Laura Primary School
Annual Report 2015
1. CONTEXT

School Name: LAURA PRIMARY SCHOOL  School Number: 0220
Principal: PRUE HUNTER  Partnership: UPPER MID NORTH PARTNERSHIP

Laura Primary School is a small R-7 rural school in the mid-north of South Australia, approximately 220 kms from Adelaide. Our school values are Respect, Honesty and Trustworthiness, Care and Compassion, and Responsibility.

The school is a Category 5 level of Socio- Economic disadvantage (1 being the highest). 17% of students are eligible for School Card, 1% identify as Aboriginal, and 6% are identified as Students with Disabilities.

The Laura Pre School is situated adjacent to the school and there is good interaction between the two sites. A Christian Pastoral Support Worker program is supported by the school community.

Laura Primary School is committed to developing essential skills in literacy, numeracy, communication and problem solving in a safe and caring environment.

The community includes people from varied interests and employment backgrounds including farm, industry, business, religion and environment.  Laura is a service town for the surrounding rural area and cottage crafts and tourism play an important role in the local community.

2. REPORT FROM GOVERNING COUNCIL

I would firstly like to thank all governing council members for their support, and when I look back 2015 is a year in which we have achieved quite a lot.

Our fund raising efforts have again proved successful with our fund raising committee continuing to come up with new ideas on raising money for the school. Thank you to all parents that help out during the year with fundraising, especially people for working on the Folk Fair BBQ. However, it is becoming a real challenge to fill our shifts, so I encourage more parents to put up their hand and help next year. The money we have raised in the past two years has made a significant contribution in the upgrading of the IT capabilities of LPS.

Our grounds committee undertook two safety and maintenance audits on the buildings and play equipment at the school during the year. Unfortunately we couldn't save the rope swings, but hopefully we can replace them with something just as good in the future. A successful working bee was also held during the year, and I thank all parents who turned up and pitched in. Our numbers are always good at working bees, and I hope this continues into the future.

The finance committee met twice a term and helped make important decisions on the schools finances. LPS is in a strong financial position, which has allowed us to increase some teaching support for our students in 2016. This will be of significant benefit to our 4/5/6/7 class.

The education committee reviewed several school policies that were due to be updated. This is always a continuing process.

I would like to thank the hardworking and dedicated staff at LPS for their efforts during the year. It is always a challenge working in a smaller school with mixed year level classes and working with a limited budget. I would to thank our teachers and support staff who do a tremendous job, and our groundsman Paul. In the middle of the year we were very pleased to announce that Prue Hunter is our new Principal. Prue has already had a positive impact on the school and we look forward to working with Prue to continually make LPS a great place to educate our children.

At the end of year concert it was my great pleasure to announce Helen Wurst as the recipient of the Rowan Ramsey Award for our school. Helen has made an outstanding contribution to LPS over a number of years.
3. 2015 HIGHLIGHTS

Once again Laura Primary School students were involved in a number of learning and extra curricula activities, this year. Many sporting events provided this active group of students opportunities to show their skills.

Community involvement is a strength of our school offering students opportunities to have an active role in the Laura Folk Fair, Remembrance Day service, Appila Springs Field day and Mastermind competition hosted this year, by Gladstone Primary School. Fortnightly assemblies and a commitment to engage every Year 5-7 student in the instrumental music program, develop confident public speaking and performance skills.

The teachers provided wonderful learning opportunities by planning camps for each class, ranging from:

- A sleepover in the junior class, providing opportunities to develop independence.
- A trip to Adelaide for a Zoo Snooze. The students learnt about the animals before they went and presented their learning as electronic presentations to parents on their return.
- A 3 day camp at Errappa Blue Light camp at Iron Knob. Students developed resilience, persistence and learnt about their strengths and weaknesses while supporting each other as a team.

At the beginning of the year students learnt about their local environment in a whole school history unit called My Place. New technology called ‘Greenscreen’ was used to present their learning in a culmination of the theme.

The purchase of another 24 IPads made this learning possible. This IT has been integrated into classroom programs throughout the classes.

Finally, at the end-of-year concert, it was a pleasure to award the Rowan Ramsey School Community Award to our PCW Helen Wurst, who supports our school and community in many ways but especially through the Laura café program.

4. SITE IMPROVEMENT PLANNING AND TARGETS

LITERACY

To improve reading comprehension levels, guided reading packs were developed and Accelerated Reader was used in all classrooms. As a result, in years 3, 5 & 7, 100% of our students achieved the National Minimum Standard in Reading in the NAPLAN tests. Our Running Records show that 77% of our students achieved the required level of achievement expected with many exceeding it. In such a small number of students, these are pleasing results.

The 2013-2015 Site Improvement plan had a target that LPS would be above the Region, State and like-school average in NAPLAN Writing results for Years 3, 5 & 7. In all year levels we have a greater percentage of students above the National Minimum Standard than all of these sectors.
NUMERACY

The goal to improve knowledge and capacity for mental computation was somewhat lost in the changes between principals in term 3. However, in PAT M testing, 82% of our students from Year 1 to Year 7 met the Standard of Educational Achievement in Numeracy.

ATTENDANCE

Our attendance across the year was 93.4%. A small number of students have high levels of absences which impact on our statistics. This is an area for monitoring and intervention in 2016.

2016

Literacy and Numeracy remain areas for development in our new Site Improvement Plan. In order to provide a common language in both these areas across the school and in all curriculum areas, the staff decided to consolidate learning through the use of Jolly Phonics/Grammar and the Nelson Mathematics programs. This will be the focus of staff training and development in 2016.

Another priority for 2016 is to develop greater resilience in our students by adopting the Growth Mindset principles. In this, we will be guided by the professional development provided by the Upper Mid North partnership early in the year.

Whole school thematic approaches to the Australian Curriculum will be used to encourage engagement, which in turn will affect attendance rates.

5. STUDENT ACHIEVEMENT

Student achievement was assessed through the use of online PAT testing in 2015. Results from the mathematics testing were pleasing as mentioned earlier in this report.

Results from the PAT R tests of reading comprehension did not support what teachers knew about the students or what NAPLAN and Running Records told us.

Possible reasons for this could be the online format and the fact that a number of questions related to a single text. Therefore, if students misunderstood the text, they received incorrect results for the subsequent 3 or 4 questions. This had a real impact on the results of at least one cohort of students.

5.1 NAPLAN

In 2015, 90% of non-exempt Year 3 students demonstrated the DECD Standard of Educational Achievement (SEA) in Reading and Numeracy.

Consistent improvement on 2014 results can be seen in all areas of Year 3 NAPLAN.
100% of Year 5 and 7 students achieved the SEA in Reading and 100% Year 5s demonstrated the SEA in Numeracy.

Grammar and Punctuation has been identified as an area for improvement for 2016 and the school agreement to develop common teaching and standards used in the Jolly Grammar program will assist this.

While our cohorts in general are small, in Year 3, a third of our students are in the higher bands for Numeracy while 55% are in the higher bands for Reading. A goal we must set ourselves as a site, is to maintain these results for these individual children as well as intervene so that more of our students reach the higher bands. We can do this with individual learning goals, explicit teaching and whole school agreements in both Literacy and Numeracy.
6. STUDENT DATA

Table 9: Attendance by Year Level

<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>94.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.2</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.3</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Attendance is a positive outcome from our 2015 Site Improvement Plan. There are a small number of students who had a large number of absences due to illness during the year, particularly in third term when we suffered badly from two strains of influenza.

6.2 Destination

Of the four Year 7 students, three are attending Gladstone High School in 2016 and one is relocating to Adelaide. A number of students are moving to other government and non-government schools for a variety of family reasons.

7. CLIENT OPINION

We received 21 responses to the parent opinion survey, with opinions being positive about the school. The area of student feedback will be addressed when we implement individual student learning goals as part of our strategy to improve student outcomes in 2016.

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

A review of the Behaviour Management Policy was held during third term with an annual review agreed to. Laura is generally a safe environment for its students with very few instances of bullying or poor behaviour. With annual reviews of processes, concentrating on consistent approaches to low level behavior, we will continue to offer a happy and friendly environment for everyone.

8.2 Relevant History Screening

All members of Governing Council and volunteers in our school comply with the relevant history screening requirements of DECD. In 2015 we have encouraged more parents to apply for screening so that they can be available to volunteer in the classrooms and for camps.

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>7</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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</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>
<td>0.00</td>
<td>4.20</td>
</tr>
<tr>
<td>Persons</td>
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9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>835955</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>3000</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>15582</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
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