In 2011 Mt Gambier North was reclassified as a Category 2 school based on its complexity. Part of this complexity is due to two regional Special Classes for children with intellectual disabilities, and up to five regional IELP classes for non-English speaking students. Although a regional program, these children are counted as part of the North School NAPLAN data. This has a big effect on our whole school data, with a large number of children either exempted or for whom the test is inappropriate.

- Our core values of the school are Doing Your Best, Fair Go, Generosity, and Respect. Through community partnerships and a belief that all children are capable of success, we commit to foster each child’s unique potential towards life long learning.
- We aim for academic excellence through innovative Literacy and Numeracy programs, with extensive intervention opportunities to encourage an ‘I can do it’ attitude. We engage all learners through experiences beyond the school, with our bus constantly on the road.
- We celebrate diversity and social awareness as our community includes aboriginal students, special needs classes and humanitarian refugees. We offer a wealth of cultural and social experiences for our diverse community.
- We provide specialist Physical Education, Library, Italian and Music Programs. All children participate in instrumental musical, dance and performances. Regular Active After School programs, Out of School Hours Sports and Pedal Prix Programs develop children’s physical and emotional wellbeing. Our Landcare area provides opportunities for environmental awareness, learning and action. Meanwhile the garden supports Science understandings about living things and systems, and develops children’s oral language skills.

2011 Highlights

We enjoyed a week of celebration for our 50th birthday year with the show piece being the performance at the Wehl St Theatre. Memories from 2011 will be saved in a time capsule for the next 50 year celebration.

Awards were given to our Assistant Principal, Lisa Thomas (Regional Inspirational Primary School Teacher) and a much loved ex-teacher Ben Savage (Regional and State award for Inspirational Graduate).

Special Events supported our literacy program with our Eisteddfod debating students performing exceptionally well. We achieved the DOROTHEA trophy for the “Most Potential Speech And Drama Award”, the “Mount Gambier Primary Division 2 Debating Shield”, and the overall debating Shield for the second year in a row.

The “Books in Homes” program allowed us to give away many books to families supporting Literacy Learning in Homes – participating children were very enthusiastic about their new books.

The redevelopment of the Lunch Shed has seen the establishment of a Language and Learning Centre to support children’s oral language. It is great to see the role playing as children learn together.
Sporting Events have included: swimming, two Pedal Prix Teams (one being our first girls team), We saw Sports Day with Kurrajong winning, SAPSASA successes by three students, regular Active After School events, and Out of School Hours Sport.

Governing Council supported the development of the grounds – with our garden emerging as a fully productive, continually developing area, fed by our extensive composting system. The arrival of goats and hens has added wonderful opportunities for oral language and learning. Meanwhile, the lunch time workers have dug a large hole – ready for a new filtering pond at the bottom of the garden. Bradley Tye has overseen this work throughout a year of rapid change.

Redevelopment of two new class spaces in the Junior Primary area will enable us to have adequate space for all our R-2 classes in 2012. One of these classes was used for the first time in 2011. Meanwhile with the help of Scott Disselbach the old shelter behind the unit has been transformed into an art shed and the unit kitchen upgraded.

Music continues to be a celebration with Walla’s African Drumming being a stunning experience. Choir continues to shine with two choir festivals in Adelaide and Millicent (North Students were chosen for a solo and a MC role). The Viva Music performance, and a visiting student band helped inspire our young musicians. The end of the year music presentations were smaller due to the time taken to set up the 50th celebrations. At the same time the numbers of performers continues to grow, so much so that it has become too large for a whole school musical event. We will look at a variety of ways for students to perform in 2012.

An Italian trial was undertaken with children in Year 6/7. We have learnt much from this and have plans for whole school Italian in 2012, overseen by our own Michelle Schultz. Ms Schultz is also leading professional learning “Linking Language and Literacy - a multi-lingual approach.”

In 2011 we enjoyed a range of art activities with limestone sculpting with Bruce Linnell proving to be very popular, hip hop dance performances were enjoyed and the painting of our 50th birthday panels is helping to decorate the school. Meanwhile our bus opened the door to many excursions and camps.

Community Connections continue to be important with Messy Church, Karate, Netball and Basketball, Youth Groups and even Scrap Booking using our facilities. It was nice to finish the end of the year with a family Christmas Evening.

Graduation in 2011 was an exceptional night with the work undertaken in career education (ICAN) being evident in the students’ career choices, the work in debating showing in their improved public speaking and a year of dance exploded in a “Flash Dance” which took us all by surprise.

Report from Governing Council
Attached

Site Improvement Planning
The areas highlighted below are major Priorities for 2012.

LITERACY
Our key components of literacy involved extensive work in “Systemic Functional Literacy” led by Lisa Tapp and enriched by work with Stephen Graham. This particular way of looking at literacy is very much in line with the Australian Curriculum. It provides an integrated and sequenced approach to reading and writing texts with a focus on building a rich vocabulary and the associated grammar. A number of staff participated in the second round of professional learning called “TENOR” Teaching English to New Arrivals. All students benefit from this deep understanding of the English language.
In 2011 our work in oral language focused on the development of a wider vocabulary. These included changing old practices such as morning talks to include oral language in discussions about texts, through rich experiences (excursions) and through the development of a Language and Learning Centre for Early Childhood play.

New intervention programs were designed for children needing to develop oral language that would allow them to be equal participants in lessons. We have been particularly pleased with the results from a Vocabulary Program developed in 2011. This was designed to support the development of the technical language needed to understand the topic discussed in the class program.

At this stage we have not established a school wide measure for Oral Language. A screening test has been used for reception children with follow up activities. The effectiveness of this is under review.

In 2011 spelling was a key focus using the teaching strategies by Anne Bayetto and using the monitoring tool “The Single Word Spelling Test”. This test is now in place for students in years 1-7 and is also used for reception children at teachers’ request. This has allowed us to track school improvement on a term by term basis. Using this test we can compare spelling performance across the school in each term.

A new Initial Sounds and phonemic awareness program began in 2008 and the results of this can be seen in fewer number of children sitting in the at risk band on the Single Word Spelling Test. The trend of improvement can be inferred by the year 3 results. As our cohort of students changes dramatically from year to year and the groups of exempted children shifts between year levels we will need to watch this pattern over a number of years. Meanwhile we will track our school data regularly.

Developing an awareness of author’s purpose is a key skill for improved comprehension. This was supported by explicit Library lessons. The timing of the NAPLAN assessment at the beginning of term 2 was too soon to see results of this work. A review of NAPLAN data has informed us that, at that time, comprehension in both inferential and response questions is an area for growth. It was also evident, during a review of NAPLAN, that the children needed help with understanding literate features of text, such as metaphors and similes.

- The key priority is to further enrich our whole site understanding of Systemic Functional Literacy with 24 staff enrolled for “How Language Works”. We will link this work with the assessment and reporting using the Australian Curriculum.
- Spelling will continue to be a priority as teachers extend their understanding how to teach children spelling strategies and the importance of linking this to the literacy learning. We aim to reduce the number of children scoring 80 or less.
- Comprehension (as it relates to answering NAPLAN type tests) has been identified as a priority for 2012. We will check identify areas for growth in comprehension and teach specific strategies.
- Literate features of texts will be explored through Narratives and Poetry. We plan to increase our performance for mainstream students but understand that this is a very difficult task for children with English as a second language.

**NUMERACY**

In 2011 we had a number of new staff who were not familiar with our approach used by George Booker. Sam Leane led us in our learning and George Booker provided expert teaching.

We have trialed and chosen a new Maths assessment tool which will become a required assessment in 2012. This tool will help us track our progress in number and add to our existing test on basic facts.

- We will work to understand the Australian Curriculum and report Numeracy against this at the end of the year.
- Measurement is an area of the curriculum that will be a priority in 2012. We will continue to investigate and find an effective measurement assessment.

**SCIENCE**

In 2011 we will also be asked to report science against the National Curriculum. This will be a challenge for schools in South Australia as our funding assumes we have split year levels. Although English and Mathematics can be differentiated for different level, it will be very difficult to offer two levels of curriculum each year for subjects like Science, History, Health. This is an issue under review across the nation.

- We will apply our knowledge of the Australian Curriculum to report against the science curriculum and investigate ways to manage reporting on split classes.
WELLBEING
In 2011 we established a well being team with Sam Leane and Lisa Thomas as Assistant Principals and Simone Badenoch and Narelle Ryan filling the counseling role.

Generational Poverty was a regular part of staff room training. Teachers understand they need to explicitly teach the relationship between formal and informal language and when to use the appropriate style. This will be introduced to all new teachers but will no longer be a change focus.

Careers education was formally under taken with Partnership Brokers for all year 6/7. The children learnt a great deal from this work. Our plan is to make Careers Education into a regular component of our curriculum. We will document and Plan so that this program is embedded for all year 6/7 students.

The Child Protection Curriculum is an expectation but no longer a priority for change.

SRC received a higher focus in 2012 and this was evident in student feedback on the opinion survey and during the School Review. Opening up opportunities for other children, not in the executive, to be Leaders is a direction for 2012.

The school’s first two weeks of school involve a program called “Learning to Live” which helps establish class rules and processes. A review provided teachers with more flexibility and allows teachers to adapt the program to suit their class. This was well received by teachers.

- We will continue to investigate ways to support children whose behaviour impacts on others’ learning. We will talk with our community about the implementation of a no-violence policy at school, defining together what constitutes violence and appropriate consequences.
- We plan to incorporate parenting programs on the school site to further support families that need help.

Student Achievement
The school collects a great deal of data each year to inform us of our directions. Once every 2 years children in year 3, 5, 7 sit a test and this NAPLAN data adds to our school’s picture. This NAPLAN data was collected early in 2011 and refers mostly to the children’s learning in 2010.

NAPLAN
Figure 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>Proficiency Band</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>30%</td>
<td>25%</td>
<td>35%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>1</td>
<td>40%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>50%</td>
</tr>
<tr>
<td>4</td>
<td>70%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>80%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>70%</td>
</tr>
<tr>
<td>6</td>
<td>90%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>80%</td>
</tr>
</tbody>
</table>

The numbers of exempted children (eg regional special class) has an impact on this data. The graph however, informs a need to develop consistency in numeracy teaching as a priority. Reading comprehension has been identified as a skill to extend in the area of reading.

It is pleasing to note that spelling is not over represented in the bottom bands as in the past, while in most areas we have children in the top bands. This has been one of our long term goals. It is please in not the small numbers in band 1.

Figure 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>Proficiency Band</th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exempt</td>
<td>20%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>40%</td>
</tr>
<tr>
<td>6</td>
<td>60%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>70%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>8</td>
<td>80%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Students in the top bands also have the opportunity to complete the NAPLAN tests.
The exemptions in year 5 were less significant and did not impact so heavily on the data. Grammar and reading were the main areas of concern. Comprehension tasks being identified as an area for improvement. Spelling is also an area for growth, with the need to lift the children in band 3. The effect of the new approach in the early years will take some time to show up in this data.

It is pleasing to note that we are achieving some success in stretching students into the higher bands. This cohort of children however did not make the growth expected from the beginning of year 3 to the beginning of year 5.

Figure 3: Year 7 Proficiency Bands by Aspect

Exemptions impacted heavily on this data. Looking beyond this we did have representation in all areas in the top bands, which has been a long term goal. Spelling is an area for improvement, with the children in band 4 needing to be reduced. The effect of the new approach in the early years will take some time to show up in this data.

Mean scores over time are hard to interpret due to the complex and changing context of the school. We will need to track this data carefully and use our site data to keep analyse individual progress. We have requested that a searchable data base be developed so we are able to compare like groups of children.
SCHOOL GROWTH

COMMENT: STUDENT GROWTH CHARTS
The difference in growth rate for between 3-5 and 5-7 indicates there exists inconsistency in teaching. This reinforces our need for teachers to operate as teams, so that progress made in one area is always built on. This is particularly important when there is a changeover in teachers. The process for induction and support for new will be more targeted and specific.

Student Data

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
</tr>
<tr>
<td>Reception</td>
<td>88.7</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>89.1</td>
</tr>
<tr>
<td>Primary Other</td>
<td>87.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.2</td>
</tr>
<tr>
<td>Total ACARA</td>
<td>90.7</td>
</tr>
</tbody>
</table>

We have established an attendance target of 90% for each year level which has been almost achieved with the Reception group just missing out by 0.6% and Year 3 by 0.4. Attendance rates are stable across the school, with a gradual improvement over 3 years. Our attendance rates match up favorably with national data. The major concerns are for those habitually non-attendees who have serious social and/or mental health concerns.

When children are identified with attendance concerns by the teacher or a review of data, contact is made with the family by the class teacher. If this is not successful more home contact is followed up by the Student Counselor. Home visits, text reminders, regular meetings and referrals to aligned services have helped some families. At times, daily pick ups ensure the children are developing patterns of attendance. Where this fails the Regional Office is involved and ultimately mandated reports are made. Helping families understand the importance of good attendance at school is an ongoing issue for the school and our community. The importance of regular attendance at school is explained during transition meetings.
Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>Number</th>
<th>School%</th>
<th>Region%</th>
<th>Index%</th>
<th>DECS%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interstate/Overseas</td>
<td>8</td>
<td>8.8%</td>
<td>11.5%</td>
<td>7.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>18</td>
<td>19.8%</td>
<td>9.0%</td>
<td>6.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>64</td>
<td>70.3%</td>
<td>44.8%</td>
<td>53.1%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1.1%</td>
<td>12.2%</td>
<td>15.1%</td>
<td>17.1%</td>
</tr>
</tbody>
</table>

As our context is significantly different than other Primary Schools an analysis of this data is complex. Our Regional Classes and programs for New Arrivals have as one of their important outcomes children being comfortable to leave the security of Mt Gambier North into their local school. In 2011 this began happening. As a result we expect a higher than usual number of children exiting to other schools. Our humanitarian refugees often choose a private school in line with their religious beliefs. Our community is beginning to go though a crisis of employment and contract workers in forestry and aligned industries are beginning to lose employment. We will analyse in detail of families’ movement beyond this data at the individual student level.

Year 1

Our extensive work in developing reading in the Early Years is evident with our reading results seen here in green.

Year 2

To show this success in Year 3 NAPLAN results we will investigate how to teach children to “do the test” through a focus on comprehension an area identified for focus in our 2011 results. This means we will explicitly teach children how to access the text and test situation including how to engage with multiple choice questions.
Client Opinion

This opinion data was only gathered from 12 families – this makes it very hard to draw many conclusions. In all areas we have scored in the middle band (light blue) in line with regional schools. Our target is for our scores to be at the top of this band. This is an achievable target.

However we will need to take notice of trends that indicate we need to keep an eye on how we develop relationships with parents. All parents need to feel that concerns can be raised and that they will be listened to. We also need to establish ways for parents to join us in curriculum and decision making. Our challenge is to find innovative ways for this to occur.

From a staff perspective we need to continue to work towards excellence in teaching and learning and to provide consistency between teachers. Teacher teams are designed to provide more consistency in this area with an expectation of teachers observing each other teach, and to learn from each other.

Students’ results have indicated a slight improvement on last year in particular in the SRC leadership.

The behaviour of a few however continues to impact on their learning. When reading student comments it is evident that we explain to students why some children seen as “naughty” are invited into other programs. These are in fact not rewards but targeted behaviour programs designed to increase children’s resilience and self regulation, thus enabling them to be in class without disruption.
Many of the recommendations of the school review aligned well with the planned directions of the school based on academic and opinion data. The ones identified here will be part of the Priorities for 2012.

One key change area is to formalise the processes of whole of staff alignment in curriculum and behaviour support. This direction will be supported through teacher teams and teachers working together and observing in each other’s classrooms. This will involve the Wellbeing Team in support of both teacher consistency and a need to align what are seen as effective strategies and logical consequences for inappropriate behaviour.

That the leadership team and staff will work together on site plans and targets
That the leadership team will continue to clarify roles and to establish structures and processes that maximise the effective distribution of leadership and promote sustainability.

Numeracy Coach
The Numeracy coach continued for 6 months in 2011. The focus on older students who had been left behind in their Numeracy learning can be seen in the growth rate of the year 7 group. In 2012 we will use the Australian Curriculum to embed the learning gained.

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>Graduate Degrees or Diplomas</td>
<td>63</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>7</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.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>26.20</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>29</td>
</tr>
</tbody>
</table>

Financial Statement 2011 Profit and Loss
As Attachment
Chairman’s Report 2011

It has been another busy year at Mt Gambier North.

The biggest highlight this year was our 50 year celebration with the whole school being involved. (Thanks to Guy Detot’s direction).

The performances, the dinner and school tours were a big success.

With facilities this year not as much happened as past years but we had more corridor areas closed in with doors & windows to better utilise our spaces, we had old metal conduit/cables replaced, more air conditioners installed, rcd’s installed & our old lunch shed had a makeover (done by our staff). Our students helped build a shed to store the pedal pix cars.

We also applied to the city council for a school crossing for Heath Street to improve student safety.

This year our school hosted the Aboriginal Deadly Awards in our gym.

We have reduced our waste disposal costs by better management of our waste with students monitoring what goes in our bins and this has been recognised by the KESAB group on a visit to the school.

Some of our governing council members attended training sessions at Grant High School. Our staff attended workshops with George Booker.

We had successful working bees to improve our school.

During the year our students were involved in many activities including:

Adventure caving, Pedal pix 24hour endurance race, Combined School Choir in both Millicent & Adelaide (Thanks to Wendy Roeters), Sports day, Debating which scored second highest for the district (thanks go to Sharon Holmes for her coaching), the ICAN program, Careers Expo, Labs on Legs, Skills to dream in term 3 (ran by Helen Strickland & Emma Hannaford), Refugee Day, Have a Go (directed by former North student Jamie Harding) & 5GTR radio on air sessions. Market day with $600 raised and donated to the United Nations appeal for Somalia.

On a sad note we said goodbye to our canteen at the end of term 3 (We thank all who have helped over the years). This area will become our Italian classroom.

Not only did we say goodbye to our year 7’s but also to two of our leadership team Sam Leane and Lisa Thomas who have gained leader roles at other Schools.

I thank both staff and fellow council members for their contribution and support to the school during 2011.

Thank you,

Barry Treloar.