



"To Be Positive & Successful"

Tailem Bend Primary School

Annual Report 2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Tailem Bend Primary School	School Number:	0424
Principal:	Travis Schenke	Partnership	Murraylands

The school is situated on the South Eastern Freeway beside the River Murray. A ferry links Tailem Bend with the dairying area of Jervois across the river.

The enrolment at the end of 2015 was 137. Currently 43% of the total school population is eligible for School Card. A high percentage of the school's students come from lower socio-economic backgrounds. Twelve students receive extra levels of support and have One Plans. Ten Aboriginal students are enrolled. The school also experiences student transience. Social Justice Initiatives focus on Literacy and Numeracy. Well-being focuses on engagement, inclusivity and participation to ensure that the needs of all students are addressed.

Level of Disadvantage: Level 2

From the Principal

I would like start by acknowledging the leadership of Noel Kneebone over the past 15 years at Tailem Bend Primary School. Noel has set up a strong culture of amongst staff, students, our governing council and the wider Tailem Bend community, which has enabled us to create a strong and sustainable learning environment for all students. On behalf of our school community, I thank Noel for his leadership over this time, and we will work hard to continue the journey that was created for us by Noel.

I would also like to thank all staff, students, parents, governing council, and community for your support of me in my transition to the role of Acting Principal in Noels absence. It has been a fantastic year for everyone at Tailem Bend Primary School, and this has been clearly captured throughout the school's magazine.

We are extremely fortunate to have a group of hard working staff (this includes all teachers, SSO's, admin, grounds, maintenance and cleaners) often going above and beyond the call of duty to create positive learning opportunities for our students. The quality of staff and the potential we have for making a profound difference in the lives and the learning of the students at our school, continues to be a priority for all of us. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment. We are extremely fortunate to have the calibre of staff at our school who share this belief, and as time goes on, we are seeing the improvements and progress of all the hard work and collaboration.

Congratulations and thank you to our schools Governing Council and sub committees who have provided a significant amount of time and input towards our schools direction this year. We thank everyone for all the time, effort and consideration into a range of strategic directions that continue to benefit our whole community, in particular, our students.

A very big thank you to all those people who volunteered their time to come into our school to help on so many different levels, to support our students and our school. We are in debt to you all and your input is valued.

We can all be proud of the hard work that has been put in by our entire school community to reflect our schools vision "To **Be Positive and Successful**".

In a year that has seen significant change at Tailem Bend Primary School, I am extremely proud of what we have been able to achieve as a collective. I am looking forward to working with each and every one again in a positive way in 2016.

Thank you

Travis Schenke

2. REPORT FROM GOVERNING COUNCIL

2015 – Moving forward

2015 has been a positive year, where we have faced many challenges and transitions, together.

In term 2, our Principal Noel Kneebone, announced his appointment to a new role in Numeracy and Literacy Results Plus Facilitator for the Murraylands Partnership. For Noel this was a difficult, but important, decision. Noel was very careful to minimise the impact for the students and their families and he consulted with us all to ensure that his transition was a positive experience.

Fortunately, for our school community, and with the input of Governing Council, Travis Schenke was appointed Principal and has done an outstanding job as Principal.

Noel has actively supported Travis' transition into the role as Principal and this has allowed Travis to continue to work with the school community to build a strong, positive and proud culture.

Thank you to Travis for stepping up into such big shoes and wearing them well!

During 2015, the school community was deeply saddened by the loss of Les Scott. Les was a former Governing Council Chairperson; he helped to establish the Pedal Prix team and the Murraylands Music Festival; was an outstanding volunteer; and all round supporter of Tailem Bend Primary.

In true Tailem fashion, the school community rallied around his family: Tarn, Narelle, Landon, Willow, Hannah and Brett and continues to support them as they adjust to life without Les.

Vale Les Scott.

During September, the Governing Council entered into a 10 year agreement with "Ooh! Media" for advertising on the gymnasium. The funds raised through this agreement will mean that our school community has flexibility and choice about how we spend this money, with all of it reserved for school improvements.

In November, led by Kirsti Downs, the fundraising team hosted a very successful trivia night as a fundraiser. More than \$2000 was raised and this will contribute to an upgrade of school playground equipment. Congratulations to all involved, especially the level of professionalism and care that went into organising the event.

At Tailem we have much to be proud of, but most importantly we must be proud of ourselves, each other and our combined achievements. Travis Schenke has continued to lead the school community in true Tailem fashion, by reminding us, daily, that we have a lot to be proud of and that we are capable of much much more.

Once again, on behalf of the Governing Council I congratulate you all on a successful 2015 and look forward to a positive and successful 2016.

Kerry Simcock
Chair, Governing Council, Tailem Bend Primary School

3. 2015 HIGHLIGHTS

- The school's 2015 Magazine is attached and to be included as an indicator of school highlights
- The staff members, students and Governing Council **working together as a team** to improve our school.
- The school continued to professionally grow with the **"Accelerated Literacy"** School programme
- Targeted staff working with **Mathematician in Residence** – Ann Baker (Natural Maths strategies)
- **Little Eagles** transition playgroup for new receptions and their families
- TfEL Pilot School
- The **Numeracy coaching** programme assisting in teaching pedagogy and student achievement
- The whole school approach to **positive reinforcement and Behaviour Development**.
- Student success in **NAPLAN Literacy growth rates and Quick Smart growth rates**.
- Our **KidsMatter** culture at this school is outstanding.
- Year 6/7 students involved in local ANZAC Day centenary celebrations.
- The **SRC leadership** and our **"BIG DAY IN"** for all the students throughout the year.
- The joint Training and Development **Partnership Learning** with Mypolonga, Jervois, Palmer, Murray Bridge South and Murray Bridge High School
- Regional and State **Festival of Music** performances
- **Pedal Prix** at Victoria Park and the 24 hour race at Murray Bridge
- The successful collaboration with staff and students of our **Pastoral Support Worker**
- **Community Reading** for Book Week celebrations
- **Author visit by Adam Cece**, the author of Wesley Booth Super Sleuth, which ran in conjunction with our book week celebrations.
- The Governing Council's **Trivia Night**, raising over \$2000 for the school
- The **70 registered volunteers** that are part of our school community learning programmes.
- **Breakfast Club** every Wednesday & Friday – run by **Rotary Club of Tailem Bend** and friends **Pastoral Support Worker**
- The continued proactive involvement of our **Junior Youth Environment Group**
- Our Kiwanis **Terrific Kids** awards
- Outstanding **Camp** learning at the Aquatics Centre and El Shaddai and whole school excursions to Adelaide.
- Whole school excursion to the **Come Out Children's Festival**
- 2 Aboriginal cultures excursions to Ngaut Ngaut and to Adelaide to visit Tandanya and the Adelaide Botanic Gardens
- **Sports Day** which saw a record community involvement and the Dingoes taking the shield
- The end of year awards and **"Into the Jungle"** concert which was attended by more than 400 families and friends
- The **School and Community Swimming Pool** is heated and operating successfully through the summer season making significant profit, thanks to our Governing Council.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Targets & Analysis 2015

1. a. Structure and implement a whole school approach to Literacy

- Whole School Literacy agreements developed and implemented (reviewed annually)
- Improved skill development of teachers and high achievement by all learners in Oral language, Reading/Writing and Spelling
- Communicate strategies to parents to assist with reading at home.
- Literacy targets in all staff Performance Development Plans are implemented and reviewed
- Develop and enact differentiated and engaging pedagogy to achieve high expectations.

b. Structure and implement a whole school approach to Numeracy

- Whole School Numeracy agreements are developed and implemented (reviewed annually).
- Junior Primary staff working with Mathematician In Residence – Ann Baker – Natural Maths strategies
- Employment of numeracy coach (0.5)
- Improved skill development of teachers and support staff
- Improved skill development of students in Numeracy
- Inclusion and involvement of parents and caregivers in student learning about numeracy
- Develop and enact differentiated and engaging pedagogy to achieve high expectations.

2. Develop and enact differentiated and engaging pedagogy that challenges all students with relevant and rigorous tasks and supports students to achieve high expectations

- Teachers have a repertoire of pedagogical practice which supports engagement and achievement of all learners
- All learners experience inclusive, supportive, engaging and challenging learning environments
- Differentiated teaching and learning in all classes based on the assessed needs of students
- Effective classroom practices which provide ongoing feedback and assessments for student learning.

3. Well Being for Learning: Develop a structured positive learning and social relationship programme within and beyond the classroom.

- Students get on well together.
- Students are friendly towards each other.
- Students feel safe at school.
- Our school is a Community of Learners
- Improved Attendance
- Students take responsibility for own actions

Outcomes of External School Review 2015

Tailem Bend Primary School is tracking well. There is evidence of focussed leadership, regular collection and analysis of data, effective self-review processes, and a focus on improving student learning outcomes.

The principal will work with the Education Director to implement the following directions:

- 1. Develop a coherent learning agenda for the teaching of numeracy across the school**
- 2. Improve learner achievement outcomes for all students by identifying and coordinating intervention and differentiation practices across the school**

Future plans and priorities for numeracy improvement at *Tailem Bend Primary School*:

The analysis of PAT M Assessments has strongly influenced the layers of Numeracy Intervention for 2015 with reports produced at school level, year level and individual student level.

- Development of whole school numeracy approach (term 1 2016)
- Targets in the Site Improvement Plan for Numeracy have been set based on the analysis of NAPLAN and PAT M
- PAT M focus is to increase the percentage of students achieving at or above mean scale score with particular focus on the identified needs of Aboriginal and Torres Strait Islander students
- Use of PATM resource centre with a focus on allocating resources and time to work with students at their identified “scale score” level.
- Use of NAPLAN results to identify and target areas of strength and weakness
- Use of the NAPLAN to facilitate moderation and to inform instruction
- Use of Numeracy Learning Continuum to track students
- Continued shared ownership and acquisition of resources to maximise learning outcomes
- Writing of whole-school agreement in Numeracy – to be reflected on and reviewed
- Discussions around streaming for Year 5 to 7 – will this continue?
- Decrease in use of textbooks and worksheets
- Pedagogy to align with TfEL
- Discussion around use of programmes such as Mathletics
- Intervention programmes based on Quicksmart
- Structure of lessons
- Ongoing T and D
- Workshops for parents

Future plans and priorities for intervention processes at *Tailem Bend Primary School*:

- Development of school data improvement cycle
- Regular analysis of data by all staff to identify learning needs of year level cohorts, classes, groups and individual students
- Establishment of “student review team” which consists of Principal, special needs manager, school counsellor, and literacy and numeracy coach to conduct regular review of data and address teacher referrals of individual students.
- Structure and implement whole school assessment processes using MARKIT database to track and monitor each student’s achievement
- Using data to identify students who require extra support in the areas of literacy and numeracy

4.1 Junior Primary and Early Years Scheme Funding

Early years class size funding was utilized to ensure small class sizes for all early years classes. Funding was also allocated to all early years classes to ensure SSO support was available to each class for intervention and general classroom support. Early years class structures for 2015 were as follows:

- Reception/year 1 – 16 students (15 hours SSO support)
- Reception/ year 1 – 16 students (15 hours SSO support)
- Year 2/3 – 20 students (10 hours SSO support)
- Year 3/4 – 23 students (10 hours SSO support)

By providing smaller class structures and support to all classes, it enabled a stronger focus on literacy and numeracy intervention for all students.

Funding was also directed towards the release of staff for training and development in the areas of jolly phonics and jolly grammar for literacy improvement. All teachers were also released for training and development as part of the Mathematician in Residence programme in Natural Maths. This has resulted in the establishment of a whole school approach in the areas of literacy and numeracy, and the development of whole school change in data growth and pedagogical change.

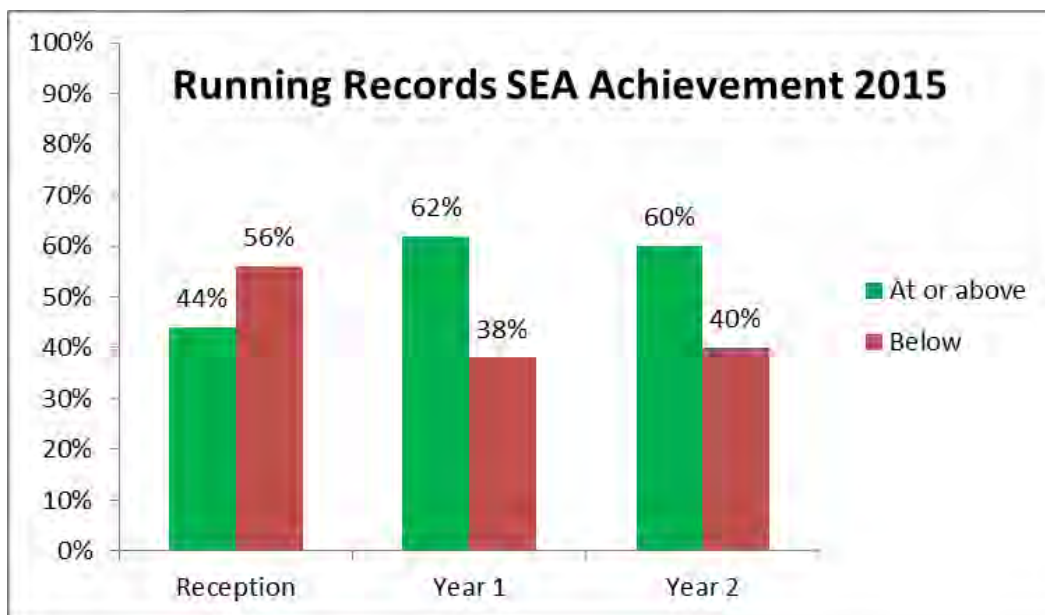
4.2 Better Schools Funding

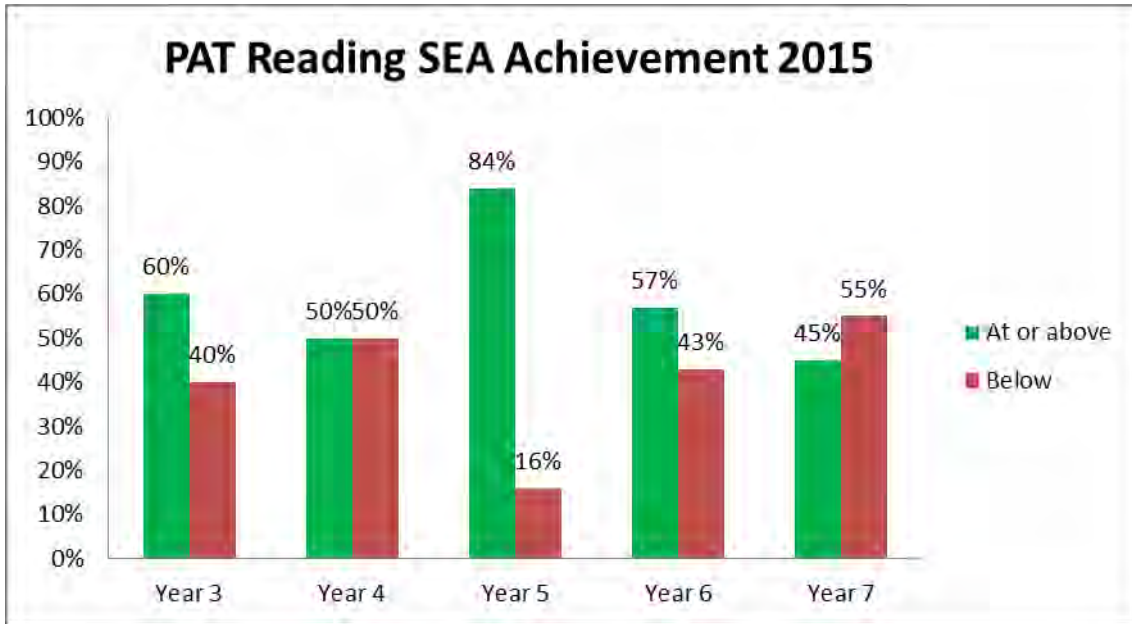
Based on 2014 NAPLAN data and student compass, it was decided that in 2015, the better schools funding would be best directed towards improving student achievement in numeracy and growth mindsets.

The funding was directed towards the employment of a Numeracy Coach, teacher professional development, and increased SSO support in all classes during the numeracy block, with a focus on Numeracy improvement. The funding has directly contributed towards:

- Improved results in Numeracy as indicated through NAPLAN & PATM testing
- improved teacher confidence in the teaching of Numeracy
- Improved student perceptions of their ability to achieve in numeracy (resilience).

5. STUDENT ACHIEVEMENT



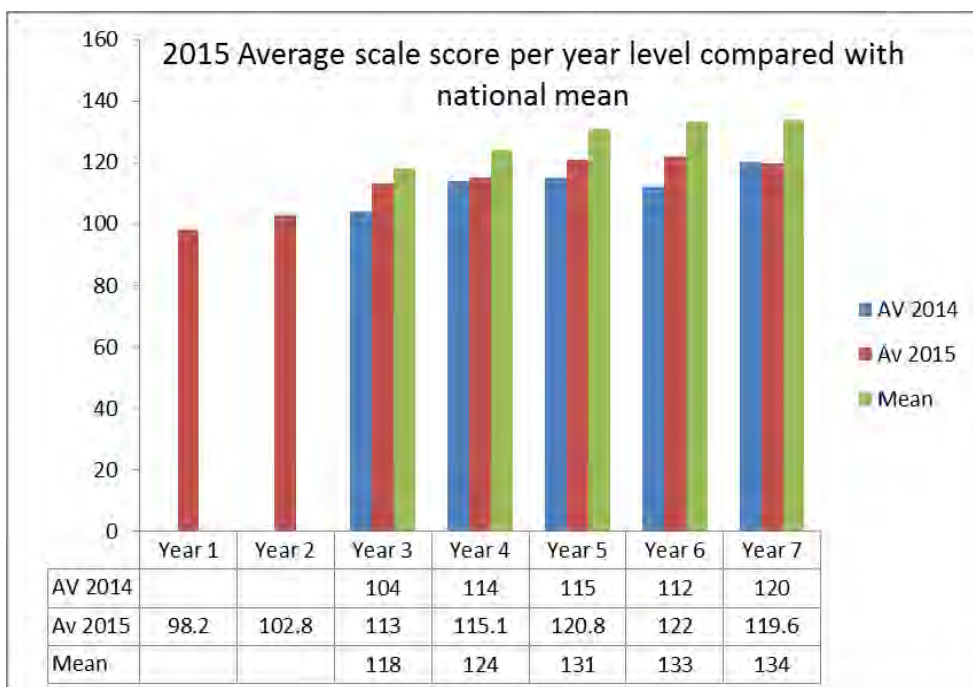


Our running records data and PAT Reading Data shows that there is still room for significant improvement with a large percentage of students in each year level not meeting the DECD Standard of Education Achievement (SEA).

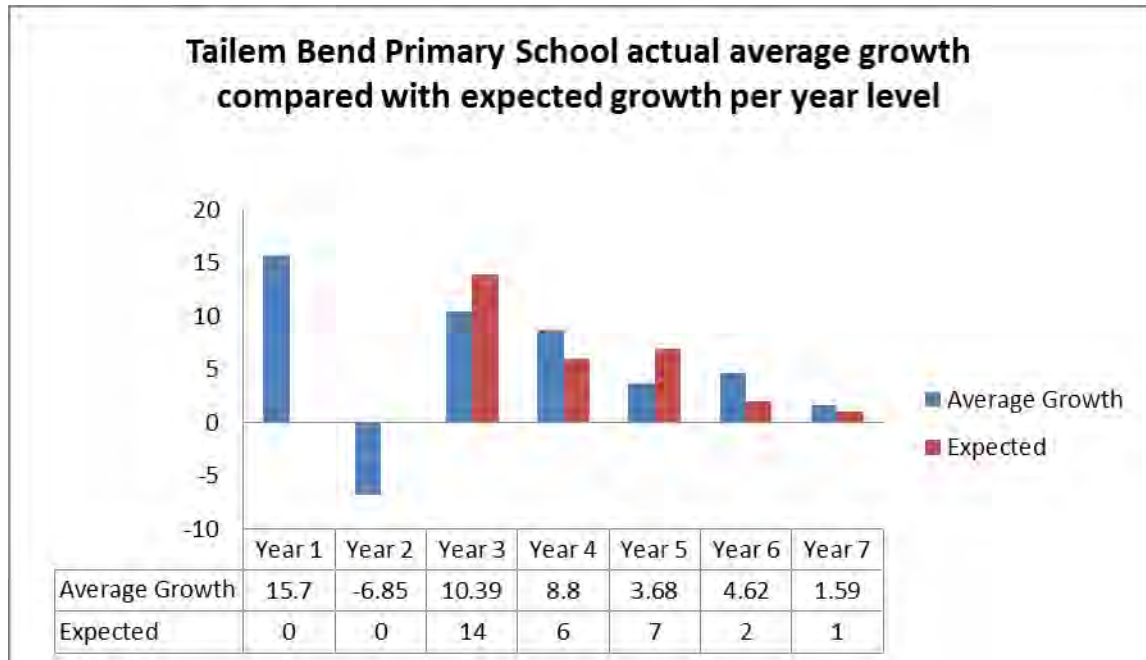
The highlight for 2015 is our Year 1, Year 3 and Year 5 cohort with 62%, 60% and 84% of students achieving the SEA respectively. Our 2015 NAPLAN data supports these trends. With the support of our Reading Recovery teacher and intervention programs, Staff will continue to work with Running Record, PAT and NAPLAN data in 2016 to tailor teaching and learning programs and to target individual students to track and monitor growth.

PAT-Maths Achievement

Graph showing average scale score per year level with national mean score.



- The average scale score for Year 3 is an 8 month time frame (March/October 2015), the average scale score for Years 4 – 7 is for a 12 month period 2014/2015
- Years level 3, 5 and 6 show pleasing growth in the average scale score for while year 4 and 7 remain the same.



- Years 4 , 6 and 7 are three year levels in which the average growth for 2015 exceeds the expected growth per year level
- The average growth for years 1 and 2 could not be compared
- The years 3 and 5 are significantly lower than the expected 12 month with the growth measured over 8 months with a number of students in year 5 having significant attendance issues
- A possible cause impacting on results of the Year 5 comparison may be the large number of teacher changes due to changes in teacher (3 throughout the year)
- The cohort of Year 3’s (15 students) has a number of students (6) who are considered “at risk”.
- There are 5 students in year 3 who are considered to be above average
- Some students performed well in both tests so had a” limited place to go”

Intervention at Tailem Bend Primary School

Wave 1 - for all learners

We work with an agreed whole school approach to effective teaching and learning where teachers design differentiated learning experiences and assessment tasks to engage, challenge and support all learners to achieve or exceed agreed standards.

Wave 2 - for some learners

We have a systematic whole school approach to intervention and support where identification processes and increasingly intensive support are available for learners. We use evidence based, time bound intervention strategies to engage our learners who need additional or alternative instruction.

Programs include: Rainbow Reading, Reading Recovery, Multi-Lit, Coordination, Literacy and Numeracy groups, QuickSmart, all Aboriginal learners, and individual support.

Wave 3 - for a few learners

Quality specialised teaching uses negotiated accommodations to support a small number of our students who need intensive ongoing instruction and support. Known, documented site processes build partnerships beyond the site with referral processes to provide special intervention. Regular review is an ongoing process.

Examples of programmes include: speech, one on one support in and out of the classroom for students with identified disabilities. Other examples include: Our relationships with DECD support personnel, Families SA, Autism SA, and Child and Adolescent Mental Health Services (CAMHS) are examples of personnel/resources we access for ongoing support.

In 2015, approximately 30% of our student cohort (40 students) were identified to receive intervention either through One Plan goals or identification through regular data reporting conversations with staff.

Reading Level Growth (Literacy intervention)

	Year level	Term 1	Term 4	Level Growth	% Growth
Student 1	3	17	25	8	32%
Student 2	6	23	25	2	8%
Student 3	6	20	30	10	33%
Student 4	4	23	24	1	4%
Student 5	5	12	13	1	8%
Student 6	6	24	27	3	11%
Student 7	4	24	30	6	20%
Student 8	6	21	25	4	16%
Student 9	4	15	17	2	12%
Student 10	6	26	30	4	13%
Student 11	4	20	24	4	17%
Student 12	5	20	30	10	33%

PAT M Growth (Numeracy Intervention)

	Year level	2014 Scale score	2015 Scale Score	Scale Growth	% Growth
Student 1	4	89.9	99.1	9.2	9%
Student 2	5	91.6	111	19.4	17%
Student 3	1	89.6	96.7	7.1	7%
Student 4	5	95.3	112.6	17.3	15%
Student 5	5	97.1	114.1	17	15%
Student 6	6	119.0	120.6	1.6	1%
Student 8	3	87.9	106.1	18.2	17%
Student 9	4	89.9	103.6	13.7	13%
Student 10	4	100.8	107.2	6.4	6%
Student 11	4	91.8	108.9	17.1	16%
Student 12	4	102.6	116.1	13.5	12%
Student 13	4	91.8	111.9	20.1	18%

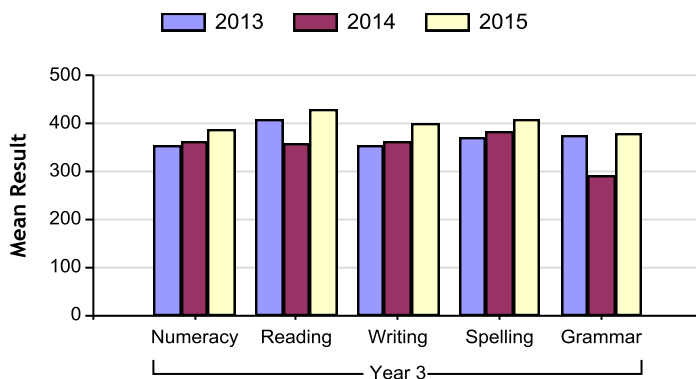
It is important to note that at Tailem Bend Primary School we see the value of support and intervention either through SSO or teacher support. Funding offered by DECD to support individual students and intervention programmes only represents a small percentage of what is actually spent from the school's global budget.

5.1 NAPLAN

Year 3

	Mean Score			% students who achieve NMS		
	2013	2014	2015	2013	2014	2015
Reading	407.6	357.2	429.4	88	87	94
Writing	352.8	362.5	399	94	96	100
Spelling	317.4	382.9	409	83	91	94
Grammar & Punctuation	375.3	293.6	378.9	89	65	88
Numeracy	353	361.9	388.8	88	87	100

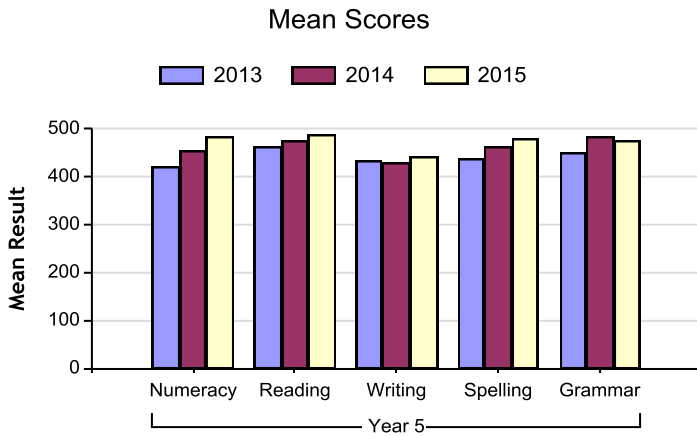
Mean Scores



Our year 3 results indicate that there has been further improvement in all areas over time. It is a highlight that we had **100% of our student cohort achieve National Minimum Standard in the areas of Writing and Numeracy**, while Spelling and Grammar and Punctuation we achieved 94% and 88% respectively. It is also important to note that 1 student represents approximately 6% of our data set. Intervention programs that have been operating at the school will continue to be a strong focus in 2016. Commitment to the Jolly Phonics/Jolly grammar programme will also continue in 2016 where we will continue to see stronger improvement in the area of Grammar and Punctuation.

Year 5

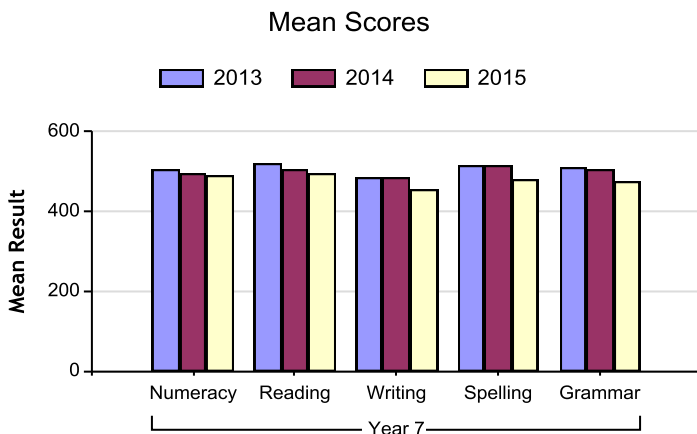
	Mean Score			% students who achieve NMS		
	2013	2014	2015	2013	2014	2015
Reading	465.1	474.5	486.2	93	80	100
Writing	435.4	428.2	443.9	87	67	87
Spelling	438.4	464.4	480.4	80	67	87
Grammar & Punctuation	452.3	484.8	475	93	73	87
Numeracy	423	456.5	483.5	93	87	93



Our year 5 results also indicate that there has been a gradual improvement in all areas over time. It is a highlight that we had **100% of our student cohort achieve national minimum standard (NMS) in the area of reading**, 93% of our students achieved NMS in the area of Numeracy and 87% of our students achieved NMS in the areas of Spelling, Grammar and punctuation and writing. It is again important to note that 1 student represents approximately 7% of the data set. Our numeracy and reading wave 2 intervention programs continue to support the growth across the school and will continue to be a focus in 2016.

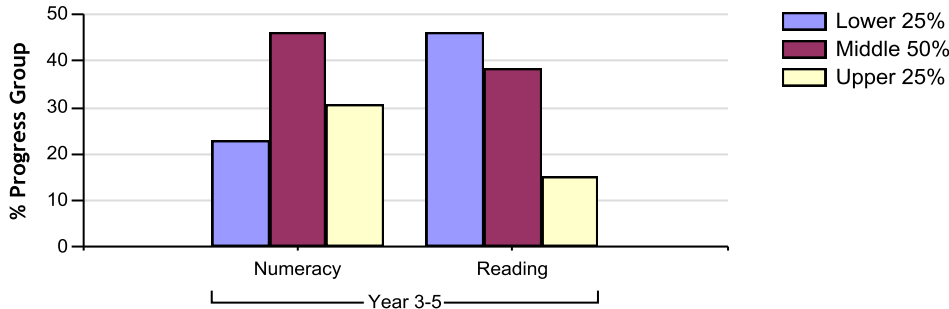
Year 7

	Mean Score			% students who achieve NMS		
	2013	2014	2015	2013	2014	2015
Reading	520.3	506.1	495	100	82	94
Writing	486.4	483.3	454.3	86	65	71
Spelling	515.8	516.4	478.2	90	82	71
Grammar & Punctuation	509.5	504.3	477.6	81	71	65
Numeracy	505.3	496.7	490.9	95	82	100



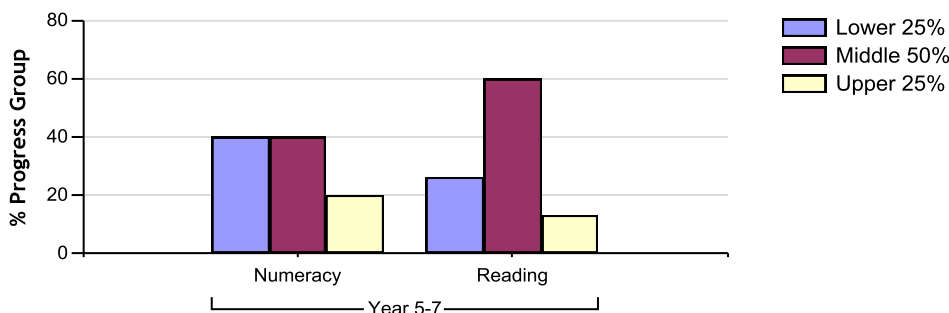
Again a highlight in this data set was our **Numeracy, where 100% of our year 7 students achieved National Minimum Standard**. 94% achieved National Minimum standard in reading. It can also be noted that there was a significant decline in all other areas this year. This has been seen as an area of concern over the last 2 years, with the main concern highlighted was the year 6/7 class size and the complexities that have been brought into the class with a high percentage of NEP and behavior issues. This concern has been addressed in 2016 with the introduction of a 7th class in the school with the aim of reducing class sizes right across the school, ultimately lowering the number if behavior/learning issues brought into each class.

NAPLAN School Growth: Year 3 – 5



	Year 3 – 5 Growth	
	Progress Group	TBPS
Numeracy	Lower 25%	23.1
	Middle 50%	46.2
	Upper 25%	30.8
Reading	Lower 25%	46.2
	Middle 50%	38.5
	Upper 25%	15.4

NAPLAN School Growth: Year 5 – 7



	Year 5 – 7	
	Progress Group	TBPS
Numeracy	Lower 25%	40.0
	Middle 50%	40.0
	Upper 25%	20.0
Reading	Lower 25%	26.7
	Middle 50%	60.0
	Upper 25%	13.3

Students on a Negotiated Education Plan are included in this data. A significant percentage of these students actually achieved benchmark as well. This has been a credit to the school's special needs programmes and the students and staff involved. We will continue our focus on Literacy and Numeracy improvement, and the resources allocated will be dependent upon financial viability.

Literacy

There continues to be a strong focus on literacy throughout the school with provision of extra resources for targeted students and training and development for staff in early years learning and across the school. Our school results show improved growth in year levels splits. We have slight improvement in reading growth rates which are indicated by the lower growth rates from years 3-5 (23%) being slightly lower than the National level (25%).

Our special needs coordinated programme, transition links and early intervention strategies are working to get students off to an excellent start. When staff members analyzed results it showed excellent results in most areas of literacy development as well as targeting specific areas to plan for in 2016. Grammar results were investigated and mapped with individual students. We continue to use this data and Australian Curriculum outcomes to plan for future directions in our curriculum delivery. The Whole School Literacy Approach will be reviewed in 2016.

Numeracy –

With the support of our Numeracy Coach, there has been a strong focus in the area of Numeracy. 2015 has also seen the introduction of the "Mathematician in Residence Programme" in our partnership, where we have had all of Junior Primary Staff work with Ann Baker on "Natural Math's" strategies. Staff members are continuing to review our practice to improve results in all numeracy levels. Work done and recommendations from the data analysis with our Numeracy Coach in 2015 will be addressed in 2016.

The Quicksmart programme (wave 2 intervention) continued as site budgeted in 2015. Results in this programme showed increased number and operation knowledge for those targeted students. Numeracy will continue to be a major focus at our school in 2016 and beyond with teacher training and resources being targeted.

6. STUDENT DATA

6.1 Attendance

	% Attendance		
	2013	2014	2015
Reception	95.0	92.3	90.3
Year 1	92.4	91.7	93.3
Year 2	93.9	93.0	93.5
Year 3	89.7	94.1	94.2
Year 4	93.2	88.6	93.7
Year 5	93.4	92.8	88.1
Year 6	88.9	90.8	92.4
Year 7	94.7	88.6	89.1
Total All Year Levels	92.6	91.6	92.0
Total ACARA 1 TO 10	92.4	91.5	92.2

It is pleasing that we have been able to achieve an overall attendance rate of 92% for 2015 which falls 1% short of the DECD target of 93%. We will continue to work hard tracking and monitoring attendance in to meet the new DECD attendance target of 95% in 2016.

It is however important to note that there were 3 students in the school who were being supported and monitored by the DECD Attendance Officer. Of those 3 students, 2 of them were in year 5 and had an absence rate of 55% each, while there was 1 year 7 student with an absence rate of 46%, before enrolling into home schooling.

If those 3 students were to not be included in this data, our overall attendance rate would be significantly higher.

6.2 Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment	0	0%	3.4%	2.9%
Interstate/Overseas	2	5.6%	7.6%	9.5%
Other	0	0%	2.6%	1.4%
Seeking Employment	0	0%	5.7%	3.8%
Tertiary/TAFE/Training	0	0%	4.6%	3.6%
Transfer to Non-Govt Schl	2	5.6%	6.5%	9.8%
Transfer to SA Govt Schl	32	88.9%	53.3%	48.8%
Unknown	0	0%	16.2%	20.3%
Unknown (TG - Not Found)	0	0%	0.0%	0.0%

7. CLIENT OPINION

Parent Survey Results

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teachers at this school expect my child to do their best.	0%	0%	0%	25%	75%
Teachers at this school provide my child with useful feedback about their school work.	0%	0%	0%	44%	56%
Teachers at this school treat students fairly.	0%	0%	0%	31%	69%
This school is well maintained.	0%	0%	0%	6%	94%
My child feels safe at this school.	0%	0%	0%	19%	81%
I can talk to my child's teachers about my concerns.	0%	0%	0%	19%	81%
Student behaviour is well managed at this school.	0%	0%	0%	31%	69%
My child likes being at this school.	0%	0%	0%	19%	81%
This school looks for ways to improve.	0%	0%	0%	19%	81%
This school takes parents opinions seriously.	0%	0%	0%	38%	63%
Teachers at this school motivate my child to learn.	0%	0%	0%	38%	63%
My child is making good progress at this school.	0%	0%	0%	38%	63%
My child's learning needs are being met at this school.	0%	0%	6%	19%	75%
This school works with me to support my child's learning	0%	0%	6%	31%	63%

Staff Survey Results

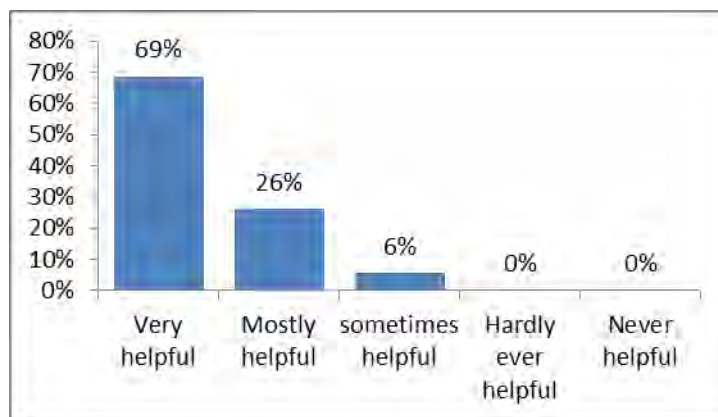
	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Teachers at this school expect students to do their best.	0%	0%	0%	0%	100%
Teachers at this school provide students with useful feedback about their school work.	0%	0%	0%	50%	50%
Teachers at this school treat students fairly.	0%	0%	0%	10%	90%
This school is well maintained.	0%	0%	0%	20%	80%
Students feel safe at this school.	0%	0%	0%	30%	70%
Students at this school can talk to their teachers about their concerns.	0%	0%	0%	30%	70%
Parents at this school can talk to teachers about their concerns.	0%	0%	0%	30%	70%
Student behaviour is well managed at this school.	0%	0%	0%	10%	90%
Students like being at this school.	0%	0%	0%	0%	100%
This school looks for ways to improve.	0%	0%	0%	0%	100%
This school takes staff opinions seriously.	0%	0%	0%	30%	70%
Teachers at this school motivate students to learn.	0%	0%	0%	10%	90%
Students' learning needs are being met at this school.	0%	0%	0%	30%	70%
This school works with parents to support students' learning.	0%	0%	0%	40%	60%
I receive useful feedback about my work at this school.	0%	0%	10%	20%	70%
Staff are well supported at this school.	0%	0%	0%	10%	90%

Student Survey Results

This is how I feel at Tailem Bend Primary School:



The teachers and other adults in the school are:



The above data shows that our hard work over the last 12 months to continue to change student perception of life at school has had a positive impact. Resiliency programmes focusing on students taking responsibility for actions

My School website
<http://www.myschool.edu.au/>

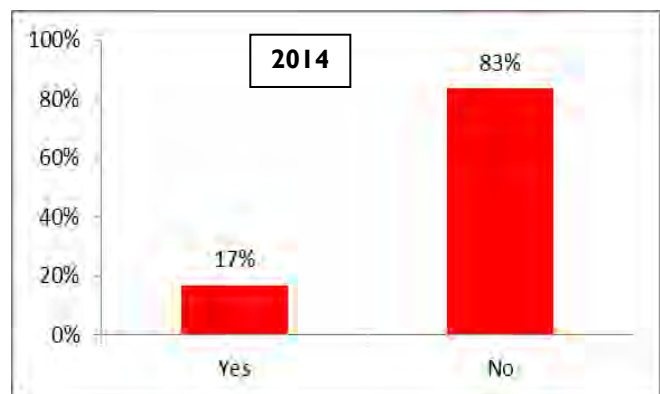
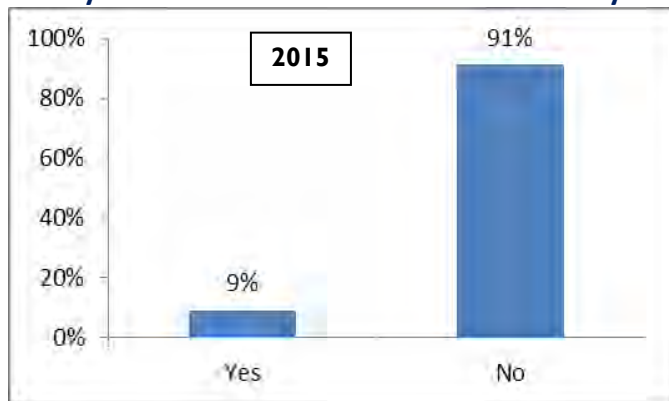
8. ACCOUNTABILITY

8.1 Behaviour Management

Behaviour incidents involving suspension or take home

	Incidents 2014	Incidents 2015	Difference
Reception	5	1	-4
Year 1	0	2	+2
Year 2	2	0	-2
Year 3	3	0	-3
Year 4	0	2	+2
Year 5	3	0	-3
Year 6	7	15	+8
Year 7	10	8	-2
Total	30	28	-2

There is an overall trend evident in this data that shows that Behaviour Management continues to diminish across the school. Whilst some year levels have increased we feel that this is due more to our strict adherence to high standards of behaviour and engagement in day to day learning. Inappropriate behaviour is dealt with fairly and in a timely manner.

Bully Audit Data**Have you been bullied at Taillem Bend Primary School this year?**

This year we have seen a significant decrease in the number of students identifying themselves as being bullied. This can be attributed to a number of reasons:

- The message is getting out there – we don't tolerate bullying!
- Bounce back programme in each class
- An awareness of "what is bullying?"
- Consistent approach dealing with bullying incidents

The data from individual students has already been used to target particular students who have been identified as bullying, and also to target particular "hot spots" within the school.

It can also be seen that there is a really positive feel in our school from the students' perspective with 99% of students feeling happy and positive at school this year.

8.2 Relevant History Screening

To work or volunteer at Tailem Bend Primary School you must have a current relevant history clearance.

Relevant history screening is an assessment of information obtained about an individual with their consent. It is one step in determining whether they are suitable to begin employment or volunteering in DECD.

Teachers are screened through the Teachers Registration Board of South Australia.

Everyone else must be screened through the Department for Communities and Social Inclusion (DCSI) by applying for a child-related employment check. This includes:

- DECD employees
- All volunteers
- Identified third party providers
- Identified site users
- Home based care providers

This screening needs to be updated every three years.

All volunteers across the school must have a DCSI Criminal History Check, completed by the Screening Unit. This must be done when volunteers agree that;

- their work in school is of a regular basis
- they will be coaching and managing teams across the school
- they will be assisting in canteen duties
- supporting teachers with walks of local significance and also excursions.

All parents and related volunteers must complete the document obtained from the deputy principal who will explain the procedures for filling out the requirements and for the 100 point check. This will then be lodged and paid for by the school. Parents are also requested to complete a form (ID Form) that will be entered on EDSAS which relates to their connection to the school, ie a grandparent, friend of, retired volunteer etc. This will allow for checks across the school when identifying who is who.

The time required for processing the document varies depending on the information gathered by each person for submission, and also for number being sent into the screening unit. It can be up to 3 months. The information is entered onto EDSAS once a clearance is obtained.

All DECD employees coming to work in the school such as a TRT, a speech pathologist or any other role are asked to show photo ID on their first visit to confirm their details. (from the school policy on Criminal History Checks)

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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	19
Post Graduate Qualifications	5

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	12	0	5
Persons	0	13	0	9

9. FINANCIAL STATEMENT

Income by Funding Source

Please refer to 2015 Balance Sheet (next page)

1-TAILSM BEND PRIMARY SCHOOL
General Ledger Balance Sheet For Prior Year, period 13

ringbill

Assets		
CASH (CURRENT)		
A-222-1110	CASH AT BANK - SCHOOL	10,389.18
Total for CASH (CURRENT)		10,389.18
INVESTMENTS (CURRENT)		
A-832-1210	SAVING INVESTMENT - SCHOOL	227,973.43
Total for INVESTMENTS (CURRENT)		227,973.43
RECEIVABLES (CURRENT)		
A-222-1310	ACCOUNTS RECEIVABLE	5,876.99
Total for RECEIVABLES (CURRENT)		5,876.99
INVENTORIES (CURRENT)		
A-300-1430	DB - INVENTORY ; UNIFORM BRDF	6,215.18
Total for INVENTORIES (CURRENT)		6,215.18
GLOBAL BUDGET ASSETS		
A-226-15118	ACCROED RECURRENT FUNDING	39,733.25
Total for GLOBAL BUDGET ASSETS		39,733.25
IMPROVEMENTS		
A-202-2540	GC - SOLAR SYSTEMS	38,621.72
A-202-2541	GC ACCUMULATED DEPRECIATION	(8,362.97)
A-22F-2560	FACIL - IMPROVEMENTS	2,160.00
Total for IMPROVEMENTS		33,019.75
FURNITURE AND EQUIPMENT		
A-22P-2650	PRINT - EQUIPMENT GENERAL	15,737.40
A-22P-2651	PRINT - ACCUM DEPREC EQUIPMENT	(15,337.40)
Total for FURNITURE AND EQUIPMENT		450.00
OTHER ASSETS (NON-CURRENT)		
A-222-2950	FACIL - MACHINERY	7,090.91
A-222-2951	FACIL - ACCUM DEPREC MACHINERY	(7,090.91)
Total for OTHER ASSETS (NON-CURRENT)		0.00
Total Assets		323,657.78
Liabilities		
OTHER LIABILITIES (CURRENT)		
L-223-3540	SCHOOL CARD GRANT	(50.12)
L-222-3515	WB - GST HOLDING ACCOUNT	(1,784.00)
L-222-3555	BANKING HOLDING ACCOUNT	100.00
Total for OTHER LIABILITIES (CURRENT)		(1,734.12)
SCHOOL EQUITY		
F-22P-5200	PRINT - PHOTOCOPIER	10,000.00
F-222-5100	ACCUMULATED SURPLUS	238,307.12
F-222-5110	NET INCOME YEAR TO DATE	79,521.21
	SURPLUS/(DEFICIT) CURRENT PERIOD	(12,436.43)
Total for SCHOOL EQUITY		325,391.90
Total Liabilities and Equity		323,657.78

[Signature]
Kerry Simcock
Governing Council Chairperson

[Signature]
Travis Schenke
Principal

[Signature]
Janette Kozlowski
Finance Officer