



Nailsworth Primary School Annual Report 2014



Government of South Australia
Department for Education and
Child Development

CONTEXT

School Name: Nailsworth Primary School

School Number: 0305

Principal: Sharron Ward

Partnership: Adelaide / Prospect

At the February 2014 census, 547 students were enrolled at Nailsworth Primary School and formed into 21 classes. The vast majority of the students live within the school's zone that consists of the suburbs of Nailsworth, Broadview and parts of Prospect. While the majority of students are primarily Anglo-Saxon, the school is increasingly becoming more multicultural. There are currently 206 students or 37% of the student population that identify as EALD. Of these 206 students, 123 or 22% meet the criteria for EALD support. Of the 94 students who were born overseas, 72 are from India and 7 students identify as Aboriginal & Torres Strait Islanders. 2014 was the first year of new Principal, Sharron Ward, following the retirement of long standing Principal, Chris Cesco.

Facilities

One of the most pressing issues facing the school is high demand for enrolments and a lack of teaching space. A 2014 DECD facility audit confirmed a shortage of three teaching rooms and as a result, a transportable building containing two classrooms was installed for the start the 2015 school year. This building was placed on green space, further limiting play area. To create another teaching space for 2015, the Library area was also constricted. To keep student numbers within its existing building capacity, the school is limiting enrolments to those students that reside within the zone. We are pleased that the Governing Council's request to reclaim the DECD buildings, currently used by the Prospect Council, has been supported and will occur from 2019.

2. REPORT FROM GOVERNING COUNCIL

In 2014, we welcomed our new Principal Sharron Ward who managed the school with a view to delivering quality education that complies with the Australian Curriculum whilst still providing a vibrant learning environment in which our students can work and play. The school is fortunate to have a well-organised Leadership Team comprised of our Principal, Sharron Ward, Deputy Principal, Toni Ballard, ICT Coordinator, Jade Watson and Finance Officer, Mary Dunton and we thank them for their work. This team is well-supported by a staff of high calibre whose dedication and professionalism help to make Nailsworth an excellent centre of learning for our students.

Not only do the staff teach our students, they also assist students with lunch time activities such as chess, volleyball, drama, ball skills, cricket, library learning, soccer and other activities and this helps to make our school a richer place.

In 2014, our staff were supported by our Christian Pastoral Support Worker Amy de Wilt, our Canteen Coordinator Sue Carnell and our Out of School Hours Care staff including Leith Stace, as Director, and Sophie Sellan and Robina Crampsas as Assistant Directors.

At Nailsworth Primary School, our Parents and Friends and Fundraising Committees continued to do a wonderful job raising money and adding to the vibrant culture of the school. Finally, our Governing Council members considered a myriad of issues including High School options; our school zone and enrolment policy; parking issues; consideration of a site plan for the school including the need for new soccer goals, a new building and possible changes to the OSHC building; liaison with Indian and Aboriginal parents; an additional bike rack; the Nut Awareness policy; OSHC policy; glass partitioning in the main building to improve noise and air conditioning control and the Materials and Services charge.

The life of the school is largely reflected in the staff and volunteer efforts and these are evident above. All these efforts assist to improve the learning environment so that our children can grow and thrive and thanks to those involved is deserved.

Ruth Beach, Chairperson
Nailsworth Primary School Governing Council, March 2015

3. 2014 HIGHLIGHTS

The NPS students have had the opportunity to participate in a wide range of extra curricula activities. Student feedback would indicate that these extra curricula activities would be their highlights.

Events have included:

- Fundraising activities such as cake stalls, sausage sizzles, Skipathon, Mother's Day and Father's Day stalls.
- Dance was delivered F-7 by external provider Footsteps. A great product from this learning, was the dances performed by Year 7 students at their graduation.
- A range of sporting events such as Sports Day, lacrosse carnival, swimming carnival, Power Community Sport program, Milo Cricket Clinic, tennis, badminton and football lessons. Upper primary teams and individuals also had opportunities to participate in SAPSASA events. We congratulate the girl's SAPSASA soccer team that was one game away from playing in the grand final.
- The SRC were active and planned events such as Harmony Day and the SRC Halloween Disco, and were instrumental in introducing a long run as a new Sports Day event.
- Whole-school events were enjoyed such as Music is Fun, swimming lessons, NPS music concert and participation in 'Count Us In'.
- Special events were those such as the choir performing at the Festival Theatre, students competing in the Tournament of Minds and close to 100 students competing in the University of NSW Maths competition.
- Many class excursions were also held to places such as the Zoo, Clipsal, Matta House, Parliament House, the Wingfield Recycling Centre, the Migration Museum, Patch Theatre and the Road Safety Centre to name a few.

We were also fortunate to have had many coaches both parents and staff, who offered student opportunities to participate in out-of-school sporting competitions. The teams were in the sports of soccer, netball, basketball, cricket and volleyball. We particularly congratulate the Year 6/7 basketball team who won the grand final playing at the Mars Stadium early in 2014.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Priority 1: HIGH STUDENT ACHIEVEMENT LITERACY and NUMERACY

Literacy was identified as an area of concern following analysis of the 2013 NAPLAN results. These results indicated significant mean score declines in **Year 3** Numeracy, Reading and Spelling from 2011 to 2013, and at **Year 5** significant mean score declines in Writing from 2011 to 2013. There was also moderate mean score declines in Spelling for the same period for Year 5. Pleasingly, the analysis of the 2013 NAPLAN indicated that at **Year 7** there were significant mean score increases in all aspects (except Numeracy) from 2011 to 2013.

The NAPLAN mean trend data from 2011 to 2013 was as follows:

	NUMERACY			READING			SPELLING		
Year 3	2011	2012	2013	2011	2012	2013	2011	2012	2013
School mean trend 2011-2013									
School mean/National mean difference (points)	15	11	-11	36	21	-4	17	8	-22

	WRITING			SPELLING		
Year 5	2011	2012	2013	2011	2012	2013
School mean trend 2011-2013						
School mean/National mean difference (points)	34	-1	5	28	11	-1

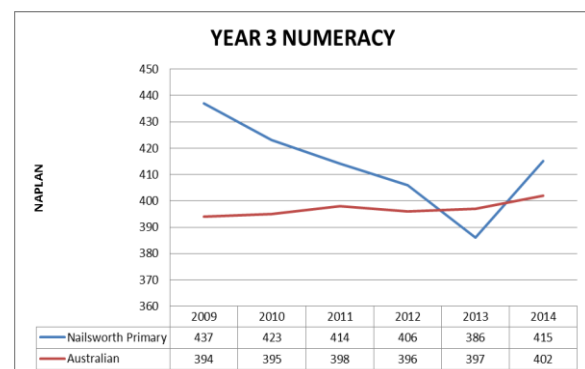
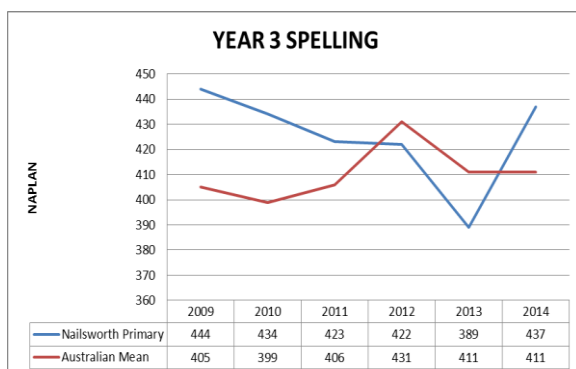
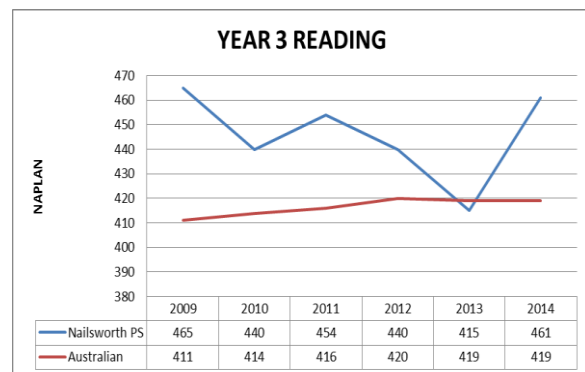
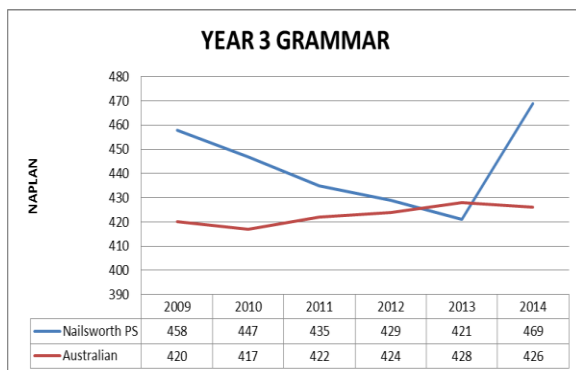
Year 7	READING			WRITING			GRAMMAR			PUNCTUATION		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
School mean trend 2011-2013	→			→			→			→		
School mean/ National mean difference (points)	10	20	32	7	20	34	17	35	58	16	24	35

In addressing the identified issues from 2013, Literacy became a major focus and numeracy a minor focus for 2014. The literacy plan aimed at moving towards shared staff understandings and in turn consistent literacy practices in F-7. A considerable investment in staff training was undertaken particularly with Early Years' staff, and the initial steps taken in determining consistent expectations around curriculum delivery and data collection. A key decision undertaken in 2014 was the adoption of Jolly Phonics as the systematic phonics program by all in F-5. Full implementation of Jolly Phonics is a staff expectation in F-5 in 2015.

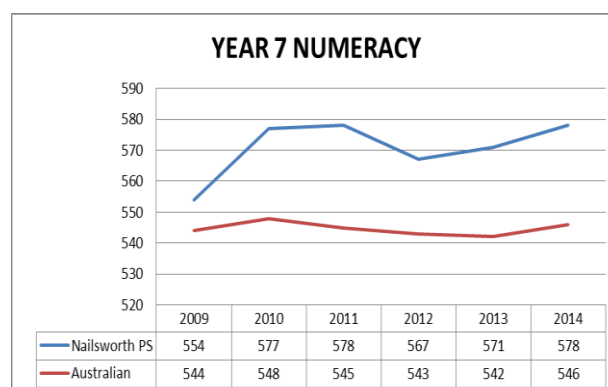
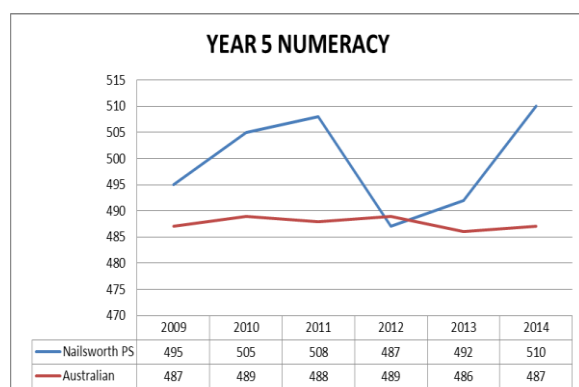
In numeracy, the PATM tests were introduced, some early years staff trialed Numericon, all staff attended a day closure with Maths in Residence program with the Year 6/7 staff team continuing to engage in the Maths in Residence program with Mike Chartres and a focus on problem-solving.

In 2015, the partnership is continuing with the Maths in Residence program, with an opportunity for some NPS staff to engage with Anne Baker. Neither the literacy or numeracy plan was fully achieved with these priorities expecting to continue in the coming years.

It was pleasing that the Year 3 downward trends as evident in the 2013 analysis was reversed with some outstanding improvements as evident in the 2014 NAPLAN results in the areas of Grammar, Reading, Spelling and Numeracy. As NAPLAN is conducted early in Term 2, it is problematic to assume that the 2014 focus had such dramatic impact. Data over time will be real test of the success of the implementation of the plan.



In Year 5 and Year 7, some pleasing improvements were also noted in 2014 NAPLAN Numeracy results.



Priority 2: IMPLEMENTATION of AUSTRALIAN CURRICULUM

An additional 2014 Site Improvement priority was to develop staff familiarity with the new Australian Curriculum areas of Geography, Civics and Citizenship and Business and Enterprise. To this end, staff familiarity sessions were held and staff discussions focused on the implementation of these subjects. It was pleasing that a noticeable number of staff had confidence in implementing and assessing Geography teaching and learning units in a year that was intended to be familiarisation.

All staff are now also compliant in regard to the expectations of the revised Child Protection Curriculum. This compliance was achieved with a ½ day training that built upon the existing curriculum and existing confidence of staff. This revised curriculum will be implemented in 2015.

Priority 3: PERSONAL LEARNING COMMUNITIES

The final 2014 Site Improvement priority was to engage staff in professional learning that supports quality teaching, and in particular, the implementation of Professional Learning Communities or PLCS. This proposal was initially not supported by staff, but through ongoing discussions throughout 2014, an agreement has been reached for staff to work in teams from 2015. Therefore over the 2014 Christmas break, some class locations moved so that 'like' classes are within close proximity of one another, glass walls installed as a small step towards deprivatisation of practice as well as providing classes with access to active learning spaces. In 2014 staff were given the option of joining staff teams and it was pleasing that 100% of staff have accepted the staff learning team model. In 2015, staff teams will meet in school time with a pay back of TRT days for 'lost' NIT.

4.1 Junior Primary and Early Years Scheme Funding

The Early Years literacy funding was instrumental in providing funds to kick start the Early Years' literacy and numeracy improvements. The funding enabled staff to attend relevant trainings, to purchase resources required to successfully deliver the programs of Numericon and Jolly Phonics, as well as the ability to hire TRT's to release staff to work in like teams towards consistent practices. A particular Early Years' focus has been on establishing expectations around Running Records. This included building staff confidence in taking Running Records through retraining, establishing expectations that these occurred regularly, and that the Running Record data is collected and analysed at the end of every term. In 2014, Early Years' class sizes with Foundation students were on average, quite low at 21 students. One factor in these low classes was that a class of 18 students was established using a small teaching area.

4.2 Better Schools Funding

In 2014, the Better Schools funding of \$13,942.91 was used to develop workforce capacity and capabilities. In particular, this was used to release staff to attend relevant training that supported the Site Improvement Plan. This included 5 teachers attending a Maths in Residence project that required four days release and follow-up programming time.

5. STUDENT ACHIEVEMENT

Australian Curriculum A-E / Word Equivalent Grades

2014 is the first year that we have collated A-E grades as a whole school and as such is presented as base line data. The large number of 'C' grades reflect staff becoming familiar with a new curriculum. It is expected that over time as staff familiarity and confidence grows with delivering a new curriculum, staff moderation activities occur and that we explore differentiation as a staff learning topic, there will be a greater spread of grades into the 'B' and 'A' grades.

Australian Curriculum Grades 2014 F-7	Minimal E	Partial D	Satisfactory C	Good B	Excellent A
English	1%	16%	49%	28%	5%
Maths	2%	10%	51%	28%	8%
Science	1%	8%	65%	24%	1%
Geography	1%	4%	74%	17%	1%
History	1%	11%	67%	19%	2%
Design & Technology	1%	3%	71%	23%	2%
Arts		2%	61%	33%	3%
Health	1%	1%	81%	16%	1%
PE		4%	78%	15%	2%
LOTE	2%	15%	41%	30%	11%
Average A-E	1%	7%	64%	23%	4%

PATM and PATR

2014 was the first year that student learning data was recorded using PATM (Maths) and PATR (Reading Comprehension). In February, staff trialed the on-line PATM and PATR data collection with students once again re-tested in November. From 2015, this will be an annual data collection process in line with DECD assessment and reporting expectations.

PATM Maths November Data

No. of students	<38.6 <Year 3 Standard	38.6 Year 3 Standard	39.6 Year 4 Standard	44.8 Year 5 Standard	54.4 Year 6 Standard	54.9 Year 7 Standard	56.7 Year 8 Standard	57.8 Year 9 Standard
Year 2	26	0	19	13	0	0	0	13
Year 3	23	9	0	19	24	9	0	13
Year 4	10	0	9	16	8	0	8	11
Year 5	4	0	1	6	6	6	0	34
Year 6	3	0	3	10	1	2	2	29
Year 7	0	0	3	5	0	7	3	27

In total, 382 students from Year 2 to Year 7 completed the PATM test in November. This testing enabled us to determine the number of students at DECD standard as at the end of the year:

- 63% of Year 2 students are already at or beyond Year 3 standard at November prior to them starting Year 3.
- 76% of Year 3 students were at or beyond the Year 3 standard.
- 83% of Year 4 students were at or beyond the Year 4 standard.
- 91% of Year 5 students were at or beyond the Year 5 standard.
- 68% of Year 6 students were at or beyond the Year 6 standard.
- 83% of Year 7 students were at or beyond the Year 7 standard.

It is pleasing that 33% of the Year 2-7 student population recorded results at the scale score of 57.8 which is nominated to be the Year 9 standard.

**It should be noted that at each year level students sat a test applicable to their year level and therefore the lower the year level the less complex the test. Thus there is a high degree of caution in assuming that students who achieved the score of 57.8 in the early years are actually at Year 9 standard.

From 2015, the school will be implementing Quicksmart Numeracy which is a numeracy intervention program. We hope that this program will assist us in lifting the standards of the students from Year 4-7 who currently are not at standard.

PATR Reading Comprehension November Data

No. of students	<103 Year 3 Standard	103 Year 3 Standard	111.2 Year 4 Standard	117.1 Year 5 Standard	120.2 Year 6 Standard	123.5 Year 7 Standard	127.9 Year 8 Standard	130.4 Year 9 Standard
Year 2	21	0	15	23	0	6	3	3
Year 3	17	1	16	22	12	5	7	15
Year 4	5	0	9	5	3	12	12	14
Year 5	0	0	3	4	6	3	12	27
Year 6	1	0	1	4	1	7	2	30
Year 7	0	0	3	0	1	14	2	36

In total, 383 students from Year 2 to Year 7 completed the PATR test in November. This testing enables us to determine the number of students at DECD standard as at the end of the year:

- 70% of Year 2 students are already at or beyond Year 3 standard at November prior to them starting Year 3.
- 82% of Year 3 students were at or beyond the Year 3 standard.
- 91% of Year 4 students were at or beyond the Year 4 standard.
- 94% of Year 5 students were at or beyond the Year 5 standard.
- 86% of Year 6 students were at or beyond the Year 6 standard.
- 92% of Year 7 students were at or beyond the Year 7 standard.

It is pleasing that 32% of the Year 2-7 student population recorded results at the PATR scale score of 57.8 which is nominated to be the Year 9 standard.

**It should be noted that at each year level students sat a test applicable to their year level and therefore the lower the year level the less complex the test. Thus there is a high degree of caution in assuming that students who achieved the score of 57.8 in the PATR are actually at Year 9 standard.

RUNNING RECORDS (RR)

One of the literacy agreements established in 2014 was an expectation for class teachers to undertake regular Running Records F-3 as it is a valued data set in monitoring student reading progress. In establishing this expectation, teacher training was undertaken in 2014, to ensure teacher confidence and consistency. This data is now collected and published each term, used in performance management discussions, and used in identifying students at risk.

Foundation

- It is pleasing that of the 78 Foundation students, 95% met the DECD RR target of Levels 9-11 at December.
- Three out of the four students who did not meet the target, missed it by one level.

Year 1

Data collection undertaken throughout 2014, identified concerns with the reading progress of Year 1 students. In seeking to address these concerns, Year 1 classes have been a priority for intervention and classroom support in the latter part of 2014. As of December:

- Of the 76 Year 1 students, 68% met the DECD RR target of RR17-20.
- Of the 25 or 32% of students who did not meet the target, 6 students or 8%, are yet to reach the level expected of Foundation students.

These results indicate a need to continue to prioritise resources at Year 2 in 2015, to address these concerns.

Year 2

- It is pleasing that 94% of the 72 Year 2 students, meet the DECD RR target of 21-24 at December.
- Four students missed the target, with one of the four being a new arrival student who was only at NPS for a term.

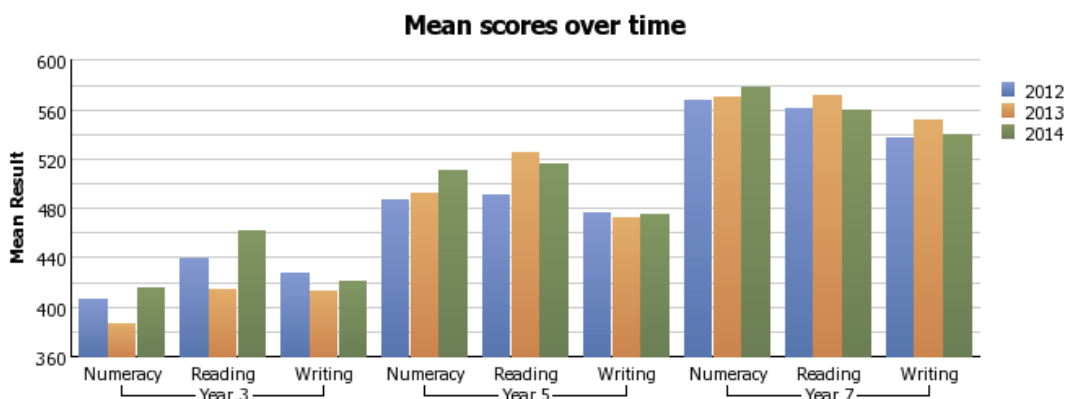
Year 3

- The school established an ambitious target of RR Level 30 for all Year 3 students.
- All but one of the 101 students or 99% of students have met the Year 2 target of RR Level 21-24 at December.
- 61% of Year 3 students met the target of RR Level 30.

INTERVENTION

For a number of years, NPS has an established intervention program that primarily focused on reading in the early years. The program included a full-time intervention teacher who focused on Rainbow Reading and classroom support provided by both teachers and school support officers. The intervention resourcing also included .4 teacher time (2 days a week) that supported struggling Year 6/7 students in literacy and numeracy. In total, the intervention resource was over \$200,000 annually, however, there is limited data evidence to confirm that this investment is making a difference. Given the research that identified Mini-lit and Multi-lit as high-yield reading intervention programs, we looked to change the focus of our existing intervention program from Rainbow Reading to Mini-lit in the Years F-3. Using running record data we now have established a process where leadership and the intervention teacher identify students at need of extra reading support, and then identify Mini-lit groups on a termly basis. Critical students over Year 3 are also involved in the Multi-lit program.

5.1 NAPLAN

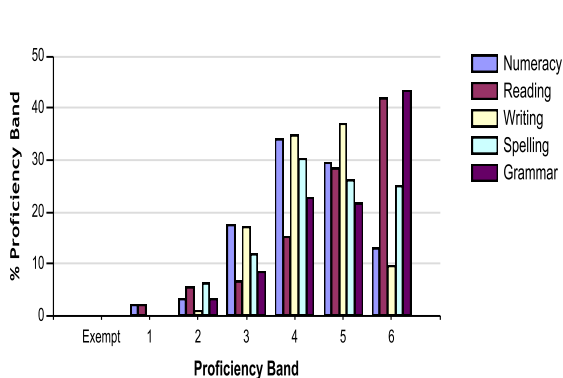


The mean scores in NAPLAN in Numeracy, Reading and Writing at Year 3, 5 and 7 over a three-year span, 2012 to 2014, highlights some school trends:

- On average, the lowest means scores are in Writing.
- As a result Writing will be the major priority of the Site improvement Plan in 2015.
- Numeracy has recorded the highest results in Year 7 over the three-year span.
- Reading has recorded the highest results in Year 3 and 5 over the three-year span.

2014 Year 3 Proficiency Bands Grammar and Reading are the two areas that are identified as the strongest in Year 3 scores. Numeracy and Writing are those areas of most concern.

Figure 1: Year 3 Proficiency Bands by Aspect

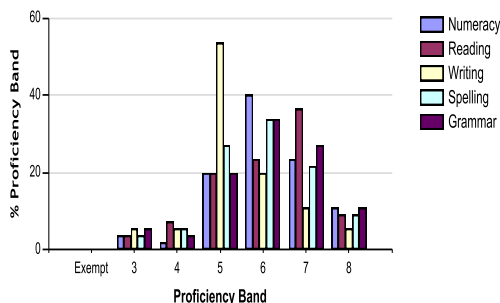


% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy		2.2	3.3	17.6	34.1	29.7	13.2
Reading		2.2	5.5	6.6	15.4	28.6	41.8
Writing			1.1	17.4	34.8	37.0	9.8
Spelling			6.5	12.0	30.4	26.1	25.0
Grammar			3.3	8.7	22.8	21.7	43.5

Table 1: Year 3 Proficiency Bands by Aspect

2014 Year 5 Proficiency Bands Grammar and Reading are also the two areas that are identified as the strongest in Year 5 scores. Writing is the area where we would like to boost higher levels of achievement.

Figure 2: Year 5 Proficiency Bands by Aspect

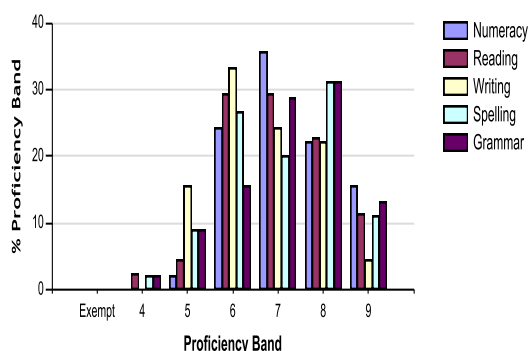


% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		3.6	1.8	20.0	40.0	23.6	10.9
Reading		3.6	7.3	20.0	23.6	36.4	9.1
Writing		5.4	5.4	53.6	19.6	10.7	5.4
Spelling		3.6	5.4	26.8	33.9	21.4	8.9
Grammar		5.4	3.6	19.6	33.9	26.8	10.7

Table 2: Year 5 Proficiency Bands by Aspect

2014 Year 7 Proficiency Bands Numeracy and Spelling are also the two areas that are identified as the strongest in Year 7 scores. Writing is the area where we would like to boost higher levels of achievement.

Figure 3: Year 7 Proficiency Bands by Aspect



% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			2.2	24.4	35.6	22.2	15.6
Reading		2.3	4.5	29.5	29.5	22.7	11.4
Writing			15.6	33.3	24.4	22.2	4.4
Spelling		2.2	8.9	26.7	20.0	31.1	11.1
Grammar		2.2	8.9	15.6	28.9	31.1	13.3

Table 3: Year 7 Proficiency Bands by Aspect

6. STUDENT DATA

6.1 Attendance

	% Attendance		
	2012	2013	2014
Reception	94.3	95.1	94.5
Year 1	93.8	94.9	94.9
Year 2	94.8	94.9	93.8
Year 3	91.8	95.8	95.8
Year 4	94.2	94.9	95.0
Year 5	93.6	95.6	94.7
Year 6	95.2	94.3	95.2
Year 7	93.8	94.4	94.0
Total ACARA 1 TO 10	93.9	95.0	94.9

The 2014, attendance rate of 94.9% is pleasing and consistent with the high levels recorded over the last three years. These levels confirm that the current processes of reviewing weekly student attendances and consequent family contact is ensuring that attendance issues are identified and addressed promptly.

Lateness

Data indicates that there are many families who are consistently late to school. Consideration will be given to strategies to address this issue.

6.2 Destination

Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			2.0%	3.0%
Interstate/Overseas	10	10.8%	10.9%	10.1%
Other	1	1.1%	0.5%	1.4%
Seeking Employment			1.3%	3.6%
Tertiary/TAFE/Training			5.4%	4.6%
Transfer to Non-Govt School	27	29.0%	12.9%	9.7%
Transfer to SA Govt School	51	54.8%	46.1%	47.4%
Unknown	4	4.3%	20.9%	20.1%

Destination Data

The primary reason for students' leaving the school are changes in family circumstances. This includes changes in employment and house locations.

There is some drift to private schooling in the transition from Year 5 to Year 6. At the end of 2014, this was 7 students or 13% of the 2014/5 cohort.

7. CLIENT OPINION

STAFF

The 2014 staff psychological survey was undertaken by all staff in September and provides information to guide levels of staff satisfaction. The following areas were identified as positive elements given the high level of strongly agree or agree comments:

Criteria	Strongly Agree	Agree	Total of SA and A
Role Clarity	43%	47%	90%
Co-worker interaction	29%	52%	81%
Supportive Leadership	22%	52%	74%
Employee Development	21%	49%	70%
Other	50%	18%	68%
Goal Alignment	12%	51%	63%
Group Morale Distress	10%	40%	60%

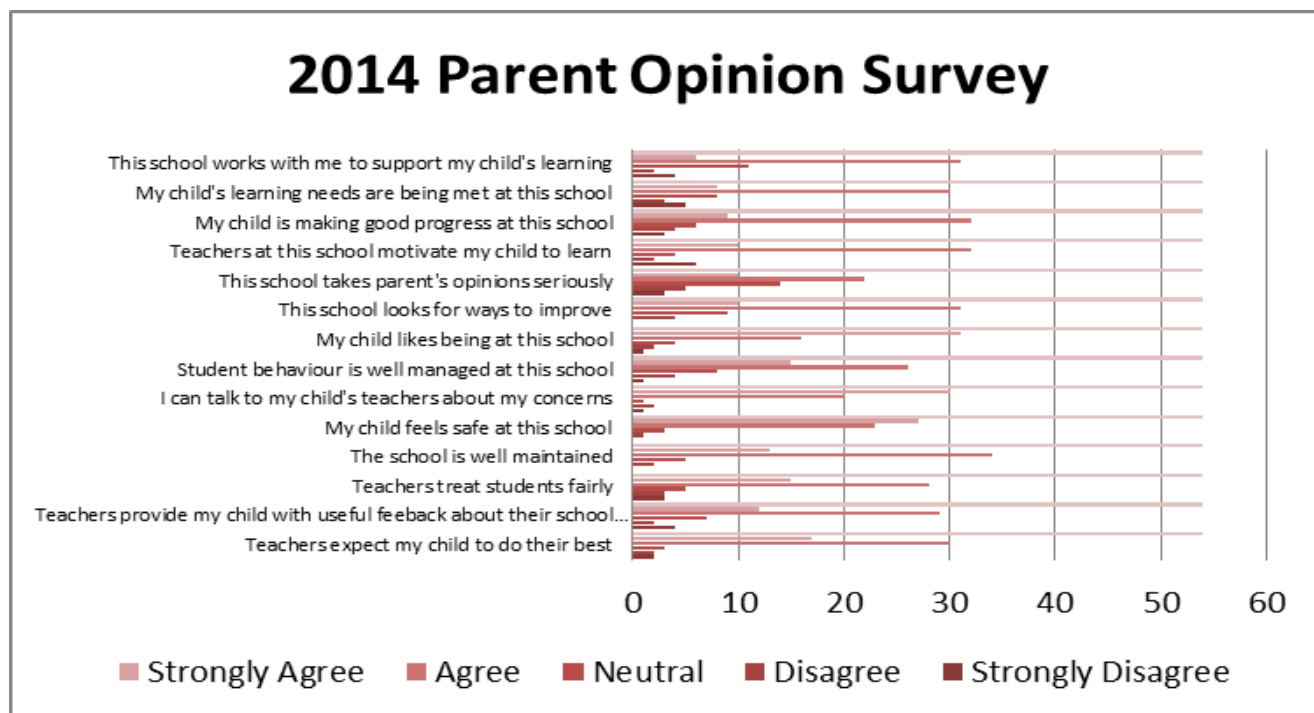
The next steps in working towards a healthy worksite are to consider actions that would boost those areas identified as being less positive.

	Strongly agree	Agree	No Opinion	Disagree	Strongly disagree	Total of SD & D
Work Demands	5%	43%	20%	22%	6%	28%
Appraisal & recognition	11%	40%	21%	22%	4%	26%
Individual Morale/Distress	12%	39%	28%	19%	3%	21%
Participative decision-making	9%	50%	20%	17%	3%	20%

Plans for 2015 include a focus on developing staff teams where the team members share similar year levels or work. It is hoped that over time, these teams will develop a more collaborative, time efficient manner in which to address the work demands that currently relate to the introduction of the Australian Curriculum and teaching and learning in general. It is also expected that a positive team will provide a forum to acknowledge success and therefore build avenues for recognition. It is acknowledged that there is a need to revisit the school's decision-making policy and associated procedures.

Parent

The Australian Government Parent Survey was used to gauge parent perceptions



The highest **positive responses** as determined by the total of 'strongly agree' and 'agree' were:

- My child feels safe at this school (50)
- I can talk to my child's teachers about my concerns (50)
- Teachers expect my child to do their best (47)
- My child likes being at this school (47)

Written responses indicated **strengths** with:

- A strong tight-knit school community.
- Well maintained buildings and grounds.
- Caring and dedicated teachers with a mix of new and established.
- Programs such as Greek, chaplaincy, good range of subjects, many extra curricula activities.
- Noting communication and feeling informed.

The highest **negative responses** as determined by the total of 'strongly disagree', 'disagree' and 'neutral' were:

- This school takes parent's opinions seriously (22)
- This school works with me to support my child's learning (17)
- My child's learning needs are being met at this school (16)

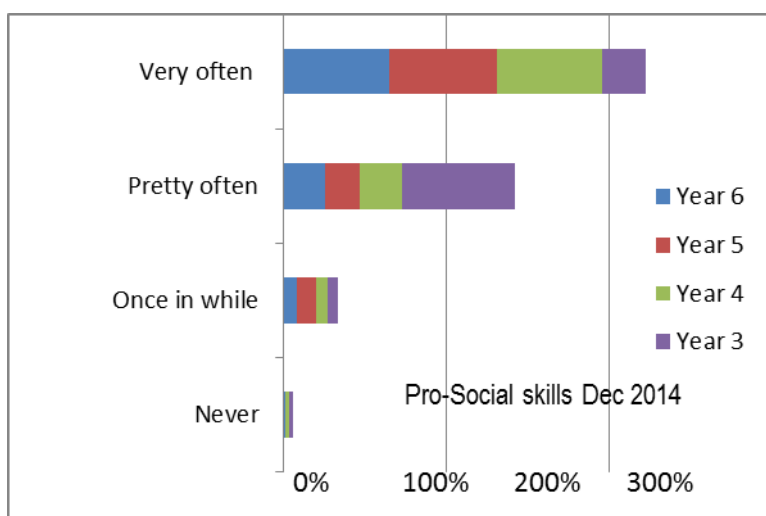
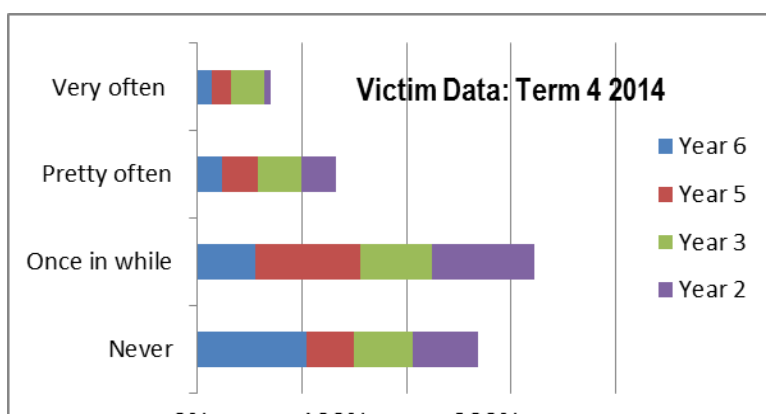
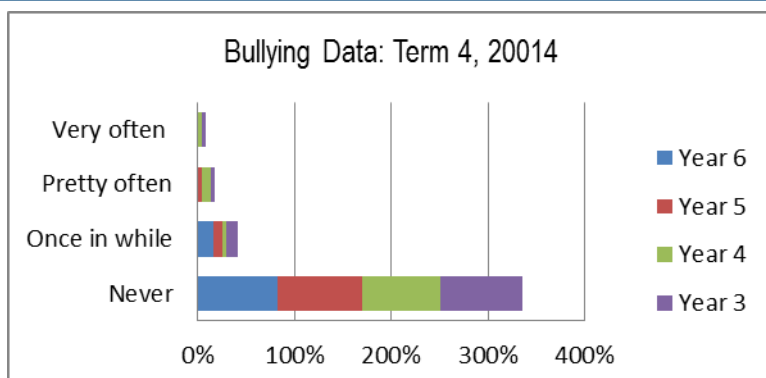
Written responses indicated the following areas as **needing improvement**:

- Focus on supporting students at both ends of the spectrum.
- More resources such as newer/more library books and more iPads.
- Needing more space and less students.
- Quality of teaching including teacher motivation and leadership supervision.
- More programs such as Maths and Science, extension programs.
- To see continued innovation and steps forward with current T&L methodologies.
- Facility improvement related to the oval, cooling and walkways.

There were conflicting thoughts on homework from not enough and quality of the task, to those who would like to see students working harder at school and not have homework. There was also conflicting responses relating to student behaviour from the positive, 'Behaviour is always positive and students are happy to be at school', to the need to address behaviour issues, 'Human nature is what it is. But some children dominate the classroom and playground and shut others out. We know it's hard to manage, but the dominant personalities need to learn their place and learn how to share.'

8. ACCOUNTABILITY

8.1 Behaviour Management



Base line data was collected at the end of 2014 in relation to student perceptions on school bullying, victim and pro-social behaviour. It is planned to repeat this data collection at the end of Term 2 and Term 4 each year.

The student survey used was the Bullying Prevalence Questionnaire by Ken Rigby and Phillip Slee, 1994.

The data collected from Year 3 to 6 indicated that a tendency to bully others primarily rated at 'once in a while' at a level of 30% across all year levels. The tendency to bully others was more evident in Year 6.

The victim data that related to being bullied was at a higher level than bullying. Questions relating to this included, getting called names, getting picked on, being left out on purpose, others making fun of them and getting hit and pushed around.

Data indicates that it occurs more often in in Year 4 and Year 6 with name calling and being left out the highest concern.

The pro-social data indicates that students behave positively in supporting others to a high degree. This was evident in questions such as liking to make friends, helping people who are being harassed, sharing things with others and enjoying helping others.

Staff discussions have occurred around inappropriate negative play, particularly competitive play on the oval. These concerns have also included the numbers of student injuries related to yard play. This issue is compounded by a large student body playing in a confined space.

In looking to address this issue, the number of teachers supervising on the oval was increased from one teacher to two during 2014. An unfortunate 'spin off' of this increased supervision has been the cancelling of supervised lunch time activities so that teacher work load was not increased. A second set of soccer goals was installed and when the area is defined through line marking, the soccer games are more orderly. In 2015, we are intending to implement a whole-school social skills program called 'Play is the Way' to further reduce bullying behaviour and build a more friendly yard environment.

8.2 Relevant History Screening (formerly Criminal History Screening)

We ensure that all volunteers are screened as per DECD requirements.

- A volunteer induction program was developed and implemented in 2014.
- A number of volunteer induction sessions have been held throughout the year including one dedicated to soccer coaches.
- Reminders are sent to all volunteers when their screening certificate is about to expire.
- Records of volunteers are kept via the sign in book and individual record books to record the students that each volunteer has worked with.

A DECD audit was conducted of our screening procedures that found our procedures to be highly effective and compliant.

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	45
Post Graduate Qualifications	7

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.0	30.4	0.0	4.25
Persons	0.0	4.0	0.0	5

Please Note:

Further Information about Nailsworth Primary School can also be found on the My School website

<http://www.myschool.edu.au/>

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	4058148.78
2	Grants: Commonwealth	
3	Parent Contributions	239545.94
4	Other	102453.82