Warming up with the School Captains on Sports Day
Balaklava Primary School is a proud public school with a long history of serving the Balaklava township and surrounding areas. We manage a fleet of 10 buses and students come from areas as far afield as Lochiel and Port Parham. Our school is set in beautiful, well-kept grounds, shares a boundary with Balaklava High School and is within a short walking distance of the Balaklava Child Community Centre and Out of School Hours Care (OSHC).

Balaklava Primary has a strong focus on developing the whole child. In addition to strong literacy and numeracy programs and the integration of digital technologies, we offer an exceptional music program and we are an Eat Well Be Active site. Our school values Mutual Respect; Tolerance; Success; Fair Treatment; Cooperation; Responsibility and Honesty are reflected in all areas of our school community and our motto Believe, Participate, Succeed encapsulates our attitude to learning and life.

In 2012, staff continued to deliver a comprehensive curriculum, supporting students and their learning with commitment and dedication, and I would like to formally acknowledge them for this and their many hours of extra voluntary work. Balaklava Primary is fortunate to have such a committed group of staff. Thank you also to our hard working, active Parent Coordinating Committee and Governing Council for their support and invaluable input into our school this year.

At the end of the year we had 236 students, with approximately 31% of students on school card, 23 students identified as Students with Disabilities, 9 ESL students and 3 ATSI students. The School’s Index of Disadvantage changed from 4 to 5.

This Annual Report outlines the school’s progress towards achieving its priorities and identifies areas for future growth.

**2012 Highlights**

In my first year as principal I have enjoyed sharing the many highlights that occurred over the year including the following:

**Meet and Greet**

We had a wonderful turnout to our Meet and Greet night earlier in the year and students enjoyed showing off their classrooms, the school and the staff and I enjoyed meeting many of our families. Speaking with members of our school community it quickly became apparent that we are fortunate to have very active parent bodies in the school that are passionate about the school, its growth and future directions. This is a great strength of the school.

**Harmony Day**

Harmony Day is a day of cultural respect for everyone, from the traditional owners of the land to those who have come here from countries around the world. We started Harmony Day with a shared breakfast, organised by staff, and well attended. It was a wonderful time to get together with friends and family and celebrate our diversity.

**Premier’s Reading Challenge**

Our Premier’s Reading Challenge results were impressive. 90% of students completed The Premier’s Reading Challenge in 2012 and although slightly (1%) down on 2011 it was pleasing to see so many students complete the Challenge. The presentation ceremony, Spicks and Specks, hosted by Adam Hills and his security guard, (alias Marty Brice and Cherie Cleary) was a lot of fun and appreciated by all. One student, Holly Boon, completed the Challenge for the 9th year. Congratulations, Holly.

**Kevyna Gardner visit**

A judge on the Australian Children’s Book Council for 2 years, Kevyna Gardner has read over 300 books eligible for awards during Children’s Book Week. Kevyna visited several classes around the school to read picture books to the students and ask their opinion of the books. They enjoyed her animated story telling.
Anzac Day Dawn Service

Anzac Day is a day of great National significance and some of our students joined other members of the community to pay their respects at the Dawn Service, remembering all Australians who have served or died in wars. Our School Captains laid a wreath at the War Memorial in the triangle on the behalf of BPS.

Music

Throughout the year there have been lots of highlights related to our music program led by Mrs Bronny Cottle. Many of our students were involved in the Balaklava Eisteddfod and our two Rock Bands came first and second in their categories. The Vocal ensemble also won equal first place and the Concert Band, second place. Our Choir was once again outstanding and performed at the Balaklava Show and the Festival Theatre. It was wonderful to see 44 parents and families at the Festival Theatre concert supporting their children. Tom Lane and Olivia McColl also did a fantastic job playing the clarinet and trumpet in the Festival of Music North Orchestra. At the end of the year, all Balaklava Primary School students had the opportunity to be involved in the End of the Year Carols which was held on our oval and members of the Balaklava Community were warmly welcomed to this event.

SAPSASA

Once again our SAPSASA results were notable and our students were involved in many sporting events including netball, football, swimming, softball and tennis. Highlights included around 40 students participating in the Inter School Swimming at Riverton, competing against Kapunda, Riverton and Clare Primary School. The 2001 Girls Medley Relay broke the previous record and the Open Girl’s Medley Relay broke the record. Overall BPS came second, winning the Most Improved award. Our softball team also went to Clare for the SAPSASA HUB competition and played Clare 2 in the grand final and defeated them, 15-12. Overall the school was very well represented in SAPSASA events by our enthusiastic students.
Site Improvement Planning

Throughout the year we have been gathering, analysing and reviewing a range of data to inform site improvement planning and checking our progress towards our Site Improvement Plan priorities. At a “Data Day” in term 4 some recommendations were made for continued improvement.

Priority 1: Improve spelling

The teaching of phonics has always occurred at BPS, however this year we have focused on training all staff in the use of a systematic, synthetic approach to phonics, where students learn to blend 42 sounds (rather than 26 letters/sounds of the alphabet) and segment words to spell. All staff undertook training in term 3.

Targets

- Increase by 10% (from 61%- 71%) of students achieving chronological age or above as measured by the Westwood Spelling Test.
- 85% of year 3, 5, 7 students above National Minimum Standard (NMS) in spelling as measured by NAPLaN.

Actions

- Professional development opportunities are provided to increase pedagogical capacity in spelling.
- Synthetic Phonics implemented as whole school approach.

Outcomes

Westwood Spelling Test

10% increase in non NEP students achieving chronological age as measured by the Westwood Spelling Test was not achieved in all year levels.

Year 1 58% were at or above their chronological age 42% below.
Year 2 70% were near, at or above their chronological age and 30% more than a year below.
Year 3 89% were near, at or above their chronological age and 11% more than a year below.
Year 4 65% were near, at or above their chronological age and 35% more than a year below.
Year 5 70% were near, at or above their chronological age and 30% more than a year below.
Year 6 62% were near, at or above their chronological age and 38% more than a year below.
Year 7 46% were at or above their chronological age 54% below.

Some students in upper primary were 3 years below spelling age and were not able to improve 3 years in the time frame.

NAPLaN

72% of year 7 students achieved the NMS (National Minimum Standards) or above in spelling according to NAPLaN results.
94% of year 5 students achieved the NMS (National Minimum Standards) or above in spelling according to NAPLaN results.
92% of year 3 students achieved the NMS (National Minimum Standards) or above in spelling according to NAPLaN results.

The school target for 85% of students to achieve at or above National Minimum Standard was met in year 3 and 5. It was not met in year 7.

Recommendations

- Continue whole school approach to spelling as part of a balanced approach to literacy providing coherence and consistency across the school.
- Target intervention processes and develop individual targets for identified students at risk.

Priority 2: Improve Reading Comprehension

The main goal of reading is to read for understanding and to be able to critically reflect on what is being read. Our data shows that many of our students can make sense of texts literally but are experiencing difficulty with inferring (or reading between the lines) and making connections to their own prior knowledge and experience.

Targets

- Improvement from 83% in term 1 of non NEP R-2 students who achieve YMN Reading Level targets to 93%.
- 75% of year 3, 5, 7 students demonstrate increased reading skills in making connections and inference as measured by NAPLaN rubric.

Actions

- Continue PD in Big Six of Reading with a focus on comprehension strategies.
- Alignment of pedagogy with evidence based practices.
- Consistent literacy theory and practice documented in agreements and used by staff

Outcomes

Reading Levels

Term 4 Running Records showed 60% of Year 2s reached benchmarks or YMN Regional targets with 8 non NEP students considered at risk. 92% of Year 1s reached benchmarks or YMN Regional targets with two non NEP students considered at risk. 91% of Receptions reached benchmarks or YMN Regional targets with 3 non NEP students considered at risk.
NAPLAN
In Year 7, 51% of questions which involved inference and making connections were answered correctly. In year 5, 66% of questions which involved inference and making connections were answered correctly. In Year 3, 56% of questions which involved inference and making connections were answered correctly.

Year 3 showed improvement by moving up a proficiency band in reading, while year 5 and year 7 maintained the same proficiency band.

A strong focus on further developing student’s ability to inference and make connections as part of reading comprehension will continue to be a priority in 2013.

Recommendations

- Continue to implement agreed whole school approach to teaching literacy and data collection.
- Continue year level release for staff to analyse data, use an inquiry approach, trial new practice, share results in PLCs (Professional Learning Communities) to support differentiated teaching and learning.
- Special Education teacher employed to manage Special Ed and support students and teachers in differentiation for all learners.
- Ensure school based Student Review Team meetings occur regularly and all decisions made are based on data.
- Continue Multi Lit and Reading Recovery as proven research based intervention strategies. Discontinue ELF and replace with SSO’s trained by Reading Recovery teacher using Reading Recovery and synthetic phonics strategies.
- Participation in the YMN Region Literacy Research Project to further embed the Big 6 of Reading.
- PATR testing to be implemented years 3-7.

Priority 3: Student Engagement

This year to further increase student engagement we introduced Positive Behaviour for Learning (PBL) a whole school framework which focusses on promoting and maintaining a positive learning environment to and improve students social and academic achievement through preventing problem behaviour.

Targets

- Improvement in attendance from 92% to 97%
- 20% reduction in office behaviour referrals

Actions

- Prompt contact and follow up with families re attendance concerns.
- Revisit and update attendance policy and plan.
- Differentiate teaching and learning to meet learner needs.
- Develop individual learning plans for students at risk.
- Implement whole school Positive Behaviour for Learning Strategies.

Outcomes

Attendance reduced slightly from 92.9% to just over 92.1%. In addition to illness we had a number of absences unexplained and high level of absences due to family reasons. Some of our families received exemptions to travel overseas to visit family and friends or to go on holiday.

Reductions in office time out varied over the year. Uncertainty around changes to behaviour management processes occurred as we transitioned to a Positive Behaviour for Learning (PBL) approach.

At the start of the year our three whole school expectations of Be Safe; Be Respectful; Be Responsible were developed and PBL committee with school and regional staff and a parent community representation was established in term 2. PBL is expected to take between 3-5 years before it is fully established in school culture but has begun to take effect.

Recommendations

- Prompt follow up of attendance concerns.
- Revisit Attendance Policy and update Plan.
- Improve strategies to inform parents about the need for good attendance including through regular newsletter items and change the attendance target next year to one with higher feasibility and strength. (95%)
- Create stronger connections between home, school and the community to promote feeling of belonging and connectedness.
- Positive Behaviour for Learning (PBL) strategies continue to be implemented and Social Learning concepts explicitly taught in classes each week.
- More consistent approach to recording behaviour data implemented.
- Update Eat Well Be Active plan and continue to include Play is the Way program as part of social skills (Wilson McCaskill games for learning)

Anti Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying is unacceptable and our school is constantly striving to ensure we have a bully free environment where everyone feels safe. One way we address bullying is through the use of Bully Audits to inform our planning and strategies.
Bully Audits were implemented in term 1 and term 3. The data indicated that there are students who still don’t feel safe and have experienced harassment and or/bullying or have identified themselves or others using bullying behaviours.

The oval was identified as a ‘hot spot’ and fair use of space and equipment was a big issue for some students. The PBL team implemented a number of strategies to create a safer outside environment including the explicit teaching of the rules of games, giving out tokens as rewards for safe yard behaviours, regular teaching of social skills and implementing strategies from the Child Protection Curriculum.

Staff indicated students need more support to identify bullying behaviours and understand that bullying is different to one off instances of conflict. A recommendation is that bullying audits are carried out termly in 2013 and intervention programs are further developed. A focus for 2013 will be to continue to teach students strategies to solve problems in safe ways, prevent bullying and bystander behaviours and use persistence in seeking support.

**Student Achievement**

**NAPLAN**

Year 3 Mean Scores

Year 5 Mean Scores

Year 7 Mean Scores

Our NAPLAN data generally correlated with other school based assessments. Our year 3 cohort did particularly well this year, however we need to continue our focus on alignment of teaching and learning (pedagogy) with evidence based best practice, and strong, targeted early intervention programs.

NAPLAN School Growth: Year 3-5

NAPLAN School Growth: Year 5-7
Achievement of National Minimum Standards

<table>
<thead>
<tr>
<th></th>
<th>Numeracy</th>
<th>Reading</th>
<th>Writing</th>
<th>Grammar</th>
<th>Spelling</th>
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<tbody>
<tr>
<td>Yr 3</td>
<td>96%</td>
<td>91%</td>
<td>96%</td>
<td>92%</td>
<td>92%</td>
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<tr>
<td>Yr 5</td>
<td>94%</td>
<td>94%</td>
<td>76%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Yr 7</td>
<td>93%</td>
<td>84%</td>
<td>81%</td>
<td>88%</td>
<td>72%</td>
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The percentage of students who achieved Minimum National Standard has risen over the last few years, however we need a continued focus on ensuring all our students are showing middle to upper growth in their learning.

Running Records

Year 2 Term 3

The spread of results shows we have too many students in the Lower Reading levels. Generally we aim for students to increase the minimum of 2 levels per term.

Year 1 Term 3

Year 1 results are more pleasing. At the end of year 1 we aim for students to achieve YMN standard of level 20.

Student Data

Attendance

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<tr>
<th></th>
<th>2010</th>
<th>2011</th>
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<td>Year 2</td>
<td>93.9</td>
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<td>91.7</td>
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<tr>
<td>Primary Other</td>
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<td></td>
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<tr>
<td>Total All Year Levels</td>
<td>92.6</td>
<td>92.9</td>
<td>92.1</td>
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<tr>
<td>Total ACARA 1 to 10</td>
<td>93.5</td>
<td>93.5</td>
<td>92.7</td>
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</table>

Our attendance record dropped slightly this year. Further efforts will be made to improve our attendance to 95% next year. Frequent absence has a significant impact on student learning outcomes.

We started the year with 236 enrolments and 10 classes and finished the year with 243 students. Of these students 30 have transitioned to High School. A high level of transience this year, with many families leaving the district, has impacted on end of year enrolments.

Client Opinion

Parent Opinion Survey
20 parents responded to the survey and 95% of parents agreed or strongly agreed that their child’s teachers knew what their child could do and needs to learn. 85% agreed or strongly agreed their child’s teachers clearly inform them of the learning program and there was 100% agreement that this school encourages students to have a sense of pride in their achievements.

An area identified for improvement was to seek parents’ opinions about educational programs.

Student Opinion Survey
91 students participated in the survey and had almost equal viewpoints for each of the statements. 82% also agreed that this school encourages students to have a sense of pride in their achievements. An area for improvement was all children know how to behave.

Staff Opinion Survey
18 staff members responded to the survey and identified areas for improvement in behaviour management processes, communication and organisation. This year has been one with some significant changes and we are working on strengthening our processes to improve in all areas identified.
Accountability

Staff

Stability of staff contributed to a positive start to the year, however, during the year a number of staff retired including School Counsellor Julie Wickham, Deputy Principal Kay Forder and Christian Pastoral Support Worker (CPSW) Kathy Ottens. We wish them well in their future endeavours. Classroom teacher Marty Brice also retired at the end of the year after 30 years of teaching at BPS. Although Marty has many plans for his retirement he has indicated he will be back and we look forward to his contributions to our school programs next year. We are happy Year 6/7 teacher Cathy Lovelock gained permanency at BPS starting in 2013.

Teacher Qualifications

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<th>Qualification Level</th>
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<tr>
<td>Post Graduate Qualifications</td>
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All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Workforce Composition including Indigenous staff

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<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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<td>Non-Indigenous</td>
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<td>Full-time Equivalents</td>
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<td>Persons</td>
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Financial Statement

Income by Funding Source

<table>
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<tr>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
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<tr>
<td>2 Grants: Commonwealth</td>
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<tr>
<td>3 Parent Contributions</td>
<td>$83,601.55</td>
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<tr>
<td>4 Other</td>
<td>$33,928.05</td>
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