Black Forest Primary School
Annual Report
2015

“Growing towards the future”
Creativity Respect Collaboration Endeavour Responsibility
Black Forest Primary School is located in the inner southern suburbs, approximately 5km from the Adelaide GPO. A Reception to Year 7 School, Black Forest Primary had an enrolment of 490 students by the end of the school year, and catered for up to 120 children in its OSHC service.

5.5% of our students are verified with a disability, 18 different languages (other than English) are spoken by 7% of our students and 8.5% were approved for School Card assistance.

Our challenge is to provide engaging learning experiences to enable even greater outcomes for our students to become future successful participants and leaders in the global society.

Black Forest School is part of a group of Eastern Adelaide Primary Schools that form the Partnership of Greenhill South.

### 2. REPORT FROM GOVERNING COUNCIL

Moving from a School to a Governing Council in 2015 enabled Council to review processes with the aim of strengthening and supporting public education in the community. A Planning Meeting was held early in Term 1 to establish goals, review communication methods and plan for the future.

From this Planning Meeting it was agreed to move forward with Google Groups for communication within the Governing Council. This greatly improved distribution of documentation with files being shared via Google Groups, rather than individually emailed. Google accounts were created for the Chairperson, Treasurer and Secretary. These accounts will be transferred to new office bearers in the future for improved handover and historical knowledge.

The Sub-Committee structure was also reviewed and the introduction of a Strategic Advisory Committee to advise Governing Council on matters of school policy and strategic direction was agreed upon. Communication was highlighted as one of the areas for the Strategic Advisory Committee to address throughout the year, and this will continue to be discussed into 2016.

A major decision made by Governing Council in 2015 was the future of the School Pool. The Strategic Advisory Committee consulted the community via public meetings and a survey to determine if the pool should be removed or repaired. The decision to remove the pool was strongly supported by the community and Governing Council approved the recommendation from the Strategic Advisory Committee in October 2015. Community consultation will again be sought in 2016 relating to the usage of the site.

A highlight of 2016 was the overwhelmingly successful School Fete, led by Darren Jones. Strong support from the Fete Committee, staff, students and families resulted in an amazing day which we were all very proud of. It was a great example of what the Community and Black Forest Primary School can achieve when working together.

Thanks must go to the amazing group of people who made up the new Governing Council: Jon Evans, Kathryn Hudson, Joe Young, Heather Gurney, Tara Miller, Leah York, Mark Fidock, Kate Watkinson, Rohan Feegrade, Richard Stone and Sam Kelly as well as the staff representatives who rotated during the year and the student leaders Sam K and Jessica P. Their active contribution to this group and the Advisory Committees in which they participated reflects their commitment to ensuring the valuable and ongoing partnership between staff, students and parents remains highly successful.

Tracey Randall
Governing Council Chairperson

Tracey Randall leaves the Governing Council after serving as Chairperson for two years and as a Councillor for 2 and ½ years. She has led this group with enthusiasm and passion and has been an excellent guide as we’ve transitioned from a School Council to a Governing Council. Her support of staff has been paramount in her work with Council being an advocate to strengthen community – school partnerships. Tracey’s thoroughness, attention to detail and processes have ensured that the Governing Council is well set up for many years to come.

We thank Tracey for her service to our school community and wish her all the best!

Linda Weetra
3. 2015 HIGHLIGHTS

Staff Professional Development:
- Natural Maths with Ann Baker
- Future Schools Conference
- Katrina Spencer – Developing skills and knowledge in working as a professional learning community
- EduTECH Brisbane
- Australian Curriculum Technologies Learning Area

Parent/Volunteer Workshops & Training
- LAP Morning Tea
- Volunteers Morning Tea
- Responding to Abuse & Neglect Training (3 sessions)
- Volunteer Information Sessions
- Foundation Skills for Reading Success
- Understanding Google Apps for Education
- Benefits & Risks of Digital Tech Workshop
- Nature Play and Loose Parts and BFPS
- Lesle- Anne Ey – “Parent in a Media Rich Culture”

Camps & Excursions
- Zoo Snooze
- Arbury Park
- Mylor Baptist Adventure Camp
- Aquatics Camp at West Lakes
- Banrock Family Weekend
- The Kaurna Living Cultural Centre
- Warriparnga Wetlands
- Art Gallery & Migration Museum

Other Highlights included:
- Development of Koala Park
- Introduction of “Loose Parts” Play
- External Review
- Working Bee Hive in Garden
- Crazy Hair Day
- Harmony Day - 20th March
- Open Garden Night – Friday 27th May was a resounding success
- Book Week
- Sports Day
- Festival of Music
- Wakakirri Performance
- “Pirates of Penzance” Choir Musical
- Createx-CREATEX (a play on the words CREATIVITY EXPO and TECHNOLOGY).
- ICAS Competitions
- Principal’s Tours
- Visit from the daughter of Tom Kruse – the Outback Mailman
- Introduction of QKR app for online payments and forms
- Fete
- International Mud Day
- Go Kart Construction
- Staff vs Students Netball Game
4. SITE IMPROVEMENT PLANNING

The Site Improvement priorities for 2015 were Literacy, Numeracy and Parent-School Partnerships. These aligned with the Greenhill South Partnership Plan 2015 with a particular focus on Numeracy. All teaching staff in the Partnership shared a pupil free day early in the year with Ann Baker and Mathematics Focus teachers in each school continued to be mentored by her regularly during the year. The Partnership focus on Numeracy will continue in 2016.

The principles underlying the improvement plan are:
- Children are active members in a variety of communities
- The rights of children require the child to have a ‘voice’
- Learning is life-long. Learners are challenged and engaged by relevant and innovative learning experiences
- Learning occurs in a variety of environments
- Digital learning is transforming education

To achieve our mission in 2015 we reviewed and evaluated programs and practices to ensure they supported all students to achieve and be challenged.

Black Forest Primary School was the first site in South Australia to be externally reviewed in 2015. The purpose of the reviews is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools.

Outcome of the Review:
- Black Forest is tracking well. Good performance was evident by a culture of improvement and an increased strategic use of achievement data for classroom planning.

Directions:
- Improve student learning by working in partnership with the Governing Council and the broader community to shape strategic directions and management of change. Regularly self review and evaluate the impact of initiatives, programs and practices on all students’ learning so that change is data informed and evidenced based.
- Support students not achieving DECD Standards of Educational Achievement by strengthening the use of achievement data and monitoring student progress.
- Provide greater challenge for students by designing rigorous higher order tasks and ensuring consistency in assessment to increase the proportion of students achieving in the upper proficiency standards in the Australian Curriculum and NAPLAN.

4.1 BETTER SCHOOLS FUNDING

Black Forest Primary School received $18418 in 2015 from the Australian Government to support the Department’s vision of improving the educational achievement of our students. This funding was based on our 2015 enrolments. The Better Schools Funding allocation recognizes the needs of those students who are educationally disadvantaged and/or whose achievement is below benchmark.

The funding contributed to:
- Increasing the number of students at benchmark for Years 4-7 in Numeracy

The strategy used:
- Using the evidence of student learning according to the PAT Maths test to identify students for the QuickSmart Maths intervention program
- Employ a trained SSO to facilitate the program

Further information about the achievement of the QuickSmart participants can be seen in the next section of this report.
In 2015 we received another year of funding from DECD for the Early Literacy Learning Strategy. This is designed to ensure:

- A clear focus on children’s learning and engagement
- A focus on Literacy development
- A direct focus on, and link to, improved literacy achievement over time
- Quality early years teaching and leadership
- Strategies and actions are informed by evidence, data and research
- Alignment with state and national reform agendas including the Australian Curriculum, the National Quality Framework (EYLF), National Partnerships and Aboriginal Literacy Plan.

At BFPS the Reception – Year 3 worked collaboratively throughout 2015, to continue to develop an agreed and coherent whole site approach, working together to develop and enact consistent literacy teaching and learning beliefs, expectations and practices.

This approach works to provide a literacy rich culture with:

- Agreed focus and direction for literacy improvement
- Shared understanding, commitment and common language for literacy assessment and instruction
- Collective action that uses data and evidence to drive instruction, interventions and resources.
- Collaborative professional learning to build educators’ capacity to refine literacy teaching and learning.
- Differentiated teaching and learning to support each learner to achieve the targeted outcomes
- Consistent and coherent implementation of curriculum and pedagogy across year levels and content areas

Our BFPS ELLS developed in line with the DECD Literacy Improvement Model identifies priorities and strategies, supported by resourcing for each area. Key outcomes for 2015 are listed below under each of the improvement areas.

**Ultimately our measure of success is in the achievement of every child.** The world’s highest performing school systems highlight that success occurs when teachers have high expectations, a shared purpose and a collective belief in their ability to make a difference. A coherent whole site approach to literacy teaching and learning requires reaching agreements in regards to the expectations and purpose of literacy learning; ‘what’ we teach and ‘how’ we teach literacy. A whole site approach is achieved through consistent enactment of the agreements and progress towards a collective vision that ensures successful outcomes for each learner.  

**SUCCESSFUL LITERACY PATHWAYS** - The focus of this improvement area is on ensuring all learners are catered for and supported to achieve their potential. Improvements in this area in 2015 include:

- Collecting, analysing and monitoring of data from Phonological Awareness (Reception and as needed Years 1 and 2), Running Record levels across R-7 (until Level 30 for all students), PAT-R (Years 3-7) and NAPLAN (Years 3, 5 and 7) to identify literacy priority areas
- Continuing Jolly Phonics in Reception
- Implementation of play as pedagogy across R-3 and in line with BFPS Play policy
- Implementation of Transition Policy principles – building partnerships with Prior-to-school-settings
- Continued remodelling and renaming of the viale
- Implementation of the R-5 Literacy Framework including shared agreements
- Focussed small reading intervention groups with SSO/teacher support across Years 3-5 3 times a week
- Implementation of alternative intervention programs (eg: Reading Doctor)

**PARTNERSHIPS WITH PARENTS AND FAMILIES** - The focus of this improvement area is on looking at how we collaborate with families on literacy approaches to improve learner outcomes. Improvements in this area in 2015 include:

- Further implementation of BFPS Transition Policy in line with DECD Transition to School Position paper
• Parent communication/workshops about literacy learning, with an emphasis on Oral language, Vocabulary and Phonological awareness
• Explicit sharing of Phonological Awareness data with parents at parent/Teacher Interviews Term 1
• Collaborative relationships with main feeder kindergartens – Glandore and Clarence Park through the Reimagining Childhood Project
• Parent workshops at Glandore and Clarence Park Kindergartens with a focus on the AEDC data
• The only DECD school to present at National AEDC Conference February 2015

USE OF EVIDENCE DATA AND RESEARCH - The focus of this improvement area is on ensuring we support staff to use data, evidence and research to inform, monitor and review literacy practices. Improvements in this area in 2015 include:

• Consistent and clearly articulated mapping of whole school learning data collection implemented
• Ongoing implementation of Phonological Awareness Policy which includes consistent collection and analysis of PASM data for every Reception child in Terms 1 and 4 and Year 1 children who did not meet benchmark at end of Reception
• Collection and analysis of RR data every term R-3
• Ongoing collection of RR data for all student on levelled texts R-7
• Development of format for recording PASM data in Excel to monitor and track student progress and a process for sharing this information with teachers of Year 1 children

RUNNING RECORD DATA
This data was collected at the end of each term, with teacher release provided by the ELLS Strategy. This data was presented to class teachers in the form of Excel graphs. Groups of teachers collaboratively analysed the data and identified areas for improvement on practice. The following is an analysis of the data collected for the past 5 years based on September data from Year 1 to Year 2:

In 2015, DECD released a Standards of Achievement document which indicated that September benchmarks for Running Record levels across R-3 had changed. Targets at BFPS were adjusted accordingly as follows: Reception – level 5 or above; Year 1 – Level 15 or above and Year 2, Level 21 or above. The data collected in November 2015 indicated:

• Reception – 78% at benchmark or above
• Year 1 – 85% at benchmark or above
• Year 2 – 89% at benchmark or above
This data is excellent and the teachers across are to be commended on the commitment they have in not only ensuring children met these benchmarks, but that importantly, they develop a positive disposition to reading.
COHERENT WHOLE SITE APPROACH - The focus of this improvement area is on developing literacy beliefs, practices and expectations that all site members will commit to and enact. Improvements in this area in 2015 include:

- Implementation of Early Literacy Learning Strategy R-5, PA Policy, Transition Policy and Play Policy
- Collaborative planning, documentation and review of educational goals for all Students with Additional needs (teacher, SSO and Deputy) and NEP students (parents, teacher, SSO and Deputy) and regular meeting with SSO/teacher teams
- Induction for new teachers to BFPS about our ELLS
- Regular meetings with R-3 team
- Use of differentiated models for 2015 to meet student needs (eg: SSO support, Year 6/7 children working with Ann Langman)
- Consistent approach to communicating with parents regarding reading levels and practices for new Receptions
- Continuing development of inspiring spaces for children outdoors, especially Koala Park redevelopment
- Introduction of Loose parts play

CHALLENGED AND ENGAGED LEARNERS The focus of this improvement area is on ensuring we challenge and engage learners to actively build their literacy expertise. Improvements in this area in 2015 include:

- Developing a shared understanding and implementation of quality literacy practice documented in the BFPS Literacy Framework R-5
- Reception teachers involvement in Reimagining Childhood Project with Glandore and Clarence Park Kindergartens – reflection on practice within the context of Reggio Emilia principles
- Writing of a chapter for a book based on the EChO project, Making our own road between South Australia and Reggio Emilia
- Presentation at the EChO Expo
- Continuing to re-model learning spaces (i-Centre, classrooms, piazza, viale)
- Use of digital technologies to enhance literacy learning (eg tablets, Special Ed i-pad)

Recommendations for 2016:

- Continue with regular collection, analysis and monitoring of RRL, PASM, SEA and PAT R
- Continue implementation of current policies and practices (R-5 Literacy Framework, Play, Transition and Phonological Awareness Policies)
- Continue to develop play (and resources) as a major pedagogical process for young children
- Continue Reimagining the Child Project and further expand learning across other year levels
- Development of Literacy Boxes to include high quality reading games to support Big 6
- Training and development with a focus on writing (eg: Bookmaking)
- Developing common language for Maths oral language

SPECIAL EDUCATION

This year we commenced with 22 students identified under the Students with Disabilities funding – 10 A Level of Support students (equivalent to 1 hour SSO funding per week) and 12 D Level of Support students (equivalent to 3 hour SSO funding per week). Each student has a Negotiated Education Plan (NEP) developed in negotiation with teachers and parents. SSO and teacher teams met regularly to monitor the implementation of these NEP goals.

Eighty students were identified at the end of 2014, as Students with Additional Needs for 2015. These students in R-5 are supported by SSOs funded by the Learning Difficulties Grant. Each student has an Individualised Learning Plan developed by teachers and provided to parents. SSO and teacher teams met regularly to monitor the implementation of these ILP goals.

In 2015 the Year 6/7 team were provided with 0.2 salary which they used to release a teacher, Ann Langman, to work with SwAN and EALD students, with a focus on Literacy. Feedback from student was positive and included comments such as:

- Reading activities helped me to understand words
- I improved my reading comprehension. I feel that I am reading with more speed"
- I widened my vocabulary and how to describe things better
In Term 4 all SwAN ILP’s were reviewed and parents notified of future support for 2016. Students for 2016 were identified using DECD Standard Achievement benchmarks for PAT-Reading and PAT-Maths. Students who were below benchmark in Maths were nominated for the Quicksmart Intervention program.

In 2015 we introduced the Quicksmart Intervention program to support students develop automaticity of number facts. Twenty students participated in the program as follows: 6 x Year 5 students, 8 x Year 6 students and 6 x Year 7 students. According to the SSO who ran this program, Narelle Taylor, 14/20 students completed the full program and showed an improvement in addition, subtraction, multiplication and division and problem solving techniques. All of these students showed significant improvement in their recall of number facts as demonstrated by their pre and post intervention tests. All demonstrated a growing general confidence in class and a positiveness to maths and particularly, problem solving.

Of the 14 student who completed the program the following learning data indicates recall of number facts in speed (response in seconds) and accuracy as follows:

<table>
<thead>
<tr>
<th>Concept</th>
<th>% of children who achieved 100% accuracy</th>
<th>% of children who achieved 95-99% accuracy</th>
<th>% of children who achieved 90-94% accuracy</th>
<th>% of children who achieved less than 90% accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition</td>
<td>93%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtraction</td>
<td>86%</td>
<td></td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Multiplication</td>
<td>71%</td>
<td>7%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Division</td>
<td>78%</td>
<td>14%</td>
<td></td>
<td>7%</td>
</tr>
</tbody>
</table>

In addition to those students who participated in the full program another 6 students took part in a modified program as vacancies became available.

**EALD**

56/79 (71%) EALD students were considered eligible for support based on their 2014 Language and Literacy levels. This was in the form of SSO support for R-5 students and teacher support for Year 6/7 students. Language and Literacy Levels for all EALD students was collected in May with data indicating the following:

![Language and Literacy levels EALD students 2015](image)

Of these children, 10% did not progress the equivalent of 12 months progress (ie: did not move up a level). These and the children who are 3-4+ levels below benchmark are of greatest concern. In 2015, As a result of attending DECD EALD training during the year, and given this data, we successfully negotiated with staff to agree to appoint an EALD teacher in 2016.
5. NAPLAN

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

![Year 3 Proficiency Bands by Aspect](image)

Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td>3.8</td>
<td>17.3</td>
<td>32.7</td>
<td>26.9</td>
<td>11.5</td>
<td>7.7</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>3.8</td>
<td>7.7</td>
<td>25.0</td>
<td>11.5</td>
<td>25.0</td>
<td>26.9</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>1.9</td>
<td>7.5</td>
<td>24.5</td>
<td>15.1</td>
<td>39.6</td>
<td>11.3</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td>5.7</td>
<td>11.3</td>
<td>22.6</td>
<td>30.2</td>
<td>18.9</td>
<td>11.3</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td>5.7</td>
<td>9.4</td>
<td>18.9</td>
<td>26.4</td>
<td>20.8</td>
<td>18.9</td>
</tr>
</tbody>
</table>

Figure 7: Year 3-5 Growth

![Year 3-5 Growth](image)

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>Lower 25%</td>
<td>23.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>52.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>23.9</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>30.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>46.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>22.4</td>
</tr>
</tbody>
</table>

The focus for setting targets in NAPLAN in 2015 was to increase the number of students in the top 2 Proficiency Bands (PB) particularly in Numeracy Year 3

**Year 3**

- Numeracy: 19.2% in top 2 PB in 2015
- Reading: 52% in top 2 PB in 2015
- Writing: 52% in top 2 PB in 2015
- Grammar: 40% in top 2 PB in 2015

8 students did not achieve National Minimum Standards
These students are either verified with a learning disability or are identified as a Student with Additional Needs (SwAN) and receive SSO support.
Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: 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></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: Year 7 Proficiency Bands by Aspect

Table 3: 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></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Year 3-5
The expected growth between tests is 1 ½ Proficiency Bands.
1 student dropped down 1 Band
1 student stayed in the same Band
17 students improved by 1 Band
18 students improved by 2 Bands
6 students improved by 3 Bands
2 students improved by 4 Bands
Year 5
Top 2 Bands
Numeracy 40%
Reading 43%
Writing 17%
Grammar 49%
Spelling 49%
2 students achieved below National Minimum Standards – both supported by SSOs.
6. PROGRESSIVE ACHIEVEMENT TESTS (PAT)

In August 2015, DECD announced the implementation of the Progressive Achievement Tests (PAT) developed by the Australian Council for Educational Research (ACER) for all public schools in South Australia. The PAT assessments are an annual diagnostic tool, delivered in September each year, for all students from Year 3-10. All schools are required to complete the PAT-Maths and PAT-R (Reading Comprehension) assessments. As described by DECD, “PAT Maths assesses number, algebra, measurement, geometry, statistics and probability in multiple-choice format. The assessments also address the mathematical processes of understanding, fluency, problem solving and reasoning. The skills assessed by each question are mapped against the Australian Curriculum for Mathematics. PAT Reading comprehension assesses retrieving directly stated information, interpreting explicit information, interpreting implied information and reflecting on texts in multiple-choice format. These skills reflect comprehension skills described in the Australian Curriculum for English.”

Together with NAPLAN and Running Record (RR) data, the PAT assessments are one of DECD’s core markers of student educational achievement. The tests are designed to demonstrate student development against a consistent scale through their schooling, and combined with the PAT Resource Centre, can provide valuable diagnostic insights into student strengths and areas for growth. In 2015, staff began familiarisation with interpreting PAT data to improve student learning, and this will continue in 2016.

In practical terms, at Black Forest PAT data has already been used to identify students who are not yet achieving the benchmark standard in the assessed area, and to allocate support for 2016. Likewise, analysis of PAT-M results highlights the need to strengthen student problem-solving abilities in mathematics. This is now the mathematical focus for the 2016 Site Improvement Plan.

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
<th>Progress Group</th>
<th>Site</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower 25%</td>
<td>12.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>Middle 50%</td>
<td>32.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>56.0</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>Lower 25%</td>
<td>32.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 50%</td>
<td>46.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upper 25%</td>
<td>22.0</td>
</tr>
</tbody>
</table>

Year 5-7
5 students stayed in the same Proficiency Band
26 students improved by 2 Bands
3 students improved by 3 Bands
4 students achieved below National Minimum Standards all of whom receive SSO support for their learning.

<table>
<thead>
<tr>
<th></th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>29% in top 2 PB</td>
</tr>
<tr>
<td>Writing</td>
<td>46%</td>
</tr>
<tr>
<td>Grammar</td>
<td>39%</td>
</tr>
<tr>
<td>Spelling</td>
<td>44%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>49% (an increase of 10 students from 2013)</td>
</tr>
</tbody>
</table>
7. STUDENT DATA

7.1 Attendance

Figure 9: Attendance by Year Level

Attendance remains reasonably consistent over the last few years. Each year level, with the exception of the Year 2 and Year 6 cohorts reached the 93% target as set by DECD.

### Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.1</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>97.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>96.2</td>
</tr>
</tbody>
</table>
8. ACCOUNTABILITY

8.1 Behaviour Management

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>Year 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-1</td>
</tr>
<tr>
<td>Year 6</td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Our school values underpin the behavior expectations and there are clear processes to support students who have difficulty managing their behavior. Unfortunately the 2015 data was unavailable at the time of typing this report. This data is about Suspension of students and the number is extremely low considering the large student population we have.

Our yard and class behavior processes will be reviewed in 2016 as well as the conduct of regular bullying and harassment audits.

The appointment of a Primary School Counsellor was made in Term 4 and she began the process of auditing and reviewing the use of the lunchtime Time Out Room. This work will continue in 2016.


8.2 Relevant History Screening

Black Forest Primary School obtains and maintains DCSI clearances in accordance with DECD Policy and Procedures.

A data base is in place that identifies DCSI clearances for all that are required. Accurate records are kept and were commended in the Audit carried out by DECD early in 2015.

In 2015 we had over 200 volunteers supporting our school in some capacity. Two Volunteer Induction and RAN trainings were conducted each term to enable our volunteers to receive the required certificates. These were all well attended.


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>52</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</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.

My School website
http://www.myschool.edu.au/
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>Full-time Equivalents</td>
<td>0.00</td>
<td>26.80</td>
</tr>
<tr>
<td>Persons</td>
<td>30</td>
<td></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>21,191</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>14,224</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>290,196.78</td>
</tr>
<tr>
<td>4 Other</td>
<td>126,866</td>
</tr>
</tbody>
</table>