Hackham West R-7 School

High Standards for today and into the future

Annual Report 2015
1. CONTEXT

School Name: Hackham West R7
School Number: 1131
Principal: Shannon Little
Partnership: Beach Road

Hackham West R7 School is situated 34km south of Adelaide and has a current enrolment of 115 students. Hackham West has a category 2 Index of Disadvantage. There are 16.8% Aboriginal and Torres Strait Islander students and 5% EALD students. Currently, there are 77.4% of students on School Card. The school has 10.9% of students identified with the Students with Disabilities Policy.

This year the school emphasized the new values of Respect, Responsibility, Honesty, Learning and Teamwork. Hackham West R7 prides itself on making our values tangible and evident on a daily basis. The school uses a Restorative Practices method when managing student behaviour which is supporting students to make positive changes in their community and has resulted in a decrease in students missing valuable learning time. The school runs several programs to support student learning and wellbeing. Our involvement with Blueearth and Crunch and Sip has led us to have a healthy canteen which provided home cooked meals and creating a veggie garden which students look after.

The school has taken a proactive approach to address yard behaviour issues by creating an active playground where teachers and staff are available to support and engage students in games and sports. This has resulted in fewer yard issues. The school has focused on reading/writing and providing quality intervention programs.

The school has an SRC, which is complimented by class meetings. Our SRC has suggested events such as Wheels Day and Halloween Disco as well as providing opportunities for fundraising.

Hackham West R7 School works in close collaboration with Hackham West Children’s Centre and Hackham West Community Centre.

2. REPORT FROM GOVERNING COUNCIL

3. 2015 HIGHLIGHTS

Students at Hackham West have access to a broad range of learning experiences in classes, school events and outside of the school via camps and excursions.

IN SCHOOL EVENTS - Whole School

- Sports Day
- Cross Country Day
- Culture Day
- Book Week event /parade
- Book Week disco
- Songbook music CD project
- Harmony Day
- Spring Fair
- Wheels Day/ Electronics Day/ Jump Rope for Heart
- Footy Day
- Father’s Day stall
Annual Report 2015

- Easter Parade

Learning Excursions

Many out of or after school excursions/incursions were planned by staff to enhance the learning program / opportunities afforded to students.

- Year 6/7 Camp Arbury Park
- Hoppgood Theatre Lonsdale P.S. performance - 'The Good the Bad and the Mexican.'
- After school sports
- 6/7 Aquatics - Port Noarlunga
- R-5 Swimming - Noarlunga Centre
- R/1 Zoo excursion
- 1 / 2 NEC excursion
- Metropolitan Athletics day
- District Swimming day
- District Sports Day
- SACA- R/1/2
- R1/2/5 Greenhills Adventure Park
- Yr3/4 Beach House
- Yr7 transition
- HWCC Transition
- Values Excursion-Noarlunga skating rink
- Pets incursion R-4
- Year 5 excursion to Artist

Sports Day

Once again was an entertaining and sporting success. The whole school participated with gusto as the three houses Ngungana; Tarnda and Kari all vied to be the loudest and best house. The atmosphere was electric with a large number of parents and carers who came to support the students. House captains and the Year 6/7 students urged, ran with and encouraged the younger students to try their hardest. Mr Woolford's polished coordination of the day was supported by all the staff to ensure that the day was a thoroughly enjoyable day. Congratulations to Kari for their overall win and completing 'the double' on also winning the Cross Country Day in Term 3.

Songbook Project

Sam Kautsky from the Songbook Organisation, once again this year has worked with students initially from Reception through to Year 7 to develop their musical abilities.

In particular Students from Year 3-7 have been working with two computer programs Garage Band and Dance EJ to create their musical compositions and ultimately to produce compilation CD for each class featuring each child's original musical scores.

Picasso Cow

20 students from Mr Borda/Mr Penrose Year 5 and Mr Masters Year 6 students in association with Milan Gligic and visual artist Cheryl Bridgart were responsible for painting a life-size fibreglass cow as part of the Dairy Australia's Picasso Cow Competition. Each child's artistic contribution was incorporated into the final design which we officially unveiled in Week 10 Term 3. The finished cows were judged in November.

Specialist Programs
The following specialist programs were provided to classes:

**Health**, Mike Woolford  
**P.E.**, Mike Woolford  
**Media**, John McFadyen  
**Auslan- An Introduction** (R-4), John McFadyen  
**Indonesian** Yrs. (5-7) Open Access College - Brad Penrose / Jason Masters

While specialist programs are being delivered to classes the class teacher has time to plan, conduct meetings and satisfy school/organisational needs.

**Aboriginal Students and Parents**

**Hearing Tests** were conducted by Flinders University for all of our Aboriginal students.  
**Aboriginal Parent / Carer breakfast** was also conducted.

Other key highlights were:
- Nature Play excursion with SRC to Trinity Gardens

### 4. SITE IMPROVEMENT PLANNING AND TARGETS

<table>
<thead>
<tr>
<th>Strategic Actions</th>
<th>Term 4 Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Green</strong></td>
<td><strong>Orange</strong></td>
</tr>
<tr>
<td><strong>NUMERACY and LITERACY FOR LEARNING</strong></td>
<td></td>
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<tr>
<td>Timetabled guided reading lessons with SSO support</td>
<td></td>
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</tbody>
</table>
| □ In 4/5 classes (Term 4)  
□ 2016 in all classes (Term 4) |
| Maintaining a whole school consistent approach to teach, monitor and assess literacy with targeted reading intervention for students at risk |
| □ This could be done better (Term 4)  
□ Term 4 have more happening (Term 3) |
| Developing a whole school approach to teaching Numeracy with a whole school numeracy agreement |
| □ 2016 (Term 3)  
□ Mental Maths x 4 days, what happened? (Term 3) |

| Jolly Phonics |
| □ R-2 in 2015 – R-7 in 2016 (Term 4) |

| Use of Reading Doctor |
| □ In 3 of the middle/upper primary classes |

| Explicit teaching of problem-solving in Numeracy using ‘natural maths’ one day per week |
| □ 2016 (Term 3)  
□ Part of the agreement in 2016 (Term 4) |

| Multi Lit |
| □ Fewer hours in 2016 (Term 4) |

| Putting faces on the data by creating mobile data walls in reading and writing |

<p>| Engage families in building knowledge and strategies which support Literacy and Numeracy development at home by |</p>
<table>
<thead>
<tr>
<th>FOCUS ON LEARNING</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation of Australian Curriculum</strong></td>
<td><strong>Using data to support planning for improvement, intervention &amp; support and differentiation of learning</strong></td>
<td><strong>Quality pedagogy through Teaching for Effective Learning (TfEL)</strong></td>
</tr>
<tr>
<td>□ Science in 2016 (Term 3)</td>
<td>□ Needs Improvement (term 3)</td>
<td>□ Started in team meetings but needs follow through (Term 4)</td>
</tr>
<tr>
<td><strong>Principal and Deputy supporting teachers in coaching role with a focus on differentiated learning</strong></td>
<td></td>
<td><strong>Assessment for Learning</strong></td>
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<tr>
<td></td>
<td>□ Need to do more (Term 3)</td>
<td>□ Incorporate into staff meeting PD (Term 4)</td>
</tr>
<tr>
<td><strong>Moved from orange to green in Term 3</strong></td>
<td><strong>Moved from red to orange in Term 3</strong></td>
<td><strong>Having intervention programs flow into class time</strong></td>
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<td>Mini Lit</td>
<td>A rigorous whole school analysis of data in Literacy and Numeracy</td>
<td></td>
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<tr>
<td>□ Move more into classroom practice in 2016 (Term 4)</td>
<td>□ Could be linked into team/staff meetings to be more in-depth (Term 4)</td>
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<td><strong>Targeted QuickSmart numeracy intervention for students identified at risk</strong></td>
<td><strong>Use of PAT M and PAT R tests</strong></td>
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<td>□ Done but not analysed (Term 4)</td>
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<td><strong>Move into traffic light / class system 2016 (Term 4)</strong></td>
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<td>□ Writing needs to be more consistent (Term 4)</td>
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## ENGAGEMENT FOR LEARNING

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<tr>
<th>Moved from orange to green in Term 4</th>
<th>Teachers to build relationships with parents, carers and community that support improved engagement and learning</th>
<th>Analysis of attendance data and provide appropriate intervention</th>
</tr>
</thead>
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<tr>
<td>□ Is there a quicker more effective way? (Term 3)</td>
<td>□ Leadership and some teachers are doing this successfully (Term 4) □ Social Media has had a huge successful impact (Term 4)</td>
<td>□ Trying (Term 3) □ No attendance officer to support (Term 4)</td>
</tr>
<tr>
<td>Build capacity to engage all students in their learning through the use of TFEI in conjunction with KidsMatter and the Australian Curriculum</td>
<td>Build on Culture day for 2016 (Term 3) □ Successful connections with families and student engagement improved (Term 4)</td>
<td>Explore individual cohort data</td>
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<td>□ Need someone to take the lead with kids matter and get it off the ground again in 2016 (Term 4) □ Consistent leadership is the key and consistent staff</td>
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<td>□ Need to discuss more (Term 3) □ Traffic lights should help and markers identifying cohorts on data wall (Term 4)</td>
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<th>ACEO to build relationships with parents, carers and community that support improved engagement and learning</th>
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<th>2016 Wish</th>
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<th>Enable Young Leader’s forums</th>
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<tr>
<td>□ Build on more in 2016 (Term 3)</td>
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### Targets

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<td>PM Benchmarks recorded in EDSAS 100%</td>
<td>100% students have and use next steps literacy targets □ Not at 100% yet, however, it is an evolving process in all classrooms</td>
<td>60% of Year 2 students reading at Level 21 or above by Term 3 □ Only 4 out of 11 students</td>
</tr>
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</table>

### Analysis

- **PM Benchmarks recorded in EDSAS**
  - 100% of students matching or improving on comparative NAPLAN data using

### Action

- **Teachers to build relationships with parents, carers and community**
  - Improved engagement and learning
  - **Consistent leadership and consistent staff**

- **Analysis of attendance data**
  - Provided appropriate intervention
  - **Trying (Term 3)**
  - **No attendance officer to support (Term 4)**

- **Build capacity to engage all students**
  - In their learning through the use of TFEI in conjunction with KidsMatter and the Australian Curriculum
  - **Need someone to take the lead with kids matter and get it off the ground again in 2016 (Term 4)**
  - **Consistent leadership is the key and consistent staff**

- **Enable Young Leader’s forums**
  - **Build on more in 2016 (Term 3)**

- **2016 Wish**
  - **Food focus and healthy lifestyle**
  - **Nature play focus Red unit development**

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**NUMERACY and LITERACY FOR LEARNING**

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### ‘like’ schools as gauge

- The 2015 results have shown growth and success in all areas for our students.
- Keeping in mind that our cohorts of students are always different due to the transient nature of our students.

#### Upper growth in Reading is greater than 25% at Year 5 and Year 7

- Year 5 there are 25% of students in the upper growth band
- Year 7 there are 58% in the upper growth band

#### Upper growth in Numeracy is greater than 25% at Year 5 and Year 7

- Year 5 there are only 8.5% of students in the upper growth band
- Year 7 there are 41% of students in the upper growth band

### FOCUS ON LEARNING

**All staff to be planning and reporting using the Australian Curriculum**

- Checked each term by leadership and displayed for everyone to read.

**Whole school consistency in planning**

- 3 out of 5 classes are using a consistency format when planning
- All classes use the same curriculum checklists

**All staff to use data to inform planning**

- Staff do not utilise the data to inform their planning to the extent they could.

**All staff to engage with Australian Curriculum Coordinator**

- Sessions were run and would like to continue this in 2016

**All staff work with colleague or partnership to moderate students work in the Australian curriculum**

- Aim for 2016 across sites in the beach road partnership

**Mentoring staff through observation, discussion and performance targets**

- Didn’t happening on a regular basis. Will timetable into 2016
## ENGAGEMENT FOR LEARNING

<table>
<thead>
<tr>
<th>An active SRC and Young Leaders Group having a voice within the school and community</th>
<th>Students to complete annual opinion survey which shows improvement on previous years in</th>
</tr>
</thead>
</table>
| □ Need to have more regular meetings in 2016 | • Quality Teaching & Learning  
• Support for Learning  
• Relationships & Communication  
□ Only six students completed the survey |
| 95% of students at school by 9.00am | 100% of all students with three days consecutive unexplained absence contacted by a member of the leadership team |
| □ There were only a small number of students who were regularly late. This was addressed on an individual basis | □ This is not happening on a regular basis, and more thorough procedures need to be implemented in 2016 |
| 100% of all students with ten days consecutive unexplained absence referred to DECD Attendance Officer |  |

We did not have an active attendance officer for most of 2015

**NMS Reading – ATSI students –**  
85% of Year 7’s achieve NMS

We did not have and ATSI students in year 7

**NMS Numeracy – ATSI students –**  
75% of Year 7’s achieve NMS

We did not have and ATSI students in year 7
4.1 Junior Primary and Early Years Scheme Funding

At Hackham West, we used our Early Years Funding to reduce our class sizes in our Reception to Year 3 classes.

4.2 Better Schools Funding

Our Better Schools funding was used to provide SSO support in our Junior Primary classes and the MultiLit reading support program for Year 3 and above. This was extended in 2015 to include MiniLit, a reading support programme for Year 1 and 2.

5. STUDENT ACHIEVEMENT

5.1 NAPLAN

When reflecting on this data, it is important to consider the site context statement at the beginning of this report. It is also worth noting attendance, transience and psychological elements of the clients. It is difficult to track and analyse this data because of many of these inconsistencies.

There are positives emerging from 2015. In the table above we see a bit of a rebound effect happened. In the grid below we see that the site had relative growth in all but two areas. Due to the professional operation of a Results Plus Coach this year we can see a fantastic comparative reflection. Main contributing factors attributing to the stabilisation and growth in NAPLAN are the strong guided reading focus the school has driven over the past several years, the fact that Jolly Phonics has been implemented across the Junior Primary classes for the past five years and also the successful implementation of a Minilit Program across the Junior Primary classes.
<table>
<thead>
<tr>
<th>NMS%</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>69%</td>
<td>88%</td>
<td>58%</td>
</tr>
<tr>
<td>Writing</td>
<td>71%</td>
<td>77%</td>
<td>58%</td>
</tr>
<tr>
<td>Spelling</td>
<td>71%</td>
<td>82%</td>
<td>67%</td>
</tr>
<tr>
<td>Grammar</td>
<td>71%</td>
<td>91%</td>
<td>75%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>80%</td>
<td>96%</td>
<td>82%</td>
</tr>
</tbody>
</table>

### 5.1 ATSI NAPLAN

We set the following targets at the beginning of the year in NAPLAN:

**At NMS in Reading**

- 60% of year 3
  - Results: There were only three students and two didn’t sit the test. The other student was below NMS.
- 74% of year 5
  - Results: There were only two students. One was below NMS, and one was above.
- 85% of year 7
  - No ATSI students

**At NMS in Numeracy**

- 60% year 3
  - Results: There were only three students and two were below NMS; the other didn’t sit the test.
- 58% year 5
  - Results: There were only two students. One didn’t sit the test, and the other was below NMS.
- 63% year 7
  - No ATSI students
5.2 Quicksmart

Quick smart students have all made progress this year with an adapted version of the program. Our students were struggling with the strict and structured version of the program and we becoming disheartened with their lack of progress.

Our SSO working with them changed the methodology and incorporated more outdoor learning, games, ICT and individual student interests into the program and has seen more success.

Some examples of the changed program are:

- A QR code scavenger hunts with mathematical problems as the clues
- Creating resources based around “Skylanders” and “Pokémon” to engage
- Hands-on craft activities based on mathematical concepts

Results from the 2015 report

On the Subtraction OZCAAS test, there were paired data for 4 QuickSmart students. The average decrease in time for QuickSmart students is 2.748 seconds. The Effect Size for this result is 1.779, which indicates substantial improvement.

Regarding accuracy, the QuickSmart students' average scores on Subtraction for this school have increased by 10.55 percentage points. This Effect Size shows very strong improvement.

5.2 Multi Lit

Multi Lit has been running for three years at Hackham West. The need for multi-lit is slowly decreasing as we are meeting the needs of students in the early year more effectively and therefore when they reach idle primary they are at a more appropriate level of literacy learning.

We have successfully moved some students off the program in 2015, and they are now more confident and capable in their classroom when undergoing literacy tasks.

5.2 Mini Lit

Mini Lit has had a 100% success rate in 2015.
- All students who accessed the program made progress.
- Students who needed 1:1 support are now working in groups
- A few students do not need the intervention any longer

In 2016, Mini Lit will be given more time to allow more students to receive early intervention.

5.2 Senior Secondary

NA

6. STUDENT DATA

6.1 Attendance

ATTENDANCE - 2015

Hackham West R-7 is a relatively small school of approximately 120 students. Any absences be they excused or non-excused, play a crucial part in determining the degree of success of students at school and in life. For example, if a student is absent one day per week each year, by the end of high school they potentially may have missed over two years of learning. If a student is regularly late by 30 minutes each day, similarly they will
have potentially missed over a year. A combination of these factors; lateness, absence and early dismissal can prove even more potentially catastrophic in time lost for learning.

Student non-attendance is an ongoing issue for our community. Various strategies have been incorporated into increasing attendance; these include the following:

- **Message To You SMS system** which alerts parents/caregivers that your child is marked absent or has an unexplained lateness
- **Information campaigns** - to inform parent(s)/caregivers as to the dramatic effects on student's education and learning that lost school time through lateness, absence or early withdrawal can have in the long and short term
- **School value/pride** - As part of our new school values we have emphasised a pride and willingness in attending school and the difference it makes to students and families
- **Incentives** - across the school regarding attendance by class
- **Aboriginal attendance** - AET, AEC and AIO officers have been working with families and students to build positive connections trying to ensure better and more consistent attendance. The transient nature of some of these families has contributed to poor attendance.

It is a relatively small number of students in individual families that appear to skew our data with the number of ongoing days off.

The highest numbers of students who have had over 20 absences over the year are in the Year 6/7 and Year 3/4 classes. Two students have had absences close to over 100 days (equivalent to two terms); 14 students have had 50 days off, or more (1 term) and 20 students have had over 25 days off equivalent to a half a term.

We have students who for family reasons, ill health, family and community disputes have not attended for protracted periods of time away from Hackham West School.

Student attendance has been closely monitored this year. Each term in week 5 and week ten comparative figures for each student have been kept and analysed.

Recent data for 2015 does show however a gradual increase in attendance across the board, a trend which Hackham West R-7 School is keen to build upon in 2016.
6.2 Destination

Throughout the year if students leave they often go to other Beach Road Partnership Schools. High schools are Christie’s Beach High and Wirreanda only in 2015.

7. CLIENT OPINION

The staff survey displays positive results, and the majority of responses are supportive of a positive school environment. The statements which are in disagreement or of a negative response are equal to only one person’s response.

Parent Survey
The parent survey was more positive this year, and we received ten responses – which is the highest amount of feedback we have had in the last five years.

56% answered in positive agreement
31% answered in positive strongly agree
The remaining 13% of responses were in the neither disagree or agree columns.
There was no negative parental response to the 2015 survey.
8. ACCOUNTABILITY

8.1 Behaviour Management

Behaviour Management

Hackham West R-7 School is a school which utilises a range of positive incentives and behaviour management techniques to ensure that each student optimises their learning time and don't interfere with the learning opportunities afforded to other students.

POSITIVE

We use a range of incentives and encouragement models to ensure that the five core values of our school; Respect, Responsibility, Honesty, Learning and Teamwork are rewarded and reinforced each day. Our positive affirmation program includes; instant values slips which are given in the yard and in the classroom. These slips are entered into a raffle each Monday to be drawn at the whole school assembly. Canteen vouchers form the basis of the reward for positive behaviour. Also, students are awarded Values certificates for displaying positive behaviours based upon our school values. Academic success for achieving individual learning goals in class is also awarded at assemblies. For those individuals receiving the most rewards/ values certificates per class per term, a special school excursion takes place. Special reward times are given in class time for positive behaviour these may vary from; cooking, special privileges, free class time to computer access.

RESTORATIVE JUSTICE

All staff were trained in Restorative Justice during 2015 and have incorporated this model into our school.

The system ensures that when students engage in negative behaviour, they realise that they are held responsible for their actions and that what they have done has had an effect on someone else. Both parties are involved in a discussion and an informal or formal procedure to ensure that each party is clear as to the behaviour its impact on each party takes place. The aim of the practice is to ensure that the behaviour is never repeated as both parties are satisfied with the outcome.

The process tracks what has happened was it intended how did this make each party feel and what impact has it had on both participants. Discussion of what needs to happen from this point to make the situation better.

The process will be even more rigorously and evenly implemented in 2016.

A positive sign this year has been that the number of ‘Re-Thinks' have dramatically decreased for many reasons. Students and teachers are working harder at providing greater options regarding behaviour management within classrooms. The time out and buddy systems are still implemented, but we are working to develop a lot more self-discipline within students and a greater range of options rather than going through the lunchtime rethink process.

The increase of take-home notices and suspensions is the opposite end of the behaviour spectrum. We are trying to ensure that students and parents realise the severity of a child's actions and that this is a joint approach to ensuring that the child has reached the limits of what we can do within the school and where parents need to intervene. We have ensured that we recognise when a student is not coping, and the negative behaviours will only increase by looking for a range of factors to address the emotional imbalance.
It is crucial for parents to play an important role in assisting student behaviour by ensuring that students have breakfast, healthy snacks and lunch and come to school regularly and on time.

The major of our rethinks, suspensions and exclusion are down to a small group of approximately ten repeat offenders.

### Behaviour Management Summary by Behaviour Type

<table>
<thead>
<tr>
<th>Behaviour Type</th>
<th>Rethinks /Office</th>
<th>Internal suspension</th>
<th>Take Home Suspension</th>
<th>Suspensions</th>
<th>Exclusions</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence - Threatened Or Actual</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>23</td>
</tr>
<tr>
<td>Threatened Good Order</td>
<td>15</td>
<td>0</td>
<td>7</td>
<td>30</td>
<td>1</td>
<td>55</td>
</tr>
<tr>
<td>Threatened Safety Or Wellbeing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Interfered With Rights Of Others</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Persistent And Wilful Inattention</td>
<td>48</td>
<td>0</td>
<td>13</td>
<td>9</td>
<td>0</td>
<td>71</td>
</tr>
<tr>
<td>TOTALS</td>
<td>73</td>
<td>0</td>
<td>24</td>
<td>59</td>
<td>3</td>
<td>164</td>
</tr>
</tbody>
</table>

### 8.2 Criminal History Screening

All volunteers, parents on site and governing council members are cleared and through DCSI and have filled in the volunteer paper work. They have all done RAN training and volunteer induction with our school counselor.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>9</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 8.3.2 Workforce Composition including Indigenous staff
### 9. FINANCIAL STATEMENT

The full statement can be collected from the front office.