

Eudunda Area School Annual Report 2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Eudunda Area School	School Number:	0755
Principal:	Mr. David Cluse	Partnership	Goyder & Light

Eudunda Area School is situated 108 kms north of Adelaide in the Mid North Regional Council of Goyder. The town, with a population of approximately 900, is the hub of the local rural area, characterised by farming and grazing. The township of Eudunda, and the surrounding hamlets are comprised of many families who are employed locally in a range of industries and professions throughout the district. Many people who call Eudunda home commute to other nearby townships in the Barossa or Clare Valleys, or the northern suburbs of Adelaide for employment.

Eudunda is the birthplace of Colin Thiele, author and educator. It is a vibrant community, with many community based committees and clubs available for the use of all citizens. Many of these clubs involve community participation from members of the wider community, with the school community being an extension of many of these already existing collaborations. The town's swimming pool and the school's gymnasium are adjacent to the town oval and provide students and community members with the opportunity to indulge their physical side as well as providing the opportunity to meet and interact socially.

The school is home to the Eudunda & Robertstown Districts School Community Library. This facility is used by community members and students and staff, and allows for the interaction of both groups in a learning environment.

Eudunda Area School was established in 1946 and officially opened on April 23rd, 1948. The school is identified as a Category 4 school on the DECD Index of Educational Advantage (ICSEA) of 948¹ and is part of the Goyder & Light Partnership. This partnership consists of schools and preschools in Robertstown, Eudunda, Kapunda, Freeling, Roseworthy and Wasleys, and in 2015 these schools built strong relationships as part of the partnership model.

The school presently has a focus on building the growth mindset of our students and developing some common agreements about Numeracy and its importance in all aspects of the curriculum. These two goals align with the Site Improvement Plan, Partnership and DECD goals. These focus areas will continue into 2016.

Many families throughout the district suffer unemployment and financial hardship (48% of students in the bottom quarter) and as such the Governing Council supports the annual school fees being set at the school card rate.

Eudunda Area School is surrounded by a number of feeder sites, Eudunda Pre-school, St. John's Lutheran School and Robertstown Primary School, who all provide children at different transition points. The staff of all these sites have formed strong collaborative relationships and understand the importance of information sharing to improve the educational outcomes of all the students throughout the community.

2. REPORT FROM GOVERNING COUNCIL

REPORT FROM GOVERNING COUNCIL 2015

2015 has been a quiet year for the Governing Council, as there were no major upgrades of the school which ensured a smooth transition through the year. However, in saying this, it is good to see previous new upgrades being used by staff and students.

Once again all staff are to be commended on their efforts in providing good quality education for our students at the school.

This year has also seen a focus on support from the community which extends to parental involvement in primary classes and local businesses providing School Based Apprenticeships for secondary students.

Once again the Playgroup in Schools programme has been successfully run by Janice Henderson. This also complements the Pre-school capably run by Sandy Keith to ensure a smooth transition to the primary school.

We have now completed the uniform, with black shorts and long pants available for purchase to make it easier for parents. Students now have access to the correct school uniform.

This year funds raised through bulbs, Subway lunches and the Year 12 community BBQ went towards subsidising school camps.

In conclusion 2015 was a year of continuity and consistency throughout the school to create a stable environment for our students for better learning outcomes.

Gayle Schmidt
Governing Council Chairperson

3. 2015 HIGHLIGHTS

Our greatest challenge is to change the mindset of people. If we choose not to grow, then we are staying in a small box with a fixed mindset, people who succeed view outside the box as more important.

Presently at Eudunda Area School we are embarking on a journey of growth. We are aiming to grow the mindset of all students, staff and community members. We are striving to challenge all members of our learning community and to have them thrive on these challenges, to enjoy the productive struggle, and have them recognise that if they don't succeed first time, it just means they haven't got it yet.

In 2015 we have continued to cater for the needs of all our students and have implemented a diverse range of quality school programmes and activities. In particular this year we have focused on intervention throughout the school. We have found that by reporting on each individual's progress every five weeks, we have been able to better understand their achievements and challenges and react accordingly to enhance their individual learning journey. We have programmes that provide students with individual support for these learning needs.

We have used strategies tailored at students with Dyslexia to enable all students to improve their outcomes. Becoming a Dyslexia Aware school will be a major focus for our school in 2016. The school continues to offer students a wide curriculum, with a wide variety of choice and experiences in children's learning. The Trade Training Centre in particular has improved our capacity to teach VET Automotive and Agriculture. With the appointment of an Agriculture teacher for 2016 we are very excited about the opportunities that will be presented to our students.

It takes a very committed, dedicated and professional staff to be able to offer and achieve all that we have. The staff are always proactive in their planning and the intentionality of learning that takes place in their classrooms, displaying a passion and growth mindset towards the learning of students in their care. Many parents have indicated that they are extremely grateful for the daily instruction, personal care and individualised learning experiences their children receive.

Eudunda Area School is a fantastic community resource and along with the community, we as a staff are indeed privileged and proud to contribute to the development of our students, the goal being that at the end of their secondary schooling they will be well-rounded, academically, culturally and socially successful young people, ready to accept and thrive on any challenges they face.

The many activities and facets of school life which occurred throughout 2015 were built on the realisation for the community that, by recognising and embracing the productive struggle involved, we can overcome any challenge.

In 2015 students at Eudunda Area School have had an array of opportunities to learn and grow. Many camps and extracurricular activities provided students with the opportunity to develop transferrable skills, i.e.

- Operation Flinders
- year level camps which included outdoor and aquatic activities
- VET learning opportunities
- Choir
- Sports Days and Swimming Carnivals
- Knockout Sports
- Science Scholarships
- Maths Competitions
- Pedal Prix

All these activities are seen as vital to the continued growth and development of our students.

The Governing Council unanimously endorsed the continuation of the Christian Pastoral Care Support role at Eudunda Area School. The many positive outcomes that have occurred as a result of this role are reflected in the support that this position has attracted from the wider community. Programmes such as Mentoring for Learning, the Gardening Group, the Paddock to Plate initiative and Boxing for Well-being have all been widely supported and successful in improving student outcomes.

We congratulate our 2015 Year 12 students on their efforts and wish them good luck in their future endeavours. Well done to our School Captains, Douglas Beddome and Rosheen Blumson, for leadership and positive role modeling throughout the year. They have helped set the positive tone that permeated everyday life at Eudunda Area School in 2015.

I would like to thank the Governing Council who have supported Eudunda Area School, in particular Gayle Schmidt and Ross Wiech for their efforts throughout the year. The drive and ambition of this group continues to make the school a better place for all its stakeholders

On closing, it is important that we take the time to reflect on the quality of experiences provided for, and the quality of the standards achieved by, students at Eudunda Area School. I am sure that you will, as I have, come to the conclusion that we are indeed a very fortunate school community to have available the level of service and dedication we have for each individual in our care. The challenge of moving forward is to not accept the current standards as the norm, but rather use them as a benchmark and then work together to exceed them, to grow and strive for more from each other as part of the productive struggle we embrace.

4. SITE IMPROVEMENT PLANNING AND TARGETS

2015 was the first year of the 2015-2017 Site Strategic Plan. Throughout 2015 the staff at Eudunda Area School worked on the Action Plan derived from the Strategic Plan, with the areas of focus on **Intervention, Developing a Growth Mindset and Numeracy across the Curriculum.**

Intervention Focus

2015 provided exciting learning for staff and students in the area of Intervention. After analysing SACE, NAPLAN and PAT data, it was decided that 2015 would be a great opportunity to focus on timely intervention strategies for students in all year levels.

SACE improvement was a focus with staff agreeing they and the students had to be more accountable for the results. Professional development was completed on task design and SACE improvement strategies to ensure to ensure all students had the opportunity to achieve the best results possible. Students had the chance to meet with teachers and provide feedback on their practice and how it might best help them to be successful. Parents were routinely contacted and invited to become involved in the learning of their child.

Intervention using a “stop light” system was used for all students in all year levels at five weekly intervals. This allowed staff to analyse patterns and act to improve the outcomes of targeted students. Parents were involved in this process and trained if required to provide intervention at home. The Mini-Lit programme was used throughout the year with targeted Year 1 & 2 students. The Multi-Lit programme was established and implemented with targeted Year 3 to 9 students. Those students who had completed Multi-Lit successfully were moved onto the Spell-It programme. All these programmes provided successful outcomes for the targeted students.

2016 will see a continued focus on intervention and individualising teaching programmes for all students at Eudunda Area School. Staff will continue to be trained in intervention programmes, with a focus on how to transfer the success made as part of the intervention programme into all aspects of their school work.

Throughout 2015 primary staff built on the professional learning and development they had completed in Numeracy, including Natural Maths and Big Ideas in Number. Mathletics was embraced in all classrooms as an intervention tool for students. Students who earned bronze, silver and gold certificates were acknowledged at an assembly and in the school newsletter. The students also competed in a Mathletics Challenge in Years 4 to 8.

Teachers continued to use the data they had collected to inform their instruction and assessment in both Literacy and Numeracy. Putting the Faces on the Data enabled teachers to know what each student could do and provided a starting point to enable meaningful intervention to take place.

All teachers participated in a Partnership Pupil Free Day on feedback in Term 2 and on the Australian Curriculum Moderation in Term 3. School based professional development days were used to consolidate teachers’ understanding on intervention and how to best improve students’ outcomes.

Developing A Growth Mindset

Student surveys early in 2015 showed that many students at Eudunda Area School had a fixed mindset (62%), particularly when faced with the concept of hard work. To be successful staff understood that it is important to struggle and understand that if you don’t get it, it just means you haven’t got it yet.

Professional Learning Community time was used to develop understanding of Carol Dweck’s work and how this could impact on student outcomes. Through this learning staff were able to develop common understandings and language to target students’ mindsets. Resources were developed and pooled, and the learning shared with the wider community. Survey results in December 2015 suggested that the work done in this area was having an impact on student learning (41% of students displayed a fixed mindset). This work will continue to be a focus in 2016.

Numeracy across the Curriculum

An understanding by staff that student improvement in Numeracy is everyone's business, and that Numeracy can be best taught and learnt throughout the curriculum. Staff have concentrated their work on the Numeracy Continuum and how this can be used to inform their practice. The need for a common language from all was seen as most important. Work was done on the importance of context, mindset and skills to the development of Numeracy knowledge across the curriculum. The NAPLAN and PAT data when referenced against the Numeracy curriculum showed that there were areas of improvement required, in particular, Interpret & Apply Proportional Reasoning and Recognise & use Patterns and Relationships. This trend was also noted in SACE results and as such a school wide focus on teaching and incorporating these skills into all curriculum areas will occur. The development of a range of assessment strategies to cater for different learning styles using year level subject specific numeracy language will be considered in the future. Numeracy intervention will become a focus for the school, with the aim in 2016 being to investigate and trial programmes with our students.

4.1 Junior Primary and Early Years Scheme Funding

Early Years Funding was utilised from the beginning of 2015 with all three primary classes starting below formula. This resulted in a reduced student to staff ratio for students in these classes. Each class was allocated significant Student Support Officer time. Students in these classes also had access to the Pre-Lit, Mini-Lit and Multi-Lit Wave 1 & 2 intervention programmes to ensure they reached benchmarks. Each child was given at least 60 minutes per week to work one-on-one or in small groups with an SSO on a tailored programme developed from each individual data. The SSO required training in both these programmes and has since trained the teachers within the primary school. Checkpoint testing at five weekly intervals showed that all students on the programme had achieved growth towards their goals. The challenge in 2016 will be to see if the improvements made by students in literacy in the Intervention Room can be transferred to the classroom learning environment.

As a response to the social skills of some students, the Play is the Way programme was adopted and is run four times per week, involving all primary students. Since the inception of this program in Term 2 the number of behaviour incidences in the primary years has reduced by 87%, a huge reduction, suggesting the skills being taught and learnt through this programme are impacting student learning and outcomes.

4.2 Better Schools Funding

Better Schools Funding in 2015 was used to maximise the amount of time used in Literacy Intervention through Mini-Lit and Multi-Lit. This has resulted in students in Years R to 1 achieving great results in Running Records Data in 2015. We are hoping for this to continue in 2016. Mini-Lit and Multi-Lit was used to support students across the school who have not met internal and external testing benchmarks in 2014 and 2015. It is predicted that students who have participated in these programmes will show improvements in external testing in 2016. The Spell-It programme was also run for students in Years 6 to 10 who had completed the Mini-Lit testing or that data had showed required intervention. The effects of this programme were two-fold, with students being more confident in the classroom and also improving in their literacy ability. An SSO was allocated time within the Intervention Room to run and monitor these programmes.

Scorelink was purchased and is used routinely by staff to inform instruction, assessment and intervention for all individuals.

The Literacy Pro Programme was purchased and implemented in the primary classes to develop reading comprehension skills and to provide teachers with more data regarding individual's progress on completion of running records. This programme was continued in Year 8 & 9 English throughout the school.

Primary classes had daily timetabled time using the Play is the Way programme to develop well-being and resilience, with an 87% reduction in behaviour incidences recorded.

The development of the Boxing for Well-being programme, along with increased community involvement programmes, eg. mentoring for volunteers, led to an overall increase in student well-being. The training and development of staff in growth mindsets through Professional Learning Community time and the implementation of this into classroom practice, further added to the increase in students' well-being.

5. STUDENT ACHIEVEMENT

The use of a more structured intervention process and support, and a school wide agreement to put the faces on the data, provided all students with the skills and abilities to understand their shortcomings and act on these. The growth in students' mindsets was evident throughout the school in the language they used and efforts they made in their work. The average grade in Years 1 to 10 showed an increase with, more importantly, students moving into the B and A range with their grades. As a school we see it as important that we work with our students to move them from the C band to the A and B band. This shift was particularly noticeable in our Year 11 & 12 results and can be attributed to early intervention, better task design and feedback.

Running records data showed that all students by December in R-1 had achieved the SEA. These students were involved in intervention throughout the year and in 2016 this will remain a focus at Eudunda Area School.

5.1 NAPLAN

NAPLAN results were used by teachers at the school to inform teaching and assessment. For teachers at Eudunda Area School, the Putting of Faces on the Data by staff has led to more individualised programmes for all students. The results in most areas of testing for Years 3, 5, 7 & 9 were equal to, or lower than, National Mean Score. However, they did surpass schools with the same Index of Disadvantage in 6 out of 15 tests.

YEAR 3

No Year 3 Students at EAS completed NAPLAN testing in 2015. Both eligible students were exempt from these tests.

YEAR 5

Mean Scores 2015

	Year 5		
Test Aspect	Site	National	Index
Grammar	415.0	503.8	462.9
Reading	430.6	498.2	463.7
Spelling	441.0	498.1	471.6
Writing	421.8	478.1	440.1
Numeracy	434.7	492.3	457.9

Year 5 results (2 students) indicate that in comparison to National Mean Scores and IOD, all students were below expectations in all test aspects. One of these students was at or above SEA in all aspects, the other was only above SEA in Numeracy. The two students in this group have been involved in literacy and numeracy intervention and both show improvement in these aspects at school.

The students in this group experienced growth in all aspects except for writing and, as part of intervention, have been involved in the Mini-Lit and Multi-Lit programmes. One of the students progressed to the Spell-It programme. Intervention will remain a priority for these students in 2016.

YEAR 7

Year 7			
Test Aspect	Site	National	Index
Grammar	507.9	541.3	512.3
Reading	480.0	545.9	519.9
Spelling	523.9	546.4	525.2
Writing	456.9	510.5	482.4
Numeracy	491.5	542.6	513.0

Year 7 results (10 students) indicate that in comparison to National Mean Scores, the mean average score was less, and in comparison to the IOD, all students were also below mean in all test aspects. 50% of these students were above SEA in all aspects. The other 50% showed varied results above and below SEA. 70% of these students were involved in literacy and numeracy intervention and all show improvements in these aspects since the NAPLAN testing in 2015. Growth was experienced by all students in at least one aspect of the NAPLAN testing. Overall, the most significant growth for this cohort was in Reading and Spelling, whereas Numeracy experienced the smallest overall growth in this cohort. Intervention will remain a priority for these students in 2016.

YEAR 9

Year 9			
Test Aspect	Site	National	Index
Grammar	560.0	567.7	542.9
Reading	570.5	580.4	557.7
Spelling	557.8	583.3	555.6
Writing	526.9	546.2	503.5
Numeracy	559.8	591.7	560.5

Year 9 results show that in all aspects students were at or above IOD and Region mean scores, however they failed to meet the National mean score in all aspects. 75% of students were at or above SEA for all aspects, with the other 25% achieving SEA in at least three of the five aspects. All students achieved growth in all aspects of NAPLAN testing. Spelling experienced 9% growth, Numeracy 8%, Reading 13%, Grammar 15% and Writing 8% growth from 2013-2015. In class intervention and regular classroom updates will remain a priority for this cohort.

OVERALL

The NAPLAN results show that a number of students are still not meeting the National Standard and in some cases SEA. The school is particularly concerned with results in Years 3 to 7 and as such decisions have been made for 2016 in regards to staffing in the primary classes and the way in which intervention programs are run. The growth mindset education will also be used to help alleviate the stress associated with NAPLAN testing and the possible effects this may have on results. All staff are aware of each individual's data and the needs of these students is accommodated for in planning, instruction and assessment.

5.2 Senior Secondary

SACE Completion

SACE completion in 2015 was 100% at Eudunda Area School. The focus on intervention in Year 12 saw that the grade distribution in all subjects in comparison with 2014 was more in the B-A band than previously.

Grade	2014	2015
A BAND	8%	14%
B BAND	43%	47%
C BAND	40%	36%
D BAND	8%	3%
E BAND	1%	0%

Students at risk were identified early in 2015 and extra intervention provided. The teachers again focused on providing engaging tasks that allowed students to achieve at the highest standard. Feedback that promoted thinking was taken on by all teachers to help promote the productive struggle of senior secondary students. These aspects will remain as a school focus in 2016.

Year 11 SACE results showed similar growth, suggesting the strategies being implemented were having an effect on student outcomes.

Students in Year 12 Undertaking Vocational or Trade Training

Students at Eudunda Area School are given the opportunity to participate in VET training as part of SACE. 14 students in 2015 completed VET training as part of their SACE. The students involved ranged from Years 10 to 12.

Certificate Level	Total Students	% Completion
1	5	100
2	6	100
3	3	100

The five students who completed Certificate 1 studies did so at Eudunda Area School as part of KENTTC. This certificate was achieved in Automotive. The focus of the other certificate studies was in Horticulture, Aged Care and Agriculture.

Two students completed School Based Apprenticeships provided by external RTOs.

Students in Year 12 attaining a Year 12 Certificate or equivalent VET Qualification

SACE completion in 2015 was 100% at Eudunda Area School. All students achieved an ATAR score or TAFE entrance score allowing them entry into their first choice course. Three students deferred their courses in 2016 and two students moved into work, one student took up an apprenticeship and the other moved into casual work.

6. STUDENT DATA

6.1 Attendance

Year Level	2013			2014			2015			Change	
	School	DECS	Index	School	DECS	Index	School	DECS	Index	2013-2014	2014-2015
Reception	93.6	91.7	90.5	84.8	91.3	90.0	97.9	91.8	91.5	-8.8	13.1
Year 1	85.1	92.1	91.7	82.0	92.0	90.6	86.1	91.7	91.1	-3.1	4.1
Year 2	96.2	92.5	91.7	86.1	92.4	92.0	91.4	92.1	91.3	-10.1	5.3
Year 3	92.0	92.6	92.3	93.2	92.4	91.7	89.5	92.3	92.2	1.2	-3.7
Year 4	88.0	92.7	92.0	85.5	92.5	91.5	94.6	92.1	91.3	-2.5	9.1
Year 5	93.7	92.5	91.8	81.1	92.4	91.7	93.2	92.1	91.4	-12.6	12.1
Year 6	88.2	92.1	91.9	91.6	92.0	91.1	93.7	91.9	91.6	3.4	2.1
Year 7	92.2	91.6	90.9	94.8	91.5	90.6	87.0	91.4	90.5	2.6	-7.8
Primary Total	90.7	92.2	91.5	86.8	92.0	91.0	90.9	91.9	91.2	-3.9	4.1
Year 8	87.4	89.9	89.4	89.6	90.3	89.3	89.7	90.2	89.4	2.2	0.1
Year 9	90.3	87.6	87.6	84.3	88.2	87.3	86.8	88.1	87.5	-6.0	2.5
Year 10	88.9	86.7	86.4	89.5	87.4	87.0	81.9	87.6	86.7	0.6	-7.6
Year 11	82.4	86.4	85.8	92.3	87.3	86.5	87.3	88.1	87.4	9.9	-5.0
Year 12	87.6	88.0	88.3	88.2	88.6	88.8	87.4	89.4	88.2	0.6	-0.8
Secondary Total	87.7	87.7	87.6	88.4	88.3	87.8	86.6	88.7	87.8	0.7	-1.8
Total All Year Levels	88.6	90.5	89.8	87.9	90.7	89.7	88.1	90.7	89.8	-0.7	0.2
Total ACARA 1 TO 10	89.4	91.1	90.4	87.3	91.2	90.1	87.9	91.0	90.2	-2.1	0.6

As part of intervention, monitoring attendance became a major focus throughout the school. Many strategies were introduced in 2014 continued in 2015 as part of a more structured intervention programme. Families were supported through a 'no blame' approach to maximise attendance. The benefits of increased attendance were regularly communicated to students and families in class, at assemblies, in transition meetings and where necessary in family conferences to support families with poor attendance.

The overall attendance rate was 87.8%, which was still under DECD expectations. Primary attendance rose by 4.1%, however secondary attendance dropped by 1.8%. The Year 10 non-attendance rate was attributed to four particular students within that cohort. These students and their parents who continued to struggle with attendance were offered alternative programmes. Two students were FLO (Flexible Learning Outcomes) enrolled with case management provided as part of this, providing education to them about their requirements, and two entered full-time employment towards the end of 2015. Social Work intervention was provided to one of the FLO students and their parents who displayed anxiety towards school attendances. This student sought outside help as well. In 2015 Eudunda Area School continued to investigate communication tools, with Skoolbag and SMS services offered, however parental use of these was limited and further education and exposure is planned for the school community in 2016.

6.2 Destination

Leave Reason	2012			2013				2014				
	School		Index	DECS		School		Index	DECS		School	
	No	%	%	%	No	%	%	%	No	%	%	%
Employment	2	3.3%	4.2%	2.9%	5	10.2%	4.7%	3.0%			3.8%	2.9%
	2	3.3%	8.1%	9.1%	2	4.1%	8.0%	10.1%			7.6%	9.5%
Other			1.1%	2.3%			1.2%	1.4%			1.0%	1.4%
Seeking Employment	19	31.1%	4.8%	3.3%	23	46.9%	4.3%	3.6%	13	34.2%	5.2%	3.8%
Tertiary/TAFE/Training	5	8.2%	5.3%	4.2%	1	2.0%	4.9%	4.6%	3	7.9%	4.0%	3.6%
Transfer to Non-Govt Schl	3	4.9%	8.7%	9.8%	4	8.2%	8.0%	9.7%	4	10.5%	7.8%	9.8%
Transfer to SA Govt Schl	29	47.5%	49.0%	48.0%	14	28.6%	49.8%	47.4%	18	47.4%	49.1%	48.8%
Unknown	1	1.6%	18.8%	20.4%			19.2%	20.1%			21.5%	20.3%
Unknown (TG - Not Found)												0.0%
Total	61			49				38				

The population of Eudunda is comprised of transients and generationals. The total number of students to leave the school decreased in 2014 and of those 49% left to attend another DECD site. 34.2% left to seek employment, with all these students being successful in this. A number of students cited tertiary study as a reason for leaving the site. Overall, the school population was more stable, with a number of families who previously were transient in nature staying at the school for 9 months or more, many were beginning their second year at Eudunda Area School.

7. CLIENT OPINION

Student (60 responses), parent (27 responses) and staff (15 responses) surveys collectively showed high levels of satisfaction. A concerted effort to involve all stakeholders in Site Improvement since 2014 has proven to be particularly useful. Overall, respondents reported that the school has a positive outlook and has the students at the centre of everything we do. Particularly positive was the responses to perception data on expecting children to do their best, the use and type of feedback given to students and parents, the improvement in the school and the learning journey this provides for all students, parents and teachers. Students responded that they had a sense of safety at the school, that they are motivated and have the opportunity to do interesting things.

Parents felt they experienced a closer connection to school and that in general teachers were approachable and motivated to help their children succeed. They were impressed by the level of intervention that their child received and felt that they knew of any difficulties their children were experiencing.

Staff felt well-supported and involved in the decisions guiding the school. They indicated that professional development undertaken was directly related to the school's priorities and feedback on their performance was available and welcomed as a means of personal improvement.

All people surveyed were aware of the strategic directions of the school and in particular felt the development of growth mindset education for the children was an important direction to go in. They also supported the change agenda in place with regards to the 2015-2017 Strategic Plan and indicated that they were personally connected to its success.

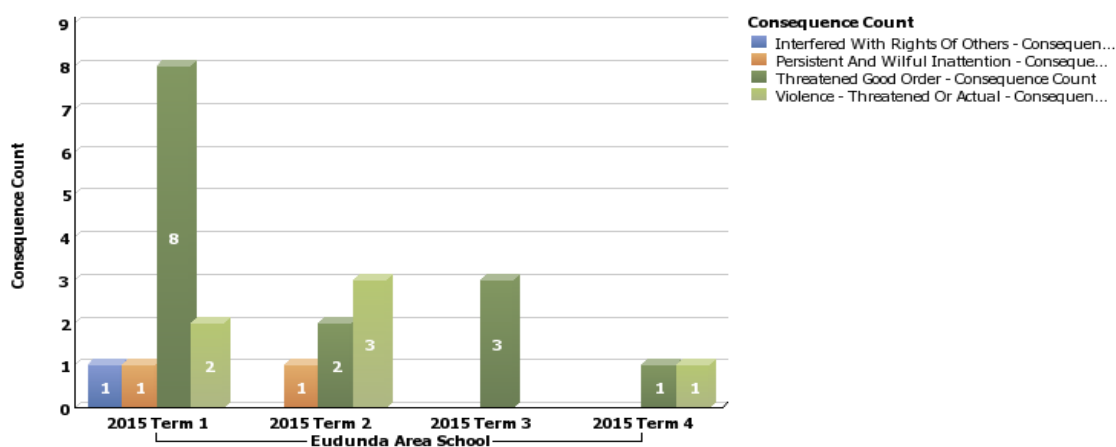
My School website

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

8. ACCOUNTABILITY

8.1 Behaviour Management

Data included in this information is where school leadership members needed to be involved and students concerned were considered to be supported through a range of strategies that involved consequences in line with the Student Behavior Management Policy. The following data includes internal suspension or suspension from school.



The incidences above can be attributed to seven students throughout the year, five of whom were FLO enrolled students. Overall, there was a significant decrease in the number of classroom incident slips distributed throughout the year. The increase in more positive behaviours throughout the school can be attributed to the development of growth mindset in many students and the implementation of Play is the Way in the primary years.

The behaviours of members of the school community are governed by the school's Code of Conduct. Reports of bullying in 2015 decreased by 52%. All students and staff were involved in education programmes which developed a better understanding of the school's policy, thus enabling teachers to become more aware of the issue and respond accordingly. The Play is the Way programme significantly decreased the number of harassment incidences in the primary school, particularly during break times. The number of incidences requiring leadership intervention also decreased throughout the year.

8.2 Relevant History Screening (formerly Criminal History Screening)

In 2015 Eudunda Area School participated in a SAFE Audit process. As a school we were found to be highly efficient in managing Criminal History Checks, with the Auditor asking for one minor adjustment. The recommendation being that external RTO providers associated with the FLO programme be added to the list and involved with the process at a site level. The SAFE Auditor was made aware that all teachers have Criminal History Checks completed as part of their teacher registration by DECD Human Resources and were not part of the SAFE Audit process.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	27
Post Graduate Qualifications	11

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	10.54	0	8.81
Persons	0	12	0	11

A decision was made in 2015 by Governing Council and PAC to go back to three primary classes rather than the two that had been used in 2014, leading to some overstaffing. The teachers and SSOs who contribute to this have been placed strategically within the school to improve student outcomes.

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State	\$40,697.92
2	Grants: Commonwealth	\$0.00
3	Parent Contributions	\$57,148.78
4	Other	\$40,779.45

<