Annual Report
2015

Feedback that moves learners forward
Virginia Primary School provides a safe and rich learning environment. We have high expectations around student learning, social and emotional well-being and development. Expectations are shared and made explicit and the success of the school’s approach assists us to maintain our reputation for being a preferred school in the local area. The reputation of our school comes from our pursuit of excellence and our school’s aims, mission and vision of Learning Together, Learning for our Future. We have a very rich and proud history and look forward with anticipation to carrying on with our successes into the future.

At Virginia we recognise and value parents as being the primary educators of their children and work closely with parents to learn of ways to best support their children with their learning. We are increasingly looking for ways to involve and inform our parents more.

In Term 4 we had:
- 337 students Preschool - 7
- 113 students receiving school card, 22 Students with Disabilities and 153 English as Second Language learners

2015 Highlights

Embedded practices include:
Focus of casual days:
Term 1: 'Kids helping our school’
Term 2: 'Kids helping other Kids’
Term 3: 'Kids helping Animals’
Term 4: 'Kids against Poverty’: a large amount of dry goods as well as money was donated to the Salvation Army.

Linking with the wider community contributes to our aims of ‘having a sense of belonging within the VPS community’:
- Vietnamese New Year lion dance with local businesses and at school
- Harmony Day
- Parents English class
- A well supported end of year raffle with community prizes
- One of our most successful concerts to date
- Whole school assemblies
- Sports Day
- ANZAC commemoration
- Grandparents Day

Whole school events included:
- Walk – a – thon fundraiser
- Participation in the Premier’s Be Active Challenge
- Participation in the Premier’s Reading Challenge
- Concert and BBQ
- Book Week Parade
- Day for Daniel

Sport Highlights:
- Sports Day to end Term 1
- Girls SAPSASA football team making the state Grand Final.
- Small school district athletics champions
- Several students representing the District for SAPSASA Athletics at SANTOS Stadium

Senior Student Claire Horsler receiving her Children’s Week Minister for Education and Child Development award from Education and Child Development Minister Susan Close
Highlights for Sectors of the School:
- Yr 6/7 Leadership conference
- Year 6/7 excursion to Illawonga camp
- End of term ‘Arts’ performances
- Yr 7 Graduation, lunch and disco
- Yr 6/7 Aquatics and R-5 swimming
- Healthy Body & Soul day in Term 1
- Virginia has talent performances
- Whole school health hustles
- Senior Student Leaders at VPS in the areas of (Student Leaders Executive, Student Mentors, Public Relations Officers, School Photographers, Kitchen Garden Coordinators and Sports Coordinators)

Global Peace School “making a difference” Initiatives 2015:
- Room 2 & Room 8 generosity project designing and making Harmony bookmarks for local business and the community
- Room 14 planted a butterfly garden as their make a difference project
- Together 11’s ‘Genius Project’ where they taught younger students new skills
- Room 4 made ‘Paper Doll’ chains showing cultural diversity
- Room 13 created posters to raise awareness about Day for Daniel
- Room 12 made Safety Posters for the school to raise awareness
- Room 5 and Room 7 raised money through the Australian Orangutan Project

Facilities and grounds:
- Kitchen Garden area behind the red unit and blue unit developed further
- Refurbished classrooms
- Friendship bench installed
- Redeveloped the entrance to the school

Enacting our school value of respect, which includes ‘looking after our school environment and property’ included:
- Clean Up Virginia projects in the community and at school

Students taking part in a Science Technology Engineering and Mathematics session with Anita Trenwith

Scholastic Learning Zone Reading Achievement Winners (Chloe, Belle, Alina, Emma)

One of the many great creations to come out of our Kitchen Garden Program

Our SAPSASA Girls Football Grand Final team
Virginia Primary School has had another successful year in 2015 with many highlights and achievements. There was continued growth in NAPLAN results both on individual levels and as a school cohort, this was reflected in the school’s recognition in The Advertiser as a “Gold Start School’. There was also a number of major achievements by students in many areas including the girl’s football team making the SAPSASSA State Grand Final for the second consecutive year. Claire Horsler received the Children’s Week Minister for Education and Child Development Award for her contribution to the school community. Toby Trenwith produced a video about How Planes Fly which was highly commended in the National Eureka Sleek Geeks Awards and saw him recognised as the DECD Young Scientist of the Year at the annual Oliphant Science Awards.

There have been some exciting events such as the unveiling of the Centenary of ANZAC mosaic linking local history to the school site. This event was well attended by the community with local Colleen Sheedy talking about her family links to the fallen and His Excellency the Honourable Hieu Van Le AO also speaking at the event.

2015 saw the upgrade to the entrances of the school grounds with some magnificent landscaping and the incorporation of the name pavers into the design, highlighting many of the people that have had a connection with the school. 2015 was also the year our new uniform was released with many positive comments about how great the students look in the new Virginia Primary School tops. The uniform has been well received by the community and the phasing out of the old uniform has been more rapid than expected with many students opting to only wear the new uniform demonstrating the popularity of the new look.

Governing council had some new faces join the group in 2015 and continues to be a great team of staff and parents that are passionate about Virginia Primary School. New members are always welcome and we look forward to even more new faces joining in 2016.

Anita Trenwith
Site Improvement Planning

NAPLAN Opportunities for improvement

<table>
<thead>
<tr>
<th>Improvement</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>60</td>
</tr>
<tr>
<td>2011</td>
<td>80</td>
</tr>
<tr>
<td>2012</td>
<td>50</td>
</tr>
<tr>
<td>2013</td>
<td>90</td>
</tr>
<tr>
<td>2014</td>
<td>100</td>
</tr>
<tr>
<td>2015</td>
<td>90</td>
</tr>
</tbody>
</table>

Out of the possible 10 areas for improvement (five from Year 3 to 5 and five from Year 5 to 7) when tracking students from Years 3 to 5 and Years 5 to 7 as measured by NAPLAN, our school improved in 90% of areas in 2015. The following areas are tested by NAPLAN (Reading, Writing, Spelling, Grammar & Punctuation and Numeracy). This is particularly pleasing as it tracks our cohort of children against the same cohort nationally.

This data is also strengthened when viewing the reading and numeracy growth by test aspects tables on the following pages. Our last three years have high percentages of students in the middle and upper growth bands with the exception this year of Year 7’s in mathematics.

Site Improvement Planning for 2015 into 2016 and beyond

As a school we have developed a new Site Improvement Plan for 2015 and beyond. This was developed throughout our annual school improvement process in 2014 and further refined this year. Targets, strategies and expected outcomes have been established by interrogating student achievement data and student, parent and staff perceptual data.

We also ensured we used directions provided in our external site review this year and recommendations made in 2012 through the SSI Review our school went through to inform our planning and decision making.
The following are our 3 priority areas are reflective of our Site Improvement Plan above

**Focus: English and Literacy**

**Sustainable outcome:** *To improve learning outcomes in English and raise the level of Literacy skills*

*Underpinned by our Literacy Statement of Practice*

(Whole site agreement)

A consistent, evidence based approach to...

- Oral Language
- Phonics
- Spelling
- Writing & Handwriting
- Reading

**Targets:**
- 2% increase in children reaching C or above
- 2% increase in children reaching B or above
- 5% increase in children in top 2 bands in Years 3, 5 and 7
- 5% growth in 8 areas measured by NAPLAN from years 3-5 and 5-7
- 2% increase in children from R-2 reaching School RR targets

**Focus: Maths and Numeracy**

**Sustainable outcome:** *To improve learning outcomes in Maths and raise the level of Numeracy skills*

*Underpinned by our Numeracy Statement of Practice*

(Whole site agreement)

- Rapid recall focus
- Mental Strategies focus
- Problem Solving focus
- Investigations focus

**Targets:**
- 2% increase in children reaching C or above
- 2% increase in children reaching B or above
- 5% increase in children in top 2 bands in Years 3, 5 and 7
- 5% growth from years 3-5 and 5-7 as Measured by NAPLAN compared nationally

**Focus: Quality Teaching & Learning**

**Sustainable outcome:** *To create empowered and lifelong learners and improve teacher effectiveness for powerful and informed teaching.*

*Underpinned by our Teaching & Learning Statement of Practice*

(Whole site agreement – to be created in 2016)

- Habits of Mind focus
- Formative Assessment focus
**External School Review Directions**

From 2015 onwards all schools are required to undergo an external school review. As mentioned in the Site Improvement Planning section, our site underwent External Site Review. The review for our school took place in term 2 of this year. As a part of the process, all schools are provided with directions to support their continuous improvement agenda.

The External Review panel noted that “Virginia Primary School is tracking well. Good performance was evident through the presence of student centered leadership, a culture of improvement and focus on teacher professional learning. Based on the school’s current performance, Virginia Primary School will be externally reviewed again in 2019.”

The full report is available on our school website: [http://www.virginiaps.sa.edu.au/](http://www.virginiaps.sa.edu.au/)

**External Review Directions:**

1/ Lift the achievement and growth rates of student learning through staff teams rigorously examining class-based data, task design for learning, success criteria and moderation of assessment through a methodology of ‘critical’ collaboration.

2/ Raise the levels of challenge and engagement in learning for students by consolidating ‘learning intentions’ and ‘success criteria’ as commitment to delivering agreed and effective, evidence based teaching practices across the school.

3/ Improve the learning achievement of all students through an expansion and refinement of peer observations, reflective and constructive feedback of teaching practice in line with agreed and documented ‘statements of practice’ and TfEL.

**Better Schools Funding/ JP and Early Years Funding**

In 2015 our school received $24,064 in Better Schools Funding. This funding supported the release of teachers to meet in Learning Teams and be involved in on-going, meaningful and targeted professional development. It was also used to provide SSO support for reading intervention programs.

As a category 5 school we received the lower end of the Per-Capita funding rates for JP and Early years funding. This was used to reduce class sizes in the JP.

**Student Achievement**

**Anti-Bullying Report**

The trend is that whilst there are some outbursts of negative behaviour, there are minimal incidents of ongoing bullying. Individual behavior support plans are made in consultation with families for children who need them along with additional ongoing support from the leadership team, teachers and their parents. Parents of individual students work with staff in addressing any negative behaviour.

The school has effective proactive measures in place to counter bullying with a positive school culture based on the school values. Students are explicitly taught the values and difficulties are referenced to these. Students are taught how to resolve issues non-violently and respectfully.

A copy of anti-bullying policy is available on our website. A [student behavior code of conduct](http://www.virginiaps.sa.edu.au/) has been developed and signed by parents and students, with a modified preschool version. Reports were made each term to Governing Council in relation to bullying data/ trends and programs/ initiatives.

**Anti-bullying Surveys** are conducted in Week 9 of every term. The Deputy Principal works with classroom teachers and both students who are victims and perpetrators of bullying.

Please see the following tables for data in relation to behavior trends and well-being
### Student behavior Data

<table>
<thead>
<tr>
<th>Responses to Behaviour</th>
<th>Term 1 – Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home</td>
<td>9</td>
</tr>
<tr>
<td>Internal Suspension</td>
<td>8</td>
</tr>
<tr>
<td>Suspension</td>
<td>13</td>
</tr>
</tbody>
</table>

**Representative of 78 students in total**
- 23 students had 5 or more responses
- 9 students had 10 or more responses
- One student had 18 responses
- One student had 19 responses
- One student had 24 responses
- One student had 54 responses

### Well-being and students experiences in the Yard

We continued to conduct Yard Surveys that are conducted every term in Week 4. Children report on their experience in the yard. The information is used to track how our children feel about the range of opportunities they have during play time and to ensure we can follow up with those who aren’t finding break time a positive experience. Below is a table with Term 1 to 4 data.

Once completed, our Deputy Principal makes contact with any child who reports to have had a Poor or Bad day. This can be for a range of reasons (hurt in an accident, threatened, verbal harassment, lonely, an argument, nothing to play, hurt feelings and other) Alongside the class teacher the Deputy supports these children with the incident and then follows up in the following weeks to ensure the issue/s have been resolved.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Great day</td>
<td>67%</td>
<td>65%</td>
<td>68%</td>
<td>59%</td>
</tr>
<tr>
<td>2 – OK day</td>
<td>23%</td>
<td>25%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>3 – Poor day</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>4 – Bad day</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Relevant History Screening

All staff and volunteers have up to date DCSI clearances. This is managed from the front office in conjunction with the Principal.

All Responding to Abuse and Neglect, First Aid and Teacher Registration checks are time-lined and actioned through front office staff and leadership.

---

*One of the stations from our Family Reading Night*

*Students dressed up for our ‘Book Week’ parade*
The results from our Year 3’s in 2015 demonstrated a slight increase from the cohort of 2014.

Whilst we do have representation of students in Bands 5 and 6, as a school a focus moving forward is to aim to get a 5% increase in children in the upper bands and to track this cohort of children’s growth from when they were in Year 3 this year (2015) to their performance as Year 5’s in 2017 to ensure students individually and collectively grow.

We are also aiming through deliberate planning to increase our student’s entry levels to NAPLAN in comparison to those of children in a similar Index of disadvantage school. As you will see in the following pages, our students historically enter at a lower level but close and exceed the gap by the time they enter Year 7.

Many of our students’ results in lower year levels are affected by the language of the tests, often they come to school with very limited to no English. We know through historical data, that the trend by the time they reach Year 7 is that we are able to increase students in the upper bands. Our school targets on our new improvement plan reflect the aim of having more students reach the upper bands, increase students reaching Year level targets and also ensuring growth of students is carefully monitored and planned.
Annual Report 2015

Year 5 NAPLAN results

NAPLAN is a snapshot and one form of data among many others our school uses to inform our teaching and learning practices. Of the 5 opportunities for growth in test aspects as measured by NAPLAN (Reading, Spelling, Writing and Grammar & Punctuation, Numeracy) from Year 3 in 2013 to Year 5 in 2015, this cohort of children improved in 4 of the 5 areas.

This particular measure of growth compares this group of children against the same group of children nationally in 2013.

In comparison to the same group of children nationally, there was an acceleration of growth of:
- 0.8% in reading
- 0.4% in writing
- -0.2% in Spelling and
- 0.3% in Grammar and Punctuation
- 1.0% in Numeracy

These results are reflected in the Growth by Test Aspect table where 83.3% of our children showed middle to upper growth in Numeracy and 79.3% of students showed middle to upper growth in Reading. It was disappointing to have 20.7% of children in the lower growth bands for reading, however this was an improvement on 2014 when it was 29.2% of children. This has been followed up on an individual and cohort level to strengthen our approach and planning to ensure increased growth. One of the identified opportunities for growth was to ensure students are exposed to a depth and breadth of text types.

Along with successes, the graphs also demonstrate opportunity for improvement, these are reflected in the Site Improvement Planning and directions for 2016 and beyond. As a school we would like to see more students represented in the upper bands, and a higher percentage of growth for all students. Our targets for 2016 and beyond are as follows;

- A 5% increase in students reaching the upper bands in all Literacy/ English areas and Numeracy/ Maths
- 5% growth as measured by NAPLAN in comparison nationally across all areas tested from Years 3 – 5 and Years 5 – 7.
- A 2% increase in children receiving a ‘C’ or better as measured by end of year grades in English and Maths
- A 2% increase in children achieving a ‘B’ or higher as measured by end of year grades in English and Maths

As a school we have every child tracked individually through site processes in an aim to ‘put faces on the data’ to ensure we are working with children to maximise individual growth. Tests are analysed to inform teaching points and opportunities for growth for our students.
Of the 5 opportunities for growth in test aspects as measured by NAPLAN (Reading, Spelling, Writing and Grammar & Punctuation, Numeracy) from Year 5 in 2013 to Year 7 in 2015, this cohort of children improved in all 5 areas. This group of year 7’s also exceeded growth rates of last year’s cohort.

In comparison to the same group of children nationally, there was an acceleration of growth of:

- 3.0% in reading
- 5.7% in writing
- 3.5% in Spelling and
- 4.6% in Grammar and Punctuation
- 3.6% in Numeracy

The Growth by Test Aspect table demonstrates 68.8% of children demonstrating middle to upper growth in Numeracy and 84.5% demonstrated middle to upper growth in Literacy. The focus on Numeracy has been explored through our school improvement process and intervention strategies have been put in place for senior students in Numeracy.

Mean scores remain stable and we see an increasingly higher number of students reach the upper bands by the time they are in Year 7.

As with the Year 5’s, as a school we would like to see more students represented in the upper bands, and a higher percentage of growth for all students, this is reflected in our targets of:

- A 5% increase in students reaching the upper bands in all Literacy/ English areas and Numeracy/ Maths
- 5% growth as measured by NAPLAN in comparison nationally across all areas tested from Years 3 – 5 and Years 5 – 7.
- A 2% increase in children receiving a ‘C’ or better as measured by end of year grades in English and Maths
- A 2% increase in children achieving a ‘B’ or higher as measured by end of year grades in English and Maths

As mentioned in the Year 5 analysis, as a school we have every child tracked individually through site processes in an aim to ‘put faces on the data’ to ensure we are working with children to maximise individual growth. Tests are analysed to inform teaching points and opportunities for growth for our students. Although we are unable to directly impact on the graduating Year 7’s progress, their results are still analysed in the same way to identify any trends throughout time.
### Student Perceptual Data

Our school improvement process also incorporates perceptual data from students, parents and staff to further drive our improvement agenda.

### Acquaintance Meetings

We strongly believe at Virginia Primary that together is better. Children seeing the most important people in their lives showing a keen interest in their learning sets the tone for a successful start to the year. Again in 2015 we invited all of our parents and caregivers to meet with their children's teacher in the first few weeks of the new school year.

The aim of the meetings was to provide parents with an opportunity to meet with their child's teacher one on one. Teachers gained as much information from parents as possible to help support children with their learning. Some of the topics for discussion in these meetings are: medical or health issues, social and emotional issues, personal strengths and interests, favourite subjects, least preferred subjects, outside school endeavours, hobbies or interests, factors likely to improve learning, factors likely to hinder learning, what parents would like to see emphasised during the year and any other valuable information parents are able to share about their child. As a school we strongly believe that armed with this kind of information, we are able further support and provide the best possible learning opportunities for our children.

### 3-Way Interviews / Parent teacher interviews

A similar process is undertaken in Term 3, however, this time students are able to showcase some of their work. Teachers are able to give an update on the progress of each child. We have found that when students participate in such conferences, they begin to think about their learning, assessment and the progress they are making in a different way. Students make extremely realistic self-assessments of their progress and behaviour, which can in itself enhance their learning.
Austin’s Butterfly – Growth Mindset in action… One of our Year 1 students, Jordan’s attempt at drawing a butterfly and demonstrating the Habit of Mind - Persistence

Our Sport’s Day Captains from the winning team Gawler

Our school hosted an ANZAC commemoration which was attended by many special visitors including his Excellency the honorable Hieu Van Le and local MP Leesa Vlahos

A drone flying above our school earlier in the year
A GLOBAL PEACE SCHOOL INITIATIVE 2015 EXAMPLES:
Below are two examples of initiatives as a Global Peace School throughout 2015 and how they relate to the designated Criteria.
Please feel free at anytime to come into the front office to view more initiatives throughout 2015 and other years.

**VIRGINIA PRIMARY SCHOOL: GLOBAL PEACE SCHOOL INITIATIVES 2015**

**INITIATIVE:** Healthy Body and Soul 2015  
**Date:** 16/2/2015

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>REPORT</th>
</tr>
</thead>
</table>
| - The curriculum incorporates current peace-building and child rights issues including local and global perspectives.  
- The curriculum incorporates significant learning experiences encompassing personal, relational peace and environmental peace.  
- The curriculum presents attitudes, values and skills development in relation to peace-building and child rights that are meaningful and sequential, appropriate to each stage of schooling and the individual needs of all children.  
- The curriculum promotes to and incudes environmentally sustainable initiatives and practices.  
- The curriculum is inclusive and respectful of ethnic, religious and cultural diversity.  
- Reporting and assessment procedures reflect peace-building and child rights understandings and practices. |
| Jason’s activity  
For Healthy Body and Soul day, I chose to do a modified boxing for fitness and coordination program. I ensured that students where scaffolded through these lessons and understood the need to be able to carefully listen and carry out instructions with such an activity.  
It also gave me an excellent opportunity to connect with some students who often have difficulties with traditional teaching lessons and practices. I was able to focus on peaceful conflict resolution with students and the need to build resilience, along with alternative methods to use when they are frustrated or face adversity. |

| CLASSROOM |  
| - The classroom environment promotes inclusion, participation, cooperation and communication.  
- Classroom activities are child-centred and encourage children to use and interact with a range of resources.  
- Classroom activities support learning experiences, understandings and actions centred on the rights of the child that are transformative and celebrate the building of a culture of peace and non-violence.  
- Students are supported and empowered to act in ways that support the building of a culture of peace and honour the rights of the child.  
- Students are encouraged to think critically and explore possibilities for sharing their understanding and skills in building a culture of peace based on ensuring the rights of every child.  
- Procedures and practices of classroom management reflect principles of peace-building and respect the rights of all children for a safe, protective and nurturing learning environment.  
- Students are encouraged to share their experiences supporting children’s rights and of building culture of peace within the school and with the wider community. |

| COMMUNITY |  
| - The school mission statement incorporates principles that support the rights of the child and build a culture of peace.  
- The school values and supports student participation in school decision-making processes.  
- The school promotes attitudes and practices for protecting and sustaining the environment.  
- The school encourages teachers and students to respond respectfully to issues of diversity, human rights and conflict resolution.  
- Parents, other school and community organisations are invited to participate and share in peace-building and child rights activities. |
## Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>94.7</td>
<td>95.1</td>
<td>88.2</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>93.1</td>
<td>95.0</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>95.4</td>
<td>96.1</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>90.9</td>
<td>93.8</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>93.3</td>
<td>94.8</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>93.1</td>
<td>91.3</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>93.9</td>
<td>92.8</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>92.6</td>
<td>92.2</td>
<td>91.2</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td></td>
<td>93.4</td>
<td>94.0</td>
<td>92.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td></td>
<td>93.3</td>
<td>93.7</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Attendance is closely monitored by our Deputy Principal and front office staff. Students with attendance concerns are placed on an Attendance Improvement Plan and contact is made with home via our Deputy Principal. Our front office staff call the families of all children who are away with no explanation. Attendance data is shared in weekly staff bulletins for staff to monitor and track progress.

## Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2015</th>
<th>School</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td></td>
<td>4</td>
<td>8.3%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td></td>
<td>24</td>
<td>50.0%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td></td>
<td>19</td>
<td>39.6%</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

Our Year 7 students enrolled in a wide variety of High Schools both Public and Private with no school in particular showing a greater trend of student transfer.

## Accountability & Financial Statement

### Staff

#### 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>26</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

#### 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></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>18.40</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>6.71</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$3 149 616.40</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$7025.38</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$78 010</td>
</tr>
<tr>
<td>4 Other</td>
<td>$63 777.50</td>
</tr>
</tbody>
</table>
Client Opinion

Parent opinions through survey:

The rating system

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

Although advertised through the school newsletter and on our Skoolbag app we only had a very small number of parents reply to the survey. Those that did reply have indicated pleasing results across the board, although we acknowledge these results may be skewed due to the low number of respondents.

As a school we highly value parents as the primary and most important educators in their children’s lives. We want to continue to work closely with parents to inform and involve them in school processes and decision-making. To ensure we get a wider pool of responses, next year we plan to run the survey accompanied with a morning tea and have laptops/iPads set up at pick up and drop off times.

Preschool Parent comments:

- Very enthusiastic teachers has lead to a love of learning in all the children.
- Our child loves going to Kindy and has grown in confidence
- We are amazed by what our child has learnt this year. We love the photos sent home and the art work and progress shown within the children’s folders.
- We were not aware that preschool was so different to childcare learning wise and have been amazed by what our child has learnt at preschool
- We think it’s excellent and extremely well suited for our child. We are constantly blown away with what our child is learning this year and how far her development skills have improved this year
- Staff are always friendly and welcoming to the whole family.
Of the 337 students, 97 students responded to the student survey. There was a cross section from Year 3 to 7 students. Whilst the results above are generally pleasing, as a school we have interrogated the lower responses, in particularly students’ response around behavior being well managed. The measure of 3.5 places the average of students’ response between neither agree nor disagree and agree. We have included a break up below. Further analysis and follow up has given us more in depth information as to how students felt in terms of behavior being managed on a whole school level, classroom level or individual lesson level. Measures have been put into place to address this result. Similarly, the same process was used with the response to the question around students being able to talk to their teachers about their concerns.
Staff Opinion Survey:

The rating system

<table>
<thead>
<tr>
<th>Rating Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

All staff had the opportunity to respond to the survey through our Annual School Improvement Process. Overall staff survey responses were very pleasing. The feedback from above will be used to continue to refine our school practices to create an even better working and learning environment.

Conclusion

2015 was an excellent year for academic and social learning within the Virginia school community. We look forward to continuing to maximizing support for our learners in 2016 and beyond! We also wish our graduating Year 7’s every success for their future endeavors and thank them for their leadership throughout the year.
This annual report provides the community and the Chief Executive and the Department for Education and Child Development with the important information on aspects of the operation of our School.

Copies of the report will be made available to

The Chief Executive
The School Community
All members of the Governing Council
The District Director

The annual report is one significant way in which our School meets accountability requirements. This report is signed below by the Principal and the Chair Person of the Governing Council to signify that it represents an accurate account of the operations of the Virginia Primary School and that it complies with the requirements for the preparation of annual reports.

Principal: Ilia Tsoutouras

Governing Council Chairperson: Anita Trenwith