Victor Harbor R-7 School
Annual Report
2015
Context: 2015 saw staff, students and our school community eagerly anticipating approval for the construction of our new school building to replace the middle school classes lost in the 2014 fire. A consequence was that specialist teachers (Music and Indonesian) moved classes and our ‘old’ gymnasium was converted into three teaching spaces for Year 6/7 classes. We also had an increase in enrolments which resulted in creating one more class than in 2014. Overall, the support from the community and the positive attitude from staff and students continued throughout the year.

Brenton Robins, is the school principal and Julie Kelly is the deputy principal. A Special Education Unit catering for students with moderate to severe disabilities from across the region is also part of the school. There were 21 students attending the unit from across the region. The Special Education Unit was led by an acting coordinator in conjunction with the Principal as line manager. In 2015 this position was advertised across the state. In 2015 the school employed 45 permanent teachers and 11 contract teachers [including full-time and part-time], 25 SSO’s which included a groundperson and a gardener. There were 9 Junior Primary [Reception-Year 2] classes, 12 Primary [Year 3-7] classes and 5 teachers in the Special Education Unit. The canteen has one manager and one assistant manager. The school has an AEU [Australian Education Union] branch, a PAC [Personnel Advisory Committee] and Governing Council. There is a full time school counsellor position. The school has two Christian Pastoral Support Workers [Chaplains]. The school also has a network of volunteers.

The vision for our school is for a dynamic, forward thinking educational environment which continues to develop children’s skills in numeracy, literacy, information technology and social skills. The Victor Harbor R-7 School pursues and promotes success for all learners within their unique learning environment. Victor Harbor R-7 School delivers a curriculum, which is consistent with the Australian Curriculum in all learning areas and has been recognised as a leading school in this area. Students are encouraged to achieve their potential and the school actively promotes self-esteem and wellbeing. The Victor Harbor R-7 School’s aims are to present quality learning experiences and to value the community. Victor Harbor R-7 School is an inaugural member of the South Australian Sustainable Schools network. Education for Sustainable Development and reconciliation are embedded into all aspects of the curriculum. The shared Values of Victor Harbor R-7 School are: Respect, Responsibility, Safety, Honesty, and Trust.

We’re all on the same wave!

At Victor Harbor R-7, we believe good teaching is…….

● providing all children with a solid foundation to build life skills, making their learning journey relevant, consistent, fun and memorable

● developing the whole child [emotional, physical, educational, wellbeing, spiritual]

● providing opportunities for each student to reach their individual potential

● developing relationships based on mutual respect between all stakeholders – students, teachers and home

● fostering in students a curiosity, creativity and an enthusiasm for the world they live in and a joy and love of lifetime learning
REPORT FROM GOVERNING COUNCIL

Chairperson’s Report, Governing Council for Annual Report 2015

The 2015 school year started with Governing Council meeting with the architects, Studio Nine, to discuss the new building. We sought feedback from the school community on the draft designs, which were displayed in the office for several months. We think the flexible, open spaces and the interactions with the gardens will be very beneficial and were able to provide inputs around teaching art and science in dedicated areas as well as ensuring the building will be healthy for our students. Building works have commenced and we will reconvene the fundraising committee to determine how best to spend the very generous donations made by the community in 2014.

We learnt about schools in Finland when Samuli, a visiting Principal, came to speak to us in March. Samuli’s daughter Kaisaleena was a student teacher and the whole family of 11 children attended our school and Victor Harbor High School for the first term. We were so impressed by the robustness of the Finnish students who played outside all year, in all weather and that every Finnish school has a cook who provides nutritious lunches and snacks every day.

Throughout 2015 we worked with the local Ramindjeri-Ngarrindjeri community and language class (that meets at the High School) to develop our Living Culture project, which displays photographs and maps of Ramindjeri people and their camps in the very early days of European settlement. The information on the poster is written in both Ramindjeri-Ngarrindjeri and in English and will be displayed in the library for all our students to enjoy and deepen their appreciation of the culture of the first people of this region. A special thank you to Eddy Minganelli for all his hard work on this project.

In response to the KidsMatter survey we conducted in 2014 (with more than 200 respondents), we hosted a building resilience workshop with Donna Broadhurst. It was a practical and useful workshop highlighting the need to acknowledge our kids’ problems and resisting the urge to solve those problems for them to build resilient kids.

Key achievements for the year
- Recognising Abuse and Neglect Training for Governing Council members
- Hosting Donna Broadhurst “Resilience Workshop” and purchasing multiple copies of When your kids push your buttons and what you can do about it and Raising your spirited child for parents and carers to borrow from the school library
- Working with architects, Studio Nine, on the new senior primary (Yrs. 5-7) building
- Initiated teacher and staff profiles in newsletters
- Completed KidsMatter training for staff and Governing Council representatives
- Trialled new school report and parent-teacher meeting format
- Preparing and approving the annual budget
- On-going review of school operations and policies
- Expansion of the Robotics, Literacy and Numeracy intervention programs
- Continued development of an Indonesian sister school program
- Completion of the wetland garden as part of increasing nature play opportunities

Southern Fleurieu OSHC 2015
- Continued commitment to running SFOSHC at all three campuses (Victor Harbor - VOSHC, Port Elliot - POSHC and Goolwa - GOSHC).
- On-going staff training and development
- Over 144 new families were enrolled in SFOSHC during 2015. Utilization rates at VOSHC dramatically increased during Vac Care, increases at POSHC and GOSHC have reduced.
- Comprehensive review of SFOSHC and exploration of options, including possible outsourcing of services at VOSHC.

On behalf of Governing Council, I would like to thank our members, the Leadership team, staff, SFOSHC staff, canteen staff, contractors, volunteers, families and carers for their continued support and commitment to Victor Harbor R7.

Dr. Kerri Love, Chair
2015 HIGHLIGHTS

Highlights of the 2015 school year included:

● As part of our school’s ‘Arts’ programme, students presented the musical “Alice In Wonderland”. This provided opportunities for over a hundred students to demonstrate the ‘Drama’ skills outlined in the Australian Curriculum and was led by our Arts specialist teacher – Liz Eland. The performance was held in the Town Hall and was overwhelmingly supported by the Victor Harbor community. To provide opportunities for students to participate in the ‘Dance’ subject within the Arts learning area, our school engaged “Footsteps” dance company to work with students over five weeks in term two highlighting in a ‘dance off’ performance for the whole school in the gym. The ‘Visual Arts’ subject was also supported by a visiting artist during Term 3.

● The South Coast Primary Schools Surfing Competition was held at the end of Term 1. Our school won the trophy which hangs proudly outside the principal’s office. We are fortunate to have the DECD Aquatics Unit co-located at our school. This enables qualified aquatics instructors to provide surfing lessons that lead up to the competition.

● Leaders and teaching staff visited our school during Term 3 as part of our Indonesian Sister School Exchange Program. The week long visit enabled students and teachers to participate in authentic learning (and cooking) experiences.
● Our school community benefits from the commitment of many teachers from Reception to Year 7 that enables students to attend school camps. Our students’ learning is greatly enhanced by these cross-curriculum educational experiences. Camps included Adare and Arbury Park for junior primary, Nunyara for primary and Flinders Ranges & Fregon for middle schooling students. A particular highlight for the year was the release of a high quality DVD of the Fregon Exchange.

● Our groundsman, gardener, teachers and students were involved in the planning and establishment of the ‘Wetlands Play Area’ near the junior primary classes. This has become a very popular ‘nature play’ area for students. It is planned to expand the ‘nature play’ areas throughout our school.
SITE IMPROVEMENT PLANNING AND TARGETS

Our School Improvement Plan focus areas for 2015 were:

- Continuous Improvement in Literacy and Numeracy
- Teaching & Learning: Familiarisation and Implementation of The Arts
- Wellbeing

**Focus Area #1: Continuous Improvement in Literacy & Numeracy**

**Literacy 2015: Leader- Jess Morris, Literacy Focus Teacher**

Some events/activities/programs classes have been involved in Literacy this year have included:

- **Mayors’ Short Story Challenge 2015**
  
The Alexandrina and Victor Harbor Public Libraries have been successfully running the Mayors’ Short Story Challenge for five years. Once again our school was invited to participate in the Challenge. The challenge ran throughout term 2 and was open to all year levels. It was a great opportunity to promote literacy and creativity and encourage and get the students involved in the writing process.

- **Young Writers’ Award 2015**
  
The Young Writers’ Award was open to all South Australian students in categories from reception to year 12. It was free of a topic and students were able to write poetry or prose up to 1000 words.

- **National Family Reading Month 2015**
  
May was National Family reading month and students were involved in this event with the aim of encouraging reading as a daily habit. Promoting that just 10 minutes of reading practice a day can improve children’s vocabulary, comprehension, verbal fluency and spelling.

- **Literacy & Numeracy Week 2015**
  
This year's theme or big idea was EXPLORE! Classes were able to get involved and participate in Literacy and Numeracy Week in a number of ways:

**Numeracy themes:**
- How is maths used to solve everyday problems.
- Using maths to create impressive works of art.

**Numeracy Ideas:**
- Students were able to write a letter to their parents/carers or as a homework task ask them to create a real life maths problem they encounter every day. The students were then able to solve them and create a real life maths problem solving book!
- Students explored some art work and talked about what maths concepts have been used, then created a piece of art work of their own using math concepts- with shape, tessellation, 3D shapes etc (see ideas on numeracy board).
- Students created a trihexaflexagon.

**Literacy themes:**
- Poem in your pocket (Theme-The open door)
- Read for Australia
Literacy ideas:

- Students created a poem around the theme of EXPLORE or The Open Door…
- Read for Australia was on Friday 4 September, the books were Banjo and Ruby Red Written by Libby Gleeson and The Stone Lion Written by Margaret Wild. Students invited parents/grandparents in to hear one the books followed by some activities.
- Class/year level/buddy class trivia/challenge competition- The students worked in teams to solve problems, answer questions, complete challenges relating to literacy and numeracy.

**Book Week 2015**

To help celebrate Book Week and the theme ‘Books light up our World’ all classes were allocated a short listed book and came up with an art activity that related to that story. We held an assembly where classes were able to show what they created and came dressed as their favourite book character.

**National Simultaneous Story time 2015**

National Simultaneous Story time is an important annual campaign that aims to encourage more young Australians to read and enjoy books. Now in its 15th successful year, it is a colourful, vibrant and fun event that aims to promote the value of reading and literacy using an Australian children's book that explores age appropriate themes and addresses key learning areas of the Australian Curriculum for Years 1 to 6. This year our school, along with hundreds of other schools, libraries and community locations across Australia took part in National Simultaneous Story time on Wednesday 27 May at 11am. This year’s book was called “The Brothers Quibble” written by Aaron Balbey. Catie entertained us with her fabulous reading of “The Brothers Quibble” and classes participated in a range of related activities from making crowns to drawing portraits of their own siblings and families.

**Reading Hour**

Driven by Australian libraries, The Reading Hour aims to raise the status of reading and literacy nationwide, promote the benefits of reading and storytelling as critical life skills and tries to work towards Australia becoming a better nation of readers. To celebrate Reading Hour buddy classes had a joint lunch together and shared some of their favourite stories/books together during that time.

**Reading Eggs**

Reading Eggs/Express is an interactive online reading program that our students R-7 have been using for the past few years. The program aims to make learning to read fun, interesting and engaging for students, with great online reading games and activities. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate.
program focuses on a core reading curriculum of phonics and sight words using skills and strategies essential for sustained reading success.

Students are highly motivated by the program which allows them to read real books, improve their spelling skills and build and develop their reading comprehension skills.

**Pizza Box Comprehension Strategy Task**

In year level teams R-7 staff planned a unit of work (Pizza Box task) based on SOLO and Sheena Cameron’s reading comprehension strategies. Staff then implemented the unit of work in their class with students across R-7 all completing and producing a pizza box task based a class novel/text. The students work was then used for moderation on our literacy student free day.

**Reading Army**

Reading Army is a reading intervention program we implemented in 2014. The program supports junior primary students identified as at risk and below standard to increase and improve their reading level. Under teacher supervision the identified students read to trained year 7 ‘buddy’ students during the week in our library before school.

From a total of 48 students who attended the Reading Army program throughout the year 46 improved (see below). This program will continue in 2016.

**COMPARATIVE DATA from FEBRUARY 2015 to NOVEMBER 2015**

- Improved by 1 level: 1 student
- Improved by 2 levels: 5 students
- Improved by 3 levels: 8 students
- Improved by 4 levels: 5 students
- Improved by 5 levels: 2 students
- Improved by 6-12 levels: 22 students
- Improved by more than 12 levels: 1 student
- No Improvement: 2 students

**Professional Development for Staff included:**

**Sound Waves Online Training:**

Staff were involved in Sound Waves online training which gave an overview of the program; covering how the program works, the key features and how it could be used and implemented in the classroom.

**Running Record Training:** Running record refresher course was held for all staff R-7.
PAT R/Sheena Cameron/Solo release:
Staff were released in year level teams for half a day to work with the literacy focus teacher to analyse their classes PAT R data and undertake some training around Sheena Cameron’s reading comprehension strategies and assessment using the SOLO methodology.

Using their PAT R data for direction staff planned a reading task using SOLO that focused on Sheena Cameron’s reading strategies.

Literacy student free day- SOLO/Sheena Cameron reading comprehension Pizza Box task/moderation:
The literacy student free day focused on the work staff completed around their SOLO and Sheena Cameron pizza box task. We spent the day looking at the importance of using SOLO and providing learning opportunities that allow students to achieve all grades, not just a C. We looked at the importance of using Sheena Cameron’s comprehension strategies across all year levels and finally used student’s pizza box tasks to moderate and ensure that all staff are assessing and grading student work consistently across R-7.

Literacy Whole School Agreement:
Staff were released to work with teachers from across the partnership to start to plan and develop a whole school literacy agreement which was then brought back to staff for consultation and input. The agreement will start to be implemented in 2016.

Focus Area #1: Continuous Improvement in Literacy & Numeracy (continued)

Numeracy Coaches: Deb Catt/Justine Harris

At the beginning of term 2, the entire teaching staff was asked to choose an area to focus on as part of a Numeracy PLC (Professional Learning Community). This is where the main foci for the coaches came from.

Summary of Strategies and outcomes used to work with the identified staff. (eg. Coaching Cycle, Staff meetings, pupil free days, others...)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Cycle</td>
<td>Collaborative Planning and reflection (these took place in NIT times or after/before school).</td>
</tr>
<tr>
<td></td>
<td>Increased curriculum knowledge and strategies for catering for a broad range of students.</td>
</tr>
<tr>
<td></td>
<td>Greater development of teacher knowledge to extend students.</td>
</tr>
<tr>
<td>Professional Learning Community</td>
<td>ALL staff were part of a PLC at VHR-7 which was managed by Deb and Justine. These were based around the <em>DECD 8 Effective Practices in Numeracy</em>. This resulted in teachers’ trialling new methodologies and opportunities to focus on current practices which may/may not be effective. Personal Development Plans (PDP) were developed by using the <em>DECD 8 Effective Practices in Numeracy</em> and discussed with line managers during LM meetings.</td>
</tr>
<tr>
<td></td>
<td>The partnership offered a PLC which focussed on multiplicative thinking which one of our teachers attended. These will continue next year.</td>
</tr>
<tr>
<td>Team Planning Meetings</td>
<td>NIT time was used to reflect on teaching and learning within the coaching/coachee team but perhaps not across the group.</td>
</tr>
</tbody>
</table>
Leader Planning Conversations

Coaches and coaches met with leadership several times throughout the year to discuss PDPs based around numeracy with improvement in numeracy outcomes for students the main goal.

Partnership Numeracy Task Group meetings were also attended and the Leading Numeracy Improvement in service.

As a result the partnership has Di Siemen visiting next year which will support the schools work in the Big Ideas in Number as an in class intervention. The partnership is also working with the ASMS to improve mindset of teachers and therefore students.

Staff meetings/Student Free Days:

Staff meetings were allocated for maths (PLCs) in week 3, 6, 9 of terms 2 & 3. Deb and Justine ran a student free day based around the 8 Effective Practices, Ann Baker Strategies, Dan Meyer and Peter Sullivan. Staff were encouraged to take up some of these ‘methodologies’ and many wereexcitedly sharing their experiences and still are today.

Teachers also analysed PAT M data in term 4 staff meeting and looked at 3-7 data in regards to intervention and moving student along in their numeracy development by accessing the PAT Resource Centre.

**Targets were set for Numeracy improvement:**

<table>
<thead>
<tr>
<th>Target</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Naplan Band Improve *To reach DECD Standard (NAPLAN)*
Year 3: 92% band 3 or above
Year 5: 94% Band 5 or above
Year 7: 89% Band 6 or above
*Increase top 2 bands in years 3/5/7*
Current Year 3 (go by 2014 data 17/61= 27.9% in HB 5 & 6
GOAL 2015: 30 % equates to 23 students this year
Current Year 5 (2013 7/48 = 14.6% in HB 5&6)
GOAL 2015: 25% equates to 12 students
Current Year 7 (2013 1/59=17% in HB 7 & 8)
GOAL: 10% Equates to 6 students | Unfortunately this was not achieved in all 3 year levels.
Year 3: 80%
Year 5: 63%
Year 7: 79%
The increase in top 2 bands was met in year 7 only.
Year 3: 2014 data stated 17 students in HB 5 & 6 and this year grade 3s there were 14 students in HB 5 & 6 (goal was 23)
Year 5: 2013 data stated 7 student were in HB 5 & 6 (year 3) and 6 students were in HB 7 & 8 (goal was 12)
Year 7: 7 students were in HB 7 & 8 compared to 1 in band 7 2013. Our goal was 6. |
PAT-Maths test results were used to track growth in Numeracy:

PAT-Maths Report:

1. *Graph showing average/expected growth 2014-5 (or Mar 2014 – Sept 2015) for year level/ cohort. Analyse and discuss the graph.*

   N: Total students in matched sample at year level

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>43</td>
<td>50</td>
<td>67</td>
<td>53</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

   **2015 VHR-7 average growth compared to DECD growth per year level**

   ![Average Growth vs. Expected Growth](image)

   **Analysis**

   - Year 3s growth was significantly lower than all other grades. We believe this is due to the fact many year 3s have not experienced an assessment on the computer like the PAT and it is a new learning for them. We used the test in years 1 & 2 to foster some familiarity with the test but there were difficulties with this so the PASA R-2 test has been purchased to use with this age group from 2016 onwards.
   - In Year 4 students nearly doubled the expected growth rate and Year 6s achieved double the growth expected in that year.
   - Every other year (besides year 3) was above the expected growth from DECD.

<table>
<thead>
<tr>
<th>Average growth</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.8</td>
<td>9.5</td>
<td>6.3</td>
<td>8.2</td>
<td>5.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected growth (DECD)</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

2. *Graph showing average scale score per year level with national mean score. Analyse and discuss the graph.*
Analysis

- All year levels have shown an increase in scaled score average except year 7s. The year 7s were closest of all year levels to the national mean.
- There was marked improvement in year 3 results from 2014 to 2015.
- There was also a marked improvement in the year 6 results.
- All but the 2015 year 5s were at or above the DECD standard of educational achievement targets.

<table>
<thead>
<tr>
<th>Year level</th>
<th>VHR-7 Average SS (2015)</th>
<th>DECD SEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>110.2</td>
<td>110</td>
</tr>
<tr>
<td>4</td>
<td>115.8</td>
<td>115</td>
</tr>
<tr>
<td>5</td>
<td>119.8</td>
<td>120</td>
</tr>
<tr>
<td>6</td>
<td>125.2</td>
<td>124</td>
</tr>
<tr>
<td>7</td>
<td>127.7</td>
<td>125</td>
</tr>
</tbody>
</table>

3. Graph showing percentage of students achieving at and above the PAT Maths Scale Score DECD Standard Educational Achievement expectations, September 2015.
**Future plans and priorities for Numeracy improvement in our school:**

- Pat M results to go to classes at beginning of the year with class lists and the opportunity for analysis to take place in week 0 to inform planning in math for particular cohort. Continue to encourage teachers to access their data when planning for new units of work as well as the PAT resource centre. A post PAT workshop provided by DECD would be beneficial.
- Continue to work on and fine tune a Whole School Agreement around good numeracy practice which will encourage consistency and common math language amongst the classes.
- Use NAPLAN and PAT m data to create a Data Wall.
- Intervention to take place in the classroom by the teacher (Wave 1) using Big Ideas in Number Assessments and moving on activities.
- Further Professional development for staff in regards to improving practice in Numeracy through experts and own PLCs; particularly focussing on open ended math activities with intellectual stretch.
- A focus on improving student attitude toward math and testing.

**Focus Area #2: Teaching & Learning: Familiarisation and Implementation of The Arts**

**Leader – Elizabeth Eland**

**Teaching and Learning Coordinator – Australian Curriculum: The Arts**

In 2015 Victor Harbor R-7 highlighted The Arts as a whole school priority for extra development in teaching and learning for staff and students.

Most of the five areas of the Arts (Dance, Drama, Visual Art, Media Arts and Music) were covered by the specialist NIT teachers’ team. There was a focus on implementing the assessment and reporting process for new subjects at our school as well as improving assessment for learning in existing programmes from Reception to Year 7. The staff chose The Visual Arts Area to explore and extend their knowledge.

Each staff member received an Arts folder resource kit, individually tailored to their year level. It included the scope and sequences chart, assessment and planning templates as well as extra Australian Curriculum overviews. On September 25th, our student free day was solely dedicated to expanding our skills in Visual Arts –and the Australian Curriculum components. We invited Sharyn Schell, our DECD Arts contact person to speak to staff in the morning keynote session. Following this with three electives, Deb Catt (Practical Art Ideas) Emma Foot (Art and I pads) Lorraine Lewitska- (a local artist – drawing in the classroom).

All Students participated in a wide range of Arts experiences including:

- A combined Come Out Arts Festival opening event with 2000 primary aged children from the Fleurieu schools participating in a parade and music concert on May 22nd at the Goolwa Oval.
- An International Children’s short film festival (Big Shots), held at the Victa Cinema, part of the Come Out Arts Festival on May 28th.
- A six lesson Footsteps Dance Program resulted in a whole school dance performance to the wider community on July 3rd.
- Performances from the Police Band, Marryatville High School and Concordia College.
- A junior primary puppet performance of ‘Monsters in my Wardrobe’ and a whole school Indigenous performance helping to increase cultural awareness.
- An overall Arts Grade in the end of year report A – E.
- Students participating in choir provided community service by performing at many local nursing homes.
- Finally, a very successful school production of Alice in Wonderland in the Victor Harbor Town Hall with a cast and crew of 60 students. The seven performances to local schools and the community were very well received.

In conclusion, The Arts learning area experienced a growth in improved teaching and learning for students across the five arts curriculum subjects while increasing wider staff awareness of incorporating Arts teaching and learning practice in the classroom. Community engagement with our school through wider school Arts projects and productions was strengthened and increased.
Focus Area #3: Wellbeing

Focus areas in 2015 included:

- **Student Wellbeing**
  Kids Matter training for staff (components 3 & 4 – ‘Working with Parents and Carers’; ‘Helping Children who are Experiencing Mental Health Difficulties’). This has been an ongoing project (involving an action team that consists of the school counsellor, the chaplains, an SSO, staff representation from JP, Primary, Middle Years and Specialist areas and 2 parents). Training has supported awareness raising of the issues surrounding mental health and has highlighted practices to improve student wellbeing. The two units fit in with the Australian Curriculum’s ‘Personal and Social Capability’

- **Coalition of Safe Schools**
  Training was provided to staff and our school was one of the first primary schools in the state to join the Coalition of Safe Schools. Emphasis is on inclusivity regardless of gender, gender preference, cross gender, trans gender and aligns with the DEC D new Policy.

- **Child Protection**
  All staff updated their training of “Keeping Safe” to stay current in the Child Protection Curriculum. They also updated their training in Responding to Abuse and Neglect (previously known as Mandatory reporting)

- **Engagement and Participation**
  Social Skills lessons were provided by both class teachers and the School Counsellor across year levels addressing resilience, bullying, drug and alcohol awareness and being responsible using a strength based model. Staff also trained in Resilience with Donna Broadhurst; Working with “tricky Kids” with Bill Hansberry; and the Wellbeing Committee went to a state conference about Mental Health and ways to support students.
  The school continues to start the year in line with KidsMatter philosophy with lessons geared to maximise engagement and participation by establishing and revisiting school values, relationships, expectations, routines, what brings success, healthy eating habits, good working habits and caring for both self and the physical environment.
  RAAP funding was successfully applied for to support a Boys’ Group for disengaged students to participate in an alternative afternoon learning program 4 afternoons /week (social skills, construction, cooking, PE games and environmental studies) - outcomes showed improved attendance and decrease of timeouts/suspensions for the participants
  Girls’ groups were run for students who had interpersonal issues/ poor resilience/anger issues
  Social work students (supervised by the School Counsellor) ran junior primary and middle primary groups to support students who had difficulty connecting positively with others

- **Guardianship of the Minister students (GOM)**
  There were a high number of GOM students who were supported using SMART principles (Strategies for Managing Abuse Related Trauma). Our school had 17 GOM students in 2015 which is the highest number across the south coast. Individual Education Plans were established and reviewed for each of the students involving the school counsellor, class teachers, FSA, Carers and service providers

- **Community Connections**
Year 7s participated in the Inspire one day program (Drugs and alcohol awareness/ resilience/positive connections).
Year 7s connected with Flinders University on “The River Journey” – a future pathways.
Southern Fleurieu Health supported a 5 week program for selected Year 6/7 boys.
Fleurieu Families ran a 3-week course for Year 7 girls on cyber safety/ friendly relationships.
Social work students worked alongside the School Counsellor and the 2 chaplains to support students.
SAPOL delivered traffic monitor training to all year 5 and 6 students
The school had representatives attending the Southern Fleurieu Youth Mental Health Group on a monthly basis
ACEO and AET connected regularly with Aboriginal families
ADRA supported families with food parcels on both a regular and emergency basis
Fleurieu Families supplied clothing vouchers for needy families

**Disability Unit 2015 Report**

The commencement of the 2015 school year saw 21 students enrolled in the Disability Unit. Five teachers and five SSO support staff all worked part-time to support the students in three separate classes. During Term 4, our three Year Seven students took part in several transition visits to the Disability Unit at Victor Harbor High School, while three new students transitioned into our Unit, leaving us with a projected enrolment of 21 students for 2016.

Our students have been involved in many activities throughout the year, including weekly swimming lessons, regular Riding for the Disabled sessions and various excursions and whole school events including both the school and inter-school swimming carnivals, Sports Day, performances, sports coaching sessions and assemblies.

Daily teaching in the Disability Unit is based upon the Australian Curriculum to which adjustments have been made, enabling access, engagement and success at an appropriate level for each individual student as outlined in the personal goals in their Negotiated Education Plans. Life skills are a major part of the curriculum.

During the latter part of Term 4, we were able to welcome Mrs Kirsty Wright as the new Disability Unit Coordinator for 2016.

**2015 Wulk-urmi (library) Report**

As with the whole school the Wulk-urmi (library) had a very different beginning to the 2015 school year. These accommodations included sharing the facility with other teaching staff particularly in the area of ICT.

Priority was given to year levels 5, 6 and 7 in purchasing and replacing items lost in the November 2014 fire. A major part of the support initially included coordinating and planning the processing, cataloguing and covering of the replacement dictionaries and atlases to enable these year levels to access resources to support the Australian Curriculum.
Sourcing and processing teacher reference items across all year levels continued throughout the year as the whole teacher reference collection was housed, shelved in the fire ravaged building.

It is well known that Victor Harbor R-7 School is the only public school to have an ongoing partnership to annually host a May Gibbs Children’s Literature Trust Fellow. In 2015 author and illustrator Liz Anelli worked with all students on a huge mural based on a section of a map of Victor Harbor which included the school.

Victor Harbor R-7 School has participated in the Premiers Reading Challenge since its inception. Students are encouraged to read and record the required number of books for their year level.

In 2015 the Disability Unit had 100% student participation.

Although the results for ATSI student participation in 2015 41% was slightly down from 45 % in 2014 over all it is a satisfactory result. ATSI students who completed the PRC 2015:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years (R-2)</td>
<td>93.72%</td>
<td>86.26%</td>
</tr>
<tr>
<td>Primary (3-5)</td>
<td>62.09%</td>
<td>52.05%</td>
</tr>
<tr>
<td>Middle Years (6-7)</td>
<td>51.80%</td>
<td>41.67%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2015 Achievements of students against enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years (R-2)</td>
</tr>
<tr>
<td>2014 93.72%</td>
</tr>
<tr>
<td>2015 86.26%</td>
</tr>
<tr>
<td>Primary Years (3-5)</td>
</tr>
<tr>
<td>2014 62.09%</td>
</tr>
<tr>
<td>2015 52.05%</td>
</tr>
<tr>
<td>Middle Years (6-7)</td>
</tr>
<tr>
<td>2014 51.80%</td>
</tr>
<tr>
<td>2015 41.67%</td>
</tr>
<tr>
<td>2015 Total number of participants (R-7)</td>
</tr>
<tr>
<td>338 60.25%</td>
</tr>
<tr>
<td>2015 Total number of students (R-7)</td>
</tr>
<tr>
<td>545</td>
</tr>
<tr>
<td>2015 Total number of females</td>
</tr>
<tr>
<td>191</td>
</tr>
<tr>
<td>2015 Total number of males</td>
</tr>
<tr>
<td>147</td>
</tr>
</tbody>
</table>

**Better Schools Funding**

Our school has used Better Schools Funding (Gonski funding) to support new and existing initiatives including:

- Self funded a Numeracy Coach in 2015 and 2016 with a focus on differentiated teaching and tracking every student’s progress. Staff have been and will continue to be released to meet with the Numeracy Coach in year
level teams and individually to review PAT-M data and plan appropriate differentiation strategies (including extending students in higher stanines). Teachers are also released to undertake PASA (Pattern and Structure Assessment) testing with junior primary students and then to program.

- Added additional SSO hours to support the Numeracy Coach and Literacy Focus teacher with data management and resources including the ‘Faces on Data’ data walls to track the achievement of every student in the school
- Implemented a ‘Girls’ Group’ led by our School Counsellor and supported with SSO hours to support emerging adolescent girls with their wellbeing and its effect on their achievement
- Implemented a ‘Boys’ Group’ to support identified boys (as above) led by our School Counsellor, H&PE teacher, Chaplains and SSO
- Doubled the funding for Quicksmart Numeracy SSO programs from 10 to 20 hours per week.
- Implemented the ‘Big Ideas in Number’ program with additional SSO hours and training.
- Added substantial additional SSO hours to support the school’s intervention and support programs. This program has been expanded to incorporate targeted short-term (where possible) intervention for students with Literacy &/or Numeracy learning difficulties as well as on-going support for students.

The program links with DECD’s Strategic Objectives:
1. Increase the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement (SEA) for Reading & Numeracy
2. Increase the number of students who attain NAPLAN scores in the higher bands during Year 3 in Reading & Numeracy
3. Increase the number of students who having attained NAPLAN scores in the higher bands during Year 3 in Reading & Numeracy, maintain their higher band achievement as they progress through their schooling years.

STUDENT ACHIEVEMENT

Running Record (Reading) Information

The DECD Standard of Educational Achievement for Running Records is:

- Reception:  Level 5 or above
- Year 1:     Level 15 or above
- Year 2:     Level 21 or above

A student is regarded as an Independent reader when they reach Level 30.

In 2015, all staff from Reception to Year 7 were trained in conducting, interpreting and programming to address the literacy needs arising from Running Records assessments. The following data is from Running Record Levels collected in Term 4 2015.

Year 1’s 2016  [Receptions 2015]

We have 15 students reading below Level 5.

At risk Levels 3&4 - 12 students.

Highly at Risk Levels 1&2 - 3 students [one of these students is a student with a disability who has an NEP.]
**Year 2’s 2016** [Year 1’s 2015]

We have 28 students reading below Level 15.

At Risk Levels 11-14 - 10 students.

Highly at Risk 18 students [of these 7 have an NEP.]

**Year 3’s 2016** [Year 2’s 2015]

We have 18 students reading below Level 21.

At Risk Levels 15-20 - 11 students.

Highly at Risk Levels 1-15 7 students [3 of these have an NEP.]

**Year 4’s & 5’s 2016**

In these year levels we still have 24 students who aren’t Independent readers. From these 24 students we have 8 students reading below level 20. These students are in the highly at risk category and will be a focus for any extra support in 2016. This will be through SSO time or attending the Reading Army if they don’t feel self-conscious about doing this.

As the educational standards expected at each year level has changed (e.g. as of 2015 end of Reception students to be Level 5 or above compared to the previous standard of between Levels 9-11), its difficult to compare the data sets from 2014 to 2015.

**R-2 Intervention and Support**

The following is a brief summary of our student intervention and support programme for 2015 is:

**Goal:** Students to reach Running Record target

**Strategy:** MiniLit Program, Sightword Recognition (reading and spelling), programs targeting specific areas of difficulty (using SPAT), Reading Army, Close monitoring of student data

**Indicators of success:** All students Improved Running Record Level

**Focus for 2016/17:** Targeted Year One students to receive MiniLit Intervention, ‘Toe by Toe’ Intervention and access Reading Support 5 days per week. Targeted Year One students to reach Independent Reading Level, and complete the MULTILIT Program by the end of Year 2.

**Year 3-7 Intervention and Support**

**Goal:** Identified students to complete MULTILIT Program and all students to reach Independent (Running Record)

Identified Students to improve Naplan results in Reading, Spelling and writing

Identified students to improve in PAT-R results

**Strategy:** MULTILIT Program, small group support sessions

Close monitoring of student data
**Indicators of success:** All progressed in MULTILIT Program

All students improved or maintained Naplan results

**Focus for 2016/17:** Students to reach Independent (Running Record). Differentiation. A more sustainable and contextual approach of Intervention and Support for Year 5, 6 and 7 Students

**NAPLAN**

The DECD Standard of Educational Achievement is “All children and students will progress and achieve at their year appropriate level”.

The expected achievement outlined in the Standard is:

- **Reception students:** Satisfactory or above achievement of the foundation standard in each learning area.
- **Year 1 to 10 students:** Achievement at ‘C’ or above in each learning area.

In 2016, NAPLAN Band scores will be used as supplementary data to track each student’s progress in Numeracy and Reading. This relates to the DECD Strategic Objectives:

1. Increase the percentage of students whose NAPLAN results demonstrate they achieve the DECD Standard of Educational Achievement (SEA) for Reading and Numeracy.
2. Increase the number of students who attain NAPLAN scores in the higher bands during Year 3 in Reading and Numeracy.
3. Increase the number of students who having attained NAPLAN scores in the higher bands during Year 3 in Reading and Numeracy, maintain their higher band achievement as they progress through their schooling years.

A ‘Data Room’ will be established for teachers and school support officers to check and track each student’s progress. PAT testing in Numeracy & Literacy and Running Records levels will also be used as supplementary data.

2015 NAPLAN results are as follows:

**Student Proficiency Bands**

**Table 1: Year 3 Proficiency Bands by Aspect**

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>2.8</td>
<td>6.9</td>
<td>12.5</td>
<td>33.3</td>
<td>22.2</td>
<td>13.9</td>
<td>8.3</td>
</tr>
<tr>
<td>Reading</td>
<td>2.8</td>
<td>8.5</td>
<td>8.5</td>
<td>18.3</td>
<td>21.1</td>
<td>23.9</td>
<td>16.9</td>
</tr>
<tr>
<td>Writing</td>
<td>3.1</td>
<td>1.5</td>
<td>3.1</td>
<td>47.7</td>
<td>20.0</td>
<td>24.6</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>3.0</td>
<td>3.0</td>
<td>9.1</td>
<td>25.8</td>
<td>28.8</td>
<td>19.7</td>
<td>10.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>3.0</td>
<td>9.1</td>
<td>15.2</td>
<td>31.8</td>
<td>22.7</td>
<td>18.2</td>
<td></td>
</tr>
</tbody>
</table>
The DECD standard for Year 3 is proficiency Band 3 or above. Our target for 2016 and beyond is to increase the number of students in Year 3 achieving band 3 or above as well as increase the number of students achieving the top two bands (bands 5 & 6). Strategies outlined in our Literacy, Numeracy and Better Schools reports will be the focus. Monitoring every student’s growth through ‘faces on data’ will be a whole school priority.

Figure 2: Year 5 Proficiency Bands by Aspect

![Figure 2: Year 5 Proficiency Bands by Aspect](image)

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>3.7</td>
<td>3.7</td>
<td>31.5</td>
<td>33.3</td>
<td>16.7</td>
<td>9.3</td>
<td>1.9</td>
</tr>
<tr>
<td>Reading</td>
<td>3.6</td>
<td>5.5</td>
<td>20.0</td>
<td>29.1</td>
<td>23.6</td>
<td>9.1</td>
<td>9.1</td>
</tr>
<tr>
<td>Writing</td>
<td>3.6</td>
<td>21.8</td>
<td>18.2</td>
<td>40.0</td>
<td>10.9</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>3.4</td>
<td>5.2</td>
<td>20.7</td>
<td>20.7</td>
<td>19.0</td>
<td>20.7</td>
<td>10.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>3.4</td>
<td>13.8</td>
<td>19.0</td>
<td>31.0</td>
<td>13.8</td>
<td>12.1</td>
<td>6.9</td>
</tr>
</tbody>
</table>

The DECD standard for Year 5 is proficiency Band 5 or above. Our target for 2016 and beyond is to increase the number of students in Year 5 achieving band 5 or above as well as increase the number of students achieving the top two bands (bands 7 & 8). We will also focus on maintaining students’ who, in Year 3 achieved in the top two bands, in bands 7 & 8 in Year 5. Strategies outlined in our Literacy, Numeracy and Better Schools reports will be the focus. Monitoring every student’s growth through ‘faces on data’ will be a whole school priority.

Figure 3: Year 7 Proficiency Bands by Aspect

![Figure 3: Year 7 Proficiency Bands by Aspect](image)
Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4.7</td>
</tr>
<tr>
<td>Reading</td>
<td>4.5</td>
</tr>
<tr>
<td>Writing</td>
<td>4.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>4.5</td>
</tr>
<tr>
<td>Grammar</td>
<td>4.5</td>
</tr>
</tbody>
</table>

The DECD standard for Year 7 is proficiency Band 6 or above. Our target for 2016 and beyond is to increase the number of students in Year 7 achieving band 6 or above as well as increase the number of students achieving the top two bands (bands 8 & 9). We will also focus on maintaining students’ who, in Year 5 achieved in the top two bands, in bands 8 & 9 in Year 7. Strategies outlined in our Literacy, Numeracy and Better Schools reports will be the focus. Monitoring every student’s growth through ‘faces on data’ will be a whole school priority.

**Growth**

Figure 7: Year 3-5 Growth

Table 7: Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>
Figure 8: Year 5-7 Growth

![NAPLAN School Growth: Year 5-7](image)

Table 8: Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Continued focus on our Literacy and Numeracy strategies as well as intervention programs will support our aim to ensure all students improve over time and, in particular, increase the percentage of students whose growth is in the middle and upper progress groups.

STUDENT DATA

*My School* website

Attendance

Figure 9: Attendance by Year Level
Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>89.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>91.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>88.4</td>
</tr>
<tr>
<td>Primary Other</td>
<td>86.7</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>89.5</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Attendance

An Exceptional Circumstances ICAN grant was received to support students’ attendance – this took the form of an attendance bus collecting targeted students from their homes and bringing them to school daily. An incentive for students with 100% attendance was to go into the draw to win an iPod each term.

Students who had previously not attended due to lack of food at home were provided with food at school - the Chaplains supported the handling of food parcels for needy families.

The data around attendance shows that we have 6% of all absences listed as Unexplained i.e. 94% of children are attending or have absences explained as illness, family issues, or have exemptions.

Some of the absences for a small minority of students are due to behaviour issues resulting in Take Homes or Suspensions.

98% of the time students arrive punctually.

Destination

Table 10: Intended Destination
### Leave Reason

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td>3.8%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>5.2%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>4.0%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>9</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>110</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td></td>
</tr>
</tbody>
</table>

### CLIENT OPINION

A particular focus for 2015 was the wellbeing of our young adolescents or ‘middle schooling’ students. These students participated in a wellbeing survey. The summary of results (below) indicates while most students have a sense of optimism and positive self-esteem, perseverance and engagement are areas for support. The positive ‘connectedness to an adult at school’ is interesting in the wake of discussions regarding the future possibility of Year 7 students moving to secondary settings.
ACCOUNTABILITY

Behaviour Management

Behaviour
There were 486 incidents that resulted in Time Out from classrooms
There were 11 incidents that resulted in Internal Suspensions
There were 42 incidents that resulted in Suspensions. Of these 42 incidents only 24 students from the school population (including 3 students from the Disability Unit) were involved. This means that only a small cohort of students (4% of the total school population) exhibited extreme behaviours. Of these 9 students had 1 suspension (1.6% of the school population); 6 were suspended twice (1% of the school population); 8 were suspended on 3 occasions (1% of the population) and 1 student (0.2%) had 4 suspensions. There were 850 “other” incidents which resulted in either time out from the yard or were listed as counselling times with students.

Behaviour Incidents

An alternative way to view these results is that of a possible maximum amount of behaviour incidents on any given day, given 193 school days and a population of 552 students:

- 0.4% of students had a time out
- 0.01% had an Internal Suspension
- 0.03% had a Take Home
- 0.03% had a Suspension
- 0.8% were either counselled or had a Yard Time Out

Relevant History Screening

Processes were improved and implemented for the maintenance and recording of Criminal History Screening for relevant staff (including OSHC workers), volunteers, site users and community groups in accordance with DECD requirements.

In 2015 our school was successfully audited in relation to our Relevant History Screening processes.
HUMAN RESOURCES - Workforce Data

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>64</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

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>Full-time Equivalents</td>
<td>0</td>
<td>32.2</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

<Data for this table can be obtained from your final 2015 End of Year Profit and Loss Statement. Alternatively you may attach your final 2015 Profit and Loss Statement as an appendix. No other information is required.>