in developing students’ respect and resilience through play.

The bike program was introduced in semester 2, 2014 to engage students in learning activities outside the classroom. The students have been in charge of a bike each, which they restored and ensured that they were in running order. Given a budget to work with the students utilise maths to ensure that they could see where the money was spent. Oral Literacy was included by having to discuss processes, requests for funding and discussions for self-evaluation.

A girls group was introduced at the start of 2015 to engage with students who needed help in relationship building. In discussion with the group, cooking was an activity that they all agreed on and by the end of semester 1, the girls graduated. As part of the group, the girls had to work as a pair reading off a recipe using measuring and literacy skills to produce a cooked item of food. The girls also developed their negotiating and cooperation skills whilst sharing equipment and ingredients.

Teacher Qualifications

SNPS is made up of 31 staff and of those staff members 26 have a Degree or Diploma in Education.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>26</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>5</td>
</tr>
</tbody>
</table>
Workforce Composition

This report is a profile of staff located in school sector sites as at August 2015. 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).

<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>1.00</td>
<td>18.20</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff and Parent Opinion Survey

The Staff Opinion Survey was completed by 87% of Staff members. Some findings from the report were:

Strengths:
- The school looks for ways to improve – 4.7/5
- Teachers at this school expect students to do their best – 4.5/5
- Staff are well supported at this school – 4.4/5
- Students like being at this school – 4.4/5

Weaknesses
- Students learning needs are being met at this school – 3.8/5
- Teachers at this school provide students with useful feedback – 3.9/5
- The school works with parents to support students’ learning – 4/5

Results from the questions “Leadership at this school assist staff to improve student outcomes”, 100% of staff either agree or strongly agree. This was a very pleasing result.

100% of staff also agree or strongly agree that they “feel confident that the school is travelling in a good direction”.

With the introduction of formal observations it is important to highlight that only 59% of staff either agreed or strongly agreed that observations have helped my teaching practice. 30% of staff felt that this question was not applicable and 11% did not gain from observations. This is something that we will need to work on in 2016

The Parent Opinion Survey was completed by 31 families (27 in 2014). Results were:

There is a clear direction from leadership at the school 2014

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
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<tbody>
<tr>
<td>Graph 1</td>
<td></td>
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There is a clear direction from leadership at the school 2015

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<tr>
<td>Graph 2</td>
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</table>
These results were pleasing as they showed an increase of parents who agreed or strongly agreed with the direction of the school - 71% in 2014 to 90% in 2015.

These results were also pleasing as there was an increase in parents who agreed or strongly agreed that there concerns were met in a timely manner – 64% in 2014 to 81% in 2015.

Strengths:
- The school is well maintained – 4.7/5 (NB. This was a weakness in last year’s survey)
- I can talk to my child’s teacher about concerns – 4.7/5
- Teachers at this school expect my child to do his or her best – 4.5/5

Weaknesses
- Student behavior is well managed at this school – 3.8/5
- The school takes parents’ opinions seriously – 4/5
- Teachers at this school provide my child with useful feedback – 4.1/5

The parent perception of student behavior being handled poorly was also a weakness in 2014. Given the behavior data that we have I feel that it is important to share this information with parents to highlight that there is considerable growth in this area. Overall the parent and staff feedback was positive.

Destination

It was pleasing to farewell our year 7 at our graduation on Monday the 30th of November. The majority of these students will be attending Port Augusta Secondary School with only 1 student attending Caritas College.
Budget Report 2015

At the beginning of 2015 we budgeted for an end Cash Balance of $493,835.23. At the end of 2015 our cash balance was $447,135.00

After E0Y Balance day adjustments were made and accounts were reconciled to reflect these adjustments and we take into account the funds owing to us in December but not paid until January our Cash Balance for the start of the 2016 year is $465,201.00

At the beginning of 2015 the SASIF Bank Account held $569,379.79. At the beginning of 2016 the SASIF Bank Account holds $527,819.00 – we are holding SAPSASA funds of $43,302.00 and Cluster funds totalling $14300.00 and we are holding $22,000.00 in reserve.

**REVENUE**

RES – Resource allocation is determined by the department and is not always known when the budget is rectified. It is based on student numbers and the classification of the students with regards to learning. It is also made up of Government grants to help the school operate. The value of the RES can change throughout the year. Sometimes it can go down. In 2015 we received $143,327.00 more than we budgeted.

Parent Contributions - We received $4,359.00 more than was budgeted. This was due to a greater school card grant than predicted and also the collection of monies owing from 2014

Fundraising – it is good practice not to include fundraising in a budget as it is hard to determine how much your committees may raise in any given year. 2015 saw over $9000 being raised.

Other Income Sources – We received $4,186.00 more than we had budgeted for. This is made up of funds collected from the preschool for telephone, electricity and water. Insurance claims to the department. The total revenue received was however reduced when we budgeted to receive $15,352.00 from the APAS Grant but only received $12,465.00.

Non-Budgeted Grants – 4 x student support grants, electrical testing grant and security incident recharge equalling $6,051.00.

Non -Budgeted Revenue - $140,547.00 is made up of income from uniform sales, parent contributions for camps, book fair, SAPSASA funds, Training & Development reimbursements, AUSLAN Grant, swimming program, Quick Step Grant and water reimbursement from the PACC.

**EXPENSES**

Salaries – probably our biggest mistake for the year was the calculation of budgeted wages. The over spend of $236,131.00 is for two reasons. 1. There were 27 pay periods in the 2015 year where usually there is 26. The department reimbursed the wages in December. Unfortunately this amount does not reflect in the Governing Council Report. It was discovered half way through the year that a 0.3 teacher wage was missing from the budget valued at around $36,000.00. Ancillary Wages over budget by $57,870.00 although these were covered by targeted grants throughout the year. TRT wages over budget by $37,175.00. Portion of the TRT Wages will be claimed back from the department for sick days, others covered by school funds.

Curriculum Maintenance – under budget by $27,827.00

Administration – under budget by $6,553.00

Facilities – Report shows facilities over budget by $26,695.00. At the end of 2015 the funds used for the purchase of shades and playground were transferred to an asset account. Report does not reflect this transfer. Actual budget deficit is $3520.00 caused by overspend in the repair and maintenance budget and furniture budget.

Utilities & Maintenance – Water usage over DECD allocation was not recorded as an expense in the budget. It will be claimed from the PACC in 2016. It presents as a budget overspend.

Non-Budgeted Expenses - $107,450.00 is made up of uniform purchases, camp expenses, book club, Interest Expense, HPI Salaries and T&D TRT Expense. $47,022.00 was used to pay for work billed in February by the department for work performed in 2014. Classroom painting and the wall between the two reception classrooms.

Site Funded Works – under budget by $5495.00 due to 2nd stage of painting coming in cheaper.

Learning Plans – under budget $1103.00

We are still awaiting funds from the department for reimbursement of our 2014 TRT use over the allocation and paperwork will go in for amounts owing for 2015. Invoice will go to Port Augusta City Council for the over allocation use of water.