Context:
Springton primary School is situated in the Barossa Valley approx. 40km from Gawler. It is a small, rural community consisting mainly of vineyards, farms and horse studs. The school itself sits consistently with an enrolment of 40-45 students and has a high profile within the community. Support and involvement in educational programmes from the wider Springton community is very positive and varies in nature including classroom support, wetland/kitchen garden management, individual student support, special events etc. A full context statement is available on the website www.springtnps.sa.edu.au.

1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction: Numeracy

Whilst maintaining other curriculum areas, Numeracy and Maths has been the targeted priority for 2010. Significant data analysis suggests continuing Maths/Numeracy for 2011

<table>
<thead>
<tr>
<th>Targets/Priorities</th>
<th>Achievement Evidence</th>
<th>Analysis/Recommendations For 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACSA Strands – 85% Year 2 Students achieve the Standard 1 outcomes for each of the 5 strands</td>
<td>SACSA Strands - Data collected in November: 100% year 2 students achieved Standard 1 outcomes for 9/14 indicators with varying levels of success (60-80%) in the other 5 areas. Individual growth for students in R-1 has been significant.</td>
<td>Evidence indicates that focus on Big Ideas in Number has significantly improved outcomes against SACSA. Focus in 2011 could include targeting the less successful indicators in line with the Maths Agreement developed in 2010.</td>
</tr>
<tr>
<td>Waddington’s Basic Number Facts</td>
<td>Waddington’s Basic Number Facts Limited numbers of students increased their level with year 3’s showing the greatest growth from February to November. Most generally maintained the previously assessed level</td>
<td>A greater emphasis/consistency on Big Ideas in Number pedagogies may improve achievement in the Upper Primary.</td>
</tr>
<tr>
<td>Mathletics – (Not based on CA) All students achieve 90%+ in their current level. 70% of students achieve 50%+ in the next level. School’s Average Final attempt is 90%</td>
<td>Mathletics – The majority of students have increased in accuracy, speed and number of tasks attempted. Most have branched out of their comfort zone (i.e. focussing on ‘number’) successfully. There are a number of students for whom the data supports the Waddington analysis.</td>
<td>Mathletics – Enrol year 2’s, Plan for students to vary strands and attempt more assessments. See Waddingtons re BiN focus.</td>
</tr>
</tbody>
</table>
### NAPLaN –

(Where cohorts are large enough in year 5 & 7)

**School Progress –**
- >25% in Upper Progress Group
- < 50% in Middle Progress Group
- < 25% in Lower Progress Group

(Where cohorts are not large enough in years 3, 5 & 7)
- School Mean Result - 80% of students will achieve National Mean Result
- Individual student analysis will show growth points in each strand

### Other Assessment –
By the end of 2010 identify and agree on an assessment that can be used consistently to enable whole-school analysis

### NAPLaN –

**School Progress year 3-5:**
- 0% in Low Progress Group
- 20% in Medium Progress Group
- 80% in Upper Progress Group

**School Progress year 5-7:**
- 33% in Low Progress Group
- 67% in Medium Progress Group

### NAPLaN –

- Students to be exposed to questions from previous NAPLaN tests weekly as a ‘puzzle’ or ‘challenge’. Questions can be ‘pulled apart’ as a language and decoding exercise as well as a numeracy exercise.
- Ensure Maths Agreement forms significant part of staff induction.
- Utilise Maths Intervention Kit from Maths for Learning Inclusion for small group/individual intervention for students with lowest improvement.

### Other Assessment –
- Invest in PAT Maths Plus assessments for years 1-7 to provide consistent annual growth data to cross-reference with NAPLaN and provide in-depth individual student data. (Initial assessment done Term 4 2010.) PAT Maths Plus has been identified and trialled. It will be conducted at the end of term 3/beginning term 4 annually to identify student achievement and growth. It is envisaged that this comparative data will able to be reported in next year’s Annual Report.

Ongoing self review has been a significant feature of processes this year – more so than previously. As a result of this continual analysis and review changes have occurred to both pedagogies and resources used in maths and numeracy. There has been a greater emphasis on sharing learning practices for students and the layout of the new building has enabled greater flexibility for student learning and deprivatisation of classroom practices and accountability.

The DECS Improvement and Accountability (Diai) review was carried out by the Region Director, Performance Analysis Reporting Consultant and two peer principals in term 4 2010. This entailed conversations with the staff, students (past and present), GC Chairperson and parents as well as a Principal presentation. This process is quite rigorous and focusses on what we do well (Commendations) and what we could be doing better (Recommendations) in terms of processes. The Recommendations indicate areas that the school community (staff, students, GC) will need to look at for 2011. The following forms part of the panel validation report:

### Commendations:
- Parents, students and teachers have expressed their support and happiness with the school. There is a positive and welcoming environment with many parent volunteers fulfilling roles within the school. The school was described as being a part of everyone’s extended family with a culture of inclusion and feeling valued expressed by parents and students.
- The role of numeracy coach has been supported by leadership to impact on the teaching and learning program.
- The student council representatives were articulate and spoke about being part of a collaborative team. Ex-students were also able to describe how their time at Springton Primary School had prepared them for the secondary school environment.
• The school grounds and buildings are well maintained, aesthetically pleasing and support collaborative learning. The wetlands area is incorporated into integrated curriculum which focuses on sustainable environments.

• Students were able to confidently describe assessments that are explicit and developmental.

• The School Governing Council articulated that they were well informed with meetings involving conversations about learning processes and the curriculum being offered.

• Student engagement in education which deconstructs values and a variety of world views occurs.

• Evidence from a range of sources supported student initiated curriculum (SIC) as an effective teaching pedagogy.

• The Springton Primary School Improvement Plan 2010 records a single priority which identifies numeracy as the focus for school improvement and change.

**Recommendations for future planning:**

• Implement a common diagnostic assessment tool which provides teachers with information to inform programming and planning for individual students, including intervention and support which can be tracked over time. In numeracy this could be PATMaths. This will support attention to student growth and progress over time. (See above)

• A data framework could be established to make strategic decisions about specific data collection points that includes a timeline.

• Translation of the site improvement agenda in numeracy could be further developed in the upper primary section of the school.

• The recently developed numeracy agreement should be supported and adhered to by new staff through induction and ongoing performance management and development processes.

• The concept of SIC should be offered consistently across the school and balanced with the accompanying explicit teaching. This should also form an explicit part of induction.

• Staff meetings need to have learning consistently on the agenda.

• The site improvement plan could identify the link between professional development for teachers and the changes that will occur for students. This can be further developed through the performance development process.

• The Springton Primary School Annual Report for 2010 should be an authentic reflection of the work achieved and inform future directions within federal compliance requirements.

**DECS Aboriginal Education and Employment Strategy:**

Currently Springton School does not have any Aboriginal enrolments or personnel.

**Intervention Strategies:**

As a small school we are in the enviable position of being able to maximise Individual Learning Planning. The data in numeracy and literacy in particular is able to be analysed by using assessments that diagnose strengths and areas for improvement for individual students and targeted strategies are able to be implemented by teachers to maximise learning outcomes. Both classes have 2 teachers working part time. Planning days are supported once per term to enable both teachers to analyse data for individual students and plan programmes together to ensure consistency, transparency and communication for the benefit of student learning and the maintenance of a cohesive team. SSO time is targetted to student intervention as is volunteer time. One volunteer in particular has been trained by the Numeracy Coach to deliver the Maths Intervention Kit from the Maths for Learning Inclusion programme and this may be expanded next year.

**Governing Council:**

Governing Council meets twice per term, generally in weeks 3 and 8. There were 9 elected parent members, 1 staff member elected by teaching staff and the principal. Attendance is usually high. On one occasion this year quorum could not be met, however attendees discussed the numeracy learning journey to be presented to the DIAf panel in some detail. Governing Council prioritised the spending of the $50,000 National Pride grant from the Federal Government this year. The decision was made to increase the amount and variety of play equipment for students and significantly increase shade in that area at a cost of $35,000. The second priority was to redevelop the Admin Office area to increase storage space and provide an appropriate work station for the Admin Officer at a cost of $15,000. Governing Council also decided to fund 24 extra computers (refurbished second hand) as the ones currently in use were not able to carry out functions required and were very unreliable.
2.0 REQUIRED DATA ANALYSIS

2.1 ENROLMENT

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<td>1.0</td>
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<td>43.0</td>
<td>21.0</td>
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There has been limited movement into or out of the school this year. Total enrolment at the conclusion of 2010 is 41 which maintains the trend over the last 3 years.

2.2 ATTENDANCE

<table>
<thead>
<tr>
<th>Year Level</th>
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<th>2010 Region</th>
<th>2010 DECS</th>
<th>2010 Index</th>
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<td>92.8</td>
<td>92.2</td>
<td>93.5</td>
</tr>
<tr>
<td>Year 3</td>
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<td>92.7</td>
<td>92.4</td>
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</tr>
<tr>
<td>Year 4</td>
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<td>92.6</td>
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<tr>
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<td>91</td>
<td>93.2</td>
<td>92.5</td>
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<tr>
<td>Year 6</td>
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<td>93.5</td>
<td>92.2</td>
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<td>91.8</td>
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</tr>
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<td>92.5</td>
<td>92.1</td>
<td>93.3</td>
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<tr>
<td>Total All Year Levels</td>
<td>91.9</td>
<td>90.4</td>
<td>90</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Student non-attendance is managed in line with DECS and government policies. Although family holidays (exemptions) are included in the census data, they are not included as a management issue. In these circumstances, students are given a wide variety of activity suggestions to maximise the learning potential of their excursion e.g. mapping, estimating/calculating distances, expenses, keeping a journal etc.

Although chronic absenteeism is a very limited issue at our school, there has been an increase this year with the advent of serious flu and significant stomach virus in the latter half of the year. Where it is an issue, student/parent counselling, parent assistance (home visits) and intervention by DECS personnel are all strategies utilised.

2.3 RETENTION / DESTINATION

Student/family retention is extremely high with very limited mobility. Those students who leave the school do so due to relocation to another area. Year 7 students go to Birdwood High School in the Hills Region.
2.4 STUDENT ACHIEVEMENT

2.4.1 LITERACY & NUMERACY (YEARS 3, 5, 7 & 9)

Student growth in literacy and numeracy between successive year levels

The above table shows the growth percentages of students from NAPLaN results from year 3-5 using comparative data from testing done in 2008 and 2010. Generally the average expectation across all schools is 25% in the Lower, 50% in the Middle and 25% in the Upper Groups. Year 5’s in particular, have done extremely well in both literacy and numeracy and the year 7’s have progressed well in reading in particular.

The above table shows Springton School’s Mean Result compared to the National Mean (note year 7’s are not included due to low number in cohort). For year 3’s, Numeracy and Reading are well above the National Mean which suggests that our focus on these areas (particularly Numeracy) has been very successful. Other areas are around the similar mark with the exception of Grammar and Spelling. Implications for 2011 are to look closely at the programmes offered in these two areas in the Early Years. There are similar implications for the year 5’s in the areas of Spelling and Grammar. However please refer to the School Band Summary tables below for information on the high percentages of students achieving above the National Minimum Standard.
Year 3 Site/Region Comparison

The above chart shows the comparative mean scores between Springton and the Barossa Region for all tested areas. The results for both Numeracy and Reading are outstanding with the former 70 points higher, and the latter over 30 points higher than the region. Grammar is comparable and both spelling and writing are slightly above the region.

Year 5 Site/Region Comparison

The above chart shows the comparative mean scores between Springton and the Barossa Region for all tested areas. Reading and Numeracy are again higher than the Barossa Region. There are implications for the teaching of grammar and narrative writing for this particular group that will need to be addressed as a priority.

Mean scores over time

The above table shows the mean scores over time. Due to the small number of students in the cohorts tested, (2008/9 for year 5’s and 2009/10 for year 7’s), information is not available. The Mean scores for the cohort of year 3’s (in 2008) to year 5’s (in 2010) indicate rather remarkable increases in Numeracy (345 to 480) and Reading (360 to 475). There has also been a small increase in Writing (420 to 430). This is further evidence that our focus/intervention on numeracy in particular has been highly successful.
School band summary
The counts and percentage of students in each band for each NAPLAN test.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>Band 1</td>
<td>Band 2</td>
</tr>
<tr>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Numeracy</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reading</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Grammar</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Spelling</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Year 3: The above table shows the whole-school percentages in relation to the National Minimum Standard in each area tested (note that the student count has been removed to prevent individual identification). In a nutshell it indicates the following:

- Numeracy - 100% of our students are above the minimum standard
- Reading - 100% are above the minimum standard
- Writing - 82.5% are above the minimum standard
- Grammar - 82.5% are above the minimum standard
- Spelling - 75% are above the minimum standard

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>Band 3 and Below</td>
<td>Band 4</td>
</tr>
<tr>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
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<td>-</td>
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<tr>
<td>Reading</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Writing</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Grammar</td>
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<tr>
<td>Spelling</td>
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<td>-</td>
</tr>
</tbody>
</table>

Year 5: The above table shows the whole-school percentages in relation to the National Minimum Standard in each area tested (note that the student count has been removed to prevent individual identification). In a nutshell it indicates the following:

- Numeracy - 100% of our students are above the minimum standard
- Reading - 100% are above the minimum standard
- Writing - 60% are above the minimum standard
- Grammar - 100% are above the minimum standard
- Spelling - 60% are above the minimum standard
2.5 PARENT OPINION SURVEY

This year the new DECS survey was carried out which, although the questions were different and ordered together, has the same intent in terms of information elicited. The decision was made at site level to carry out the survey at the end of the year and enter the data manually rather than carry it out in August and send to DECS for entering. This enabled us to more accurately reflect the year’s work and compare with the previous 12 months.

The analysis graph above indicates there is a high level of confidence and satisfaction in the school. Obvious areas of strength according to parent opinion are the aspects ‘Relationships and Communication’ and ‘Leadership and Decision Making’ in the school. While result for the aspect of ‘Quality of Teaching and Learning’ for us is a drop, it is still very high. One of the recommendations in the validation report is to broaden the implementation of SIC pedagogies with a view to improving this. Appendix 1 shows the Text Analysis - i.e. comments written on the survey in full. An example of this is: This school and staff are genuinely amazing. Students & community are truly proud of all the hard work, care & professionalism that produce great results & a wonderful school.

2.6 STUDENT SATISFACTION

As with the Parent Opinion Survey, this year the new DECS survey was carried out. The questions for students are significantly more user-friendly and required very little expansion. The decision was made at site level initially to enter the data online. We observed that due to the unreliability of the ‘old’ computers and connectivity, students were not reflecting on the questions but rather just hitting any button before being disconnected. For this reason, students were asked the same questions to be answered on paper and data was entered centrally. Unfortunately the specific 2009 questionnaires for students as completed were misplaced in the moving of buildings. In general the graph is very high; however analysis of individual questions indicates that we need to expand SIC to re-engage with student perceptions of ‘Quality of Teaching Learning’. Analysis also indicates that we could re-visit some of the wellbeing strategies regarding student relationships with each other.

Springton Primary School Annual Report 2010
**2.7 TEACHER SATISFACTION**

The staff survey indicates a continuing high result. Peak areas of success are ‘Decision Making’, ‘Discipline’, ‘Morale’ and ‘Student Focus’. An area for improvement when analysing specific questions is to find more comprehensive ways of disseminating information across the site.

**2.9 TEACHING STAFF RETENTION**

Most teaching staff were retained. The exception was the end of tenure and successful overseas application of the Upper Primary teacher. All Ancillary staff were retained.

**3.0 TEACHER QUALIFICATIONS**

Most of the staff members at this school have a high regard for life-long learning as is evidenced by the significant number (and variety) of professional qualifications.

Of 5 teaching staff, one has a Diploma in Early Childhood, 1 Diploma of Teaching, 1 Graduate Diploma in Reading and Language Arts, 1 Graduate Diploma in Women’s Studies, 1 Bachelor of Arts degree, 1 Master of Education degree (currently doing Masters of Education - Studies of Asia), and 1 Master of Arts degree (currently PhD Candidate). 1 staff member also has a horticulture qualification from TAFE, one has Fitness Leader qualification from TAFE, one has a tourism qualification from TAFE and one a Diploma in Publishing and Editing.

**3.1 EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

The largest part of PD this year has been targetted to numeracy notably from our Numeracy Coach and the Primary Maths Strategy. Full day conferences have been attended and teaching staff have engaged with colleagues in the Valley Cluster for specific learning years (i.e. Early, Primary and Middle Years). Planning days have been provided where 2 teachers share a class in order to collate and analyse numeracy data and plan/programme to ensure congruity for the following term. Approximately $2,500 has been spent on releasing teachers for maths/numeracy learning/activities.

A large part of our curriculum budget has been targetted to ensuring teachers and students have access to contemporary materials. This has included instructional materials for teachers, consumables and hands-on learning materials and manipulatives for students. Approximately $2,400 has been spent on this and includes the purchase of Mathletics accounts for students 3-7 and PAT Maths Plus assessments for years 1-7.

**3.2 VALUE ADDED STUDENT REPORTING**

**3.2.1 Numeracy Coach**

This year we have been extremely fortunate and had a share in one of the Federal Government funded Numeracy Coaches. The coach worked with staff and students in a wide variety of ways. As a result of this appointment and supported by the school’s priority for resourcing and PD, our numeracy results (as reviewed across the year – ongoing) have shown a marked increase. She has been an invaluable asset not only in terms of modelling the new Big Ideas in Number pedagogies and providing useful resources; she has been an extra hand for significant data collection and analysis. This rigorous analysis and regular review has enabled us to more effectively target individual student needs in a detailed and comprehensive way.

Springton Primary School Annual Report 2010
Along with this qualitative data, quantitative (in the form of perception) data was collected. For example, 80% of staff surveyed reported that they had moved from being ‘Confident’ at teaching Maths to ‘Very Confident’ at the end of this year. 100% of staff said that Maths was a ‘High Focus’ in their programme. Similarly, student perceptions about maths/numeracy indicated that a significantly large number of students were reporting that they ‘really enjoyed doing maths’ and ‘would like to do more maths at school’, particularly in the Junior Primary. Only 4 students across the whole school reported that they ‘don’t like maths’.

All of the processes, pedagogies and resources are sustainable for the future and have been written into a staff-developed Maths Agreement document. This forms part of the induction requirements for any new staff.

3.2.2 Wetland & Kitchen Garden
The Upper primary continued to have representation on the Youth Environment Forum. This year their project was to plant native bird-attracting plants around the ponds.

The kitchen garden has grown in strength due mostly to input from parents. Two members of the wider community have joined us in the latter half of the year and have organised watering systems for the veggie/herb barrels, fixed up the hothouse and begun to manage to rotation of crops. We were lucky enough to win the Yates “Cool Greenie Schools” competition early in the year and received prizes that supported our project.

Harvested produce is used to supply lunches 3 days per week and keeps costs down to $2. Any surplus is sold to Buck’s Restaurant (local) as a fundraiser for the Year 7 Canberra Trip.

3.2.3 Building the Education Revolution (BER)
As part of the Federal Government Initiative, we were awarded $250,000 for building works. Staff discussed priorities at length and with Governing Council agreed to join the two main classrooms with a large open space. The brief to the architects was for a functional learning area that flexible, easily supervised and included extra storage. As a result we have a huge new space that allows children from both classes to have easy access to computers, extra space for a variety of learning styles and a roofed decking area for outdoor learning. Enormous glass doors dividing both classrooms from the new space and to the decking area allow for easy supervision at all times and also allows teachers easy access to each other. The Junior Primary area also had the kitchenette revamped with extra storage and the interior wall removed to maximise space and ‘flow’ to the new area. The design of the new space is ideally suited for the Student Initiated Curriculum pedagogies.

3.2.4 Fine Motor Skills Programme
A family member of 2 of our students is ‘Honorary Oma’ (Nanna) to us all. Ida has increased the fine motor skills programme for all of the students this year in the form of needlecraft. As well as being a highly enjoyed programme by all of the students, the development of fine motor skills has been amazing and more than usually noticeable in students with coordination issues. This has translated directly into observable changes particularly in the Junior Primary where skills such as tracing, cutting etc have improved to a very high degree.

3.3 FINANCIAL REPORTS
Available once period 13 is closed
Attach required financial information:

- Balance Sheet and Profit and Loss
- Funds expended against site priorities
- Financial Commitments Report

Appendix 1.

Parent Opinion Survey – Text Analysis 2010
**Any comments about Quality of Teaching Learning?**

*3 - Would like to see the uppers diaries used better perhaps to include notes about major projects and deadlines i.e. Big Things and Volcanoes*

*6 - The teachers are very approachable & willing to discuss my child's progress*

*8 - In small schools where classes have to be grouped together & the teachers are responsible for teaching a variety of grades all at one time is a mammoth ask of the teachers.*

*11 - Would like a letter sent home each term on what the kids will be studying, if there's any way we can help at home*

*13 - The diversity of learning is good, however being such a small school, some subjects are limited (e.g. music). The quality of teaching & learning overall is excellent*

**Any comments about Student Support?**

*8 - I am in awe of the teachers we have been blessed with at this school & the awesome job they continue to do. Our children are thriving at this school under the obvious love & care they receive there. We are VERY happy*

*13 - The student support our child has received is simply amazing. Staff are dedicated, positive, professional & simply superb!*

**Any comments about Relationships and Communication?**

*3 - Perhaps Term 1 & Term 3 comment sheets from teachers. (Term 2 & Term 4 have reports). Nothing major just a paragraph - thoughts, progress, areas of concern, behaviour?*

*6 - The teachers are very approachable. Most communications from the school are okay but sometimes more notice and information would be good*

*8 - Teachers and staff are all very approachable & more than happy to have a chat or answer any questions. Thanks guys!*

*13 - Staff are attentive, patient & caring & ALWAYS have or make time to discuss, inform, suggest or help a family or student*

**Any comments about Leadership and Decision Making?**

*13 - Feedback from families & community is listened to & acted on regularly. Parents are asked for input quite frequently.*

**Any other comments?**

*13 - This school and staff are genuinely amazing. Students & community are truly proud of all the hard work, care & professionalism that produce great results & a wonderful school*