CADELL PRIMARY SCHOOL

2015 ANNUAL REPORT

<table>
<thead>
<tr>
<th>School Name</th>
<th>Cadell Primary School</th>
<th>School No:</th>
<th>0704</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Sue Billett</td>
<td>Partnership</td>
<td>Loxton/Waikerie</td>
</tr>
</tbody>
</table>

Persistence ~ Respect ~ Responsibility ~ Tolerance
Cadell Primary School is a small rural school located 180km from Adelaide. The school is very much the ‘heart’ of the community working closely together on projects such as ‘The Harvest Festival’. The local CWA and school work together on activities as part of Book Week, Remembrance Day ceremony and reading programs.

There were 25 students at the time of the census but three families left the school during the year, subsequently there were 17 students by term 4. Even though the numbers are small, at the end of term two, the profile of the cohort was very complex with 30% female and 70% male, 10% Aboriginal, 25% NEP, a further 35% with learning difficulties (supported by the school budget), 20% receiving support for social/emotional issues and 50% approved school card.

Cadell Primary School has a focus on Intervention/Differentiation, Multiculturalism with students learning Indonesian and Sustainability.

The school is well supported by the school and wider community. All up-to-date information is available on our website: www.cadellps.sa.edu.au

Report from Governing Council

Appendix 1 – School Governing Council chairperson report

2014 Highlights

- Last of the ‘More Support for Students with Disabilities’ grant has continued to support the data collection, ILP development and staff Professional Learning. A teacher was employed for half a day a week to ensure these tasks were carried out. We have continued to focus strongly in the area of classroom differentiation, interventions, and all students having ILPs which were reviewed each term with the student and new goals set. Students were conversant about their needs and how they could improve. Staff took part in many varied relevant Professional Learning focusing on Oral Language and Communication, Wellbeing and pertinent strategies for differentiation and intervention.

- Student Voice has continued to develop with students initiating fundraising activities (for charities and the school), Leaders’ t-shirts (funded by the Cadell Community and Tourism Association), organising a ceremony for the Biggest Morning Tea and Open Day, school fundraisers such as a Ride-a-thon ($301), hosting events such as the ‘Black Dog’ morning tea and the Remembrance Day ceremony, and participating in combined School Leaders meetings with the other network schools. The School leaders from the network schools participated in a camp to Adelaide to attend the Grip Leadership Conference and a tour of Parliament House. Each term the network School Leaders met to discuss their activities and goals – the focus being ‘Pay It Forward’ and Random Acts of Kindness’. They also practised their skills in public speaking and committee roles. We want our students to be empowered with issues that relate to themselves, the school, and their learning.

- The hard work and dedication of our staff was acknowledged with nominations in the SA Excellence in Public Education awards; Joanne Oates and Amanda Fillmore (SSOs), Phillip Lawson and Susan Santella (teachers) and Sue Billett (Principal). We have high quality teaching and support staff who deserve the accolades as they are highly professional, and committed to the well-being and learning of the students in their care. Many thanks to all staff for their dedication and hard work.

- Sustainability - 2015 has been a good year for the UP gardens with lots of student involvement and interest. It has been a great opportunity for the students to learn through trial and error about managing plants and seeing which types grow easily and which need a lot more care. Our most successful crops were definitely the broad beans and silver beet (which is still producing!) and we had some luck with squash and potatoes as well.

In the process we learnt about the importance of soil and discovered that the originally soil in the garden beds does not wet very well and so needed the addition of lots of organic matter to help
improve it. Students learnt about different kinds of plants and how they grow and how the pH of soil can affect what kinds of plants can grow.
Two grants, one from Coles Junior Land Care program and the other through the OPAL program sponsored by the Mid-Murray Council, helped us purchase soil, seeds and seedlings, garden beds, watering equipment and a compost bin. We have begun to start using shredded paper as mulch and in the compost and we are looking to expand this process so we can help to reduce the amount of paper waste that we have at the school.

One key activity was the wicking bed workshop which we held in term 4. This was an excellent activity in which the children learned how to make a ‘wicking bed’ – a garden bed that can be made from recycled material and reduces the amount of watering needed. The students were all able to make their own wicking bed which was great.

In the New Year we are hoping to expand the gardens and improve both the quantity and quality of the produce so that we can supply vegetables for school cooking classes and sell some as a fundraiser. We are hoping that it can become a self-sustaining activity which will eventually involve the JP class as well.

- The Aboriginal Studies unit focused on ‘Aboriginal Astronomy’. The students posed questions and were prompted to extend these (challenging work), sought information from a variety of sources and then being able to present these in which ever form they wanted. The students visited the Adelaide Planetarium where they were able to view the night sky and share Dreaming stories from their research on the many star groupings with the presenter. As a finale students had a sleep-over at school when parents/carers were also able to participate in star gazing using a telescope and using students’ iPads.

- Wellbeing is vital to effective learning and we have been involved in excursions and activities such as performances, sporting activities, interaction days with neighbouring schools, and the Premiers Be Active Challenge. Staff took part in ‘Kidsmatter’ training and have been using ‘Mind Up’ and ‘Play is the Way’ as resources. At the beginning of the year our school values were reviewed and after student, family and staff votes, ‘Persistence, Respect, Responsibility and Tolerance’ were chosen. Our values form the basis of social interaction and expectations of how we treat one another. The Christian Pastoral Support Worker supported the students through group work on resilience, anger management and positive self-talk, and connected with families. Support through iCan funding and Support Services also supported some of our students.

- The community supports our school with many volunteers assisting with sporting activities, reading, helping students make their own lunches twice per week, working in the library, supervising swimming and excursions, Student Committees, Remembrance Day, and Bookweek. Criminal Screenings and induction sessions on Reporting Neglect and Abuse were organised to ensure the safety of our students. The school also helps with community events such as the Harvest Festival.

- The Early Years philosophy and pedagogy are highly valued as ‘the earlier the intervention the better’. A ‘good start’ is crucial to a child’s development and learning. We are participating in the Mid Murray Family Connections project to elevate the health, well-being and readiness of children as they enter our school.

The Playcentre has continued to be upgraded and the numbers have regularly been around 6 in the morning and 4 in the afternoon. ‘Adventure Play’ was held on Thursdays afternoons where preschoolers and parents took part in coordination activities and stayed for the Playgroup session. This
is being funded from the school budget with the support of the School Governing Council. Our R/1s are also able to access this as part of their coordination program and Play Based Learning.

- Jolly Phonics is a fun and child-centred approach to teaching literacy through synthetic phonics. There are actions and songs for each of the 42 letter sounds; the multi-sensory method is very motivating for children and teachers alike. Our students were motivated and quickly took on the learning.

In class Jolly Phonics was used for a 20 minute session, 4 days per week. These sessions includes identifying the letter, learning the hand action to the letter, singing a song that relates to the letter, various whiteboard activities and then handwriting. As students learned more letters they were then able to read some words.

- Some of the highlights nominated by the students were:
  - Japanese visitors
  - Student Committees – making decisions and working in committees
  - Special lunches organized by a parent volunteers
  - Excursions to Adelaide, around the local area, and field trips for Geography and Science
  - Breakasts with the PCW
  - Interaction Days
  - Assemblies to show off their work

Site Improvement Planning

In 2015 the main focus areas were Attendance, Oral Language, and Numeracy. The overarching theme was problem solving which is evident in all curriculum areas including behaviour management.

ATTENDANCE

Target

The average attendance for 2015 to be 95% in line with the state target.

Strategies

- Newsletter articles highlighting the need for attendance and recent data
- Structures in place to reward and communicate to families their child’s attendance and the subsequent issues.
- ILP goal if relevant (data collection)
- Review the school Attendance Improvement Plan
- Notes home to ensure explanations of any unexplained absences
  - Focus on student engagement and authentic learning.

Outcome

Unfortunately attendance rates did not improve. The school will continue to follow the Attendance Improvement Plan. Data in a later section.

ORAL LANGUAGE

With appropriate Professional Learning and observations we worked towards building talk for thinking by increasing the handover of student voice within teaching and learning by:

A Improving the quality and efficiency of each teacher's Instructional Language.
B Increasing the quality and frequency of each student's dialogue and ‘thought-talk’.

Targets

- To increase the amount of student talk about their inferential thinking. (Inferential comprehension)
- To increase the amount of student talk about their problem solving strategies. (Problematised Learning)
To increase the amount of student talk about their thinking, feelings and possible consequences of their actions. (Well-being/Growth Mindset)

**Strategies**
- Keep observations, anecdotes and data to track teacher and student learning.
- Staff and students to use Bloom’s questions for deeper thinking.
- Implement effective Vocabulary strategies using a variety of techniques.
- A focus on Oral Language to improve expressive communication – OLSEL & ‘Oral Language Instructional Strategies’
- Development and review of ILPs through 3-way interviews and student meetings.
- Professional Learning and observations (peer and other schools)

**Outcomes**
Staff concentrated on one Instructional Strategy per term to embed ‘think talk’. Classes were observed and tallies of student and teacher talk were taken. Teachers spoke for nearly 60% of the time and this shifted to 57% by the end of the year.

The CPAC organised peer observations with a focus on teacher and student talk and levels of questioning. This will continue in 2016.

In 2016 the focus will be on Numeracy and Reading Comprehension as site and DECD data indicates a need for most students.

**Junior Primary and Early Years Scheme Funding**

These funds were used in the Junior Primary class to support student learning in Literacy, Numeracy and Play-based Learning. Significant growth and achievement was made by most R-2 students. Fifty percent achieved above the SEA and all made growth, some up to 200% growth during the year.

**Running Records 2015**

![Graph showing Running Records 2015]

**Student Achievement Better Schools Funding**

Through the Better Schools Funding we received $8248. Outcomes set were:
- Increase student attendance from 89% to 93%
- Increase the quality and frequency of student dialogue and ‘thought talk’
- Increase the number of students in stanine 5 and above in PAT-R
- Increase the number of students in stanine 5 and above in PAT-M

This funding was used to support individuals and groups with their learning through additional SSO support in attendance, oral language, reading and numeracy. Noticeable improvement occurred with the early years students in Reading. The following strategies were used:
- Build student engagement through authentic learning
- Review and continue to enact the Attendance Improvement Plan
- Continue developing ILP goals for all students with termly reviews
- Explicitly teach comprehension strategies and on a rotational
• Continue using OLSEL strategies to help with phonemic awareness and oral language skills
• Use oral language instructional strategies to encourage students to collaboratively problem solve and be able to communicate their strategies and logic

Student Achievement

ENGLISH

Writing
Three samples of student writing were marked against the EALD levels. Over the year 30% stayed at the same level, 50% improved by at least one level and 20% dropped by one level. This tracking will continue in 2016.

Reading
Comparing 2014 and 2015 PAT-Reading Comprehension data, 64% of tested students achieved the SEA or better scores. We are particularly impressed with the growth most students have made in Reading as measured by Running Records and PAT-R. In 2016 Reading Comprehension will be a focus since Running Records testing indicates students are able to decode words but comprehension is holding student progress back. Staff will take part in Professional Learning in eliciting explicit information from texts and inferencing skills through questioning.

Mathematics
Comparative data shows that 65% of tested students achieved the SEA for Mathematics; however growth was only made by 30% of the students. ‘Number’ is the focus area for 2016.
To ensure as accurate as possible gradings A-E in students’ reports, staff created a ‘data wall’ which was colour coded for national, DECD and site data for each student. Staff also included well-being and perception data. This gave a clear picture of each student’s standards, growth and mindset.

**NAPLaN**

Due to the small numbers of Yr 3 and 5 students, the NAPLaN results cannot be discussed. The Yr7 results were pleasing since 60% of the student were receiving learning support. 2015 data does indicate that extra Professional Learning for staff and processes for students in the areas of ‘Writing, Reading Comprehension and Numeracy’ are needed. Extra funding from the school budget will support students before entry into secondary school.

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>60.0</td>
<td>40.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>60.0</td>
<td>40.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>20.0</td>
<td>60.0</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
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**Attendance**

Even though there are processes in place, the target of 95% attendance was not achieved. The school has an Attendance Improvement Plan which is updated annually and acted upon daily. Parents are required to sign in ‘late’ students and notify reasons for absences. Staff follow up any absence and families are contacted. The percentage of ‘Unexplained’ absences is below 1%. Newsletter articles, and School Governing Council agenda items each term reinforce the need for consistent attendance, and attendance rates with potential consequences are reported to parents.

<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>83.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.9</td>
</tr>
</tbody>
</table>
Annual Report 2015

### Destination

Of the students who left during 2015, 30% entered secondary school, 15% transferred interstate and 55% left the local area.

### Client Opinion

#### STUDENT OPINIONS

Generally students were positive about our school though 35% stated that they did not feel safe at school and this could be due to issues in the school yard. A comment by one student stated a recommendation for 2016 is ‘people listening to rules so we don’t get balls pegged at our face’. All students believed that ‘reports of bullying were followed up at Cadell Primary School’. The Student Code of Behaviour will be reviewed and presented to School Governing Council for discussion for 2016, and anti-bullying/social behaviour work will continue to take place in classes.

As a balance to the annual opinion survey, at the end of each semester students are asked to about how they feel about their learning and these results are pleasing. The highest rating was ‘We help and encourage each other. I belong in this class’.

#### PARENT OPINIONS

Unfortunately there were only four respondents to the opinion survey so comments/ratings cannot be published.

#### STAFF OPINIONS

The staff surveys indicated:

<table>
<thead>
<tr>
<th></th>
<th>% of students</th>
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</thead>
<tbody>
<tr>
<td>'How I feel about my learning'</td>
<td></td>
</tr>
<tr>
<td>Mid Year &amp; End of Year</td>
<td></td>
</tr>
<tr>
<td>Cadell 2015</td>
<td></td>
</tr>
<tr>
<td>I can share my new...</td>
<td>Term 4 maybe</td>
</tr>
<tr>
<td>I talk about my...</td>
<td>Term 2 maybe</td>
</tr>
<tr>
<td>I get helpful feedback...</td>
<td>Term 4 no</td>
</tr>
<tr>
<td>I can share with...</td>
<td>Term 2 no</td>
</tr>
<tr>
<td>I am allowed to talk...</td>
<td>Term 4 yes</td>
</tr>
<tr>
<td>I have made some...</td>
<td></td>
</tr>
<tr>
<td>I learn about things...</td>
<td></td>
</tr>
<tr>
<td>I have time to practise...</td>
<td></td>
</tr>
<tr>
<td>We help and...</td>
<td></td>
</tr>
<tr>
<td>I love learning new...</td>
<td></td>
</tr>
<tr>
<td>I try new ways of...</td>
<td></td>
</tr>
<tr>
<td>I feel ok when asked...</td>
<td></td>
</tr>
</tbody>
</table>

0 20 40 60 80 100 % of students

### Behaviour Management

There are many positive programs that are used and are part of everyday school life. Teachers use the ‘Play is the Way’ program and the language is embedded in all curricular areas. The strong support and work by the Pastoral care Worker is invaluable in supporting students, families and staff.

### Staff felt the ILPs and intervention programs were having a positive impact on student learning. The results of the staff opinion survey indicate high levels of satisfaction and commitment to the students and their learning. One comment which supported our school was:

**Cadell has a very proactive leadership and teaching methods. I believe our school leads others in many way, ie. Data, student needs. A great hardworking and supportive team and a great place to work.**
Through the school survey 100% of students agreed/strongly agreed that ‘Reports of bullying are followed up at Cadell Primary School’ and lessons on social emotional well-being and reports to School Governing Council will continue. The Anti-Bullying Policy is reviewed and updated annually. There was one internal suspension in 2015.

Criminal History Screening

All employees and volunteers at Cadell Primary School have been cleared by the Criminal History Screening unit and the Administration Officer maintains folders which contain copies of DECD Criminal Screening documents and evidence of ‘Reporting Neglect and Abuse’ workshop. Induction sessions are also held for staff on entry to the school and volunteers attend an induction session when a Reporting Neglect and Abuse power point is shown and issues discussed about confidentiality. All data is recorded on EDSAS. The sign on form at the school entrance has been updated to ensure all documentation has been collected.

For Building Maintenance tasks, contractors are organized through DETEI which has copies of all workers relevant documents. Support Services staff and visitors from organization eg Disabilities SA should be wear identification.

Staff

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>
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<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>8</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>2</td>
</tr>
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</table>

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>0.0</td>
<td>3.2</td>
</tr>
<tr>
<td>Persons</td>
<td>0.0</td>
<td>4</td>
</tr>
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Financial Statement

Final Balance Sheet and Profit and Loss Statement attached.