Mannum Community College
Annual Report 2013
Located in the tourist town of Mannum, the school serves local town families as well as the district with education services from Reception to SACE Stage 2. Mannum Community College is committed to working with the wider community to offer a safe school environment with support structures in place to build well-being through social skills lessons including Primary Counsellor programs, detailed planning for class configurations, a pastoral care program for all year levels, student mentoring and additional programs offered through ICAN (Innovative Community Action Networks) Case Management and Youth Connections as part of CMAD funding and Community Mentoring. We aim to develop “lifelong, resilient learners who have a respect for themselves, others and the environment”, and who will leave MCC ready to make decisions about their future life, education and employment.

Our status as a Category 2 school provides us with some additional funding to offer different programs and resources for students at risk, We divide into 3 sub-schools with mottoes: the Junior School “Building strong foundations for learning”; Middle school “Learning and personal leadership” and Senior School “Learning for life and work”: the art work for each section is now completed. Thank you to Ms Mikelle Miegel and Ms Kaye Davey for leading many students through the process.

Our curriculum is made up of the eight required areas of learning required by DECD in the three curriculum frameworks: the Australian Curriculum, SACSAF and the SACE (South Australian Certificate of Education). We offered English, Mathematics, History and Science R-10 in line with the AC rollout. We offer a broad range of SACE subjects, Vocational Education and Training certificate courses, school-based apprenticeships (SBA’s) and work experience to students year 10-12. All year 10 students undertake the PLP; those who do not complete this in year 10 must complete it to achieve their SACE. We have a strong commitment to the Arts, with music, choir, instrumental music and visual arts classes including design and painting. Technology units include woodwork, metalwork, ‘Pedal Prix’, textiles, food and hospitality and ICT. Many sporting activities are offered to students through school, regional and state-wide competitions in swimming football, basketball, tennis, cricket, and rugby.

The leadership team during 2013 consisted of Principal, 2 Senior Leaders, R-5 and 6-9, SACE Coordinator with a curriculum focus and a Primary Counsellor. We also attract a 0.5 allocation for an Aboriginal Education Resource Teacher. Step 9 teachers have contributed to capacity building by fulfilling a mentoring/project lead role. Leadership and staff have worked together to achieve positive outcomes in the focus areas of the current Site Improvement Plan cycle which was written and approved for 2013 - 2015. In 2013 we have refined our whole of school approach to literacy teaching, focused attention on numeracy teaching and training, attendance and wellbeing and improvement of our ICT resources and targeted usage to compliment the delivery of the Australian Curriculum.

### 2013 Highlights

We celebrated the success of Ms Bindi Barker achieving Regional finalist and winner of the State award for ancillary staff at the TEACH SA Awards in October 2013.

In 2013 we had several changes of staff again as several teachers finished their contracts and permanent teachers, previously on leave, returned to MCC. All staff have worked hard to assist our students and parents to build on the positives during 2013. I thank my staff, the many supportive parents and in particular our Governing Councillors for their support, we all have to work together to continue to make MCC “school of choice”. Most students have grasped the many opportunities provided to have a year that benefitted them within and beyond the classroom.

**Focus on learning**

- 4 Year 12 students who studied towards an ATAR were accepted into University courses;
- Successful completion of Certificate 2 and Certificate 3 courses;
- Improved consistency in teacher judgement of SACE subjects at moderation and predicted grades of students sitting examinations;
- Outstanding guitar making and projects in Material Products at Stage 2;
- Enhanced usage of on-line teaching resources including “Mathletics”, “Spelladrome”, “Reading Eggs” and “The Language Market”;

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**Annal Report 2013**

**Context**

**School Name:** Mannum Community College  
**School Number:** 1170  
**Principal:** Mrs Leonie Falland  
**Region:** Murray and Mallee

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Annual Report 2013

- Strong participation in the year 9 Careers and Transitions Camp held in Adelaide;
- Individual student pathways towards SACE completion:-
  - 5 out of 23 year 11 students were studying VET/ SBA’s or TAFE courses;
  - 14 out of 21 year tens were studying VET/ SBA’s or TAFE courses;
- Recognition of 11 students with silver and gold medallions and certificates for eight or more years of participation in the Premier’s Reading Challenge;
- Our first “Bazinga” Art exhibition was opened in the Woolshed Gallery;
- “Camp Creatif”- Interschool Art Camp, funded through Youth Connections, was a great success and a further camp in 2014 is envisaged by Mrs Clayton;
- Positive outcomes for staff working across the cluster with the Primary and Secondary Australian Curriculum facilitators, Ms Catherine Bruce and Ms Kirralee Baldock to strengthen the 4 core subjects and introduce the Arts and Geography curricula during 2013;
- Middle school staff collaboration to develop the teaching scope for core subjects in Australian Curriculum framework;
- A wonderful, curriculum linked, R-5 Concert showcasing the talents of staff and students with record attendance by parents, families and friends;
- Completion of the installation of Interactive whiteboards, mac minis and safe storage cabinets to support teaching;
- Improvement in learning and engagement levels in several primary classes with a reduction in behavior reports;
- Focused use of “Jolly Phonics” and increased access to “JP” resources for the Junior Primary staff and continued access to SSO learning support for literacy and numeracy block;
- Positive Running Records results in year 1 and 2;
- A successful PLC between the Mannum Kindergarten and the Primary staff to plan for the introduction of “Same Day” start for Kindergarten students;
- Successful K-R, Year 5-6 and year 9-10 transition programs completed;
- ‘Early Start’ for year 12 reviewed from 2012 and embedded into term four 2013 from weeks 6-9, to begin their Stage 2;
- Winning an ICAN grant application to develop and staff an independent learning program for 16-20 year olds around the who have disengaged from schooling- the eventual location will be in Baseby Cottage which will be refitted.

Attend to Culture and Wellbeing

- A strong student voice raised by Shadae Allen, guest speaker, at the Brighter Futures forum in Murray Bridge;
- Launch of our School Community Partnership Agreement to benefit our ATSI students and families after a year of preparatory work led by DEEWR staff member Ms Di Griggs, Ms Sherlyee Dawe and Mrs Michelle Brown from DECD;
- Positive school excursions complementing the curriculum e.g.,Year 3-4 to the Mannum Dock Museum, year 8’s to Ngaut-Ngaut and year 11-12’s to Law Courts;
- Introduction of the MYLC Mannum Young Leaders Club;
- Positive participation in the Festival of Choirs, Regional Concert in Murray Bridge and local visits in Mannum resulted in many “accolades” for our Choir and instrumental music students once again;
- Strong levels of Primary staff and student involvement in the “Awesome” program introduced by the Primary Counsellor;
- Participation by four students in the “Health of the River” Camp sponsored for the third year by Mobilong Rotary Club;
- Great representation of the school by our School Leaders when attending the Anzac Day dinner at Aminyah organised by Ms Joan Kreiser, and the Youth leadership R.Y.P.E.N training at Woodhouse;
- Staff undertaking extra training (especially PD on Foetal Alcohol Syndrome, Autism and Dyslexia) and collaborating well to support children with challenging behaviours;
- Another wonderful Book Week that culminated in the very well attended Parade in the Complex and successful fundraising following the book display and orders by the community;
- A second special Remembrance Day Assembly involving whole school and community with many thanks to our local RSL for their support;
- Growth in the Community Mentoring program facilitated by Joy Marks;
- The return visit of the Watoto Choir visit being so welcomed by our students and staff and community;
- A popular Pancake Day, very well attended Student Seminars, World Vision fundraising, and Drug Action Week being coordinated by Joy Marks and a successful review of her MCC CPSW role;
- A great “Walk a Mile in their Shoes” afternoon coordinated a successful fundraiser for homeless people by our School Captain Narelle Simons;
- Great Year 8 student participation in Drumbeat and training for Mr Gary Westlake in the program to offer it in 2014;
- Enthusiastic participation in School, Knock Out and Interschool sporting activities during the year and new faces achieving success in SAPSASA Rugby, Cricket and Tennis Competitions;
- A successful SACE Formal Dinner Celebration at the Mannum Motel.

Neither of these lists is exhaustive rather they are an overview of the achievements of our students and the many opportunities staff and our community provide for them to have an enriched school experience.
During 2013, the Governing Council has continued to work with staff to further improve communication across the whole school. We have supported the staff’s efforts to reduce absenteeism. We ratified the Attendance Policy. The implementation and distribution of the Attendance Policy to all families to provide clarity on attendance requirements by DECD has been successful. We were committed and worked with staff to reduce the amount of detentions and suspensions issued related to incidences of bullying and harassment. At each meeting we were provided detention and suspension data. Once again we supported and encouraged the Safe Play program. We made improvements to our play spaces and stressed the importance of the use of appropriate language by our whole school community.

Governing Council members have once again provided leadership to many of MCC’s sub committees such as Pedal Prix, Finance, Fundraising, Site Improvement, ICT and Healthy Eating and continue to make significant contributions to improving our school. Some outcomes for 2013 are:

- Improving the school canteen menu and viability,
- The installation of protective fencing for the lockers in the middle school,
- Significant input into preparations for improving the old music centre making it a more usable space for school and community,
- Approved plans to relocate and reconstruct shedding on the oval so it is safer and more friendly for the whole community
- Supporting the School Community Partnership launch,

Finance committee was again responsible for ratifying and monitoring the school budget to ensure responsible spending and project funding throughout the year was achieved. MCC has a positive budget with funding available to continue our agreed facility improvements.

Fundraising committee has again worked tirelessly to raise funds for projects within our school. They ran a very successful ‘Family Pizza Night’ incorporating the ever popular Silent Auction. This year they raised $5923.98 (gross) and after expenses were a net profit of $3281.74. We need to thank the generosity of business owners, community members and families for their generosity and support throughout 2013.

During 2013 Governing Council supported many other projects within the school such as: the very positive Well-Being Week, the senior school sign board, The Awesome Bazinga Art exhibition that portrayed the talents of many of our students, The MYLC program (Mannum Young Leaders Group) as well as several Social Justice Programs to name a few. We approved four pupil free days; two for work on School Improvement – performance and development through the AITSL and School Assessment, and two for the implementation of the Australian Curriculum. We were presented with recommendations of the Debelle Report and after lengthy discussions we were able to build a better understanding of the rights of every child to be safe at school under the supervision of staff who understand their duty of care responsibilities. We also revisited the requirements of Criminal History Screening for volunteers in schools.

In closing, I would like to thank our dedicated parent groups and staff who have helped with many projects and events such as Pedal Prix, Operation Flinders, Festival of Choirs and Regional Choir and many other extra-curricular activities throughout the year.

I would like to thank our staff – leadership team, our teachers and SSO’s, who have all worked tirelessly to help our children grow and prosper throughout the year for their continued dedication and enthusiasm.

To all of the Governing Council members thank you for your support; your input throughout the year has been invaluable. To those of you whom are retiring from term, thank you for helping to guide MCC to be the place it is today, and to those remaining or joining the Governing Council tonight, I thank you for your commitment and generosity. I know MCC will be a great place for our children to grow and learn in 2014 and beyond.

Cheryl Neville
Mannum Community College Council Chairperson.

GC membership 2013:-
Office Bearers -Chairperson - Cheryl Neville, Vice-chair -Jo Rochow, Treasurer -Ben Rasigatale, Secretary – Bronwyn Loffler, Councillors- Jo Bland, Gary Dunn, Kerri Edwards, Guy Muirhead, Natalie and Alex Davis and Melissa McInerney
The 2013 - 2015 Site Improvement Plan ratified at the 2013 AGM built on recommendations highlighted in our SSI and Validation, ongoing data analysis of the NAPLAN results and school testing. The improvement agenda also linked to the Teaching for Effective Learning Framework and the capacity building intention of the AITSL – standards for teachers and leaders. In 2013 the DIAF was under review but still guided our thinking about accountability and areas to attend to in school review. The eDiaf came out in draft very late in 2013: I have since then devised a tool to use in relation to the new DIAF to provide new “baseline data” as this will be the way forward for DECD schools.

Numeracy:
We continued to focus our attention on building numeracy and mathematics into every area of learning, and ensured that an SSO was in every J-P class to support the numeracy development of our youngest learners. During the year several staff attended PD delivered by Ann Baker and numeracy PD was facilitated by Ms. Ammanda Jarad as part of our Tuesday PD program. MCC staff members were encouraged to embrace “every teacher is a teacher of literacy and numeracy”. Additional numeracy and maths resources were purchased for students in the middle school.

NAPLAN results are a major data set for Numeracy

- 58% of the year 5’s are in the middle growth band and 15% are in the upper growth band
- 44% of the year 7’s are in the middle growth band and 6% are in the upper growth band:
- 60% for the years 9 were in the middle and 35% were in the upper growth band.

Three of our staff have been supported by the Teach SA retrain reskill project to build skills and capacity for Maths teaching in the Middle Years: the mentor teacher was Ms Penne Lewis Brown. We have been successful in getting a further teacher into the Senior Secondary Teach SA program that will be offered in 2014.

Future Planning:-
- numeracy and the teaching of mathematics will be the first priority of the 2014 Action Plan as part of the SIP;
- teachers will review their NAPLAN, year 4,6,8, and 10 MCC tests and Pat Maths results to further identify areas of specific, explicit and targeted intervention teaching for their classes as a whole; we need to reduce the number of students in the lower growth band in year 7 in particular but also slightly in year 5;
- Staff R-7 will work with the Natural Maths program that Ann Baker leads and capitalize on the new learning that Ms Catherine Bruce can share as a result of her Primary AC position in 2013.

Literacy:
Genre posters were required in every room. All teachers were required to be familiar with the literacy demands of their subject and to write to these in the term and semester overviews. Word walls were encouraged to familiarize students with the spelling of words and to build their word knowledge. Silent reading was timetabled twice per week. Junior Primary children R-year 2 completed the Running Records testing and from year 3 students were tested with the 3,5,7& 9 NAPLAN- and Year 4,6,8 and 10 MCC testing was continued. In-service in using the data from the Pat –R and Pat Maths was provided to all staff and students from year 3-10 completed the tests on line.

NAPLAN results remain a major data set. For reading

- 38 % of the year 5 students were in the middle growth band
- 31 % of year 7 students were in the middle growth band and 31% were in the upper growth band
- 38% of year 9 students were in the middle growth band and 48% were in the upper growth band

Results for the lower growth band for year 3-5 growth and year 5-7 growth remain high and need to be a focus for improvement:- reading fluently and with high levels of comprehension is essential to improving learning outcomes: regardless of the text form children need to be able to read and to read well

Future Planning:-
- literacy and the teaching of English will be the second priority of the 2014 Action Plan as part of the SIP;
- teachers will review their NAPLAN, year 4,6,8, and 10 MCC tests and Pat R results to further identify areas of specific, explicit and targeted intervention teaching for their classes as a whole;
- differentiated teaching is the way to move forward as many of our students begin their school already experiencing disadvantage: it is unlikely that a focus on literacy improvement will not appear on all site improvement plans.

Wellbeing:
The wellbeing of students continued to be monitored by the Wellbeing team, student counsellors, case managers of FLO3 students and teachers who were acting as mentors to identified students. MCC also has a strong Community Mentoring team led by Ms. Joy Marks. In term 4 2013 the “Awesome” campaign was introduced by the Primary Counsellor Ms. Tracey Barnes to promote a safer school, better engagement in class and being “upstanding” rather than a bystander! Teachers at MCC have a very strong commitment to student wellbeing with particular emphasis on attendance. Thank you to the persistence of the teaching staff and excellent record keeping by Ms Liz Bont for improving our data and explanations for absences. The school worked closely with the Attendance Counsellor in the Regional Office and developed the letters and whole school approach to improving attendance: the pattern in certain families was identified and follow up was consistent.
Future Planning:

- continue to take a direct approach to non-attendance and use the newsletter to remind parents of their responsibilities regarding attendance for learning; 3 days = Doctor Certificate;
- engage student voice in the to the development of a culture of responsibility, strengthen the “Awesome” campaign in the JS and introduce the “Push for Excellence” in the Middle school;
- Revisit the Protective Practices PD with all staff at a SFD in 2014 and ensure every staff member has a copy;
- Ensure Pastoral Care topics and the Child Protection Curriculum are taught across the school.

Self-Review Processes

In 2013 the DIAF improvement and accountability framework was reviewed and reshaped by DECD: over the past four years MCC staff have used the Scan 2 tool to run a broad check on how we were going with the nine principles of the DIAF. When the draft eDIAF was released in draft with the four key areas being Lead, Learn, Connect and Improve formats for review were and still are in draft and not yet available to schools. To compensate I developed a grid aligned to the new principles that I felt would provide a measure of “where we are at” in the areas of Leading, Learning, Connecting and Improving. Review from 2012 indicated that we needed to attend more to “share leadership and set direction”: in particular Section leaders were more involved in delivering Professional Development. Step nine teachers were encouraged to develop their PDP to support capacity building of at least one member of the school staff and were included in regular shared leadership meetings each term while all staff were encouraged to share from their observations. All staff completed a reflection sheet at the end of the year and that serves as a data set for the leadership team when future planning. The 3 year Site improvement Plan clearly outlined the priorities for improvement 2013 and beyond.

Student Achievement

All staff at MCC are teachers of literacy and numeracy: teacher subject overviews are expected to contain a focus on literacy and numeracy: this is followed up in line management discussion with teaching staff. As the leadership team we commenced 2013 reviewing our SACE results with staff from the SACE board, anomalies in moderation (teacher consistency) and predicted grades were noted so attention has been directed to teaching plans and checking of work samples to ensure that better teacher judgement operated in 2013. SACE subject teachers met more regularly together and with the sectional leader to ensure they were well supported in their teaching (especially if it was a new subject). End of year SACE results support this approach.

To ensure that our teaching is on track with student needs we have taken time to analyse our NAPLAN, school year 4, 6, 8 and 10 results with staff from the SACE board the JS and introduce the “Push for Excellence” in the Middle school.

Once again our younger learners have achieved well with their Running Records in year 1 and 2: intensive support through Reading Recovery, small group work with targeted students and classroom focus on developing Phonemic awareness and work knowledge through the Jolly Phonics program is developing better reading outcomes for the majority of our children. Guided reading is a strong program in all Primary classes: emphasis on comprehending text through guided questioning is a key to building better readers at MCC. A review of Silent Reading indicated the need to make significant changes from the start of 2014.

Future planning

- Publish the test schedule for the Junior and Middle school students so that parents are aware.
- Reading Matters will be introduced across the school in 2014:- this means that children can read in pairs, read with peers or their teacher, read alone, use online reading resources, do extra guided reading activities or be supported by an older student to do group reading so that Reading really does matter!
- Non-fiction writing activities will be modelled at staff meetings to encourage more staff to include these in their regular teaching.

NAPLAN

All schools are held accountable for participation in or exemption from the NAPLAN test cycle. At MCC we do not encourage exemptions except for students with severe and multiple disabilities and who appear on the SWD census: we also provide “catch up” time for absent students. “INDEX” means that we can compare our results with those of like schools. We acknowledge that a number of our students have difficulties with learning but with focused and supportive teaching, progress is being made and the majority of our students in years 3, 5, 7 and 9 have undertaken their NAPLAN tests attempting to do their best.

NOTE: In the SITE data column the Green colour shows where our student cohort in 2013 has improved on the result of the student cohort in 2012.
**YEAR 3 NAPLAN**: No students in year 3 were exempted from these tests. NMS = Band 2

The majority of our children are above the National Minimum Standard NMS of Band 2: Bands 3, 4, 5 and 6 results Grammar 91.9%, Reading 73.9%, Spelling 59.1%, Writing 91.9% and Numeracy 65.21% however these results will need focused follow up as they are below 2012 results. The year three **mean score** results show that our students have performed less well than like schools in all areas excepting writing. Several students in this cohort attend school irregularly, have social and behavioural problems and have not developed the needed functional literacy and numeracy skills, Year 4 teachers will need to prepare focused whole class and individual student intervention programs.

### MCC 2013 results

<table>
<thead>
<tr>
<th>Mean scores</th>
<th>Site</th>
<th>Region</th>
<th>Index</th>
<th>Mean scores</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>363.8</td>
<td>375.8</td>
<td>366.0</td>
<td>Grammar</td>
<td>339.8</td>
<td>329.3</td>
<td>345.0</td>
<td>363.8</td>
</tr>
<tr>
<td>Reading</td>
<td>327.7</td>
<td>377.4</td>
<td>368.0</td>
<td>Reading</td>
<td>365.5</td>
<td>366.9</td>
<td>370.6</td>
<td>327.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>327.3</td>
<td>371.3</td>
<td>366.9</td>
<td>Spelling</td>
<td>355.6</td>
<td>348.9</td>
<td>364.0</td>
<td>327.3</td>
</tr>
<tr>
<td>Writing</td>
<td>358.2</td>
<td>369.4</td>
<td>353.1</td>
<td>Writing</td>
<td>372.0</td>
<td>369.1</td>
<td>381.3</td>
<td>358.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>320.6</td>
<td>362.1</td>
<td>346.2</td>
<td>Numeracy</td>
<td>329.3</td>
<td>334.5</td>
<td>367.5</td>
<td>320.6</td>
</tr>
</tbody>
</table>

The pink boxes indicate where there has been improvement from 2013 across the whole region.

**YEAR 5 NAPLAN**: No students were exempted from the year 5 test: NMS = Band 4

Each cohort of students is different and in this group of students several of the students with challenging behaviours and interrupted attendance have not achieved well. Their results have been noted by the STAR team and structured intervention will occur in 2014 hopefully enabling these children to settle better to their learning and by year 7 in 2015 achieve better results than present: MCC does track students. These results are concerning and need focused attention by the leadership team and teaching staff to improve outcomes for 2014.

### MCC 2012 results

<table>
<thead>
<tr>
<th>Mean scores</th>
<th>Site</th>
<th>Region</th>
<th>Index</th>
<th>Mean Scores</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>415.7</td>
<td>463.7</td>
<td>451.1</td>
<td>Grammar</td>
<td>480.5</td>
<td>438.9</td>
<td>436.6</td>
<td>415.7</td>
</tr>
<tr>
<td>Reading</td>
<td>431.7</td>
<td>469.6</td>
<td>460.8</td>
<td>Reading</td>
<td>436.0</td>
<td>453.9</td>
<td>445.3</td>
<td>431.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>419.3</td>
<td>455.3</td>
<td>452.0</td>
<td>Spelling</td>
<td>476.0</td>
<td>436.5</td>
<td>443.1</td>
<td>419.3</td>
</tr>
<tr>
<td>Writing</td>
<td>421.4</td>
<td>437.5</td>
<td>426.6</td>
<td>Writing</td>
<td>469.3</td>
<td>430.5</td>
<td>447.2</td>
<td>421.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>420.9</td>
<td>448.4</td>
<td>433.5</td>
<td>Numeracy</td>
<td>466.9</td>
<td>449.3</td>
<td>434.0</td>
<td>420.9</td>
</tr>
</tbody>
</table>

The pink boxes indicate where there has been improvement from 2012 across the whole region.

**Progress between bands 2011 - 2013**

The estimated progress or growth in bands between successive tests varies but it is estimated at 1 ½ bands for this group of children. Parents may like to check their children’s records from 2011.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>School 2011: 25.0%</td>
<td>School 2011: 20.0%</td>
</tr>
<tr>
<td>Medium</td>
<td>School 2012: 27.6%</td>
<td>School 2012: 20.7%</td>
</tr>
<tr>
<td>Upper</td>
<td>School 2013: 54%</td>
<td>School 2013: 8%</td>
</tr>
<tr>
<td></td>
<td>School 2011: 45.0%</td>
<td>School 2011: 20.0%</td>
</tr>
<tr>
<td></td>
<td>School 2012: 16.1%</td>
<td>School 2012: 3.9%</td>
</tr>
<tr>
<td></td>
<td>School 2013: 27%</td>
<td>School 2013: 15%</td>
</tr>
</tbody>
</table>
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FOR READING: The numbers of students in the low growth area is high in the 2013 cohort and between 2013 and 2015 when these students are in year 7 teaching staff and interventions programs will need to focus their efforts on improving the reading skills of these students raising the upper growth band and lowering the low growth band percentages.

FOR NUMERACY: the distribution in this bell curve is better and it is pleasing to see improvement in the upper progress band the future goal for this cohort of students would be to reduce the % in the medium growth area and increase the upper band the distribution curve would then approach a perfect result. Comparative test analysis with the ACER PAT Maths by teachers should assist deciding the future explicit teaching activities to bring about improvement.

YEAR 7 NAPLAN:- two students did not participate in these tests: one student qualifies under SWD {students with disabilities} the other exemption was as a result of parent request. NMS = Band 5

<table>
<thead>
<tr>
<th>MCC 2013 results</th>
<th>MCC four year comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>Site</td>
</tr>
<tr>
<td>Grammar</td>
<td>510.4</td>
</tr>
<tr>
<td>Reading</td>
<td>510.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>498.2</td>
</tr>
<tr>
<td>Writing</td>
<td>486.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>488.5</td>
</tr>
</tbody>
</table>

The pink boxes indicate where there has been improvement from 2012 across the whole region-

MCC results in Grammar, Reading and Writing are better than the results of "like schools" Regional results are lower in four tests: in grammar, reading, spelling and writing. Over the four year comparison gains have been made from 2010 in grammar and reading but no results in 2013 better those of the 2012 cohort of students. In this group of tested students attendance and behavioural concerns have definitely impacted as the teaching team has been the same throughout the four year period.

The majority of our students are above the NMS with 83.3% in bands 5,6,7,8 &9 for grammar (above like schools 82.1%), 77.7% in reading (below like schools 83.1%) 72.2% spelling (below like schools 79.8%), writing 77.7% (above like schools 76.0%) and numeracy 94.4% (above like schools 87.8%).

The distribution across the bands makes an interesting and sometimes better result than in the 2012 cohort but results in the mean scores are lower: as commented for the year 3 and year 5 student cohorts in this Year 7 group of tested students attendance and behavioural concerns have definitely impacted as the teaching team has been the same throughout the four year period. Very close programing and collegiality has provided our two year 6/7 classes with the opportunity to settle to learning and to be valued as Middle School students.

Progress between bands 2011 - 2013

The estimated progress or growth in bands between successive tests varies but it is estimated at 1 band for this group of children. Parents may like to check their children’s records from 2011.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>22.0%</td>
<td>23.8%</td>
</tr>
<tr>
<td>Medium</td>
<td>50.0%</td>
<td>52.4%</td>
</tr>
<tr>
<td>Upper</td>
<td>28.0%</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

Again, individual student growth is calculated for reading and numeracy between the 2011 and 2013 NAPLAN tests. It is pleasing to see the growth in the upper band for the reading skill development of our current year 7’s. The numeracy results show a downturn in upper growth band and higher numbers in the lower growth band the medium growth band has dropped but only slightly. The distribution in the lower band needs attention.
**YEAR 9 NAPLAN**: four students did not participate in these tests: three student qualifies under SWD (students with disabilities) one student was absent for all tests. NMS = 6

### MCC 2012 results

<table>
<thead>
<tr>
<th>Mean Scores</th>
<th>Site</th>
<th>Region</th>
<th>Index</th>
<th>Mean Scores</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>545.9</td>
<td>543.1</td>
<td>524.8</td>
<td>Grammar</td>
<td>537.2</td>
<td>548.6</td>
<td>536.8</td>
<td>545.9</td>
</tr>
<tr>
<td>Reading</td>
<td>551.3</td>
<td>558.9</td>
<td>545.8</td>
<td>Reading</td>
<td>535.1</td>
<td>547.6</td>
<td>547.6</td>
<td>551.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>563.7</td>
<td>558.5</td>
<td>544.7</td>
<td>Spelling</td>
<td>535.1</td>
<td>542.3</td>
<td>542.9</td>
<td>563.7</td>
</tr>
<tr>
<td>Writing</td>
<td>509.7</td>
<td>519.3</td>
<td>491.6</td>
<td>Writing</td>
<td>521.8</td>
<td>491.9</td>
<td>496.9</td>
<td>509.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>555.7</td>
<td>555.8</td>
<td>529.5</td>
<td>Numeracy</td>
<td>523.9</td>
<td>543.2</td>
<td>558.2</td>
<td>555.7</td>
</tr>
</tbody>
</table>

This is a much improved result on the cohort of year 9 students in 2012 and overall better in most respects than students in the last four years as year 9’s have been tested. Stability in the teacher group in the Middle school, more consistent emphasis on literacy and numeracy outcomes and an expectation of better performance are all possible reasons for this improvement.

### Progress between bands 2011 – 2013

The estimated progress or growth in bands between successive tests varies but it is estimated at ¾ of a band for this group of children. Parents may like to check their children’s records from 2011. It is pleasing to see growth in the Upper band for reading and a good split between middle and upper bands for numeracy resulting in reductions in the low band for both.

<table>
<thead>
<tr>
<th>Progress</th>
<th>Reading</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School 2011</td>
<td>School 2012</td>
</tr>
<tr>
<td></td>
<td>School 2011</td>
<td>School 2012</td>
</tr>
<tr>
<td>Low</td>
<td>25.0%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Medium</td>
<td>50.0%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Upper</td>
<td>25.0%</td>
<td>29.4%</td>
</tr>
</tbody>
</table>

### ATSI STUDENTS in the NAPLAN

One student was eligible for exemption at year 9 test level

<table>
<thead>
<tr>
<th>Test Aspect</th>
<th>Year 3 Site</th>
<th>Region</th>
<th>Index</th>
<th>Year 5 Site</th>
<th>Region</th>
<th>Index</th>
<th>Year 9 Site</th>
<th>Region</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>336.0</td>
<td>332.5</td>
<td>329.2</td>
<td>393.5</td>
<td>433.4</td>
<td>410.9</td>
<td>524.2</td>
<td>475.1</td>
<td>483.8</td>
</tr>
<tr>
<td>Reading</td>
<td>308.5</td>
<td>342.4</td>
<td>333.6</td>
<td>420.2</td>
<td>441.8</td>
<td>442.4</td>
<td>537.6</td>
<td>532.8</td>
<td>520.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>268.9</td>
<td>341.8</td>
<td>333.8</td>
<td>395.8</td>
<td>424.2</td>
<td>413.4</td>
<td>550.1</td>
<td>526.2</td>
<td>516.6</td>
</tr>
<tr>
<td>Writing</td>
<td>314.4</td>
<td>311.7</td>
<td>321.2</td>
<td>370.7</td>
<td>401.2</td>
<td>380.0</td>
<td>506.2</td>
<td>452.3</td>
<td>449.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>324.0</td>
<td>337.4</td>
<td>322.6</td>
<td>378.1</td>
<td>409.3</td>
<td>394.7</td>
<td>555.9</td>
<td>517.3</td>
<td>506.0</td>
</tr>
</tbody>
</table>

“Mean” Results are shown for each age group tested in the NAPLAN, no year 7 students were ATSI students. Most Indigenous students at MCC are achieving the National Minimum Standards for their age group, which is significant as many qualify as ESL students. While the overall results for our Aboriginal learners are mostly encouraging we will need to ensure that our youngest students are skilled in reading and spelling and writing. Our year 5’s will need assistance in all areas of these tests and the strengths of the year 9 students need to be supported as they enter YEAR 10 and the SACE years.

### Future action in 2014

1. continue to focus on improvement in grammar and spelling beginning with Jolly Phonics in R-2, “Spelladrome” R-10 and through explicit literacy/grammar teaching and word-walls across all curriculum areas.
2. Identify the students needing additional support and spread the Junior School SSO support to include year three
3. Ensure that sustained / timed writing for the exposition and narrative genre occur before NAPLAN in May.
4. Reinforce reading through all subjects and ensure that Reading Matters is occurring twice a week in all classes.
5. **Build capacity of all Primary years R - 7 school staff to provide guided reading, regular comprehension activities and check on reading levels R-7.**

6. **Introduce Maths 300 curriculum resource: this was developed for Indigenous students but serves all learners as an engaging Maths/Numeracy learning resource.**

**Senior Secondary**

**Students in Year 12 Undertaking Vocational or Trade Training**

Subject Counselling to include multiple ways of achieving the SACE has been a long standing program at MCC.

38 Year 10,11 and 12 students were enrolled in VET courses or alternative programs
1 year 12R completed his Certificate 4 in Retail
1 year 12 completed a Certificate 3 in Fitness
1 year 12 completed a Certificate 2 in Retail
1 year 11 completed a Certificate 2 in Hair and Beauty
1 year 11 completed a Certificate 2 in Retail
Four year 12 students are continuing their VET studies/ SBA's in 2014
For year 12's, 60% were involved in TAFE/ SBA's

**Students in Year 12 Attaining a Year 12 Certificate or Equivalent VET Qualification**

The three year 12 students undertaking VET courses completed them successfully.
Seven of our thirteen students completed their SACE certificate.
Our year 12 cohort for 2013, while more settled in pursuing SACE completion, still needed to balance school and part time work commitments. It was heartening to have past students returning, as four of them have done, since the start of the 2013 school year. It is even more heartening to have several students from the 2013 cohort decide to return to school either to join the mainstream program or begin their studies in the Baseby HuB independent learning program.

15 out of 23 year 11 students were studying VET/ SBA's or TAFE courses; and
14 out of 21 year tens were studying VET/ SBA's or TAFE course.

**Student Data**

**Attendance**

Levels of student non-attendance were closely monitored and class or co-class teachers regularly encouraged to contact families for unexplained absences. - 43 students' attendance fell below 80% but at end of term assemblies students recognized for 100% attendance rose throughout the year with 38 students being recognized in the final assembly and our first student with 100% attendance for the year was awarded special recognition by the Principal. Absences fell from 89985 with 2499 unexplained in 2012 to 806 with 1833 unexplained in 2013.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total All Year Levels</td>
<td>85.8%</td>
<td>87.7%</td>
<td>89.3%</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>86.2%</td>
<td>89.0%</td>
<td>90.1%</td>
</tr>
</tbody>
</table>

Attendance averages in the Primary sector (R-7) improved during 2012 : the total primary attendance rose from 90.9% in 2012 to 92.3% in 2013. In the Secondary sector the averages also rose from 81.1% in 2012 to 84.2% in 2013. This resulted in a whole school average of 89.3 % in 2013 rising from 87.7 % in 2012. Looking back over the 2011, 2012 and 2013 data the year 11 cohort have improved significantly in their attendance.

<table>
<thead>
<tr>
<th>Year 11</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.1 %</td>
<td>65.6%</td>
<td>86.1%</td>
<td>2013</td>
</tr>
</tbody>
</table>

**ACTION for 2014:** Home Group teachers in all senior classes will contact families within 48 hours to follow up absenteeism. The Principal will be speaking with students during term regarding academic success at SACE and the relationship to absenteeism. We continue to aim for a WOS target of 90.0%. We will continue the SMS message: it is working very well

**Destination**

In 2013 we had many new enrolments raising our numbers from 319 in February to 362 in December during the year, several students left MCC and several returned after enrolling in other schools. We wish students departing for new locations for family reasons a very positive 2014 and thank you for your contribution to MCC during the time you have been with us.

Over the three years commencing 2011 the SPERS data base indicates the following in relation to the yearly average enrolment.

**2011 average 340.6. 2012 average 323.7 and 2013 average 341.7 which is an 18% increase from 2012.**
Annual Report 2013

Note: These averages do not include students who are attending our school as FL0 3 (Flexible Learning Options through the ICAN – Innovative Community Action Networks project). In 2011 we had 5 students on FLO3, this increased to 7 in 2012 and 10 in 2013. All of these students worked with a Case Manager with Social Work/Youth Work training; the case managers came from Centacare and Headspace.

We have seen an overall rise our enrolments with ongoing transience but overall numbers have increased from 319 to 362 average of 341.7 Greater support time to the Junior School, both school based and Regional funding combined with training in the Stop Think Go program assisted in reducing the number of parents enrolling their children in other nearby schools as a result of the impact of with children with challenging behaviours which can be seen in the 2012 data below.

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>Employment</td>
<td>3</td>
<td>3.2%</td>
<td>5.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>4</td>
<td>4.3%</td>
<td>9.5%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>3.2%</td>
<td>2.1%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>4</td>
<td>4.3%</td>
<td>5.0%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td></td>
<td>5.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>Transfer to Non-GovtSchl</td>
<td>10</td>
<td>10.8%</td>
<td>6.3%</td>
<td>5.8%</td>
</tr>
<tr>
<td>Transfer to SA GovtSchl</td>
<td>58</td>
<td>62.4%</td>
<td>50.3%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>20</td>
<td>12.9%</td>
<td>16.0%</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

Note: The DECD data for intended destinations is always for the previous year: schools know the current situation.

In the year 12 cohort four students have returned to school to either get a better ATAR or to complete their SACE. Of the remaining students:- Four year 12’s have qualified for university- 2 will begin in 2014 (2 will defer till 2015), four have commenced full time work, one has continued TAFE studies in CERT 3 in Hair Dressing, Two are considering their future choices and working part time awaiting entry into retail services and the mining industry. All year 12 or year 12R students completed the school year. One year 12 has returned to complete TAFE qualifications as a Mechanic-motor vehicle.

Behavior Management

We acknowledge that behavior education is important and that behavior change does take time. At each governing council meeting the Principal supplied data on suspensions during the period between GC meetings and trends between 2012 and 2013. All classes have a behavior book which was implemented to assist in the monitoring of student behavior during the day and changes of teaching staff. Behaviour which escalates beyond the classroom is recorded on the “pink slip” these slips are entered onto EDSAS so that a clear record of infringements around the School Behavior Code is recorded. The school website contains the information about bullying- Anti bullying Policy and the access point for parents to contact the Parent Complaint Unit if their concerns are not addressed at the school level following the Grievance Procedure guidelines.

<table>
<thead>
<tr>
<th>2012</th>
<th>frequency</th>
<th>Threatened or actual violence</th>
<th>2013</th>
<th>frequency</th>
<th>Threatened or actual violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom time out</td>
<td>10</td>
<td>1</td>
<td>Classroom time out</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Admin time out-focus room</td>
<td>196</td>
<td>31</td>
<td>Admin time out-focus room</td>
<td>286</td>
<td>33</td>
</tr>
<tr>
<td>Internal suspension</td>
<td>20</td>
<td>2</td>
<td>Internal suspension</td>
<td>68</td>
<td>25</td>
</tr>
<tr>
<td>Take home</td>
<td>19</td>
<td>5</td>
<td>Take home</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Suspension</td>
<td>36</td>
<td>18</td>
<td>Suspension</td>
<td>37</td>
<td>13</td>
</tr>
<tr>
<td>Detention for yard behaviours</td>
<td>519</td>
<td>182</td>
<td>Detention for yard behaviours</td>
<td>320</td>
<td>74</td>
</tr>
</tbody>
</table>

Staff have improved their recording of behavior infringements, increased their focus on classroom engagement and well being: the Virtues program, Stop Think Go, Safe Play, Mannum’s Got Skills and the Awesome program launched in the Junior school to build on and supplement the Virtues program and replace Mannum’s Got skills have been positive programs educating children about their responsibilities and fostering a positive and safe school environment. This work is never ending and also relies on caregivers/parents getting behind the school and working with us: several families use the five step approach and talk regularly with teachers to develop the support around their children. Sadly we have a small number of children whose first response is to hit and hurt others and it takes a consistent and persistent staff team to contain and change those behaviours for the long term.
Internal suspension, take home and external suspension are the main responses for threatened or actual violence: students over ten years of age who are suspended for violence may be reported to SAPOL in line with DECD protocols.

**Future Planning:**
- review of behaviour books across year R-10
- emphasis on consistency across the whole school
- clear steps for the recidivist group of children (a small number of children) who need very clear guidelines and a solid school and home partnership to change outcomes for these students and reduce excessive staff input
- “Push for Excellence” in the Middle School, “Awesome Campaign in the Junior School
- review of the SBM procedures and policy.

**Client Opinion**

The Principal advised Governing Council of the DECD changes in opinion surveying: as a result close scrutiny of the last two years of DECD questions and results was undertaken and a school based survey produced for staff, students and families to undertake.

A batch of questions (13 for staff and students, 14 for parents) was selected from previous opinion surveys. There was similarity between staff student and parent questions but the three surveys contained minor variation in response to past survey points of focus.

**STUDENT SURVEY**

240 students were surveyed- in future the survey group will be all students in years 3-12 so that there is more consistent data: the last DECD survey had only 77 students participate.

Using the “unsure” data the student survey highlights several areas for improvement: they are:- 25-30% of our students have expressed uncertainty about their safety at school, opportunities to be involved in decision making, tailored learning programs which provide all with the chance to be successful, enthusiasm for learning and holding high expectations of themselves as learners.:-

To assist in addressing these areas in 2014 all staff will work with students to

- establish a more consistent approach to developing a safer school environment and consistent SBM follow up with support from leadership and the student counsellors: -
- promote classroom meetings, student led assemblies and feedback from the SRC more vibrantly for all students at MCC
- take a strong position as staff on having higher expectations for all students and staff engaging actively in the TFEL framework to build student engagement
- investigate with a view to implementation:- the “Positive Behavior for Learning” Professional Development program to benefit staff and students
- re-inforce the benefits of recognition of student achievement at assemblies and in the Newsletter.
STAFF SURVEY – all staff were given the opportunity to respond. - 35 staff returned their survey (29 returns in 2012)

Using data which shows uncertainty by approximately one third of the staff including SSO’s who responded to this survey there are four areas which need to be targeted for improvement: - two areas show similarity with the student surveys;

Concern has been raised about the procedures to address bullying (particularly by staff in the Junior School), school organization, teacher enthusiasm about their teaching and the expectations we hold about student achievement. The surveys did not identify teachers but did identify sections of school and some of the responses indicate the need for stronger leadership and accountability by all members of the leadership team as they work with staff. Staff however are also responsible for the manner in which they lead their classrooms and interact with their students.

To assist in addressing these areas in 2014 leadership will work with staff students and parents to:-

- promote “excellence” as desirable and achievable by all of our students and hold higher expectations for all students. Use assemblies as the forum to share publicly and diaries as the communication with parents.
- engage actively in the TFEL framework to build student engagement and capacity building
- participate actively in Professional development
- work collegially on SBM procedures and set a standard for consistency and fairness for all students to ensure better learning outcomes and a safer school environment and communicate in a timely way with parents.
- take shared responsibility for organisation in the school and make better use of all the tools for communication and organization that exist: clarify uncertainties at staff meetings, in line management and performance development sessions
- share the commitment to making MCC a safe, tolerant and vibrant place in which to teach and learn and build stronger connections with families of our students.

PARENT SURVEY – 84 families were given the opportunity to respond. - 14 returned their survey this is approximately 17%

It is our intention to survey same families (adjusting for any who leave the school) so that we can better gauge opinion and build the % responding: DECD’s previous random surveys had a return rate of about 9%. By issuing the 2014 survey earlier we hope to build the response rate. Consistent from parents with previous survey feedback is the need for a safe learning and playing environment for their children, enthusiastic and communicative staff, good relationships with the school and good management of the school. It is pleasing to note that these parents report that they feel welcome in the school as this is an area where staff and Governing Council have made a significant push over several years now and that effort is shown to be valued and the welcome mat more evident.
For the future

- stronger leadership and communication from teachers reassuring parents about teaching programs and expectations as parents clearly want their children extended and educated to their capacity as learners
- stronger partnerships with parents to ensure that the decisions made around their children’s learning are informed and agreed upon
- support parents through clear processes and good communication that their issues will be responded to effectively and appropriately
- work consistently as a staff team and with the active engagement of students in the ongoing development of a safe environment for all enabling students to learn and play and staff to teach and work.

from earlier Opinion surveys the following was noted

Staff, students and parents are “Like minded” on the following for 2013.

Improving the quality of teaching and learning programs
Providing a safe learning environment alongside a reduction in bullying
Working together to achieve consistent SBM process and follow up
Developing higher expectations for student achievement.
Promoting positive home, school and community relationships.

What has emerged from 2013 for the future is incredibly similar: the questions sorted from the larger survey batch are relevant and the areas to address are consistent. Leadership and staff will continue to work together on building a better MCC. One key to this is better communication and regular contact with families. We shall reinforce this throughout 2014. The TFEL document, a renewed website, class newsletters, the school newsletters and welcoming classrooms will be the main stay of our endeavours to move forward.

Time will be set aside at a Governing Council meeting to analyse the data and recommendations: In future we hope that Governing Councillors be more involved in the surveying process and analysis.

Accountability

National Partnerships

The e mentoring project did not receive the same uptake by students in 2013 only one student wished to continue with the project. Two students were funded as E-worx participants in a special program at OA College. MCC received funding for student mentoring years 8-12 which has enabled volunteer staff members to support targeted students both informally and at prescribed times. An Engagement matrix was completed for each student at the beginning of the year and reviewed at the end of the year. Students were encouraged to set goals and work on ways to achieve these goals. A teacher was released to establish a pilot
mentoring circles program: four teachers worked successfully with 3 students each in 2013. Twelve students were case managed through an ICAN FLO3 enrolment decision: Centacare and Headspace provided Case managers. Funding was provided for an SSO to coordinate the community mentoring program and train volunteers in collaborate with DECD staff. Twelve volunteers supported 12 children during the year and they thanked their volunteers in a special afternoon tea at the end of term 4: this program was most successful and will be continued in 2014.

Wellbeing is a major SIP focus. Overall suspensions in the middle years have reduced across the broad group of students and home group teacher comments have been more positive for the group of students supported in these programs. As a result of both approaches we will offer FLO 3 case management again to several students in 2014: others will be in our school based mentoring circles and community mentoring program.

## Staff

### Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>51</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>12</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>2.0</td>
<td>25.7</td>
</tr>
<tr>
<td>Persons</td>
<td>2.0</td>
<td>30.0</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
<td>18</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>$162,722.50</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$48,482.79</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$106,487.66</td>
</tr>
<tr>
<td>4 Other</td>
<td>$102,104.62</td>
</tr>
</tbody>
</table>

In 2012 the school was successful in receiving three Youth Inclusion Grants from the Federal government: these grants were not offered in 2013. State funding was $26,000 higher than in 2012.