# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>OUR VISION</td>
<td>4</td>
</tr>
<tr>
<td>2013 HIGHLIGHTS</td>
<td>5</td>
</tr>
<tr>
<td>SCHOOL PRIORITIES -</td>
<td></td>
</tr>
<tr>
<td>LITERACY</td>
<td>7</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>8</td>
</tr>
<tr>
<td>COMMUNITY PARTNERSHIPS</td>
<td>9</td>
</tr>
<tr>
<td>ENROLMENT DATA</td>
<td>10</td>
</tr>
<tr>
<td>ATTENDANCE DATA</td>
<td>11</td>
</tr>
<tr>
<td>NAPLAN DATA</td>
<td>12</td>
</tr>
<tr>
<td>PARENT OPINION SURVEY</td>
<td>14</td>
</tr>
<tr>
<td>STUDENT OPINION SURVEY</td>
<td>16</td>
</tr>
<tr>
<td>GOVERNING COUNCIL REPORT</td>
<td>19</td>
</tr>
</tbody>
</table>
ABOUT OUR SCHOOL

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

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

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

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

OUR VISION

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

OUR SCHOOL IS A PLACE WHERE . . . .

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

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

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

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

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

We liaise with outside agencies to provide support for families and to assist in providing improved learning outcomes for all students.
2013 HIGHLIGHTS

This year we began with 5 classes and our enrolments hovered around the 105 mark for most of the year. Again, we have had a significant number of students moving in and out of the school which presents enormous challenges for teachers catering for the needs of all the students. We were fortunate to be given the opportunity to continue to run the Pathways into Teaching Programme and 2 new teachers, Ewan Wallace and Sheena Sanders joined our staff at the beginning of the year. During Term 2 we had an increase in student numbers in the middle years and it was decided to introduce an extra class at the beginning of Term 3 to reduce the overcrowding in some rooms. Sheena Sanders took on the extra class and Ewan Wallace took over the Year 6/7 class when both Carla Hook and Jan Lill took leave in Terms 3 and 4. Both teachers did a wonderful job with their classes for the last half of the year.

Student activities this year have included

- Book Fair & Book Week
- SAPSASA sports (football, netball, soccer, cricket softball and sports days)
- Choir and Instrumental Music
- Numerous performances by visiting artists
- Excursions in and around Port Pirie as well as the Year 6/7 Aquatics Camp and Year 1/2 trip to the Zoo
- SRC fundraisers
- Premier’s Be Active Challenge
- Premier’s Reading Challenge/Simultaneous Reading Day
- STRIDE – Sports for Life
- Swimming lessons
- Active After School Sports (team games, hockey, basketball, cricket, gymnastics)
- Drama Club
- Rugby and Cricket Clinics
- Bike Education Week
The support that staff and students at these events have received from parents this year has been very impressive and most welcome as we try to involve more and more parents in the various school events.

Staff have also continued to upgrade their skills and knowledge in many of the curriculum areas by attending a number of professional development opportunities throughout the year. The most significant of these was the establishment of Professional Learning Communities (PLCs) involving all teachers and leaders from all sites in the Pirie & Environs group. Each teacher elected to join a PLC in a specific curriculum area in order to share ideas and teaching strategies across the full Reception – Year 12 range. These PLCs will continue in 2014 with a major focus on Formal Assessment.

Other professional training undertaken included MultiLit, Running Records, Literacy Network, Dyslexia, History and Geography.

In addition the Department has seen fit to create Partnerships across the state to replace what was known as the Regions (ours being Yorke & Mid North). Next year our group of schools, preschools and Learning Together will be known as the Pirie Partnership. Site Leaders will be involved in a number of information sessions to determine how these partnerships will operate in the coming years.

NAPLAN and P.A.T. Reading & Maths were our main source of assessments this year. The results were quite pleasing although we still have a long way to go across the whole school. The most pleasing results were in the Reception – Year 4 range where significant improvements were made in English and Maths and this is a direct result of the emphasis we have placed on the Early Years of Schooling over the last three years. We believe this improvement will continue in future years as these students move into the Upper Primary years.

The introduction of the Passport Programme has seen a significant improvement in attendance this year peaking at 83% which is the highest for the last 5 years. This programme has been financed through the Child Development Foundation from Western Australia and we are very thankful for their support. Although the CDF will cease their involvement in 2014, we will continue the programme and allocate funding in the school budget to ensure its success and sustainability.
KEY FOCUS AREAS:

ENGLISH

Targets:
1. 90% of students (except NEP) will read and 40% spell 404 words in the Oxford Word List by the end of Year 3.
2. 20% of students (except NEP) will achieve National Average in each category of the NAPLAN Tests.
3. 70% of students (except NEP) will achieve Level 4+ in the P.A.T. Comprehension.
4. Running Records
   30% Rec. at Level 10+
   20% Yr. 1 at Level 14+
   30% Yr. 2 at Level 20+
   60% Yr. 3 at Level 24+
   80% Yr. 4 at Level 27+
   80% Yr. 5 at Level 29+
   80% Yr. 6 at Level 30
   50% Yr. 7 at Level 30
5. Phonological Awareness.
   70% of Rec. students
   With at least 3 terms of schooling will achieve a score of 28
   50% of Yr. 2 students will achieve a score of 34

SCHOOL PRIORITIES

ENGLISH

NATIONAL AVERAGE

15.2% of students achieved the National Average in the NAPLAN tests this year. While this was below the target set, it was pleasing to see that 21% achieved the National Average in Reading while 18% achieved the National Average in Spelling. Writing continues to be an issue across the whole school with only 11% achieving the target. The whole school agreement in Literacy was completed this year and, with its implementation, we would hope to see further improvement next year as we develop a consistent approach to the teaching of Literacy.

RUNNING RECORDS

Students in Years 1 (60%), 2 (55%), 4 (90%) and 7 (78%) all achieved their targets this year, a significant improvement on last year. Reception (27%) and Year 6 (75%) students fell just short of their targets.

P.A.T. COMPREHENSION

64% of students achieved their target in Comprehension. While this was just short of the target set (70%), the improvement shown in the JP and middle Primary years is quite impressive with 69% of Reception students, 89% of Yr. 1, 80% of Yr. 2, 78% of Yr. 3 and 89% of Yr. 4 all achieving the target set. Again, this shows that the work being done in the early years is starting to pay dividends.
SCHOOL PRIORITIES

MATHS

KEY FOCUS AREAS:

MATHS

Targets:

1. 50% of Yr. 2 – 4 students (except NEP) to achieve Level 5 or higher in the P.A.T. Maths Test
2. 40% of Yr. 5 – 7 students (except NEP) to achieve Level 5 or higher in the P.A.T. Maths Test
3. 60% of Yr. 3, 35% of Yr. 5 and 20% of Yr. 7 students (except NEP) to achieve National Average in NAPLAN Test

P.A.T. MATHS

48% of Yr. 2 – 4 students (except those on NEPs) achieved Level 5 or better in the P.A.T. Maths Test. This was a significant improvement on last year’s results. Unfortunately only 25% of students in Yr. 5 – 7 achieved their target and more work needs to be done in this area. Staff have already decided that we will develop a Whole School Numeracy Agreement in 2014 so that we ensure a consistent approach to the teaching of Maths across the whole school. Further to this, we are hoping to join up to the Mathematician in Residence Programme which is being offered to the Pirie Partnership next year

NATIONAL AVERAGE IN NAPLAN

This year we decided to target the National Average in NAPLAN rather than the Minimum Standards. The Year 7 students (25%) achieved their target but neither the Year 3 nor Year 5 students were able to manage this. Obviously this will become a major focus for all teachers in 2014. One of the biggest issues in the new Australian Maths Curriculum is the necessity to be able to read well and be able to interpret the problem at hand. As our students continue to improve their English skills so should they be able to improve their Maths skills but we must ensure a consistent approach across all year levels. The use of the Mathletics programme by all students has been very successful as this programme has been adjusted to meet the new requirements of the Australian Curriculum and it provides students with lots of practice in problem solving.
This year 58% of parents attended Parent/Teacher Interviews while 71% returned all surveys including the Parent Opinion survey. A major focus this year was to receive survey returns from our Aboriginal population and this was achieved through the efforts of our A.C.E.O. and A.E.T. in visiting parents and working through the surveys with them.

The Family Night in Term 1 was well attended by parents as was each whole school function. The performance by the Drama Club filled the Gymnasium again this year with 60% of families attending.

Student attendance averaged 83.1%, just below our target. The Passport Programme has certainly been a successful one and will continue in 2014. Punctuality is now our major concern as the number of latecomers actually increased in the latter half of the year. We will continue to try to get the message out to parents of the importance of being at school on time so that students do not miss out on the English lessons which are generally held early each day.

The weekly interactive sessions between our Reception students and the children from the Learning Together Centre have been successful in bridging the gap between pre pre-school children and Primary schoolchildren. Now that the Centre’s funding has been extended for 1 more year, we will continue this in 2014 and seek to increase our interaction with the Centre and the parents who are involved in their activities.

KidsMatter was introduced in the latter part of the year but we have a long way to go to make this an integral part of classroom programmes in future years. It hasn’t been helped with the loss of two thirds of the KidsMatter Team and cancellations of the training programme at various times. In 2014 we will establish a new team including the School Counsellor so that a concerted effort is put into making this programme a success for all students.

We also will establish a training programme/workshops for parents run by our School Counsellor to provide parents with ideas for helping their children at home and to encourage them to become more involved at the school level (listening to children read, etc.).
ENROLMENTS

Enrolments at Airdale Primary School continue to vary significantly throughout the year. Many families are quite transient and often enrol and re-enrol at the school 2 or 3 times a year.

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

Our biggest concern, at present, are the small numbers of students enrolling in the Junior Primary years while large numbers of Year 7’s are exiting each year.

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

The attendance rate of students at Airdale Primary School is, on average, about 83%.

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

Regular lateness of a small number of students is also a concern. In most cases, classes have their English lessons in the first teaching block of the day. The late students are continually missing out on this very important part of the day, affecting their academic results over the year.

The Passport Program which was introduced in 2012 has had a positive effect on attendance and will continue in 2014 with an emphasis on punctuality.
**YEAR 3**

This year 50% of students achieved the Minimum Standards in Reading, 67% in Writing, 33% in Spelling, 75% in Grammar and Punctuation and 67% in Numeracy. Writing continues to be a major concern.

**YEAR 5**

The Year 5 students’ results were much improved this year with 93% achieving the National Minimum Standards in Reading, 64% in Spelling, 57% in Grammar & Punctuation and 86% in Numeracy. However, only 38% achieved the minimum standards in Writing.
YEAR 7

The data shows that 58% of students achieved the Minimum Standards in reading, 50% in Spelling, 40% in Grammar and Punctuation but 90% achieved them in Numeracy. Writing was again the poorest area with 30%.

COMPARISONS

The table shows that there has been a significant improvement for our Year 5 students who were in Year 3 in 2010 in all areas of Literacy which is most pleasing. The Year 7 students who were in Year 5 in 2010 have also showed significant improvement in all areas with the exception of Spelling.

### YEAR 7 RESULTS

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>2008</th>
<th>2010</th>
<th>COMPONENT</th>
<th>2008</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>52</td>
<td>62</td>
<td>READING</td>
<td>76</td>
<td>73</td>
</tr>
<tr>
<td>WRITING</td>
<td>75</td>
<td>70</td>
<td>WRITING</td>
<td>70</td>
<td>61</td>
</tr>
<tr>
<td>SPELLING</td>
<td>57</td>
<td>65</td>
<td>SPELLING</td>
<td>83</td>
<td>78</td>
</tr>
<tr>
<td>GRAM./PUNC.</td>
<td>62</td>
<td>65</td>
<td>GRAM./PUNC.</td>
<td>79</td>
<td>57</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>67</td>
<td>76</td>
<td>NUMERACY</td>
<td>72</td>
<td>79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>2010</th>
<th>2012</th>
<th>COMPONENT</th>
<th>2010</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>69</td>
<td>67</td>
<td>READING</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td>WRITING</td>
<td>94</td>
<td>53</td>
<td>WRITING</td>
<td>83</td>
<td>74</td>
</tr>
<tr>
<td>SPELLING</td>
<td>82</td>
<td>73</td>
<td>SPELLING</td>
<td>67</td>
<td>53</td>
</tr>
<tr>
<td>GRAM./PUNC.</td>
<td>44</td>
<td>67</td>
<td>GRAM./PUNC.</td>
<td>67</td>
<td>84</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>67</td>
<td>57</td>
<td>NUMERACY</td>
<td>78</td>
<td>83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>2011</th>
<th>2013</th>
<th>COMPONENT</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>93</td>
<td>93</td>
<td>READING</td>
<td>42</td>
<td>58</td>
</tr>
<tr>
<td>WRITING</td>
<td>100</td>
<td>36</td>
<td>WRITING</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>SPELLING</td>
<td>64</td>
<td>64</td>
<td>SPELLING</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>GRAM./PUNC.</td>
<td>64</td>
<td>57</td>
<td>GRAM./PUNC.</td>
<td>29</td>
<td>40</td>
</tr>
<tr>
<td>NUMERACY</td>
<td>85</td>
<td>86</td>
<td>NUMERACY</td>
<td>50</td>
<td>90</td>
</tr>
</tbody>
</table>
This year we continued with our own Parent Survey with 58% of parents responding.

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

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

The Site Improvement Plan was sent home to all parents and included in the Parent pack for newly enrolled students. This has reduced the number of ‘don’t knows’ with regards to the targets set for each priority.

**LEARNER ACHIEVEMENT AND WELL BEING NEEDS**

**HIGH EXPECTATIONS OF ALL LEARNERS**
The results show that parents are pleased with the information being provided by staff. This year we made a conscious effort to provide information to parents about current teaching practices. This has resulted in a reduction in the number of parents seeking more information.

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

A number of students are unclear about their learning and how they can improve. Teachers have begun discussions about establishing ILPs with all students and I think this would go a long way to assist students in understanding the expectations we have of them.

In addition, teachers need to be very clear about their instructions as well as targeting those students with special needs.
Again, feeling safe at school and being able to meet with friendly, caring students is a concern that was raised by a number of students. This is also related to some students who say they don’t like coming to school.

Whilst the Bully Audits show a decline in incidents of bullying, it is still a concern for a few students and certainly an area for staff to continue to work on across the whole school.

Students felt that they were more involved in decision making in the school this year and that there were more opportunities for all students across the school.
This year I sat down with 8 student leaders after the student survey. They were presented with the results and asked to put forward ideas of how we can improve as a school with respect to the areas highlighted in red.

The staff were then presented with these student thoughts (blue) and discussions held late in Term 4 as to what changes need to be made to better address student concerns.

This will be a part of our planning at the start of the 2014 school year.

I know how I am doing and how I can improve
- Explain how students can improve and what they can do to improve at Parent/Teacher Interviews
- Teachers should give out a table each week so students know how they are doing
- Set individual student goals and tell them 1:1 (privately) how they are going

Students know how they are expected to behave
- Posters displayed in class and around the school
- Go through every Monday or at class meetings

I know how well I am doing
- Teachers need to talk to individual students more
- Give out class awards when goals are met

Students from different backgrounds are treated fairly
- Everyone is treated the same
- If you have a problem, tell a teacher

I really like to go to school each day
- Bullying is not taken as seriously as it should
- School is boring – same routines/lessons everyday (e.g. fitness then spelling then Maths …)
- Students should tell the teacher why they don’t want to come to school

Students get along with each other pretty well
- Bullying is still an issue
- Little groups in yard tease other kids and exclude them from their group

I get information about what is going on at school
- SRC – more information is needed back in classes
- SRC reps not taking stuff back to class meetings
- Class meetings not being held regularly

Students get to help make decisions
- Students do have a say but some things are left to the SRC

I am involved in making decisions about my learning
- Teachers do discuss choices within subjects (e.g. selecting a country to study)

I have a chance to be a leader at this school
- Everyone has a chance to be a leader at this school
2013 has been another busy year for all at Airdale Primary School. The students look great in the new uniforms. I had the pleasure this year of attending some of the schools activities, eg, The Rugby carnival and Interschool Sports Day. The behaviour of the students at these events was fantastic, definitely something for our school community to be proud of. Well Done.

The Governing Council currently has 11 members; we welcomed two new members to Governing Council which was great. Governing Council members volunteer their time for meetings and activities to support the school and sub committees throughout the year. I would like to thank each member of Governing Council for your contribution and support this year. On behalf of our school community I would like to congratulate Principal Geoff Saunders, the staff and the volunteers at Airdale on a successful year and thank them for their continued dedication, professionalism and care to the students.

This year Airdale held quite a number of fundraisers. The Trash and Treasure was a great success, special thanks to Bree and Cain Dietman for all your hard work, also thanks to governing council members, staff, stall holders, face painters and people that donated their goods. Rachelle Caputo also organised special event stalls throughout the year, many thanks to Rachelle and everyone that helped or donated to make these events a success.

Thanks very much to Nia Paschalis and her helpers for their dedication to the breakfast Club this year, on average about 30 students continue to attend. It’s great to see so many students attending.

Many thanks also to the staff of Out of Hours School Care and Vacation Care for their efforts in making the program so enjoyable and successful. I would also like to thank Lorraine Dyer for all of the effort she puts into the canteen which continues to open four days a week.

At this time we also say farewell to some staff members and the Year 7 students moving into high school, we wish you all the very best as you continue on life’s journey.

I would like to wish everyone a fantastic and safe break and a Merry Christmas and look forward to 2014 being another year of great learning and new challenges at Airdale Primary School.

Kate Taylor
Chairperson Governing Council.