1. CONTEXT

School Name: Curramulka Primary School  
School Number: 0114

Principal: Rosie Harden  
Partnership: Southern Yorke Peninsula

This year the school cohort of 18 students consisted of students from Year 1-7. The greatest concentration of numbers occurred in the middle primary years of Year 4 and 5. There was one Year 7 student. The student group operated in a whole class setting for a great deal of the school day whilst students worked in two distinct groups for Literacy. Overall feedback from students, staff and parents indicate that this formula and timetable worked well. Staffing in 2015 consisted of: Principal/Teacher Rosie Harden, Lucy Tilbrook, fulltime teacher, with Jenny Hansen supporting the school’s Physical Education and Environmental Education Programs working one full day per fortnight.

2. REPORT FROM GOVERNING COUNCIL

The 2015 Office Bearers were: Mathew Pointon Chairperson, Gavin Reade Secretary, Gavin Roocke Deputy Chairperson, Treasurer Kim Campion, Councillor’s – Ashlynne Pointon and Karen Parsons. The Governing Council continued to support the school in a range of ways including decisions about making the classrooms and school more attractive and functional, in support of fundraising for the school camp and conducting a major working bee. Throughout the year the Governing Council assisted the grounds person with major projects like line marking, preparation for Sports Day, organizing soft-fill for playground areas and the preparation of the Edible Kitchen Garden. The Council supported the school to ensure the IT system was reliable and functional. The Bush Fire Action Plan was reviewed and the Principal informed the Council about new programs introduced into the school. For example: Jolly Phonics and Jolly Grammar, Guided Reading and Bounce Back Resiliency program. The Christmas Concert was well received. We said farewell to Karen Parsons and thanked her for her long service to the Governing Council and the school.

3. 2015 HIGHLIGHTS

The school’s emphasis on environmental education and sustainability was rewarded with being acknowledged and selected to present at the 2015 KESAB Sustainability Community Awards at the Entertainment Centre. Students continued to take an active role in managing the Curramulka Bush Parklands Project, participated in the Youth Environmental Leaders Program and commenced the Edible Kitchen Garden Program.

The whole school camp held this year in Port Lincoln in Term 3 was another highlight of the school year with a good mix of educational, physical and fun activities over the four days. Fundraising for this camp had a focus with a quiz night which was very well supported by the Community. The Sporting Program continued with students having the opportunity to participate in a range of SAPSASA and local Sporting Activities. Special mention is made of the Small Schools Sports Day, Volleyball, Rugby, Knockout Basketball and the Sporting School’s Australia program (formerly Active After School’s program). Congratulations to Clara Pointon for gaining selection in the Southern Yorke Peninsula SAPSASA Netball team.
The annual School Concert and Presentation Night was a great success with very positive feedback from the community. The children worked very hard in term 4 to produce well presented, dynamic performances. The students are to be congratulated on the way they operated as one class, one school for the best part of the year. Cross age tutoring and peer support were very much at the forefront the whole year and it was heartening to see the leadership of the more senior students develop in a very positive way throughout the year.

In 2015 the school said farewell to Jenny Hansen a much loved and respected teacher of many years at Curramulka Primary School.

There were a number of improvements to the school’s facilities in 2015 most notably the drainage system and the makeover for the original main part of the school, both inside and out. Work of a minor nature will continue through 2016.

Thankyou to the Governing Council for its continued support of the school. We look forward to an educationally rewarding year in 2016.

4. SITE IMPROVEMENT PLANNING AND TARGETS

**Literacy and Numeracy**

*Literacy is a strong focus in our school and we are committed to providing a learning environment where students are rigorously challenged to achieve their personal best.*

Running Records targets were met for the three eligible students and so the foundations for reading are well in place.

For results please see NAPLAN report.

A monitoring chart of student achievement was developed to track individual student and overall school progress. Progress was shared regularly between staff.

- Individual learning plans in place for all students commencing with those with identified needs.

Review of this process will see goal setting look different in 2016.

- Staff became familiar with Reading Doctor as a tool to further support improved literacy outcomes.

- Specific and targeted focus on Spelling implemented as part of literacy block (R-4), (5-7).

Whilst there was significant improvement in Spelling Ages as per data analysis but it will be a continued focus for 2016.

The PAT data for the comprehension and Maths tests was carefully scrutinised– Spelling and Grammar tests were administered early in term 4. There were no surprises with answers to inferential questions any area for further development. We have found that analysing this data fascinating and very useful as a focus on “where are the gaps?” and where to from here?” and we have both begun working on closing those gaps in Term 4.

**Well Being**

*Promote positive relationships between young people and create opportunities for students to develop leadership qualities.*

The attendance rate of 95% was not achieved (see analysis). All students Yrs 5-7 participated in Youth Environmental Leadership Program. The school values were articulated and promoted by all. As the year progressed the need to develop strong resiliency programs became evident and the use of the Resource “Bounce Back” formed the basis of a significant part of the year’s health progra
4.1 Junior Primary and Early Years Scheme Funding
This funding supported the purchase of readers and guided reading material for junior and lower primary students as well as the professional development for the Junior Primary teacher in Jolly Phonics. All students exceeded the school targets in Running Records.

4.2 Better Schools Funding
The School used the better School’s Funding in 2015 to further supplement learning resources for those students identified as needing more support. The computer program Reading Doctor was purchased as well sets Fitzroy Readers and the associated teaching resources. Both these resources which are phonetic based approaches to reading have an emphasis on decoding and repetition of words to support reading development.

5. STUDENT ACHIEVEMENT

Student achievement was focused on always doing your best as an individual learner. Goal setting became a focus in the year's 5-7 group. Data on literacy and numeracy results from testing throughout the year was recorded on a table so that distance travelled could be measured. This data was updated every term and progressed discussed by staff.

5.1 NAPLAN
A combined total of 8 students sat the NAPLAN test this year with one child withdrawn from the test by parents (year 5 boy).

In Year 3 both students reached a proficiency level in Bands 4-6 except in one area for one student who received a high Band 3 for numeracy.

In Literacy in Year 5 – of the five students who sat the tests, two students reached the target of being in the top three bands in all areas, one student in all except Spelling and one student did not reach the targets but were above the minimum standard. One student, recently diagnosed with dyslexia was below the NMS in grammar and punctuation.

In Numeracy two students reached proficiency standards in Bands 6 and 8 whilst the others attained a proficiency level of 5.

In Year 7, the one student who sat NAPLAN only achieved the target in numeracy gaining attainment in Band 7. The other areas of attainment in literacy were in Band 6.

<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><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>Upper 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower 25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 50%</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Upper 25%</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table of the progress from year 3-5 indicates the percentage growth which we would hope to redress by Year 7 with more growth in middle and higher bands. This represents a cohort of 5 students.
6. STUDENT DATA

6.1 Attendance

The overall attendance rate for 2015 was 91.9% lower than the previous year of 96%. The graph indicates that there was attendance by a Reception student. This in fact is not accurate. A Reception student was enrolled for a short period of time but did not actually attend on any days.

2015 was a school year of very high sickness and at various times of the year, two families had a number of absences due to year family circumstances.

6.2 Destination

In 2015 there was one student in Year 7. That student is now enrolled in Minlaton District School in Year 8. There was no other student movement in 2015.

7. CLIENT OPINION

Parent Opinion Survey
Early in Term 4 a revamped Parent Satisfaction survey was distributed to all 11 families. There was a total of 4 responses returned. Most responses were in the Agree or Strongly Agree rating.

When asked about the direction and future of the school comments were:
“Advertise the school’s strengths. Don’t let potential students drive past. Encourage new parents to join Governing Council”
“I think the direction of the school this year has been clear. Keep going!”
“Keep going with positive attitude to involve school and community.”

When asked to give comments on the highlights and successes of the year comments included:
Keep going with positive attitude to involve school and community.”
My child “has developed in confidence as a leader, role model to other students and been able to mingle and join in with other small schools in the district.”

When asked about priorities for 2016 and beyond, comments were:
“I believe the level of respect and discipline has increased/improved amongst the children this year”
“Atmosphere at the school is on big improvement on the past several years.”

http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

During 2015 there were no significant issues pertaining to behavior management although there was a strong emphasis on the school values and working as a team. The program Bounce Back was used to support the children around developing resiliency and building a positive school environment. This program will continue to be a focus in 2016.

8.2 Relevant History Screening

During 2015 four members of our school community received clearance to work in our school as volunteers or Governing Council members. The school complied with all requirements of the audit which was conducted in February.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>4</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

<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>
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</tr>
<tr>
<td>Persons</td>
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<td>0</td>
</tr>
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</table>

9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th></th>
<th>Funding Source</th>
<th>Amount</th>
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<tr>
<td>1</td>
<td>Grants: State</td>
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</tr>
<tr>
<td>2</td>
<td>Grants: Commonwealth</td>
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</tr>
<tr>
<td>3</td>
<td>Parent Contributions</td>
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</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>7291.69</td>
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