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ABOUT OUR SCHOOL

Airdale Primary School is situated in Port Pirie in the Mid North of South Australia approximately 240 kms from Adelaide. Port Pirie is a large regional town with a large variety of employment opportunities within the Government and service agencies. The main public employer in the town is the Nyrstar Smelters.

The school develops and maintains contacts with a variety of government departments and agencies, independent organisations and other primary and secondary schools and preschools to achieve its objectives.

Students come from a mix of socio-economic and cultural backgrounds. This includes students with English as a second language, Aboriginal students and students with disabilities.

Airdale Primary School is committed to developing essential skills in English and Maths in a safe and caring environment as well as developing and fostering Community Partnerships.
ABOUT VISION

OUR VISION

Airdale Primary School works in partnership with the local community to provide opportunities for all students to reach their full potential.

OUR SCHOOL IS A PLACE WHERE . . . . .

Parents/Caregivers, staff, students and the community work together in a friendly environment where visitors are welcome and we all feel safe, valued and have a sense of belonging.

Staff, students and parents/caregivers take responsibility for their own behaviour and accept responsibility within the school.

We aim for academic excellence while acknowledging and providing opportunities for social, physical and cultural achievements.

Staff are committed to providing quality learning by continually updating their skills and knowledge in curriculum, teaching methodology and the use of innovative technology.

Parents/Caregivers are encouraged to be actively involved in the school’s learning programmes and are regularly informed of student progress and the school’s activities.

We liaise with outside agencies to provide support for families and to assist in providing improved learning outcomes for all students.
We began the year with 6 classes and developed 3 teaching teams across the school. There were two Reception/Year 1 classes, a Year 2/3 class, a Year 3/4 class and two Year 5/6/7 classes. This enabled teachers to pair up and programme together as well as stream students for Literacy and Maths and team teach on occasions. This allowed us to reduce the range of students’ abilities in each class. Teachers believed that this was successful and made planning and catering for students needs very much easier than in previous years. It has been recommended that this practice continue in 2016.

Transient students became a huge issue for us this year with some 57 new enrolments during the year and 41 transfers out. This has a dramatic effect on our class numbers, attendance and academic results as the majority of these children are missing large amounts of schooling while they are moving from place to place.

Student activities this year have included:

- Book Fair & Book Week
- SAPSASA sports (football, netball, soccer, cricket, softball and rugby)
- School and Interschool Sports Days
- Choir and Instrumental Music
- Numerous performances by visiting artists
- Excursions in and around Port Pirie
- Year 5/6/7 Camp in Adelaide
- SRC fundraisers
- Premier’s Be Active Challenge
- Premier’s Reading Challenge/Simultaneous Reading Day
- STRIDE – Sports for Life
- Swimming lessons
- Active After School Sports (team games, hockey, basketball, cricket, gymnastics)
- Drama Club
- Rugby and Cricket Clinics
- Bike Education Week/Bike restoration programme
- Gymnastics
- Grip Leadership
The support that staff and students at these events have received from parents this year has been very impressive and most welcome as we try to involve more and more parents in the various school events.

Staff have also continued to upgrade their skills and knowledge in many of the curriculum areas by attending a number of professional development opportunities throughout the year. The most significant of these was the continuation of the Professional Learning Communities (PLC) programme where all teachers across Port Pirie joined a curriculum group and met regularly to share resources and teaching strategies across the R-12 range. The Pirie Partnership was included in the Mathematician in Residence programme this year. This programme was a major focus for Airdale with all staff attending training over 3 pupil free days and trialling different strategies in their Maths lessons. In 2016 we will be looking at how the Natural Maths strategies will be incorporated into our whole school Maths Agreement and implemented in all classes. Other professional training undertaken included MultiLit, Running Records, Aboriginal Cultural Studies, SMART goal setting, Hearing Impaired, Asthma, Autism and the National Data Collection for Students with Disabilities.

The Pirie Partnership has continued to grow this year and Leaders spent considerable time developing a Partnership Plan based on the DECD Strategic Plan, our PLCs and continuing to develop common qualities across all sites. The Community Action Group continued to meet twice a term to look at ways of promoting the common qualities throughout the Port Pirie Community.

NAPLAN and P.A.T. Reading & Maths were our main source of assessments this year. The results were quite pleasing although we still have a long way to go across the whole school. This year the PAT Reading and Maths tests were conducted online for the first time. There were some issues during the testing, notably some children ticking boxes ‘just to get it finished’, and we will need to address these next year when the tests are repeated.

The Passport Programme continues to encourage student attendance although the overall attendance appears to have plateaued somewhat at around the 84% - 85% mark. The programme is now fully funded by the school and will continue in future years. We have also seen a significant increase in the number of parents seeking student exemption for family reasons which has helped reduce the number of unexplained absences we have had in past years.
KEY FOCUS AREAS:

ENGLISH

Targets:
1. 80% of students (except NEP) will read and spell 60% of 404 words in the Oxford Word List by the end of Year 3.
2. 50% of students (except NEP) will achieve National Average in Reading.
3. 80% of students (except NEP) will achieve National Minimum Standards in Writing.
4. 60% of students (except NEP) will achieve National Minimum Standards in Spelling.
5. 70% of students (except NEP) will achieve National Minimum Standard in Grammar & Punctuation.
6. 70% of students (except NEP) will achieve Stanine 5 or higher in P.A.T. Reading.
7. Running Records (ex NEP):
   - 30% Reception students at Level 5+
   - 30% Yr 1 at Level 15+
   - 60% Yr 2 at Level 20+
   - 80% Yr 3 at Level 24+
   - 80% Yr 4 at Level 27+
   - 80% Yr 5 at Level 29+
   - 95% Yr 6 at Level 30
   - 95% Yr 7 at Level 30
8. Phonemic Awareness:
   - 50% Reception will achieve a score of 26
   - 75% Yr 2 will achieve a score of 34.

NATIONAL AVERAGE

This year it was decided to set the National Average for Reading only and 44% of students achieved this. This was just under the target set. However, we were pleased with the increased number of students achieving the National Minimum Standards. In particular our Year 3 students excelled this year with 100% achieving the NMS in every area of Literacy. The Year 5 students (90%) and Year 7 students (92%) excelled in achieving the NMS in Reading.

RUNNING RECORDS

Students in Reception (58%), Year 1 (60%), 3 (70%) and 6 (100%) achieved their targets this year, a significant improvement on last year. Year 7 (90%) students fell just short of their target.

P.A.T. COMPREHENSION

Only 44% of students achieved their target in Comprehension this year which was quite disappointing. The improvement shown in the Junior Primary and lower Primary area is quite impressive but the middle and upper Primary needs a lot more work. We do believe that the structures that have been in place in the Junior Primary area for the last 3 years are showing dividends as these students start to move through the lower Primary area and we are hoping that this improvement will show in the middle and upper Primary classes over the next 2 – 3 years.
SCHOOL PRIORITIES

MATHS

P.A.T. MATHS

32% of students achieved the target set. This year with the introduction of the online Maths test we recorded students mean scores for the first time. We have still reported the stanine scores against the targets set but, in future years, mean scores will be used which will fall into line with the Education Achievement Standards set by DECD. All Primary Schools in Port Pirie were included in the Mathematician in Residence Programme for 2015. New strategies were trialled in classrooms and, as mentioned earlier, staff at Airdale will determine where these strategies fit into our Whole School Agreement in Maths in 2016.

NATIONAL MINIMUM STANDARDS IN NAPLAN

This year the Year 3 (88%), Year 5 (88%) and Year 7 (92%) students showed significant improvement in achieving the National Minimum Standards. Maths has now become a major focus throughout the school. One of the biggest issues in the new Australian Maths Curriculum is the necessity to be able to read well and be able to interpret the problem at hand. As our students continue to improve their English skills so should they be able to improve their Maths skills but we must ensure a consistent approach across all year levels. The use of the Mathletics programme by all students has been very successful as this programme has been adjusted to meet the new requirements of the Australian Curriculum and it provides students with lots of practice in problem solving.
SCHOOL PRIORITIES

COMMUNITY PARTNERSHIPS

KEY FOCUS AREAS:

COMMUNITY PARTNERSHIPS

Targets:

1. 70% of students will have diaries signed weekly.
2. 70% of Parent Surveys returned.
3. Increase student attendance to 90% each term.
4. 65% of families attend Parent/Teacher Interviews in Term 1

This year 70% of parents attended Parent/Teacher Interviews while 55% returned all surveys including the Parent Opinion survey. A major focus again this year was to receive survey returns from our Aboriginal population and this was achieved through the efforts of our A.C.E.O. and A.E.T. in visiting parents and working through the surveys with them.

The Family Night in Term 1 was well attended by parents as was each whole school function. The performance by the Drama Club filled the Gymnasium again this year with over 70% of families attending.

Student attendance averaged 83.9%, still below our target. The Passport Programme has certainly been a successful one and will continue in 2016. Punctuality is still a major concern but has improved this year. We will continue to try to get the message out to parents of the importance of being at school on time so that students do not miss out on the English lessons which are generally held early each day.

The interactive sessions between our Reception students and the children from the various pre-schools has again been successful in bridging the gap between pre-school children and Primary schoolchildren. The Learning Together Centre has received ongoing funding so we can now look at how we can interact on a more regular basis with the Centre and the parents who are involved in their activities.

We intended to establish a training programme/workshops for parents run by our School Counsellor to provide parents with ideas for helping their children at home and to encourage them to become more involved at the school level (listening to children read, etc.). A number of parents attended the first morning tea and were keen to continue but, unfortunately, very few came to follow up sessions. We will again look at this for 2016 as we believe it is important for parents to be more involved in their child’s education.
Enrolments at Airdale Primary School continue to vary significantly throughout the year. Many families are quite transient and often enrol and re-enrol at the school 2 or 3 times a year.

The majority of these are our Indigenous students and their families who will often move backwards and forwards between Port Pirie and the Northern Territory especially during the term breaks.

This year we had a significant increase in the number of Reception students which matched the outgoing Year 7 group and helped to maintain our current numbers.

The school has established closer links to the local pre-schools to encourage more enrolments in the future as well as the Learning Together Centre.
BEHAVIOUR

The incidents of poor student behaviour has dropped significantly over the years. Only 3 suspensions occurred for the whole year in 2015 which was exceptional. The majority of incidents warranting time out are for refusals to complete work or disrupting other students in class, minor issues compared to violent issues in the past. The work on developing common qualities across all sites and emphasising them at Airdale on a regular basis has paid great dividends.

ATTENDANCE

The attendance rate of students at Airdale Primary School is, on average, about 84%.

Students’ low attendance rates are directly linked to their academic results and we need to continue to work more closely with parents to ensure students are attending regularly.

### BEHAVIOUR DATA

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**Total Term 1-4**

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YEAR 3

This year 100% of students achieved the Minimum Standards in Reading, Writing, Spelling, and Grammar and Punctuation and 88% in Numeracy. This is the best result achieved by students at Airdale over the last 10 years and was the second highest of similar schools throughout Australia.

YEAR 5

The Year 5 students’ results were much the same as last year with 90% achieving the National Minimum Standards in Reading, 60% in Spelling, 50% in Grammar & Punctuation and 88% in Numeracy. However, only 20% achieved the minimum standards in Writing, an area which continues to concern us.
YEAR 7

The data shows that 92% of students achieved the Minimum Standards in Reading, 73% in Writing, 75% in Spelling, 58% in Grammar and Punctuation and 92% achieved them in Numeracy. Writing is still a concern across the school and will be addressed in 2016 with training to be provided by Stephen Graham in the ‘Explicit Teaching of Writing’.

COMPARISONS

The table shows that there has been a significant improvement for our Year 7 students who were in Year 5 in 2013 in all areas of Literacy and Numeracy, which is most pleasing. The Year 5 students who were in Year 3 in 2013 have not fared as well with Writing being the worst area.
This year we continued with our own Parent Survey with 55% of parents responding.

Parents agreed that the learning, social and emotional needs of students were being met to a high degree.

It was pleasing to see that parents recognised the efforts of staff to cater for students with specific needs and that staff were engaging students in their learning.

The Site Improvement Plan was sent home to all parents and included in the Parent pack for newly enrolled students. This has reduced the number of ‘don’t knows’ with regards to the targets set for each priority.
The results show that parents are pleased with the information being provided by staff. This year we made a conscious effort to provide information to parents about current teaching practices. This has resulted in a reduction in the number of parents seeking more information.

Catering for individual differences was a highlight of this survey as parents have become more aware of how teachers are catering for individual student needs. Given that some 30% of our students are special needs students we have made important inroads in working closer with parents.
There are still some issues from students that needed to be looked at by staff.

Teachers began the process this year of establishing ILPs with all students as we think this will assist students in understanding the expectations we have of them.

There has been a significant reduction in students not knowing how they are going and how they can improve. All students have been involved in setting their own goals this year.
Again, feeling safe at school and being able to meet with friendly, caring students is a concern that was raised by a number of students. This is also related to some students who say they don’t like coming to school.

Whilst the Bully Audits show a decline in incidents of bullying, it is still a concern for a few students and certainly an area for staff to continue to work on across the whole school. The Audit process was reviewed last year and a new weekly collection of data was undertaken. This has proved more popular and will continue in 2016.

Students felt that they were more involved in decision making in the school this year and that there were more opportunities for all students across the school.
**QUALIFICATIONS / STAFFING**

**STAFF**

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

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**Workforce Composition including Indigenous Staff**

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As another year draws to a close, we reflect on 2015 and the year that was. Congratulations to Geoff Saunders, who has been appointed as our Principal for a further 5 years. We thank him and all staff for your commitment, dedication and professionalism and look forward to that continuing. Airdale has certainly seen many positive changes in recent years.

Governing Council meets twice a term and is made up of Staff, Parents and Community Representatives. Members this year included Geoff Saunders, Nia Paschalis, Bre Dietman, Kelly Matthews, Tracey Wickham, Lorna Cameron, Marian Maguire, Zue Possingham, Rachelle Caputo and myself. Thank you to everyone involved in Governing Council for volunteering your time and contributing to our school community. I would encourage parents to come along to meetings and support our children’s school.

Once again Airdale has had a number of fundraisers this year, including Mother and Father’s Day stalls and the Crazy Camel Calendars. We also held the Trash and Treasure which was again a great success. So much work goes into organising the fundraisers and I thank everyone for their contribution big or small that made the events a success. Special thanks to Bre and Cain Dietman and to Rachelle Caputo, who once again put so much effort into the organising of these events.

Nia Paschalis again led the Breakfast Club and had another successful year. In Australia over 100,000 children go to school without breakfast every day, so Breakfast Clubs are a great program to ensure children have the nutrients and energy to learn each day. Thanks to Nia and her helpers.

Our Canteen continues to open 4 days per week and has been quite successful this year, especially with the Passport Program continuing and the introduction of catering. Well done to Lorraine Dyer and her helpers for their hard work.

To all the Year 7s who are graduating into High School, we wish you all the best as you continue your education journey and with all future endeavours.

I would like to wish all of you a very happy and relaxing holiday break and a very Merry Christmas. Stay safe and appreciate each other.

Kate Taylor