Pennington School R-7 Annual Report 2015

Government of South Australia

Department for Education and Child Development

1. CONTEXT

School Name: Pennington School R-7   **School Number:** 0337

Principal: Georgina Grinsted   **Partnership** Inner West

Pennington School R-7 is the result of an amalgamation process at the beginning of 2015 between Pennington Junior Primary School and Pennington Primary School. It is a Category 2 Index of Disadvantage school which began with an enrolment of 336 students - 276 in the mainstream program and 60 in Intensive English Learning Centre at the start of 2015

The school began the year with 16 classes – 12 Mainstream Primary classes and 4 IELC Primary classes however this varied from term to term depending on migration and enrolment trends and we ended the year with12 mainstream classes and 5 IELC classes.

The student population is diverse and complex and becoming increasingly more so.
A significant number of students, over 50%, require Literacy support. 14% of students are identified as Students with Disabilities - this equated to 28 students in 2015. 90% of these students have language or communication disabilities. 76% of students are eligible for School Card and 21% of students are Aboriginal or Torres Strait Islander. 85% of students are from non –English speaking families and require additional support in developing their English language knowledge and skills.

2. REPORT FROM GOVERNING COUNCIL

As a newly amalgamated school Pennington School R-7 began with a School Council governance structure in 2015. The Extra Special Meeting was not held until June as we had to wait for advice from the Minister regarding the process and structure for the formation of the council for the newly amalgamated school. Unfortunately forming this group proved very difficult. We only had the commitment of 3 parents plus two staff representatives and the Principal for the year. This made establishing the expected governance processes and structures impossible, The contributions of this small dedicated group ensured that financial decisions and curriculum directions for the newly amalgamated school had parent input albeit limited.

3. 2015 HIGHLIGHTS

Curriculum and Pedagogy
As well as working from the Australian curriculum (ACARA) in Mathematics, English, Science, History Geography and The Arts staff also familiarized and developed their understanding of Technology and Civics and Citizenship for implementation in 2015. Specialist programs provided a sharper focus in Physical Education, Visual Arts, Dance and Drama and Science. We embedded staff learning in improved pedagogies (Teaching for Effective Learning (TfEL framework) and the Teaching and Learning Cycle in Writing and Mathematics. Teachers were mentored by a Numeracy Coach who worked alongside teachers to improve pedagogy using a "heavy coaching "model focused on effective practices. Staff agreements on whole school literacy planning, mathematics teaching and collection of learner achievement data were developed and enacted.

Amalgamation
As a newly amalgamated school 2015 has been a year of establishing processes, procedures and policies for the effective operation of the school while building a culture of professional collaboration and a common belief in all student's ability to succeed. Developing consistency of practice and shared beliefs and expectations has been a focus in our first year of operation as an R-7 school. This has included operating decisions such as behaviour management expectations and processes, decision making, purchasing procedures, yard management and curriculum planning expectations. Whole School Curriculum agreements has been developed and implemented for Literacy – writing and spelling and Mathematics. Whole School Agreements about the teaching of reading will be a focus for 2016.

Intensive English Language Centre
This year as an amalgamated R-7 IELC we had a steady increase of enrolments. The unit started the year with 5 classes. The IELC is one of continuous intake consequently half way through term 3 we began with a 6th class, due to the steep increase in enrolments. (See table for termly enrolments)

Term	Enrolments
1	13
2	13
3	20
4	17

Students who enrolled this year came from 26 different countries. The highest represented group was India with the majority of students being dependents of skilled and business migrants. Twenty two of the students enrolled throughout the year were refugees who came from countries such as Iran, Somalia, Syria Egypt and Afghanistan.
To support students a number of Bilingual School Services officers were employed on a termly contract basis-Indian, Persian, Arabic, and Vietnamese.
In 2015 to support the needs of the students and in particular the refugee students in our school we were allocated **Targeted Refugee Interventions funding** $ 6 916.43
The funding provided opportunities for the professional development of teachers and funding for targeted intervention. The funding was used to develop and implement the following objectives and strategies

(1) To increase teacher capacity to support new arrivals and refugees

Provide cross site teacher observations for the sharing of good practice.
Release of experienced high quality teachers to mentor new teachers

A release day of professional development was provided in term 2 for all IELC teachers in collaboration with Richmond Primary IELC and Cowandilla Primary IELC. The day provided teachers with the opportunity to observe best practice of other Intensive English Language Program teachers, share resources and discuss issues that are pertinent to IELP.
Sessions held on the day were……
Introducing Words Their Way to lower year levels
Digital technologies
Mathematics- differentiation when teaching Number

It was evident that the release day made an impact on teacher practice. Junior Primary teachers are trialing aspects of the spelling program Words their Way. Teachers are using digital technologies such as Puppet Pals to support story writing.

(2) To improve engagement with learning for students with additional needs

Implement small group Reading intervention programs for students who have been given extended eligibility
In terms 3 and 4 additional BSSO hours were given to students who were given extended eligibility to meet their learning goals and to newly arrived refugee students who had little or no schooling.
Programs used were Jolly Phonics, Mini Lit and Levelled Literacy Intervention Reading program (LLI)
BSSO's also worked with newly arrived students each term, using support material made by teachers to develop orientation language
The Mini Lit and LLI programs were successful intervention programs; all students met their learning goals and exited into mainstream.
Jolly Phonics gave students the opportunity to develop a basic foundation of English letters and sounds and letter formation particularly for the students who have Arabic script.
The intervention programs were effective as data indicated that targeted students had progressed in Reading Levels and Literacy Level.

(3) To improve student access and inclusion in the school and wider community
- Fund swimming program for refugee students
- Subsidise excursions
- Road Safety excursion

The opportunity to participate in additional curriculum activities to develop orientation language and familiarity with the new environment improved students' vocabulary and confidence to communicate. The shared activities enriched the language program with in the classroom.

In term two IELC teachers were given professional development opportunities to continue building their teacher practice and expertise by being part of an IELP Maths Project -Teaching and Learning Sequence funded by the IELC program. The teachers were each given five release days. They were required to produce a mathematics s unit of work which will be published for use by teachers in the primary Intensive English Language Program and Secondary New Arrivals Program. Their teaching and learning sequence will demonstrate how to linguistically prepare students to understand mathematical concepts so they can become numerate.

In 2016 the future direction in line with the school site improvement plan of the IELC will be for teachers to:
- Embed behaviour education strategies of Play is the Way.
- Develop and share units of work in Mathematics. The two teachers who are working on the maths project will support other staff to develop their own units of work.
- Continue developing oral language units of work around the orientation themes.

IMPROVEMENT PLANNING AND TARGETS

PRIORITIES and OUTCOMES FOR 2015

NUMERACY

All teachers can confidently identify where students are in terms of their mathematical conceptual development and are able to articulate where to next for each student or groups of students

TARGETS

Increase 10 % of students whose NAPLAN results demonstrate they achieve the DECD SEA for Numeracy

Increase the number of students by 10% who attain NAPLAN scores in the higher bands in numeracy

LITERACY

Develop a comprehensive literacy classroom program using Learning Design that links reading, writing and comprehension skills

Use comprehension strategies to build literal and inferred meaning from texts using an agreed framework R-7

Use the school based Genre Map to explicitly teach agreed genres with a focus on language features and grammar

TARGETS

Increase 10 % of students whose NAPLAN results demonstrate they achieve the DECD SEA for Reading

Increase the number of students by 10% who attain NAPLAN scores in the higher bands in Reading

INTERVENTION

Conduct a review of school support structures and intervention processes that identify needs of students

Identify and implement effective whole school intervention programs based on the Wave model

TARGET

To better identify students at risk and respond appropriately to their identified needs

WELBEING

Build culture of expectation around attendance

Build a culture of high expectation and success for all - High Will, High Skill

Determine an agreed social emotional wellbeing program to be used across the whole school

TARGET

To increase annual attendance rate to DECD target of 93%

Percentage of Students who demonstrated achievement of the DECD SEA

	NUMERACY		READING	
	2014	2015	2014	2015
YEAR 3	37%	39%	37%	58%
YEAR 5	42%	48%	56%	35%
YEAR 7	38%	53%	48%	55%

COMMENT

In terms of achievement of the DECD Standard of Achievement our results show percentage increases in all areas and across all year levels excluding Year 5 Reading. Our target of 10% improvement target was exceeded in Year 7 Numeracy and Year 3 Reading. The poor result of decrease in Year 5 Reading will be focus area to examine in 2016.

Percentage of Students who attain NAPLAN scores in the Higher Bands

	NUMERACY		READING	
	2014	2015	2014	2015
YEAR 3	12.2%	2.8%	14.5%	11.1%
YEAR 5	0.0%	19.4%	9.1%	12.9%
YEAR 7	3.8%	10.0%	9.5%	5.0%

COMMENT

The Year 5 and Year 7 Numeracy results are very pleasing and are contributable to teachers working with a Numeracy Coach to implement more effective teaching practices in Mathematics. Year 5 Reading has shown a small improvement however all other results are of concern and will need to be closely investigated by teachers of these year levels in 2016.

The Inner West Partnership Review has provided the recommendations as stated below.
These will be incorporated into our school's 2016 Site Improvement Plan.
1. Develop a whole of Partnership approach to numeracy improvement, including specific strategies and ways to monitor progress.
2. Analyze current results to identify the drivers of numeracy and reading higher bands results, and identify specific strategies to increase higher bands attainment and retention.
3. Analyze current results to better understand the gap in Aboriginal learner outcomes. Identify strategies to improve the results, and how to monitor progress.
4. Build on Early Years strengths to develop continuity of learning Preschool to School.
5. Develop explicit links between High Schools and upper Primary to create a Middle School approach to support continuity of learning

4.1 Junior Primary and Early Years Scheme Funding

Teachers were released to attend training and development sessions to support the implementation of structured literacy programs which include reading, phonics and spelling, writing and oral language. SSO support was provided for intervention strategies for identified children using Pre-Lit, Mimi-Lit and / or Multi- Lit as appropriate.

4.2 Better Schools Funding

During 2015 we employed a 0.6 FTE teacher to work with 17 identified Aboriginal students from R-5 who were below year level benchmark to improve reading outcomes.
They were assessed for their oral and written sound knowledge with a focus on vowel discrimination. This involved checking each child's phonic sound knowledge using a checklist and taking a writing sample. The writing sample checked for letter formation, finger spaces, punctuation, sight words and sentence construction. The information gained determined what would be taught during the intervention program. Each child's progress was monitored over time and areas for further development identified. Daily written records of the lesson and the progress of children was provided

to class teachers to maintain strong communication and ensure that the child was supported in the best way possible in future sessions.

The intervention has had the greatest impact on the children in Reception and Year 1 as they moved from only knowing a few single letter sounds to writing independently at level 3 and 4 and one child in Year 1 now knows how to read and write all of the 50 sight words.

Year 3 and 4 children received intervention in mathematics as well as reading. Students PM levels moved on average from level 18 to 25 with some moving to level 27.

5. STUDENT ACHIEVEMENT

PAT-R GROWTH DATA

School Target: 60% of students will attain 12 month or more increase in their PAT –R scaled score growth

Year Level	No. of Students	Exceeded Yearly Growth	Growth Evident	No Growth
Year 3-4	15	60%	20%	20%
Year 4-5	20	25%	45%	30%
Year 5-6	26	70%	11%	19%
Year 6-7	23	35%	30%	35%

ATSI GROWTH DATA

Year Level	No. of Students	Exceeded Yearly Growth	Growth Evident	No Growth
Year 3-4	0	N/A	N/A	N/A
Year 4-5	4	0%	80%	20%
Year 5-6	10	40%	30%	30%
Year 6-7	4	25%	50%	25%

PAT MATHS GROWTH DATA

School Target: 50% of students will attain 12 month or more increase in their PAT –Maths scaled score growth

Year Level	No. of Students	Exceeded Yearly Growth	Growth Evident	No Growth
Year 3-4	16	75%	20%	5%
Year 4-5	23	57%	21%	22%
Year 5-6	43	74%	18%	8%
Year 6-7	35	43%	3%	54%

ATSI GROWTH DATA

Year Level	No. of Students	Exceeded Yearly Growth	Growth Evident	No Growth
Year 3-4	2	50%	0%	50%
Year 4-5	4	25%	75%	0%
Year 5-6	4	50%	25%	25%
Year 6-7	7	30%	0%	60%

From a total of 37 ATSI students enrolled at our school 17 students did not have concurrent test results in Pat–R. This means that growth could be measured for these students. Reasons for this included:

- 8 students were Year 3 level and only completed 1 test as previous year they were enrolled on the JP Campus as Year 2
- 4students were Year 2 level and had not complete any tests as a Year 1 student as they were enrolled on the JP Campus
- 4 students were new enrolments and only completed 1 test
- 3 students were absent
- 1 student was enrolled as Year 3 in 2014 – but did not sit the test in 2015

Our data shows that overall we were reached or exceeded our target of 50% of students attaining 12 months or more growth in Pat-Maths except for Year 6-7 who underperformed by 7%.

The data for our ATSI students shows that the Year 3-4 and Year 5-6 student cohorts met the identified target. Year 4-5 and Year 6-7 student cohorts underperformed by 25% and 20% respectively. It is pleasing to note that 100% of students in the Year 4-5 cohort demonstrated growth in their results.

LITERACY LEVELS
School Target: 70% of students will attain Year level standard

Year Level	Year Level Standard	Year Level Target	% Achieved Standard	% Achieved 1 Level Below
R	Level 3	50%	43%	56%
1	Level 4	60%	65%	22&
2	Level 5	60%	68%	13%
3	Level 6	70%	42%	31%
4	Level 7	70%	18%	24%
5	Level 8	70%	14%	14%
6	Level 9	70%	12%	23%
7	Level 10	70%	9%	25%

Our results are far below our identified target. We have identified that students at all year levels achieve Level 6 however there is little evidence of the development of higher order writing skills as students' progress through year levels .Many students are reluctant writers at all year levels and motivating and engaging students in the writing process will be a focus of our improvement strategy in 2016. While we have developed a whole school agreement in the expectations of students' writing, focusing on teachers' understanding of the teaching and learning cycle in 2015 it will take more time before these practices are reflected in our students' results.

RUNNING RECORD LEVELS
School Target: 70% of students will attain Year level standard

Year Level	Year Level Standard	Year Level Target	% Achieved Standard
R	9	70%	30%
1	17	70%	46%
2	21	70%	44%
3	24	70%	62%
4	26	70%	43%
5	28	70%	55%
6	30	70%	76%
7	30+	70%	80%

Our targets were met for Years 6 and 7 students which was very satisfying as teachers spent many hours implementing differentiated strategies and intervention programs to achieve our targets.
Our Reception students arrive at school often with minimal life experiences and without completing their full entitlement to Kindergarten and therefore struggle to reach the expected target. It takes time to address this initial gap and to get children closer to the expected target.

5.1 NAPLAN

Student Proficiency Bands
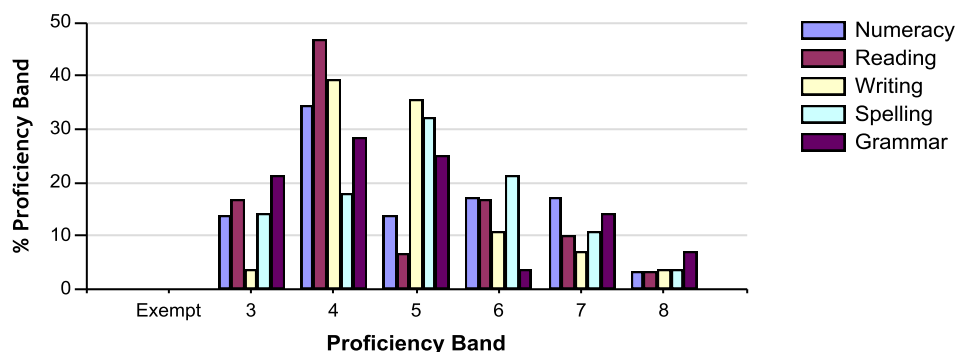
Figure 1: Year 3 Proficiency Bands by Aspect
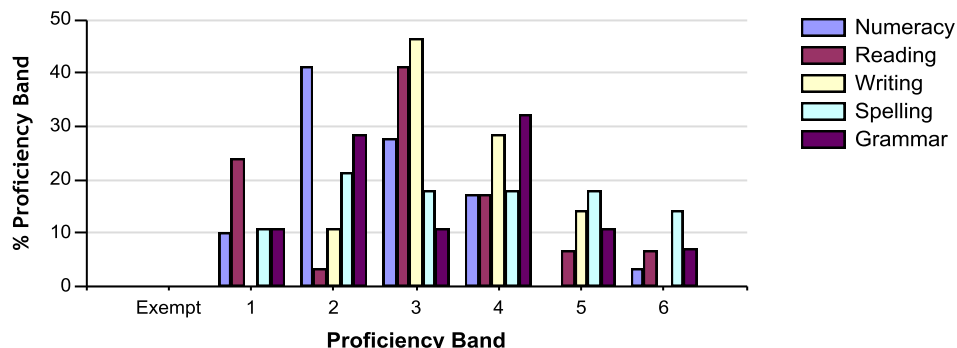
Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		10.3	41.4	27.6	17.2		3.4
Reading		24.1	3.4	41.4	17.2	6.9	6.9
Writing			10.7	46.4	28.6	14.3	
Spelling		10.7	21.4	17.9	17.9	17.9	14.3
Grammar		10.7	28.6	10.7	32.1	10.7	7.1

The data indicates the following percentages of students below Year Level standard:
51.7% in Numeracy, 27.5% in Reading, 10.7% in Writing, 32.1% in Spelling and 39.3% in Grammar.

It also shows the following percentages of students above the expected Year Level standard:
20.6% in Numeracy, 31% in Reading, 42.9% in Writing, 50.1% in Spelling and 49.9% in Grammar.

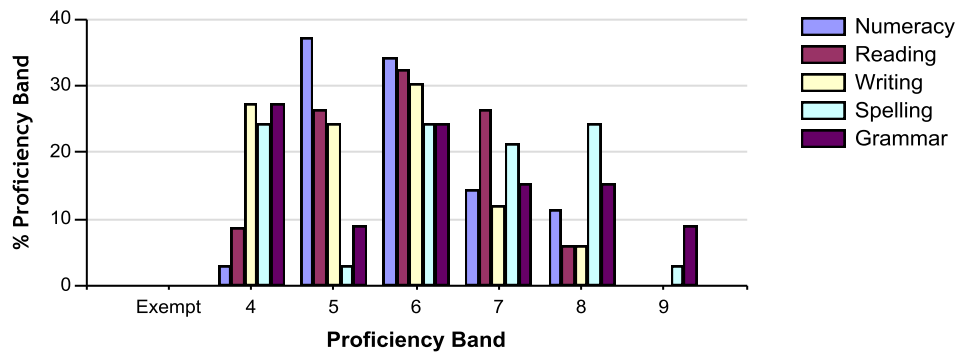### Figure 2: Year 5 Proficiency Bands by Aspect

Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		13.8	34.5	13.8	17.2	17.2	3.4
Reading		16.7	46.7	6.7	16.7	10.0	3.3
Writing		3.6	39.3	35.7	10.7	7.1	3.6
Spelling		14.3	17.9	32.1	21.4	10.7	3.6
Grammar		21.4	28.6	25.0	3.6	14.3	7.1

The data indicates the following percentages of students below Year Level standard:
48.3%% in Numeracy, 63.4% in Reading, 42.9% in Writing, 32.2% in Spelling and 50% in Grammar.

It also shows the following percentages of students above the expected Year Level standard:
38% in Numeracy, 30% in Reading, 21.4% in Writing, 35.7% in Spelling and 25% in Grammar.

Figure 3: Year 7 Proficiency Bands by Aspect

Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		2.9	37.1	34.3	14.3	11.4	
Reading		8.8	26.5	32.4	26.5	5.9	
Writing		27.3	24.2	30.3	12.1	6.1	
Spelling		24.2	3.0	24.2	21.2	24.2	3.0
Grammar		27.3	9.1	24.2	15.2	15.2	9.1

The data indicates the following percentages of students below Year Level standard:
40%% in Numeracy, 35.3% in Reading, 51.5% in Writing, 27.2% in Spelling and 36.4% in Grammar.

It also shows the following percentages of students above the expected Year Level standard:
25.7% in Numeracy, 32.4% in Reading, 18.2% in Writing, 48.4% in Spelling and 39.5% in Grammar.
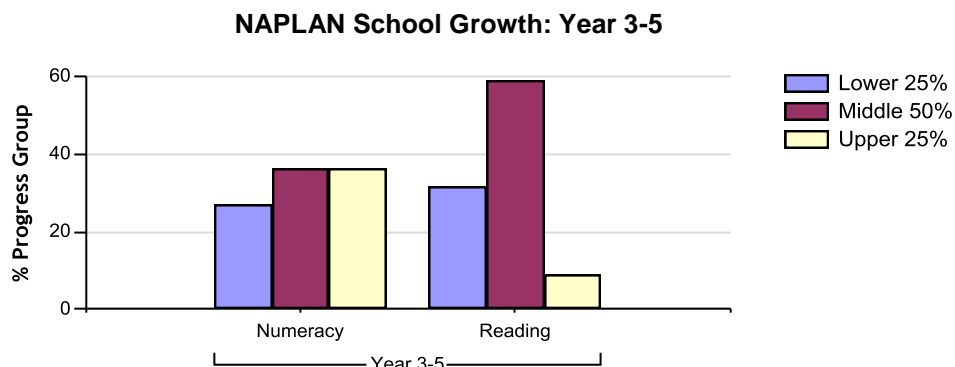
Figure 7: Year 3-5 Growth

NAPLAN School Growth: Year 3-5

Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	27.3
	Middle 50%	36.4
	Upper 25%	36.4
Reading	Lower 25%	31.8
	Middle 50%	59.1
	Upper 25%	9.1

Progress data is measured in terms of low, medium and upper growth. The data sets look at student growth between tests – i.e. the results from students who sat the reading test in 2011 as Year 3s and then as Year 5s in 2013 and finally as Year 7s in 2015.

Comment

Our school's aim is to replicate the desired model of 25%in the lowest group, 50% in the middle group and 25% in the upper group.

Pennington's data for Year 3-5 in Numeracy indicates that we have been successful in increasing the number of students in the Upper Band by 11.4% above the standard.

Unfortunately in Reading we have not had the same success moving students from the lower and middle group into groups above. Moving students from the middle group to the upper group will be our target for 2016.
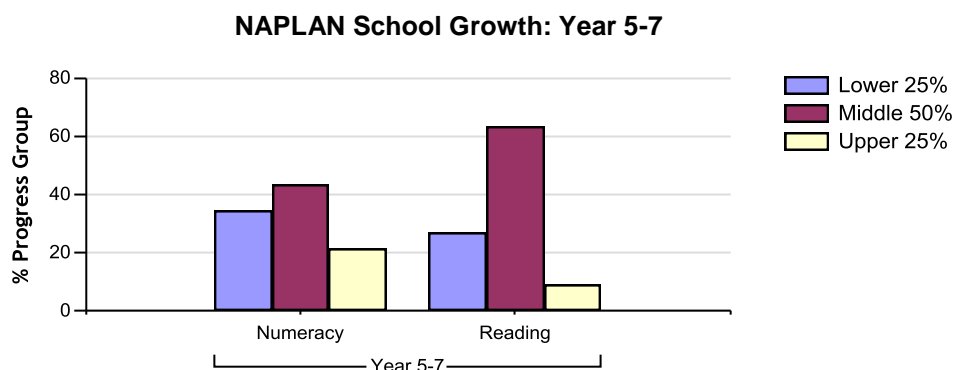
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Figure 8: Year 5-7 Growth

NAPLAN School Growth: Year 5-7

Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	34.8
	Middle 50%	43.5
	Upper 25%	21.7
Reading	Lower 25%	27.3
	Middle 50%	63.6
	Upper 25%	9.1

Progress data is measured in terms of low, medium and upper growth. This data set looks at student growth between tests – i.e. the results from students who sat the Reading test in 2011 as Year 3s and then as Year 5s in 2013 and finally as Year 7s in 2015.

Comment

Our school's aim is to replicate the desired model of 25%in the lowest group, 50% in the middle group and 25% in the upper group.

Pennington's data for Year 5-7 in Reading indicates that we have been successful in increasing the number of students in the Middle Band by 13.6% above the standard however we have failed to reach the target by -15.9% in the Upper band.

Unfortunately In Numeracy we have not had the same success moving students from the lower group to the middle group. Moving students from the middle group to the upper group will be our target for 2016.

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6. STUDENT DATA

6.1 Attendance

Attendance by Year Level

National Attendance Rates Semester 1
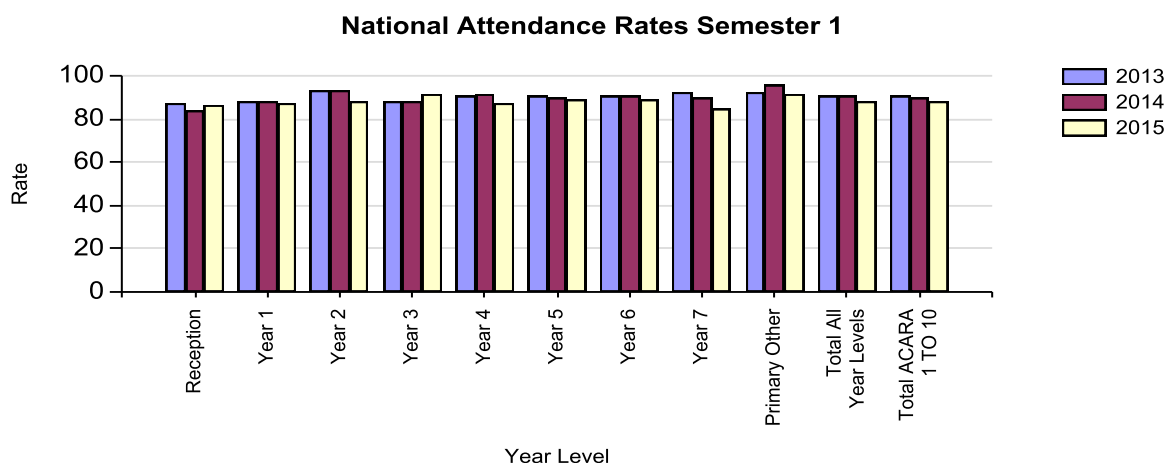
Attendance by Year Level

| Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	87.2	84.2	86.6
Year 1	87.8	88.0	87.2
Year 2	93.1	93.1	87.8
Year 3	88.3	88.3	91.2
Year 4	90.4	91.8	87.6
Year 5	90.9	90.1	88.6
Year 6	90.4	90.3	89.2
Year 7	92.1	89.7	84.6
Primary Other	92.1	95.6	91.4
Total All Year Levels	90.7	90.9	88.4
Total ACARA 1 TO 10	90.6	90.1	88.0

Attendance has continued to be a priority at our school and this year. The school phones each family daily when children are absent without an explanation. . Students at risk or with a history of chronic non-attendance have been closely monitored by teachers and reported to the School Counsellor. The counsellor then meets or contacts the Student Attendance Officer to discuss those students. Aboriginal student attendance is monitored weekly by ACEOs and the Assistant Principal. Together there have been a number of follow-ups for reasons of non-attendance through phone calls and letters to families, and home visits by the school counsellor, ACEOs and the Attendance Officer. Meetings have been held with families and referrals to appropriate agencies for support have been enacted. Attendance data has been closely monitored, recorded and regularly reported on. Overall attendance rates have declined slightly. This could be a result of the amalgamation process whereby all members of the school community have had to make adjustments to our new situation. We currently have a small number of families that have consistent non- attendance that keeps the data from reaching its intended target. We continue to work with all families in our community in 2016 to advocate for maximum attendance

6.2 Destination

| Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.4%	2.9%
Interstate/Overseas	6	4.9%	7.6%	9.5%
Other	1	0.8%	2.6%	1.4%
Seeking Employment			5.7%	3.8%
Tertiary/TAFE/Training			4.6%	3.6%
Transfer to Non-Govt Schl	15	12.3%	6.5%	9.8%
Transfer to SA Govt Schl	100	82.0%	53.3%	48.8%
Unknown			16.2%	20.3%
Unknown (TG - Not Found)			0.0%	0.0%

7. CLIENT OPINION

PARENT OPINION SURVEY
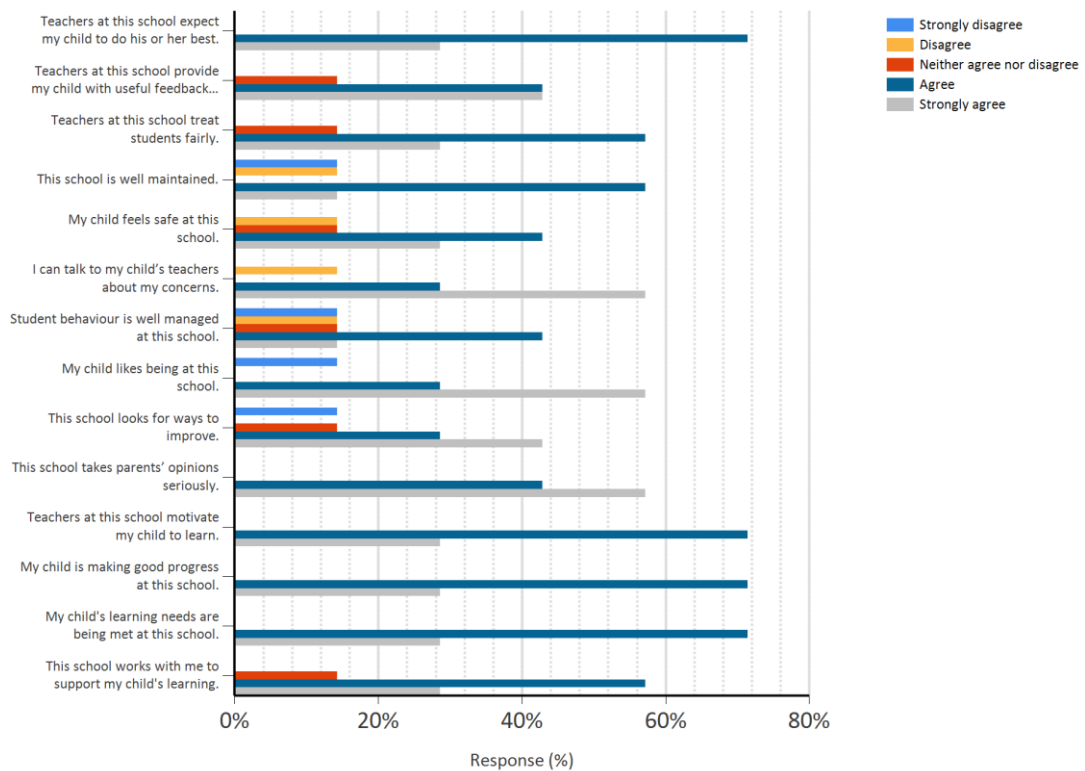
Only 7 parents responded to the survey. A survey sample of less than 10 is deemed statistically unreliable. .

STAFF OPIINON SURVEY
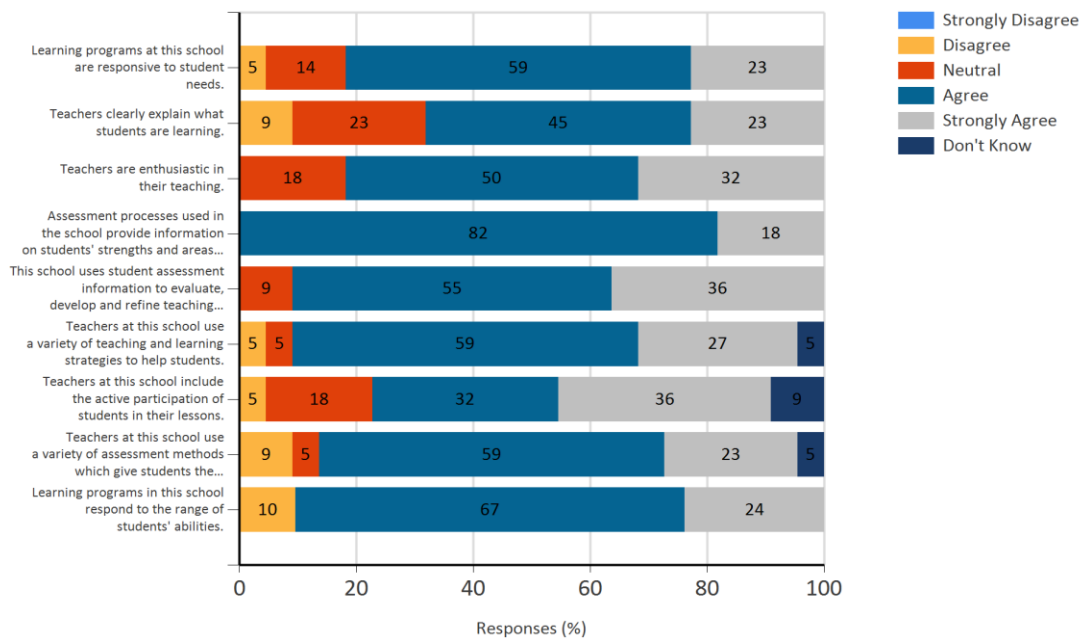
22 staff responded to the survey. Staff opinion about aspects of the quality of the learning environment ranged from 68% to 100% satisfaction. The aspect 'Teachers clearly explain what students are learning' received the lowest rating. In 2016 one priority will be to focus on ensuring each lesson has a stated learning intention and that students are more able to articulate what they are leaning and where that learning fits into their curriculum.

STUDENT OPINION SURVEY

My School website
http://www.myschool.edu.au/
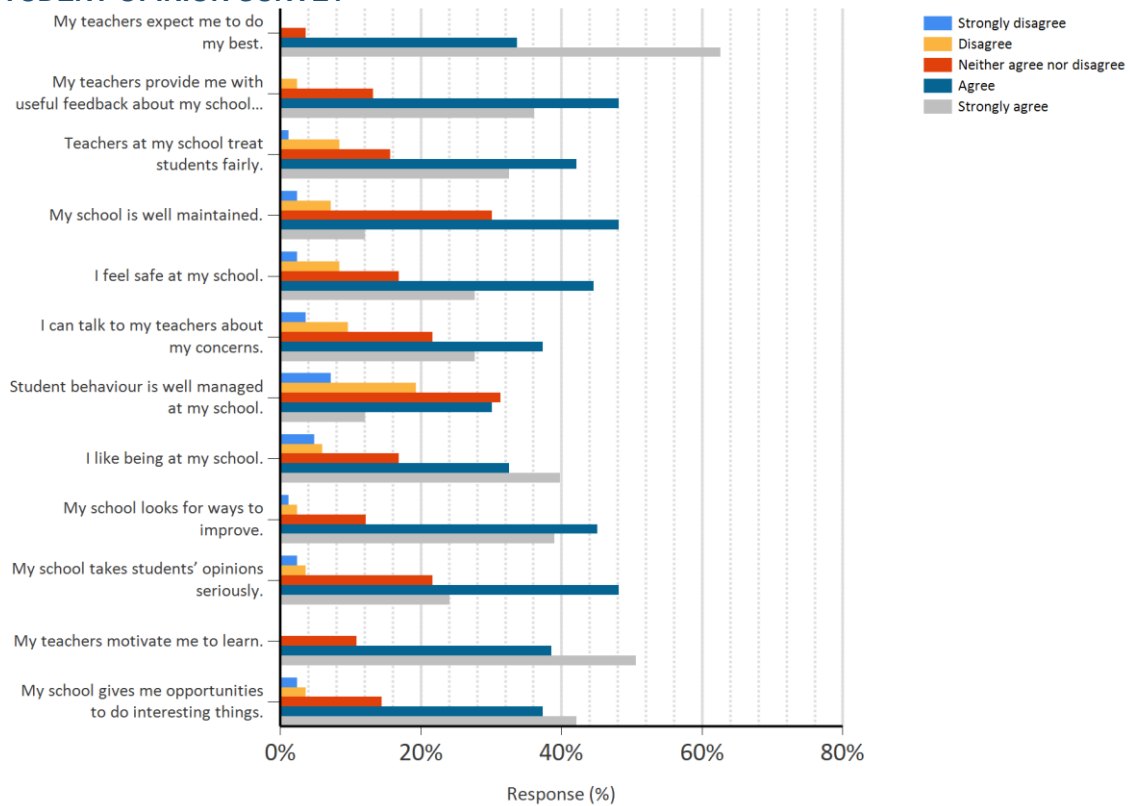
8. ACCOUNTABILITY

8.1 Behaviour Management

ANTI-BULLYING

In accordance with the schools Behaviour Development Policy and Anti-bullying Policy, the staff at Pennington School R-7 are embedding Anti-Bullying as part of our whole school focus. The School Counsellor has worked with teachers and their classes to empower and educate students to identify bullying in various forms, to develop strategies and grievance procedures to deal with bullying. Below are some figures, which show suspensions due to incidents of violence and/or bullying. The figures below represent the amount of suspensions received by an individual student for each year.

	2014		2015	
	Male	Female	Male	Female
Suspension	7	1	9	0
Exclusion	0	0	1	0

A bullying audit R-7 was conducted in Term 2 2015. A total of 269 students were surveyed.

Results showed that 82% of the Junior Primary students felt safe in the classroom and 87% of students said teachers would help them if they were in need of support. On average 80% of students felt safe on the oval, playground and in the toilets. This percentage dropped to 60% on the asphalt. 91%of students reported they had friends to play with and 65% of students stated the other children were "good" to them. 36% of students said they had been hurt more than once and 70% of students stated they had "mean things" said to them. The areas where most incidents occurred were on the oval.

The Primary students reported that 43% of them felt safe at school all the time and 60% sometimes. All but 6 children expressed they had a friends that cared about them and all but 14 students stated that teachers would support them if they were being bullied. 12% of students said there was a lot of bullying at school and 45% said there was some. 50% of students said they had not been bullied in 2015 and 50% of students stated they had been bullied in 2015 and the frequency ranged from 16 students who had been bullied once, 15 students twice, 14 students four times and 14 students most days.

The type of bullying that was most prevalent in Verbal Bullying included: "Name calling, swearing and putdowns." Physical bullying included: "Pushing and kicking." Social bullying included: "Being given bad looks, being left out and rumours."

65% of the bullying occurred at recess and lunch time and to a lesser degree at line up time and in lessons. The students reported most of the bullying occurred on the oval and to a lesser degree on the asphalt and in the classrooms.

Programs that have been initiated in 2015 and will continue in 2016 to address issues of concern include: SMART Training and Mindfulness strategies, Child Protection Curriculum, KidsMatter. Rock and Water and working in collaboration with In-School Psychology. In 2016 we plan to implement whole staff training in Play is the Way, Circle Time, teachers leading assemblies, with their students, aligned with our school values and the Senior Leader Executive expanded to include an Environmental Group, Peer Mediators and Play at Lunch Leaders Program (Pals).

8.2 Relevant History Screening

All workers and volunteers at Pennington School R-7 have undertaken a DCSI clearance have appropriate approvals to work with children within a school environment.
All automated alerts from DECD are forwarded to the appropriate staff member and followed up by the principal in a timely manner.

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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	44
Post Graduate Qualifications	14

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

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	18.9	0.66	6.63
Persons	0	21	2	9

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	$ 91 868.98
2	Grants: Commonwealth	$ 44 900.00
3	Parent Contributions	$ 94 055.36
4	Other	$ 29 244.49