Freeling Primary School
Annual Report 2015
1. CONTEXT

School Name: Freeling Primary School  
School Number: 0139
Principal: Nicole Cawley  
Partnership: Goyder and Light

2015 was a year of change for Freeling Primary School and Freeling Preschool. At the end of 2014 the Principal, Cindy McGarry, was appointed to a new position and the Deputy Principal, Irene Simpfendorfer, was appointed as Acting Principal until the Principal position could be filled. Irene remained in this role for the first three terms of the year.

Due to construction of new housing estates within Freeling, in 2015 the school continued the rapid growth that has been the pattern since 2010. For the first time in 2015 there were 11 classes in the school and two groups in the preschool, with a total enrolment of 324 across the school and preschool.

The school's rapid enrolment growth has led to the need for additional facilities, with the first of two new double transportable buildings being added in 2015. This building is now occupied by our senior students, and a second double transportable in 2016 will create the opportunity for an Upper Primary block.

In late November a fire, which began at Pinery, saw the town and the school under threat. 33 students and 22 staff were on the school premises when the fire surrounded the town of Freeling. All roads in to and out of the town were closed, and families were unable to get to school to collect their children until nearly 10pm that night. A number of families in our community lost their homes, including some students and families of staff members. While this was a significantly traumatic event for the community it also provided the opportunity for the community spirit to be shown, and the links between families, the school and the wider community were strengthened.

2. REPORT FROM GOVERNING COUNCIL

Freeling Primary School continued to grow in many ways in 2015.

The amount of interest from people wanting to come to the school continues to occur and can be quite overwhelming. However, the reputation that the school has achieved is a very pleasing aspect of what the governing council is aiming to achieve.

To accommodate this the school has obviously had to adapt its facility, staffing and direction. The council continually discuss staying ahead of the growth we have been experiencing and our planning is designed to maintain our high standards.

There are a number of big projects on the school’s agenda and we aim to prioritise these to better our school while completing our day to day tasks.

2015 saw the introduction of Nicole Cawley as our new principal. After an exhaustive and lengthy process Nicole was clearly the best person to lead our school over the next period of time. The Governing Council welcome Nicole and thank her for her decision to accept the position at our school. It was a busy introduction but one that was handled very well.

My thanks to Irene Simpfendorfer who acted as our Principal for a period of time much longer than initially expected. Irene's effort throughout 2015 was genuinely appreciated by all involved at the school. I also pass on my thanks to the Senior Staff, Teachers and Support Staff for their efforts and patience in making the school the facility that it is.
The school would be the school it is without the involvement of the students and their families. It is a very caring school and this demonstrated by the attitudes of the children each and everyday.

My thanks to the members of the Governing Council for all of the work they have put in this year. I hope that they remain involved and a part of the continued effort to support the many parts of the Freeling Primary School.

Dominic Shepley  
Chairperson  
Freeling Primary School  

3. 2015 HIGHLIGHTS

Term 1  
- Freeling Fortnight Pool Day  
- Parent Sharing on Open Night  
- Indigenous performance  
- Year 6/7 Aquatics Camp  
- Swimming Lessons R-5  
- Harmony Day  
- First Student Voice induction  
- Pancake Day  
- Easter Seminar  
- Pupil Free Day – Jolly Grammar  
- Young Leaders Day for Year 7 leaders  
- First use of online interviews

Term 2  
- Life Ed Van  
- Central Districts Football  
- Mothers’ Day Stall  
- Biggest Morning Tea  
- NAPLAN  
- QuickSmart began  
- Cross Country  
- Living safely with Pets  
- Lightning Carnival  
- Footy Colours day  
- Inaugural Staff Student Netball match  
- New Principal appointed  
- National Simultaneous Storytime

Term 3  
- Sports Day  
- Book Week  
- Choir Performance at the Festival of Music  
- New building for Year 6/7 classes  
- New Playground  
- Partnership Pupil Free Day focused on Moderation in Maths  
- Japanese students visited  
- Jump Rope Off  
- Fathers’ Day Stall  
- Footsteps  
- PAT testing  
- SSO Week  
- New Hoodie tops  
- New School logo  
- Windmill performance  
- ‘Someone who loves me’ morning tea  
- Open night
Term 4
- Bi-Annual Fete
- Year 4/5 Athletics Excursion
- Music is Fun Concert
- Freeling’s Got Talent
- Student teachers
- Book Fair
- Transition
- Remembrance Day Ceremony
- Scholastic Book Fair
- Year 7 Graduation

4. SITE IMPROVEMENT PLANNING AND TARGETS

Priority Area 1: To improve student achievement in Literacy
Improving quality teaching and learning in literacy across all areas of the curriculum continued to be a high priority in 2015. A particular focus was on the improvement of teaching methodologies, planning, programming, assessment and reporting in spelling and grammar.

Key strategies undertaken were:
- Staff engaged in a whole school pupil free day on Jolly Grammar- a program incorporating the systematic teaching of spelling grammar, punctuation and vocabulary. Guest facilitator, Santina DiMauro from Jolly Education led staff to develop their own understandings of grammar and spelling and its place within the Australian Curriculum. Santina provided a wealth of practical ideas to embed grammar and spelling across the curriculum. The Site Improvement Committee worked to ensure the school was resourced with Jolly Grammar and other relevant materials. Teachers were encouraged to share pedagogy and learning tasks implemented within their classes in Team Meetings.
- Student access to contemporary, quality, engaging reading materials was highlighted as a strategy to improve reader engagement and quality instruction in decoding and comprehension strategies. A stocktake of levelled books both take-home and guided reading sets was carried out, with gaps in resources identified. Developing reading comprehension strategies in the middle/upper primary was highlighted with the purchase of a number of Guided Reading sets. The increase in student population in the early years also made the purchase of more take-home books a priority.
- The six hour training in the taking and analyzing of Running Records was delivered to staff who required training. Junior Primary staff were also inducted into the Oxford Digital Resource- an online system of recording students’ reading progress and includes teaching resources to target specific learning needs. Junior Primary staff trialed this resource in Semester 2.
- 2015 saw the expansion of the Reading Intervention programs-PreLit and MiniLit. This included the formalization of selection criteria, the purchase of a second MiniLit kit and the mentoring of School Services Officers to facilitate a number of groups.
- This year saw the introduction of PAT Spelling and the PAT Grammar and Punctuation assessments to the school’s Assessment, Analysis and Reporting Framework. This complemented the Literacy data collected from NAPLAN, PAT-R Comprehension, Running Records and other identified assessments. Time was spent in staff meeting analyzing the data to inform teaching and learning. The Sight Improvement Committee worked to update the Assessment, Analysis and Reporting Framework to incorporate these changes. The Literacy Agreement was updated to formalize the Literacy intervention programs, assessments and schedules, and to be more reflective of literacy practices in the preschool.
- The promotion of reading as a positive and engaging experience, was highlighted through the following special events: National Simultaneous Storytime, Book Week, ‘Adopt’ a Children’s Book Council of Australia shortlisted book, newsletter features, and the Scholastic Book Fair.
Future Directions – 2016 and beyond

- Continue to explore further ways to embed good practice in the teaching of Spelling, Grammar and Punctuation.
- Revisit the Big Six in reading with a particular focus on Vocabulary & Comprehension.
- Continued collaborative planning to develop assessment tasks and the collection and moderation of evidence to support teacher judgment and inform teaching and learning.
- Explore further ways to ‘stretch’ our higher achievers to maximize high literacy growth in all students.
- Continued professional learning and formalizing structures to ensure all students have effective and timely monitoring of reading progress.
- Explore and offer effective parent-education strategies/programs to support and encourage a cohesive home-school partnership to improve students’ literacy development.
- Further analysis of student writing data and exploration of avenues for improvement.

Priority Area 2: To improve student achievement in Numeracy

Numeracy Coordinator Role - a 0.5 Numeracy Coordinator was appointed in 2015 to focus on the Numeracy SIP through the development of a coherent whole site approach to numeracy which supports the improvement of students’ numeracy competency, including supporting the professional development and learning of staff and providing a targeted Intervention program - QuickSmart. The emphasis of this program was to improve student confidence, basic mathematics knowledge, use of effective strategies, vocabulary, retrieval times, as well as comprehension skills and problem solving. Further targeted support was provided for staff and students which included collaborative learning design, in class mentoring/teaching, moderation, auditing resources, purchasing new and replacement materials, development of resources and assessment tasks.

Key strategies undertaken were:

Staff Focus:
- supporting staff to develop high quality numeracy teaching and learning using the Australian Curriculum and TIEL practices through 1:1 meetings, small group work, team meetings as well as modelling and mentoring in the classroom.
- initiating the successful QuickSmart program with 24, Year 6-7 students
- promoting Numeracy in the school community by: providing articles for the Newsletter
- assisting in the coordination of a Partnership Pupil Free Day on Collaborative Moderation. Staff were supported with their selection and creation of assessment tasks and portfolio organisation
- conducting PAT- Maths online assessments in Term 3/4 for students in Years 1-7, providing staff with information to report on growth of students, as well as aspects of Numeracy requiring further development in the future
- mentoring a graduate teacher and supporting her Numeracy development including learning design, classroom practice and resource development
- Repackaging Maths 300 resources into containers
- Sorting maths resources
- Purchasing and packaging new maths resources, repackaging maths resources into new containers

Site Improvement Committee Focus:
The Numeracy Coordinator, reps from JP, MP and UP and has met at least 2 times per term to actively support and implement the Site Improvement priority - Improving student achievement in Numeracy Key strategies undertaken by the SIP Committee included:
- Organising maths kits for all students in 2 new classes
- Purchasing Nelson Maths books aligned to the curriculum
- Purchasing resources to support whole school use of ‘Natural Maths’ ideas
- Surveying staff re maths equipment requirements
- Auditing and upgrading existing kits and making purchases including dice kits for new classes
- Promoting use of ICTs in Numeracy including Rainforest Maths and Maths 300
- Providing lists of useful Numeracy websites for staff
- Reviewing school Numeracy Agreement – awaiting final endorsement
Professional Learning:

- utilising maths resources
- working with the Australian Curriculum Maths – including proformas and overviews
- Maths content knowledge sessions for staff as needed
- teachers were provided with a comprehensive set of Numeracy data including NAPLAN & PAT Maths to enable analysis of performance and growth in 2015 and to inform decisions re designing learning programs for 2016
- Ann Baker - Early years strategies
- Module 1 of Leading Numeracy Improvement
- Using PAT Data to inform planning
- Participation in a DECD Assessment project where Numeracy assessment tasks were designed for year 1, 2 & 6 students.

The summative assessment tasks were delivered and work samples were collected which will appear in 2015 on the DECD website.

PAT Maths

Students from Year 1 – Year 7 completed the PAT Maths test in Term 3/4, 2015.

Results:

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<tr>
<th>Year</th>
<th>2013 Mean Scale Score</th>
<th>2014 Mean Scale Score</th>
<th>2015 Mean Scale Score</th>
<th>ACER expected Sc Score at yr level</th>
<th>DECD SEA</th>
<th>Expected Growth</th>
<th>Actual Growth</th>
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</table>

- A significant number of new Year 3/4 students in 2015 had an impact on our mean scores (eg Year 3 – 18% of students were new to Freeling Primary). While the results in 4 year levels are below the SEA, the growth is what is expected in 3 year levels.
- After analysis of trends in results, areas to focus on in the future across Years 1 – 7 include developing: the language of Numeracy; multi-step problems; patterns – establishing and continuing number, shape & linear patterns; number sentences involving equivalence and an unknown value; analysing data & graphic displays; time – recognising, conversion, and reading calendars; calculating area; geometry – visualising; fractions of shapes and collections and reading scales

Future Directions

A Literacy/Numeracy Coordinator has been appointed and a Maths NIT teacher to further develop projects with the support of the SIP Numeracy Committee. This will include:

- Detailed analysis of previous years PAT data in Term 1 to establish trends and plan future directions
- Working with teachers to design learning sequences to be used in co-teaching situations and shared across the school
- Modelling, and mentoring in classrooms to support development of Numeracy content knowledge, pedagogy and confidence with a focus on problem solving and differentiation
- Continuing the QuickSmart Intervention Program with identified students in Year 5/6
- Focussing on a whole school approach to mental computation including establishing a sequence of learning and agreed practices
- Further developing the AC proficiencies of understanding, problem solving and reasoning by increasing use of open ended activities, a problem solving approach, probing questions, targeted reflection and feedback
- Developing the culture of problem solving through posing regular questions for classes to solve in the Newsletter
Focus team meeting sessions on a particular topic – sharing ideas, practices and differentiation
Developing topic packages detailing the required sequence of learning, activities, resources and assessment
Continuing the development of community knowledge and support by offering further Numeracy parent sessions
Continuing to develop a bank of common assessment tasks with regular team moderation sessions
Endorsing and actioning the School Numeracy Agreement
Actioning the Partnership Numeracy Agreement
Purchasing further concrete materials to aid instruction as needed
Purchasing Maths resources including Big Books from Origo to support introduction of new topics in Junior classes
Purchasing resources to support problem solving approach to learning – including Cogitas cards
Auditing maths kits and replenishing resources
Purchasing Numeracy Kit resources for 1 new class

Priority Area 3: Student Engagement and Wellbeing

Student Engagement and Wellbeing were a priority on our Site Improvement Plan for 2015. Developing a culture of growth, resilience and positive mindset was high on the agenda with continued discussions about a whole school agreement in Engagement and Wellbeing.

Key strategies undertaken were:

- KidsMatter Training continued for staff who undertook Component 3 – Working with Parents and Carers. A training session was held for all staff led by Carol Toole – Regional ICAN-Engagement & Inclusion Officer entitled Strengthening Community Engagement in Student Learning. This focus was designed to gather ideas, opinions, data and perceptions about Freeling Primary School and how enrolment growth would impact on the existing culture of the school. Discussions with the staff around what is it about the culture of the school we wish to maintain and what policies, processes, guidelines and strategies will assist us as a community to do this.

- The Site Improvement Committee worked to ‘stock-take’ the overall components that fit within the Engagement and Well-Being Framework by way of a Lotus Diagram. Through this activity, it became clear that there are many and varied programs and strategies that are used by staff - Preschool to Year 7. In our future directions we aim to review this in the light of ensuring that there are core agreements that provide consistent, whole school approaches, language and community information.

- The SKOOLBAG App continued to be used as a communication tool to support information flow and give families yet another way of communicating Student Absence and Change of Address information. There are now 635 Subscribers accessing SKOOLBAG a 212% increase since the same time last year.

- Cross-age activities continued to provide and build strong learning and relationship connections from P-7. Classroom and yard interactions strengthened a culture of understanding, support and responsibility.

- Ongoing involvement of the PCW – Pastoral Care Worker (Ashlee Jansen) continued in 2015. Unfortunately, illness impacted the efficacy of this role.

- Strengthened support to staff, families, students and the community was provided by the School Counsellor – Jenni Hewett. Instrumental in initiating and undertaking a range of activities and implementing strategies
2015 Engagement and Wellbeing Highlights:

- Indoor/Outdoor lunchtime activities with the support of Student Voice Representatives and other interested students.
- Home Visiting and Attendance support for 3 families with support from other leadership staff and DECD Attendance and Family Support.
- Behaviour Management support including goal setting for individual students / teachers.
- Wellbeing support provided for students and families including families in grief (illness, separation, death, suicide), those confronted with self-harm, problem behaviour, anger, anxiety and depression. (this included referral to expert agencies)
- Friendship support through Friday Friendship Group activities and sessions with new students to school
- Positive support for staff through regular wellbeing activities such as bucket filling, positive messages, treats, mindfulness and hand massage
- Well-Being Resource Overview prepared and distributed to staff – hyperlinks
- Welcome to Freeling Community – Family Morning Tea. Also attended by the Local Church Council and Community members.
- Documentation and information to track behaviour across the school for individual students; information provided to families and entered into EDSAS.
- A number of staff were involved in the Wilson McCaskill training day around the program Play Is The Way.
- Counsellor attended Professional Development – ‘Positive Education in Action’ provided by Geelong Grammar staff. Strategies were shared with students and staff. Further training will be undertaken in 2016 – a 4 day residential to provide an in-depth exploration of the science of wellbeing and the Geelong Grammar School Positive Education Model, which will be shared with staff and students in 2016
- A staff photo board was introduced
- Term 4 - Irene Simpfendorfer and Di Jamieson (Principal – Kapunda Primary 2015), as part of a Goyder and Light Partnership initiative attended after school training at Westbourne Park Primary. This training was presented by James Anderson (Mindful by Design) and focused on Growth Mindsets. Information was shared with staff, who were very interested in following up this training at a school and/or partnership level.
- The November 2015 Pinery Bushfires had a significant impact on the Freeling Community and individuals within it. Counselling for Staff and Students was arranged and critical in supporting recovery.

Future Directions – 2016 and beyond

Key focus areas have been identified and are documented as part of the Site Improvement Plan for 2016 in response to the work of the 2015 Site Improvement Committee and a range of information collected around Behaviour Support, Attendance, Engagement, Well-Being and Opinion Survey Data.

- Professional Development for all staff – Growth Mindsets and Positive Education.
- The development of a whole-school agreement to support Engagement and Well-Being.
- The school community will continue to develop its understanding of and commitment to KidsMatter – Mental Health Initiative in support of its students and families.
- Continued work with students and families that are new to the Freeling community to support a sense of belonging and inclusion.
- Regular information to families re Attendance and its implications for academic learning and social and emotional wellbeing.
- Behaviour Support – Family Partnership - revised processes for tracking student behaviour and advising families of student ‘incidents’ and consequences.
Awareness raising of the impact of the 2015 Pinery Bushfires and ongoing support for families will remain on the agenda in 2016.

Induction and support of the newly appointed Pastoral Care Worker.

### 4.1 Junior Primary and Early Years Scheme Funding

In 2015 **Early Years Scheme funding** was used to reduce class sizes in the Junior Primary. There were two straight Reception classes in 2015, both classes of just 20 students. Our Year 1 class and two Year 1/2 classes were also under 26 students. A Literacy Co-ordinator was also appointed in 2015, with a particular focus on Literacy in the Early Years and this role supported teachers in providing both in-class support and targeted intervention programs for students who were not meeting expected targets in Literacy.

### 4.2 Better Schools Funding

**Better Schools Funding** was used to implement Pre-Lit and Mini-Lit (Meeting Initial Needs in Literacy) programs as a Wave 2 intervention in Literacy. Two staff members were also trained in the implementation of Quicksmart, which was used as a Wave 2 Numeracy intervention for identified students.

PreLit has been introduced as a Wave 1 Literacy program in the Preschool and for identified Wave 2 Reception students and Mini-Lit has been introduced to provide intensive literacy intervention for Wave 2 students who have been identified as being at risk of not achieving literacy benchmarks.

In 2015 teachers identified significant numbers of students in Year 7 having difficulty with basic number fact recall. Therefore, in consultation with teachers, it was decided that Quicksmart intervention would be offered to identified students in Year 7, followed by some students in Year 6. In 2016 this program will continue and we will aim to involve all students at risk in Years 5 and 6.

### 5. STUDENT ACHIEVEMENT

#### RUNNING RECORDS – YEAR 1

While there was a decrease in the percentage of students reaching the DECD SEA in Year 1 Reading in 2015, it is pleasing to see that the percentage of students reading at levels 21-26 is still above both DECD and Index schools.

In 2016 students who did not meet the SEA will be involved in the MiniLit intervention program.
RUNNING RECORDS – YEAR 2

Year 2 also showed a slight decrease in the percentage of students achieving the NMS in Reading, however, the percentage of students reading at levels 21-26 remained significantly above both DECD and Index schools.

In 2016 students who did not meet the SEA will be involved in the MiniLit intervention program.

2015 LITERACY INTERVENTION

The two literacy intervention programs introduced in 2014, PreLit (early literacy preparation program) and MiniLit (early literacy intervention program) continued into 2015. Both programs are carefully sequenced and structured lessons for small groups of students struggling with oral language and foundational reading skills. These programs are research initiatives of Macquarie University and show strong evidence based success.

PRELIT

In the Preschool, PreLit complemented the implementation of the Early Years Learning Framework with explicit literacy teaching. This year, five students continued the lessons into school. Through ongoing assessment, thirteen other students were identified as needing extra small group time to build stronger phonological awareness and oral language skills.

Most reception students participating in the Prelit program made sound progress. Those students not making expected growth have been referred to School Support Agencies or other professional agencies for assessments of learning needs or disability support.

MINILIT

Students were identified to participate in the program through their literacy achievement data and MiniLit Placement tests. Eighteen students from Years 3-6 completed the program with five of those students making significant reading growth (between 200 and 700 Lexiles). Eight students in Year 2 also completed the program. Four of those students achieved at or above benchmark reading levels and five were at or above spelling benchmark levels.

Twelve students are currently working in the program and will continue to completion in 2016.

In 2016 we will also investigate the Macqlit Program as an intervention for students in Years 3-7 who are below DECD SEA in Reading.

2015 NUMERACY INTERVENTION

QUICKSMART

A DECD Grant was successfully applied for which provided $9000 of training and resources for the school in the QuickSmart program. QuickSmart is an intensive Numeracy Intervention program specifically focused on knowledge and understandings that can equip students with the skills
necessary to engage more successfully with classroom instruction. It is a 30 week program for students in middle-school who have been struggling with Numeracy over time. QuickSmart aims to improve their confidence, basic mathematics knowledge, use of effective strategies, vocabulary, retrieval times, as well as comprehension skills and problem solving. The program is offered to students who are performing just below those at mean level.

QuickSmart is a 30 minute program made up of 6 x 5 minute components. We decided to run 25 minute sessions to align with our whole school 50 minute lesson timetable.

The 6 components are:
1. Focus facts - starting with those already known, and moving on to those yet to be remembered
2. Flashcards - a timed performance activity
3. Cognitive Aptitude Assessment System (CAAS) – a computer assessment component
4. Speed Sheets where automaticity is developed
5. Games where strategies are consolidated
6. Worksheets (this component was not incorporated into our program)

Key strategies undertaken were:

- In term 1 the Numeracy Coordinator and 2 SSOS (Judith Isgar & Donna Nairn) attended 3 days of initial training in QuickSmart provided by University of New England staff.
- Observation was undertaken at nearby sites to see the program in action
- Numeracy data (including 2014 NAPLAN & PAT results) was provided for staff so informed decisions could be made re student involvement.
- Decisions were made re the year level of students to be involved – year 6/7 and the process to start with - Multiplication
- 24 students from 2 classes were identified based on data and teacher knowledge. This allowed for 12 x 25 minute sessions per day with pairs of students.
- Considerable time was spent setting up the program including providing a work space, downloading computer software, buying equipment, establishing timetables, protocols, recording methods and setting up work folders.
- Staff met at least once a fortnight throughout the year to establish shared understandings/practices protocols and to discuss highlights and areas for improvement.
- Information/permission letters were sent to all parents detailing program aims and required commitment.
- Baseline data was collected from 24 participants and 6 control students. This included Engagement surveys and CAAS Pre testing. Participants - 10 girls/14 boys – 12 yr 6/12 yr 7. Control group - 3 girls/3 boys - 3 yr 6/3 yr 7.
- Program began in Term 2 from Tuesday – Thursday with Judith delivering 40 sessions per fortnight. Donna – 24 sessions and Jenni – 8 sessions
- Students were enthusiastically involved and worked well in their pairs
- A communication book between staff was established to highlight success, monitor progress and record issues.
- 1 student withdrew in late term 2 due to school work pressure - a replacement was organized
- The timetable was altered each term so the same students weren’t missing the same lesson
- 2 further 2-day training sessions were attended by all 3 trainers.
- Term 2 training involved presenting a case study where successes/issues were highlighted
- A Problem Solving component with 6 strategies was introduced in Term 3

RESULTS

- QuickSmart students completed a PAT Maths test in 2014 and again after the program in Term 3, 2015. Their Scale Score Growth is shown below compared to the Control group and whole class growth. The Year 6 group showed greater growth than the control and class groups.
The Year 7 groups showed greater growth than the class group. It is worth noting that, although the growth was less than that of the control group, the students in the control group were 3 students who were in the highest NAPLAN Bands, which is reflected in their growth.

All students worked through the 5 components and most completed all multiplication tables. They all showed improvement in flashcard success. They also lowered their times on OZCASS software and improved their accuracy. Students also showed improvement in the strategies they were using to complete mental computation as well as using a greater bank of Problem Solving strategies.

Two students’ OZCAAS results can be seen below. One was extremely successful and the other made sound progress.
Review & Future Directions

- Students overwhelmingly enjoyed the experience and many wanted to be involved again in 2016
- Staff noted improved student confidence, performance and engagement in Numeracy
- At the final training a Review was presented detailing highlights, issues and suggestions for the future
- There was considerable disruption to classroom timetables, especially in Term 4 for Year 7s, so it is advisable to be organised ready to start earlier in Term 1
- Consider a different year level as Year 7 is a busy year
- 1 staff member will not be continuing at the school in 2016, so a replacement will need to be organized and trained
- Reduce the number of students to 20 to allow for student absences and office time for photocopying etc

5.1 NAPLAN

YEAR 3 NAPLAN RESULTS

Year 3 Proficiency Bands by Aspect

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Year 3 Proficiency Band Highlights

- 22.2% of students in the highest 2 bands in NUMERACY
- 40% of students in the highest 2 bands in READING
- 40% of students in the highest 2 bands in WRITING
- 40% of students in the highest 2 bands in SPELLING
- 37.7% of students in the highest 2 bands in GRAMMAR
Year 3 Mean Scores

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<th>Mean Scores by Test Aspect</th>
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</tr>
<tr>
<td>Reading</td>
<td>402.5</td>
</tr>
<tr>
<td>Writing</td>
<td>398.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>392.8</td>
</tr>
<tr>
<td>Grammar</td>
<td>414.5</td>
</tr>
</tbody>
</table>

Year 3 Mean Score Highlights

In 2015 Year 3 Mean Scores showed improvement in every area of NAPLAN from 2013 and 2014.

STUDENTS MEETING THE NMS

- 71.2% of students met the NMS in NUMERACY
- 91.2% of students met the NMS in READING
- 97.8% of students met the NMS in WRITING
- 86.7% of students met the NMS in SPELLING
- 88.9% of students met the NMS in GRAMMAR

YEAR 5 NAPLAN RESULTS

Year 5 Proficiency Bands by Aspect
<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6.9</td>
</tr>
<tr>
<td>Reading</td>
<td>10.3</td>
</tr>
<tr>
<td>Writing</td>
<td>10.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>3.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>7.1</td>
</tr>
</tbody>
</table>

Year 5 Proficiency Band Highlights

- 3.4% of students in the 2 highest bands in NUMERACY
- 10.3% of students in the 2 highest bands in READING
- 21.4% of students in the 2 highest bands in SPELLING
- 10.7% of students in the 2 highest bands in GRAMMAR

Year 5 Mean Scores

Mean Scores

![Bar chart showing mean scores for different tests across years](chart.png)

Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>446.7</td>
</tr>
<tr>
<td>Reading</td>
<td>495.7</td>
</tr>
<tr>
<td>Writing</td>
<td>472.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>473.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>474.8</td>
</tr>
</tbody>
</table>

Year 5 Mean Score Highlights

Mean scores show improvement in WRITING, SPELLING and GRAMMAR from 2014.
STUDENTS MEETING THE NMS

- 62.1% of students met the NMS in NUMERACY
- 65.6% of students met the NMS in READING
- 57.2% of students met the NMS in WRITING
- 71.4% of students met the NMS in SPELLING
- 78.6% of students met the NMS in GRAMMAR

GROWTH – YEAR 3 TO YEAR 5

Growth by Test Aspect

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Highlights

- 19.2% low growth in READING

Areas for Improvements

- 26.9% ‘low’ growth in NUMERACY
- 7.7% ‘high’ growth in NUMERACY and READING

A focus in 2016 will be identifying students who demonstrated ‘low’ growth between Year 3 and 5 in Numeracy and Reading, and working with teachers identify ways to improve growth for these students. The aim will be to see less than 25% of students demonstrating ‘low’ growth and more than 25% of students achieving ‘high’ growth in NUMERACY and READING.
YEAR 7 NAPLAN RESULTS

Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>3.8</td>
</tr>
<tr>
<td>Writing</td>
<td>3.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>7.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>7.7</td>
</tr>
</tbody>
</table>

Year 7 Proficiency Band Highlights
- 7.7% of students in the 2 highest bands in NUMERACY
- 19.2% of students in the 2 highest bands in READING
- 15.4% of students in the 2 highest bands in WRITING
- 15.4% of students in the 2 highest bands in SPELLING
- 15.3% of students in the 2 highest bands in GRAMMAR

Year 7 Mean Scores

Mean Scores

<table>
<thead>
<tr>
<th>Mean Result</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mean Scores by Test Aspect

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 7</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>541.2</td>
<td>531.9</td>
<td>504.4</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>563.7</td>
<td>535.6</td>
<td>525.8</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>584.0</td>
<td>510.4</td>
<td>513.3</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>554.4</td>
<td>549.7</td>
<td>533.8</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>526.5</td>
<td>523.4</td>
<td>510.7</td>
<td></td>
</tr>
</tbody>
</table>

**Year 7 Mean Score Highlights**

It is pleasing to see some improvement in the WRITING mean scores from 2014.

**STUDENTS MEETING THE NMS**

- 80.8% of students met the NMS in NUMERACY
- 77% of students met the NMS in READING
- 65.4% of students met the NMS in WRITING
- 80.8% of students met the NMS in SPELLING
- 73.1% of students met the NMS in GRAMMAR

**GROWTH YEAR 5 TO YEAR 7**

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 5-7</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
<td>Site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
<td>20.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>70.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
<td>30.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
<td>60.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Highlights
- 20% ‘low’ growth in NUMERACY

Areas for Improvement
- 30% ‘low’ growth in READING
- 10% ‘high’ growth in NUMERACY and READING

A focus in 2016 will be identifying students who demonstrated ‘low’ growth between Year 5 and 7 in Numeracy and Reading, and working with teachers identify ways to improve growth for these students. The aim will be to see less than 25% of students demonstrating ‘low’ growth and more than 25% of students achieving ‘high’ growth in NUMERACY and READING.

6. STUDENT DATA

6.1 Attendance

<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>95.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.6</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.9</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.8</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.7</td>
</tr>
</tbody>
</table>

The average attendance rate of 93.9% reflects that, in general students want to come to school. In 2015 we identified students with a low attendance rate, and worked with families to develop specific plans to improve individual student attendance. This will continue to be a focus in 2016.
6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>3.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>2.7%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.2%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.0%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>7.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>97.3%</td>
</tr>
<tr>
<td>Unknown</td>
<td>21.5%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Most of our Year 7 students attend Kapunda High School, with a very small percentage choosing to attend a non-government secondary schooling option.

All students who left Freeling Primary School in 2015 transferred due to the family moving to another area, and Freeling no longer being their local primary school.

7. CLIENT OPINION

The 2015 Opinion Surveys reflect a high level of student, parent and staff satisfaction at Freeling Primary School.

STUDENT OPINION
<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best</td>
<td>96</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work</td>
<td>84</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly</td>
<td>81</td>
</tr>
<tr>
<td>My school is well maintained</td>
<td>82</td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>91</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns</td>
<td>77</td>
</tr>
<tr>
<td>Student behavior is well managed at my school</td>
<td>69</td>
</tr>
<tr>
<td>I like being at my school</td>
<td>88</td>
</tr>
<tr>
<td>My school looks for ways to improve</td>
<td>87</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously</td>
<td>69</td>
</tr>
<tr>
<td>My teachers motivate me to learn</td>
<td>88</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things</td>
<td>85</td>
</tr>
</tbody>
</table>

In 2016 we will review student voice processes, ensuring all classes hold regular class meetings where students have the opportunity to raise ideas and issues that are important to them. As a staff we will discuss ways to ensure students feel that their opinions are valued.
PARENT OPINION - SCHOOL

Percentage of parents who agree or strongly agree with each statement

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best</td>
<td>100</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work</td>
<td>96</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly</td>
<td>96</td>
</tr>
<tr>
<td>The school is well maintained</td>
<td>87</td>
</tr>
<tr>
<td>My child feels safe at this school</td>
<td>96</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns</td>
<td>96</td>
</tr>
<tr>
<td>Student behavior is well managed at this school</td>
<td>87</td>
</tr>
<tr>
<td>My child like being at this school</td>
<td>96</td>
</tr>
<tr>
<td>This school looks for ways to improve</td>
<td>100</td>
</tr>
</tbody>
</table>
This school takes parents’ opinions seriously  92
Teachers at this school motivate my child to learn  92
My child is making good progress at this school  83
My child’s learning needs are being met at this school  83
This school works with me to support my child’s learning  82

As in previous years, the parent opinion survey shows an overwhelmingly positive perception of the school, with children who enjoy being at Freeling Primary School and parents feeling that teachers are approachable and have high expectations of children.

An area of focus for 2016 will be working with families to involve them in the teaching and learning at Freeling Primary School.

**STAFF OPINION – SCHOOL AND PRESCHOOL**
The staff opinion survey generally reflects a positive perception of the school and correlates with the parent opinion survey in most areas.

In 2016 there will be a focus on providing staff with useful feedback through formal performance development planning.

*My School website*

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

8.1 Behaviour Management

In 2015 there were no suspensions or exclusions at Freeling Primary School. Staff focus on Restorative Justice practices when managing incidents involving bullying and harassment.


8.2 Relevant History Screening

In 2015 all volunteers in the school were required to provide a DCSI Criminal History Screening. As a part of planning for excursions, teachers were required to check that all parent/carer volunteers had an up-to-date clearance.

This process will be reviewed in 2016, to align with the updated DECD requirements.

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>22</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>5</td>
</tr>
</tbody>
</table>

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

8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>15.4</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>
## 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>2,768,843</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>3,000</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>141,468</td>
</tr>
<tr>
<td>4 Other</td>
<td>85,319</td>
</tr>
</tbody>
</table>