Students, staff and the community of Crystal Brook Primary School strive to become confident, self motivated learners who share the responsibility for their learning through positive relationships and wellbeing.
2012 has seen the final fitting out of our Multipurpose Hall with the recognition ceremony being held in October. This facility has been well used by the school and the wider community. Some event which have been held in it were: Sports Day events and presentation, End of year concert, regular P.E. lessons, rock climbing wall, performances, Training and Development Day for Pirie and Environs on the Australian Curriculum, Parenting sessions and sleep overs just to mention a few.

We are fortunate to have a strong supportive school community which adds in many ways: Governing Council and their sub committees—Finance, Grounds, Education and Bus, Parent Club, LAP volunteers, parents who come in to hear reading in classrooms, parents who come in for Sausage Sizzles and volunteers who go on camps, these are just some examples. All of these people add to the learning, well being and beautification of our grounds. Our Parent Club fundraise and donate proceeds to improve our learning facilities. In 2012 they have helped with laptops for the Inter Active Whiteboards, blinds for classrooms, water cooler, library books, partial payment of the shades and boosters seat for the buses.

Staff have focussed on learning and continuity of programs which support the development of skills and understanding from Reception to Year Seven. We have used the data gathered to inform us to the future direction of our Site Learning Plan which drives student and staff learning. The strength of our staff is in their thirst for knowledge. They strive to improve learning outcomes for students, support each other through sharing of ideas and strategies, this occurs at all levels, teaching staff, student support staff and in the front office.

Staff have undertaken Training and Development in: The Australian Curriculum, The South Australian Teaching and learning framework (TfEL) , Inter Active Whiteboards- their use and value adding to learning and engagement for student learning, our data day which is informing the development of the new Site Improvement Plan. A smaller group also attended the Sheena Cameron training on Reading Comprehension which forms a strong base for future development. Within staff meetings we have shared Ann Baker Maths strategies, Maths for All strategies and tips and strategies for using the new technologies which have come into the school this year. The new Inter Active Whiteboards and i-Pads have been a challenge, but many great learning opportunities have opened up with their use through staff sharing and learning together.

Anne Franks
Principal
Our students enjoyed a wide range of learning experiences in addition to their daily subject based learning including:

**EXTRA CURRICULA ACTIVITIES**
- Active After School—Term 1 & 2
- SAPSASA—football, netball, soccer, tennis, cricket, swimming, athletics and cross-country
- Choir—performances at the Keith Michell Theatre, Willochra and the Hospital
- Instrumental Music & Private Music tuition
- Model Club—making and painting a range of plastic models after school on Wednesdays
- Gladstone High School swimming carnival Y6/7
- MNSEC athletics carnival

**ENRICHING LEARNING EXPERIENCES**
- Special Education Program—additional support for students with particular learning needs
- Camps/Excursions—to Adelaide, Pt.Hughes, Bowman Park Moonta / Kadina, Wallaroo, Pirie Tourism and Arts Centre
- LAP—volunteers providing innovative and positive learning activities for 7 students
- CPSW—supporting the wellbeing of individual students
- Performances—Films at the Keith Michell Theatre, SliPash Theatre, Brainstorm and Sci-Fi
- End of Year Concert—dance lessons weekly in Term 4
- Swimming Lessons and Yr 3-7 Carnival
- Sports Day
- Librarian/Counsellor run activities including: SRC, Book Week and Book Fair
- NSW University curriculum competitions—Maths, Writing, Science and English

**SCHOOL IMPROVEMENTS**
- The Hall fit out was finished, we have used it for Physical Education, assemblies, performances, Kindy Market Day, Pirie & Environs Training and Development Day. It was also used for some Sports Day events and Parent Club used the kitchen for catering on Sports Day and for the Training Day.
- Breakfast Club has continued in the Hall kitchen area and has helped students to have a good start to the school day.
- The gardens have continued to develop and add a new dimension to our grounds, a new bench has been purchased by Grounds Committee to be placed in the garden by the stone buildings.
- Electronic Whiteboards installed in Room 1,2,4,5,and 10 have provided students with up to date interactive learning opportunities.
- Blinds were installed to minimise glare on whiteboards in Rooms 2,5, and 10
- Ten i-Pads were purchased to improve student learning and add a new dimension to technology in the school.
- The Junior Primary Playground has been moved to the area by the hall to allow for better supervision and safer play for students.
- The demolition of the Activity Room and Room 11 will take place during the December holidays, as it is too costly to repair to a suitable standard and the Hall is now used more for a variety of activities. This area will be remediated with an edible native garden to be established, the students will be involved in planning, planting and looking after.
Staff

- Rm 1 Rec — Julie Gambling (Reading Support Teacher) / Hilary Ferguson
- Rm 2 Yr R/1 — Jodie Zwar/Megan Smart
- Rm 4 Yr 1/2 — Annette Boughen / Hilary Ferguson
- Rm 5 Yr 3/4 — Amanda Bowman/ Ingrid Combe
- Rm 10 Yr 4/5 — Chris Stroud
- Rm 7 Yr 5/6 — Tracey Burns/ Ingrid Combe
- Rm 8 Yr 6/7 — Jenny Stringer
- PE/Health Teacher—Tim Lundie
- Special Education Program Co-ordinator — Jan Crawford/Davina Bellman
- Counsellor — Jan Crawford/Davina Bellman
- Classroom Support SSO — Olga Smart, Margaret Brice, Helen Webb, Emma Grossman and Alice Avery
- Individual Student Support — Ange Gum, Alice Avery, Jordan Gum, Kylie Heinrich
- Aboriginal Community Education Officer — Helen Webb
- Admin SSO — Jacqui Head
- Finance Officer — Caroline Lloyd
- Christian Pastoral Support Worker — Lindley Hoffrichter
- Grounds — Tony Muirhead

Parents

We have 110 families in our school. There is ongoing strong parental involvement in the work of the school as shown by: strong attendance at assemblies, listening to students read, helping at Sports Day and Swimming Carnival, assisting with supervision on camps and excursions and supporting the educational work of the school.

Governing Council — 14 members and 4 active sub-committees—Education, Finance, Grounds and Bus. Provides governance of the school, including broad directions for the school, updating of policies, monitoring the progress the Site Improvement Plan and the budget.

Parent Club — is an active body with many members and has raised $11,428.62 to benefit the learning and wellbeing of our students. Laptops to operate the Interactive White Boards, I-pads, blinds, books for the library, a water cooler and extra money towards the shade have been purchased through their efforts.

Volunteers — helping with listening to students read, on excursions, Nit Busters, LAP helpers, attending working bees and supporting special activities such as Assemblies, Sports Day and Swimming Carnival.
Enrolments beginning 2012 | 162
---|---
R-2 | 58
3-7 | 104
Males | 48%
Females | 51%
School Card | 19%
Special Needs | 6%
Aboriginal students | 5%

### Student Representative Council (SRC) Report 2012

This year, Crystal Brook Primary School had an excellent group of students who have formed the 2012 School Representative Council. We have had an exceptional combination of representatives from Reception to Year 7, in particular our SRC Leaders. Throughout the year students held SRC meetings every Friday afternoon and also ran assemblies every fortnight with support of the SRC coordinator. We had a change in SRC coordinator this year, Jan Crawford organised SRC for Term 1 & 2 and Davina Bellman continued this position for Term 3 & 4. There were lots of projects and successful fundraisers held as mentioned below.

#### Better Living Group

SRC Leaders along with Jan Crawford attended a Better Living group meeting at the Crystal Brook Hospital in Term 2. These meetings provide a forum for community members and groups to address health and wellbeing issues. Attending these meetings provides our SRC Leaders with experience in meeting procedures and protocol as well as an insight into community participation.

#### Acknowledgment of Country

During Term 2 the SRC discussed and researched an "Acknowledgement of Country" to be used at the beginning of each school assembly, before we sing the National Anthem. This was officially launched as part of our National Reconciliation Week activities that were held during Week 8, Term 2. An "Acknowledgement of Country" is a way that all people can show respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the Land. It can be performed by Aboriginal and non-Aboriginal peoples. Acknowledgement of Country is a respectful means of acknowledging that the School Assembly is taking place on the Country of the Traditional Custodians. This is the Acknowledgement of Country now read at every assembly:

"I would like to show my respect and acknowledge the Traditional Custodians of the Land, of Elders past and present, on which this meeting takes place."

#### Impact Leadership Day

Nine students from year 6/7 travelled to Port Augusta on Wednesday (30th May 2012) to attend the Impact Leadership Day. The Impact Student Leadership Conference is unique in that it concentrates specifically on training student leaders for their role as school leaders. The style, topics, and content of this conference all focus on what the students can do right now. Their goal is that your student leaders would leave our conference with a clear vision, a solid understanding and dozens of ideas for their time as a leader. The students thoroughly enjoyed the day, learning a lot about leaderships and ideas they could bring back to the school.

Comment from a Year 7 student at Crystal Brook PS:

"I really thought the Leadership Conference was awesome, I learnt lots and I made a lot of friends while at the conference. I think it will make me a better leader for representing the school. It was an amazing day. "
Fundraiser for North India Challenge
Local community member, Pam Cousins talked to the entire school about her trek through the Himalayas in support of the education of disadvantaged children in North India, our school held their “Dress up from Another Country” day during Term 2 with many bright, colourful and interesting costumes being worn. We raised more than $100.

Moosies - Ice blocks called Moosies were sold every fortnight during the year to raise money for SRC projects around the school.

Loud Shirt Day & School Disco
The SRC organised one last fun filled fundraiser for the year, successfully organising and running a disco in the school hall. The SRC invited students and staff to wear something fun and colourful to the event and bring some money to spend on the food stall. Mrs Bellman supplied the music and the students loved dancing and doing the limbo. The disco raised $363 to go towards projects that benefit the school and students.

Outdoor Seating
Students have been requesting more outdoor seating for around the school grounds. This was brought to the SRCs attention through class meeting reports. As a result the SRC decided to use money they have fundraised to purchase two tables with attached seats to install in the school yard.

Davina Bellman, SRC Coordinator Term 3 & 4

Student Wellbeing - Annual Report
At Crystal Brook Primary School we are proud of the way majority of our students conduct themselves and support each other. We have minimal behavioural issues and follow restorative practices.

Twice during the year, students were surveyed about their wellbeing and incidents of bullying. This data allowed us to help teachers and support staff to understand the bullying behaviours that may be happening at school and how we can better support students.

Our results indicated that 40% - 60% have never been hurt, shouted at, not let play or talked about. Nearly 50% students reported an issue to an adult. The majority of issues that were reported occurred in the classroom and were resolved by the teacher. We will continue to encourage students to report any issues to teachers and support staff so they can be dealt with appropriately.

Davina Bellman, School Counsellor
Governing Council Report for 2012

The Governing Council provides oversight and support to the School, particularly in regards to major policy and financial decisions. This is carried out through meetings twice a term and various sub-committees of the Council.

The sub-committees are the Finance Committee, Education Committee, Bus Committee and Grounds Committee. All of these have representatives at Governing Council and liaise frequently between the committees. Governing Council also has a staff representative, community representative, the Principal and representatives from Parent Club and Kindy Committee.

This year we welcomed our new Principal Anne and Governing Council have enjoyed getting to know Anne and appreciate her passion for education. The year has been a productive one, highlighted by the purchase of the new Interactive Whiteboards and the official opening of the School Hall. Governing Council has continued to run smoothly developing Policy, monitoring budget as well as communicating with the School on bus, grounds or other issues.

The Governing Council for 2012 was:
Chairperson Sean Taylor
Vice Chairperson Robyn Kelly
Treasurer Stephen Duffield
Secretary Joy Phillips
Principal Anne Franks
Tim Lundie
Emma Grossman
Jacqui Merkel
Anne Crouch
Megan Smart
Steve Garden
Nina Cousins
Jo Piggott
Jade Inglis

I would like to thank the members of Governing Council for their enthusiasm and hard work over the year. I would encourage all parents to consider nominating for these important roles.

Sean Taylor
Chairperson
School Improvement is based on student academic achievement and perception data gathered from students, staff and the wider community.

Crystal Brook Primary School Perception Data is gathered from the DECD online surveys for Year 4—7 students, staff and parents randomly selected by DECD. The information provided is collated by DEDS and returned to the school in summary form with graphs. Internal perception data is gathered from staff: feelings/learning achievements and challenges each term.

Crystal Brook Primary School Student Achievement Data is gathered during the course of the year as part of the whole school data collection process. Including:

- NAPLAN for students in Years 3, 5 and 7
- PAT—Reading Comprehension rest is used to monitor growth and to inform teachers as to which areas of comprehension need specific teaching.
- Running Records for students in Years 1 and 2 collected in Terms 1 and 3 to meet DECD requirements and we collect Running Record data 5 weekly in Reception, and Years 1-3 to ensure regular monitoring of progress is occurring.
- The Clay series of literacy screen is also administered to check on growth of year 1 students at the beginning of the year and at the end of the year, this information is used to inform teaching during the year and for the teacher when they move into year 2.
- PAT-Maths—testing also takes place to measure growth and inform teaching.
- Teachers use other testing as necessary to measure growth and to inform teaching.

Improvement Strategies

Acting on data gathered for the 2011 Annual Report and associated recommendations, the following major strategies were put into place during 2012:

- A variety reading resources including non fiction purchased and used R—7.
- Explicit teaching of Maths supported by sharing of successful teaching approaches and use of Mathletics to improve student mathematical understanding of which processes to use as well as quick computation.
- NAPLAN style materials used to support students in sitting NAPLAN.
- Australian Curriculum implemented in Maths, Science, English and implementation of History.
- Workshops on Australian Curriculum and TfEL undertaken by staff, staff using Learning Design process when planning for student learning.
- Focus on reading comprehension across the curriculum as begun with some staff attending Sheena Cameron Reading Comprehension Strategies workshop, all teaching staff have those resources.
- Completion of fitting out of hall and JP Playground moved to other playgrounds to alleviate safety and supervision concerns.
- SSO support for students who were identified as possibly benefitting from additional oral reading practice to develop their reading skills and progress.
- Maintenance of staff and parent participation in decision making through the sub committees of Governing Council—Education, Finance, Bus and Grounds.
- Policy Review. Several School Policies were reviewed and approved by Governing Council. Updated school policies added to the CBPS website.
We participated in the DECD Online Surveys for parents, students and staff. Opinions were sought from all three groups in the following areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Communication.

The overall picture indicates in general that a very positive perceptions of the school are held by all groups.

- Communication around SAPSASA was an area for improvement and plans are already in place to ensure this occurs in 2013.
- The old furniture was seen as an issue, we have sourced desks and new chairs are on order for two classrooms for 2013.
- Thirty new computers will be in place for the computer room will at the beginning of 2013, ten I-Pads have been purchased and five Interactive White Boards were installed early in 2012 and have been embraced by teachers and students to improve student learning.
- There has been a Reporting review and a revised format will be used in 2013 with a comment for English and Mathematics to be incorporated and descriptors to use process as well as content to inform families.

Parent Comment: "I feel the school is well managed, I feel comfortable in approaching any teacher to discuss any issues I may have. They are welcoming and helpful from SSO to Principal. Well done Crystal Brook Primary School I am proud to send my children there!"

**Opinion Surveys - State comparison data provided by DECD**

**Perception Data**

- **PARENTS (40 response)**
- **STAFF RESPONSES**
- **STUDENT RESPONSES**

Black Diamond shows this year and white dot shows previous year.
### Numeracy Data

**CBPS NAPLAN data**

Mean = National Average for 2012

In NAPLAN, the Year 3 the data is showing that students have improved slightly, analysis shows us that students do not always understand the intent of the questions.

**Recommendations:**
- More explicit teaching of processes to bring students to a level of automaticity and understanding of language within questions.

In NAPLAN, the Year 5 the data is showing that students are working above the state mean for 2012.

**Recommendations:**
- Explicit teaching of understanding language of questions.

In NAPLAN, the Year 7 the data is showing that students did not interpret the full intent of what was required within the question.

**Recommendations:**
- Explicit teaching of understanding language of questions.

**CBPS Student Achievement Data - PAT M**

We have been a part of a regional trial using PAT-R (Reading) and PAT Maths. This data will be used to inform learning programmes in our school. We have also used this data to inform our new Site Improvement Plan.

**CBPS Student Perception Data Reception - Year 2**

Within in the Junior Primary our students have a positive perception of Maths and their learning. They are willing to attempt new tasks and orally discuss their learning.
Literacy Data

CBPS NAPLAN data
The graphs illustrate data collated over 2009-2012 and also include the mean (average) for 2012.

Year 3 NAPLAN
Literacy results show that we are below the mean in all areas, except reading this year.
Recommendations
Understanding what is required of specific genres when writing, including spelling and grammar. Targeted Intervention in 2013.

Year 5 NAPLAN
Reading and writing results show that students are working above the mean, but are slightly low in grammar.
Recommendations
To continue to work on the correct use of grammar when writing.

Year 7 NAPLAN
Reading, and writing results show that students are working above the mean but are low in spelling.
Recommendations
Continuing work on the four aspects of spelling.
**Literacy Data**

**CBPS Running Record data**
The graphs illustrate data collated at the beginning and end of 2013.

**Year 2 Running Records 2012**
The majority of Year 2 students are reading above level 27. Those not achieving at expected range will receive intensive support in 2013. *Expected reading range at the end of year 2 is 21-26.*

**Year 1 Running Records 2012**
All Year 1 students have progressed at a steady rate and we have no students reading within levels 1-5. Those students not achieving at expected levels will receive intensive support in 2013. *Expected reading range at the end of year 1 is 15-21.*

**Reception Running Records 2012**
The majority of students have moved on from levels 1-5. Students not achieving in expected range to have intervention in a specialised literacy program in 2013. *Expected reading range at the end of Reception is: 6 terms = 10—15*
**Student Growth**

**DATA:** Mean = Estimated student growth for 2012. This can only be done for Year 5 and 7.

**Year 5 NAPLAN Numeracy Progress**
Pleasing results with very small numbers in the low growth area and above state in upper growth.

**Recommendations**
Specific teaching of students in low growth area and students who with explicit teaching will move into upper growth. Teaching students to understand the language of the questions and what operations/processes are required in order to solve the problem.

**Year 7 NAPLAN Numeracy Progress**
Pleasing results with very small numbers in the low growth area and over represented in the medium progress.

**Recommendations**
Specific teaching of students in low growth area and students who with explicit teaching will move into upper growth. Teaching students to understand the language of the questions and what operations/processes are required in order to solve the problem.

**Year 5 NAPLAN Reading Progress**
Our Year 5 Reading results matches with state reading but there is room for improvement.

**Recommendations**
Teaching students to understand the language of the questions, to be able to understand the intent of the author and to make inferences.

**Year 7 NAPLAN Reading Progress**
Pleasing results with very small numbers in the low growth area and over represented in the medium progress.

**Recommendations**
Teaching students to understand the language of the questions, to be able to understand the intent of the author and to make inferences.
Priority — To further improve student understanding of how language works to improve interacting with texts in all areas of the curriculum

Overview
The focus was to continue the teaching of literacy in a structured and explicit manner R-7 across the curriculum, using a wide range of resources and programs. The use of Literacy Blocks supported by SSOs school wide strategy that enabled more of an individualised approach. The Oral Reading Program has provided support for many students who needed extra reading practise to improve their reading skills.

Actions
- R-2 Guided Reading continued using a wide range of learning resources
- Explicit teaching of spelling, editing and grammar and punctuation
- Use of personal checklists, charts and organisers to ensure clarity of tasks
- A wide range of text types used to further broaden students knowledge of how texts work
- Targeted intervention and Oral Reading Support Program for students not achieving in their Running Records range or low in Clay Literacy Screen
- Staff learning with Sheena Cameron: Reading Comprehension Strategies materials and Training and Development
- Use of Jolly Phonics and Jolly Grammar to further improve early literacy learning
- Continuation of the Reading Support teacher role to support teachers R-2

Site Improvement Plan Targets for 2012
Our Site Improvement Plans targets stated that:
- All year 5 students (non NEP) will be or above Band 4 in Writing as measured by the NAPLAN Proficiency Bands—100% achieved this target
- All year 7 students (non NEP) will be in or above Band 5 in Writing, Spelling & Grammar as measured by NAPLAN Proficiency Bands—100% achieved this target
- During 2012 all year 5 students (non NEP) will be in or above Band 4 in Spelling as measured by NAPLAN Proficiency Bands—100% achieved this target
- That every child achieves their chronological age or above in Running Records Years 1 and 2 - 76.5% in Year 1 have achieved this target 94.5% in Year 2 have achieved this target

Recommendation - Actions for 2013
- Staff understand their role and responsibilities within the 2013-2015 Site Improvement Plan and are able to show how they are implementing and supporting this within their practice through Performance Development meetings
- All staff working with implementing and sharing Sheena Cameron Reading Comprehension strategies and attend training and development in literacy strategies
- Targeted students are supported through R-2 and year 3-7 intervention groups three times per week and classes supported through the Oral Reading Program
- Review of Spelling teaching and learning strategies, student learning resources and assessment strategies R-7
- Implementation of the Australian Curriculum R—7 particular focus on English and History in 2013 as well as continuing with Maths and Science, including S.A. Teaching and Learning Framework (TfEL) - the pedagogy—how we teach
- Site agreements on programs, assessments and resources used across the school
- Review of current Reading Comprehension resources at CBPS and investigation of new resources for use with IWB technology
- Occasional use of NAPLAN style resources to improve students understanding of what questions are asking them
Financial Summary and information required by government agencies

Finance Summary

- The sound financial position that the school is in enabled us to fund a range of successful learning programs and resources and to contribute to the grounds improvements. The Oral Reading Program, small class sizes, Literacy Blocks supported with SSO staff.
- The school’s operating budget for the year was $1.47m—used to fund salaries, learning resources, utilities, maintenance and running expenses.
- Government grants supported fitting out of the Hall and solar panels.
- Donations from Parent Club funded laptops to be used with the Interactive White Boards, a new water cooler, contribution towards shade purchased in 2011, ten I-Pads, blinds for Rooms 2, 5, 10 and booster seats for the buses.
- We have also have a grant to demolish the Activity Room and Room 11.

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<tr>
<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1 Grants: State</td>
<td>$92,447.61</td>
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<tr>
<td>2 Grants: Commonwealth</td>
<td>$17,364.80</td>
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<td>3 Parent Contributions</td>
<td>$64,437.96</td>
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<tr>
<td>4 Other</td>
<td>$44,282.77</td>
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Financial Statements are available from the Front Office.

Teacher Qualifications

All 13 teaching staff have Registration with the Teachers Registration Board. Teachers have a variety of qualifications, including: Diploma of Teaching, Bachelor of Teaching, Bachelor of Education and Post Graduate Degrees—some teachers have more than one qualification, in total there are 24 qualifications and several staff members are engaged in further academic study.

Expenditure and teacher participation in professional learning

All staff have participated in a range of professional learning during the year. This included a minimum of 37.5 hours per fulltime teacher outside of school time. Focus areas have included: Australian Curriculum, Science, Maths, English, History and the SA Teaching and learning Framework. Sharing of successful teaching and learning strategies has been a highlight as was the learning and application of learning from Sheena Cameron Reading Comprehension Strategies day which some staff participated in, all staff have her resources to inform teaching. Staff meetings also have a component of professional learning related to teaching and learning. Student Free Days were also used to up-skill in the Australian Curriculum, TeFEL, using data to inform teaching and Interactive Whiteboard technology.
Financial Summary and information required by government agencies

Responses to National Aboriginal and Torres Strait Islander Plan
Aboriginal students were supported by an Aboriginal Education Teacher and an Aboriginal Community Education Officer during 2012. The roles involved working closely with the Aboriginal students, parents/carers and community. All Aboriginal students had an Individual Learning Plan developed by teachers in collaboration with students, parents and specialist DECD staff as well as targeted APAS funding.

Intervention and support for targeted learners
Students in need of intervention programmes are targeted through classroom assessments, testing and evaluation by class teachers. Recognised concerns are raised with the Special Education Coordinator who supervises the referral process, obtains relevant consents and collaborates with the Regional Office in organising further assessments to identify specific needs. School Services Officers are allocated time to work with small groups or individuals to assist their learning in the areas of concern that is identified through this process. This time is directed by the class teacher and overseen by the Special Education Co-ordinator.

Workforce Composition
This report is a profile of staff located in our site as at August 2012. Teaching staff are those who spend the majority of their time in contact with students, i.e. support students either by direct class contact or on an individual basis, and have teaching duties, i.e. are engaged to impart the school curriculum (includes leadership positions). Non teaching staff include student counsellors, school service officers, Aboriginal Education Workers, grounds-persons, building operations, general maintenance, etc.

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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
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<tr>
<td></td>
<td>Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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<td>Persons</td>
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Intended Destination

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<td>Interstate/Overseas</td>
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<td>Other</td>
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<td>13.2%</td>
<td>21.0%</td>
<td>17.7%</td>
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Student Attendance

Attendance at CBPS is good and continues to improve. The need for good attendance is promoted by teachers and through the Newsletter. Non attendance is followed up by teachers, Student Counsellor and the Principal through a rigorous process that involves: recording individual student lateness and absences, contacting parents, informing parents about each absence, requiring notes for absences, requiring late students to report to the Office and liaising with DECD where attendance issues cannot be resolved.

The CBPS Attendance Improvement Policy was reviewed by the Education Committee during 2010 to ensure that we are doing everything possible to have students attending, we continue to promote these goals, with leadership, teachers and families working together to improve our attendance and decreasing unexplained absences

- All children attend every day on time
- A decrease in unexplained absence

In Term 1 of 2012 we had a disappointing % of unexplained, a big improvement program with teachers following up on unexplained absences. Newsletter articles and Awards for students with no unexplained absences saw a dramatic improvement in Term 2. unexplained absences and lateness have reduced from 21% in Term 1 to 10.3% in Term 2.

The target set by DECD and our Region for 2013 is 95% attendance rate, we will be working with staff, students, parents and caregivers to meet this target in 2013.

CLOSING COMMENTS

We commend this Report to the community as a means by which we can gauge the work of the school over the year using a range of data and other information. The Report identifies areas of strength as well as areas that may need to be reviewed or changed, both of which provide opportunities to focus on improvement so that CBPS provides the best possible standard of education for students and families.

Anne Franks (Principal) Dr Sean Taylor (Chairperson Governing Council)