“Emotions are the key to the intellect.”

Robyn Fogerty
Contents

3 The 3 E’s

4 Pillars of Learning
5 Learning to Know
7 Learning to Live Together
9 Learning to Live Sustainably

Commonwealth Reporting Requirements

15 Opinion Surveys
17 School Profile Data
18 Financial Data
20 Governing Council

Self Review and Validation

10 Self Review
11 Our Top 3: 2014 Successes
13 Preschool Report

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Preschool - Year 7

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Engagement and effort equals a pathway to excellence: The 3 E’s!

It has long been established that having an interest in what you are learning seems to make it easier to learn new information or at the very least want to be at school and therefore increase the chances of expanding skills and understandings. This premise has often been the driving point for enrichment programmes that might operate outside the classroom and on other occasions to motivate whole groups or an individual child within the room.

At Nairne we are trying very hard to take this premise to a whole new level. Schools and learning are much more than just interest. For real learning to occur we need to be clear about where the responsibility lies and what we are aiming to achieve. Teachers have the responsibility to construct learning in a way that is deep, thoughtful and connected. They are responsible for engaging students with and through their learning. They support students to take on board new information and skills but then to help them to make sense of this information.

Engagement however is simply not enough.

Effort, will, resilience and determination are also required and this is the responsibility of the student or the learner. Being able to verbalise and set your own targets and goals inspires you to reach new heights and takes away from competition with peers to challenge with self. No one can force someone to learn. Effort comes from within and needs to be acknowledged and encouraged.

Excellence then becomes the new outcome. What do we see when engagement and effort combine? Students who are achieving successes, celebrating new discoveries and understandings, pushing their own boundaries, having a growth mindset and a willingness to take risks. This is what we are hoping to achieve for all learners, both staff and students.

We will continue to:
• Support and challenge every teacher on their own learning journey so that they can experience their own success and excitement and translate this to the classroom.
• Develop our whole school approaches in literacy and numeracy as this will provide greater connections for students.
• Expand our understandings of personalising learning through a framework linked to Discovery and Education Research Projects (ERP’s).
• Develop systems for cohesive assessment and data collection.
• Use feedback, learning intentions, aspirations and target setting to embed the notion of “Personal Best” for all learners.

We are committed to enhancing the vibrant learning culture of Nairne Schools. Our relentless approach in seeking excellence in all students learning will continue.
Pillars of Learning

In 2008 we began our journey with the five UNESCO Pillars of Learning:

1. **Learning to Know**
2. **Learning to Be**
3. **Learning to Do**
4. **Learning to Live Together**
5. **Learning to Live Sustainably**.

We began using them as an organisation framework to guide our vision and organise our thinking and they quickly became the backbone to our site Improvement Plan.

Initially we focussed on 3 Pillars and linked school management Teams to each ensuring greater levels of participation and a shared responsibility for many of the activities that happened in a year in a busy school.

In 2010 the preschool were formally acknowledged within our site improvement plan and Management teams became Improvement Teams.

In 2011 the Pillars of Learning were used to structure Governing Council subcommittees (now known as pillar groups) allowing a closer connection between staff and parent priorities and firmly establishing a consistent language.

In 2012 the pillars were used as a framework for a new “Student Voice” structure successfully replacing several unsuccessful attempts at effective student leadership and participation.

In 2013 and 2014 we have continued to use – Learning to Know, Learning to Live Together and Learning to Live Sustainably as our core work however the students have a Learning to Be group which oversees the others.
Learning to Know

Our priorities:

English, Mathematics, Personalised Learning and Information Technology (IT)

Our expectations:

- Agreed whole school data collection process
- Make whole school literacy agreements more visible
- Use same framework as literacy to develop whole school maths agreement
- Draft whole school IT agreement to be written
- Growth orientated targets; literacy and numeracy 10% increase in students in upper proficiency band for NAPLAN and 10% reduction in students in lower proficiency bands
- Literacy: 82% above level 10 by end of year 1, 78% above level 20 end year 2
- All staff see themselves as learners
- Intervention in numeracy and literacy will support 50+ students/year
- One plans exist to support all aboriginal, GOM, Students with Disabilities
- Install new student Management system (Sentral) across the school

Our achievements:

- A documented data collection process is in place for mathematics and English and timelines for collection are adhered to. All staff using Maths tracking and all staff collecting agreed assessment data at strategic points across the year. Electronic student files in place and historical data being entered to ensure that in January 2014 every teacher will be able to easily access this growth information.
- We have also introduced a Mathematics litmus Test conducted in term 4 with a Base 10 focus. Each classroom teacher then received individual feedback on their class and instructional support from our mentor.
- Our literacy statement has been used throughout the year to guide our training and development.
- Plan my Maths Folders. We have started the process of developing a mathematics statement and in addition all staff now has a “Plan my Maths” folder with support documents and planning templates. The long term and short term planning of deep, engaging and significant mathematics sessions has been and will remain a priority.
- Staff Formal Feedback. This year each staff member participated in a formal feedback and analysis session with our Deputy to look at NAPLAN results for their cohort of children.
- Termly Aspirations. Our staff see themselves as learners and now develop termly aspirations in mathematics, literacy, personalised learning and ICT. These aspirations are used to share with colleagues and form the basis for our new Performance Development structure. These are now referred to as
are confident that as students and teachers
have been “teething” questions and queries but we
The whole process is very new so there have
undertaking and has seen students following
projects) in terms 3 and 4. This has been a great
importance of starting to use E.R.P’s (Education research
upper primary teachers made a commitment
plans do not always hold all of the priorities
to do this year in our Improvement plan but
We have achieved much of what we set out
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ultimately their students. This open, engaging
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This year all staff has continued in their relentless
improvement for them selves and ultimately their students. This open, engaging
and risk taking approach from teachers are to be commended. Without this positive attitude to their own learning we would not be able to reach new benchmarks in what is possible with children. A collaborative team has been fundamental to this process but even more important is the willingness to have a go and the trust and honesty around new learning.

We have achieved much of what we set out to do this year in our Improvement plan but plans do not always hold all of the priorities and the work. During the year the middle and upper primary teachers made a commitment to starting to use E.R.P’s (Education research projects) in terms 3 and 4. This has been a great undertaking and has seen students following their interests within specific subject areas.

The whole process is very new so there have been “teething” questions and queries but we are confident that as students and teachers
become more familiar with the process great things are in store.

Our deliberate approach to connecting technology with learning is making headway. We now have many more staff that are very familiar with the capabilities of I-pads and computers in general. Purchasing extra ipads and placing four as permanent resources in each classroom has meant that children can access these at any time and see them now as another powerful resource available rather than an amusement.

Some of our older students has taken the technology out of the classroom and used it for a variety of things including an inspirational video about our school which they submitted as an application to win a grant for the school. Whilst not successful they now have skills that they can share with others and we have a short video that can be used for families interested in seeing what happens in the school.

**NAPLAN – The Growth Continues!**

2014 NAPLAN results are reflecting that many Nairne students are making significant progress across all year levels. 95.2% of all students achieved the National Minimum Standard across all areas of Literacy and Numeracy.

Year 3 students mean average in results has increased in 3 of the 5 components. Our reading mean score is up by 10 points, writing mean score is up by 10 points and numeracy is up by 18 points.

Year 5 students have further increased the number of children achieving in the middle and upper bands. In reading we have had a 5% increase to 85% of students in these two bands, with 29% of these students in the upper band. In Numeracy we have had a further 2% increase to 79% of students in the middle/upper bands and 33% of these students in the upper band. Our challenge is to ensure that by the completion of year 7 for these students that an even greater percentage of students have scored in the upper bands.

Year 7 students have continued to increase the mean score in 4 of the 5 components. Reading results have climbed another 16 points, Grammar and Punctuation 18 points, Numeracy 10 points and Spelling 2 points. Our year 7 students have achieved increased mean scores in most components and the mean scores are equal or better than most Hills schools in our local area.

All teachers were provided with specific feedback in relation to their classes NAPLAN results and the breakdown in how children achieved against the Australian National Average and related trends. Teachers have also had the opportunity to study detailed individual children’s results so they may focus on specific aspects for improvement.

**Our summary**

This year all staff has continued in their relentless pursuit of improvement for themselves and ultimately their students. This open, engaging and risk taking approach from teachers are to be commended. Without this positive attitude to their own learning we would not be able to reach new benchmarks in what is possible with children. A collaborative team has been fundamental to this process but even more important is the willingness to have a go and the trust and honesty around new learning.

We have achieved much of what we set out to do this year in our Improvement plan but plans do not always hold all of the priorities and the work. During the year the middle and upper primary teachers made a commitment to starting to use E.R.P’s (Education research projects) in terms 3 and 4. This has been a great undertaking and has seen students following their interests within specific subject areas. The whole process is very new so there have been “teething” questions and queries but we are confident that as students and teachers
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Learning to Live Together

Our priorities
Positive learning culture, improved student attendance, focus on child protection and cyber safety curriculum.

Our expectations
- All staff use proactive and restorative practices to support students to develop strong relationships and support engagement in learning.
- All school staff and families are aware of policies and procedures that support wellbeing.
- Monitor issues of harassment and bullying and work with families and outside agencies to support students in making positive social choices.
- Provide Governing Council with a data analysis of attendance and behaviour twice a year.
- Improve communication with families.

Our Achievements
- Communication with the school community. This year we have developed a note to inform parents that their child has been in the office due to a yard or a classroom issue. We have also created a Nairne School Facebook page to communicate information as well as share positives. A positive feedback box has been placed in the front office for parents to use to provide staff with feedback. We have also continued to use the newsletter to communicate events and achievements. Photos of school events and information are put on the TV in the office area to share school highlights.
- Parent Network. This group meets twice a term and this is advertised in the school newsletter, on Facebook and on posters around the school. In 2014 the group won a grant. The money was spent on two parent workshops run by Mark LeMessieur, a staff and parent workshop run by Autism SA and to purchase books to put in the parent library. The group plans to continue to meet next year and hopes more parents will attend.
• Attendance has been continually monitored each term and teachers communicate with the counsellor reasons for lateness and non-attendance. We have continued to connect with families in a personal way if we have concerns about their child/ren’s attendance. This year we have not had any extreme non-attenders as in previous years, but we have had students go on extended family holidays. This unfortunately affects our attendance percentage. Our school has maintained an overall attendance overall percentage of over 90%.

• Behaviour Education. We have continued to monitor the behaviour of our students carefully and have a system where all issues are recorded so that we may see what particular students as well as whole groups have been involved in. This data is monitored each term by the leadership team. This year there has been a small group who we have identified as engaging in harassment. Over 75% of these students and their families are currently being supported by an outside agency that the school also connects with. The leadership team also use this data to work with families, staff and the students on intervention programs.

• We continue to reinforce the message to students and families to report any issues that are occurring so that we can follow up immediately.

• Partnerships with Summit Health. At the end of the year we developed a partnership with Summit Health. They provide a counselling service to families. Many families have engaged in the service which is run at the school and serviced by two child psychologists. We currently have a small waiting list of students waiting to begin.

• Lunchtime activities. Throughout the year the Counsellor and CPSW have provided activities for students during lunchtime. We have also had members of local churches volunteer their time during these activities.

• Students involved in harassment

• Students involved in more than 5 issues of harassment

Student Population Analysis

- Family Crisis
- Disability
- Family Engaged in Support Service

2014 Nairne School Attendance Data

2014 Nairne School Attendance Data

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Our Summary

- We continue to create opportunities for our students to understand the virtues of compassion, friendliness, kindness, peacefulness and tolerance by participating in whole school events. For Harmony Day this year we invited guest speakers, collected data about Nairne’s cultural backgrounds and focused on cultural diversity in classrooms. We also participated in our first Peace Parade linking to the international day of Peace to support our students in understanding that not everyone lives in a country at peace like we do. We had our biannual Aboriginal for a Dae where our students participated in cultural ceremonies, games, storytelling and creating art works.

- Common Virtues. This year the school chose to have common virtues across the school. Staff determined what virtues were appropriate for different year level groups. They selected: excellence, perseverance, respect, self-discipline, responsibility, honesty, confidence and kindness. Virtue stations were established for staff and students to encourage more community members identifying virtues in each other. Virtue stations have been placed in the staffroom and wellbeing corridor.

- Student voice has continued in its previous format and all classes have a representative that attends a meeting each week. Through these groups the school has continued to support our World Vision child, Dalimberg. We have rescued two moon bears, supported motor neuron disease and the cancer council through Bandanna Day. The groups have continued to have a strong focus on the environment by focussing on nude food days, recycling and reducing rubbish in the yard. Information has been placed in our school newsletter by one of the groups. The senior students visited Parliament House this term and they have run the end of term assemblies.

- High school transition programs have been developed with Mount Barker High School and Oakbank Area School.

- Choir. Our fantastic choir has continued to flourish with 34 children participating and singing at festival theatre. This year Lesley, our CPSW, worked with the counsellor to teach the choir the songs. Many students developed in confidence and now try out for solo parts. The choir will perform at the Nairne Christmas Carols and Nairne’s 175th birthday.

- “What’s the Buzz” groups. Two new “What’s the Buzz” groups were run this year by Belinda and Lesley team teaching to support students in developing social skills that support friendships and positive behaviour.

- The One50 dance program once again supported a group of senior girls by focusing on self-esteem and social skills.

- Breakfast club. We have run breakfast club everyday this year to support a small group of students to have a positive and healthy start to the day. Lesley our CPSW has sourced food for this program through Foodbank. Fruit has also been given out every Tuesday. Additionally parcels of kindness (frozen meals) have been given to families in need during the year.

- Staff completed and updated Child Protection Curriculum training.

- We continued to focus on cyber safety in term 1 by having SAPOL come and run workshops with our students.

Our recommendations for 2015:

- Whole school focus on behaviour education linked to our virtues and philosophy.

- Support students by engaging in Rock and Water and All About Choice in Term 1.

- Learning to Be Student Voice group to look at data from surveys about how safe students feel.

- Create a survey to use with students each term to find out how kids are feeling. Collate and analyse data.

- Use data to hold forums each term with students.

- Further embed aspects of positive psychology across the school.
Our Priorities:
- Sustainable learning and living, Kitchen Garden and Kids Kitchen, Planning Outdoor Play areas

Our Expectations:
- All classes involved in environmental initiatives
- Environmental initiatives are communicated to the community
- Staff develop links with environment and other curriculum areas
- Support Nude Food Days
- All classes participate in either germination, propagation, growing, harvesting, food preparation and or eating linked to the garden and the kids kitchen

Our Achievements:
- Regular section in newsletter highlighting environmental initiatives and garden news
- Planning of future “Natural Play Spaces” continuing
- Nude Food days embedded across school community
- Most classes continue to be involved with Sally in the kitchen garden
- Classes working with Sally in development of Butterfly Garden
- Class working with Governing council members and Wally to plant out and maintain back paddock school border
- Class assisting to plant new grass runners around seniors building and maintain area.

Our Summary:
- Nairne Schools has continued to work in partnership with the Natural Resource Management Education group, accessing their expertise in regards to student learning programs, staff training and development and resources to assist with environmental projects. We have also maintained our partnership with “Trees For Life” by accessing seedlings to plant in various community parks and on our school grounds to further enhance biodiversity within our local surroundings.
• Our student, parent and staff “Learning to Live Sustainably” groups have worked together more cohesively this year by attending each other’s meetings on occasions and teaming together to develop projects that all parties can be involved in, helping to engender that sense of community across the school.

• Our “LTLS” groups have continued to promote and develop sustainable practices across our site some of which include:

  • Nude Food lunch boxes across our schools twice per week
  • Involving more classes in our recycling and waste reduction programs
  • Conducting energy and water usage audits across the school and developing sustainable practices across our site
  • Reusing of old materials for playground seating and planning involving aspects of “nature play” in future playground developments
  • We have had other staff attend workshops in regards to Outdoor natural Play Spaces to try and develop greater knowledge amongst staff and a presentation was given to Governing Council highlighting the benefits in heading in this direction for our children.

• All of our plantings over the past two years near the oval and school exit are growing well and receive many favourable comments from children and community members.

• Our “Giant Spring Working Bee” although not as well attended this year but a hard working group of parents, children and staff still completed an amazing amount of tasks.

Our Recommendations for 2015

• Ongoing planning and development of Outdoor Natural Play Spaces

• Ongoing energy reduction and water wise practices

• Complete development of Butterfly Garden

Self review

Self Review and Validation

This section is currently under review with DECD and not available at the time of writing for inclusion in the Annual report.
Our ‘Top 3’ Successes 2014

‘Top 3’ in classrooms

1. **Common practice across the site:** This is the first year this has ever been mentioned and for it to hit the number 1 spot is incredible. It shows that after several years of really focussed work we are starting to see some real benefits and staff are acknowledging the benefits of having common understandings around practice and common language to describe learning. A collective focus also supports team teaching and planning and this has started happening in areas across the school.

2. **Read Up:** This is one of our targeted intervention programmes. The school funds Read Up for 18 hours a week to support young students who are having difficulties getting started with their reading. Children have 3 x 1/2hr sessions a week with a partner and these are run by trained SSO’s. Most children stay on Read up for approximately 3 terms. The confidence, fluency and excitement that results from these sessions is a joy to see.

3. **Student engagement:** Having the opportunity to really get connected with your learning is something that everyone hopes for. This year it is really starting to come to the forefront with teachers focussing more attention on what makes learning relevant and meaningful for individual students.
‘Top 3’ in the school

1. **Sentral**: Who would have thought that a computer programme to manage student information and data would have stolen first place this year? It just goes to show how much people want to have access to good information quickly and how user friendly Sentral is. We are the first school in South Australia to be using this program (there are 100’s in other states) and it is clear to everyone that it was designed by teachers for schools.

2. **Chess Club**: Helen and the chess club have become quite an institution at Nairne School. From very humble beginnings four chess teams now compete in competitions in the Hills and in Adelaide and have their own “training” room with practice sessions twice a week.

3. **Great student teachers**: A very busy year for student teachers this year with fourteen requesting to be mentored by one of staff this year. The calibre and commitment from these pre-service teachers was absolutely brilliant. We wish all of them the very best and know that many, many students will be supported and challenged by these new graduates.

“Top 3” with teachers’ own learning

1. **Walker Learning Approach**: This includes Discovery, greater insights into E.R.P’s (Education research projects), focus students, communication boards, learning intentions, focus/clinic groups etc. Developing a more personalised approach to teaching and learning and reflecting on environments for learning, expectations, connections to curriculum, time management, assessment and instruction has been a massive challenge for all of us. Seems that staff have voted this number one for good reason- they really are making a difference!

2. **Working with our mentors in maths and literacy**: A tie for second with many people identifying the new maths planning folders and and 1:1 sessions with Sharon and Rosslyn as being a significant part of their learning in 2014.

3. **Sharing and learning with others**: In particular Lobethal primary staff were mentioned in feedback. It is essential that we maintain strong connections both within the school and across schools.
Nairne Preschool
Personalising Learning Through Play

Our Preschool has adopted a Quality Improvement Plan closely aligned with the school’s 3 pillars of learning. Our 3 areas of focus: Learning, Community, & Relationships.

Learning

Our Priorities:

• Maximising the use of both indoor and outdoor spaces
• Providing opportunities for the children to explore, investigate and discover their natural environment and develop a connection between the children and their natural environment.
• Emphasising and using the children’s voice to develop and implement our programme.
• Continue learning about Thinking and Talking Floorbooks.

Our Expectations:

All children have a right to learn within a safe, secure environment, in which the child’s voice is valued and play is embraced as the developmental basis in young children’s learning.

Our Achievements:

• Used a focus child system to create a relevant weekly programme for the children.
• During Tinger Time ask the children what they would like to do.
• Changed the weekly time table so children attend on consecutive days so they can continue on with activities over a two day period.
• Developed our programme to embrace the children’s voice through a ‘Focus Children’, ‘Child Initiated Activities’ and ‘Reflection’ sections/areas.
• Completed the first year of the one intake policy and adjusted to the many changes necessary to achieve such a major change.

Our Summary:

We have successfully implemented and evaluated our programme to include and value our children through our Focus Child emphasis, using the children’s ideas, thoughts and knowledge and extending learning opportunities through child initiated activities.

Our Recommendations:

To continue to develop our outdoor area with opportunities for family participation. Provide extended opportunities to share the shared play space with JP children according to our Transition Policy. Continually evaluate our practices in light of providing a programme that embraces the spontaneity of children’s learning and reflects each child’s abilities, interests and knowledge.
Community

Our Priorities:
- Creating a parent resource area
- Ensuring that families feel connected to their children’s learning experiences

Our Expectations:
- That a strong link between the Preschool and Children, with the community is achieved.
- That Floorbooks are utilised for communication with parents.
- The FLOW books as a means of communication between home and preschool is maintained.

Our Achievements:
- Regular Preschool newsletters every 3 weeks
- Successful family events each term
- Continued connection with the school through music activities provided by Lesley.
- Successful development of the FLOW books.
- Development of our Transition Policy into school with JP staff and Principal
- Continued visits to the library and attending appropriate special events at the school.
- An overwhelming response to our invitation for families to join us in daily activities at the centre.

Our Summary
It has been a momentous year adjusting not only to the major changes brought about by the government’s one intake policy but also to the absence of Jill Hardy who has been a long-term staff member, instrumental to the centre’s existence for a substantial period of time. Jill has been on long service leave and is yet to decide on her future at the preschool. We have made a commitment this year to involve families more inclusively in the programme. The FLOW books have enabled greater communication between the preschool and families and an insight to our daily activities and a reporting connection to the Early Years Learning Framework.

Our Recommendations:
- Continued use of FLOW books in future years
- Successful implementation of the Transition Policy into Nairne School.
- A continuation of our commitment to provide daily opportunities for families to be involved in the programme.

Relationships

Our Priorities:
- Optimising the quality of adult/child relationships.
- Extend our commitment to using the Early Years Learning Framework within our FLOW books.
- Develop a user friendly Summative Report format that all staff are confident and happy to use.
- Successfully completed our Quality Improvement Plan for 2014 with continued updates
- Continued use of focus children to guide our programme.

Our Expectations:
- Educators work from the needs of the child not the adult.
- Educators embrace a reporting system that is consistent and also family and child centred and easy to use by all.

Our Achievements:
- Worked with the Principal and JP staff to develop the Transition into School Policy
- Growing as a staff team without Jill’s leadership and valuing each team members contributions.
- An overwhelming response to our invitation for families to join us in daily activities at the centre.

Our Summary:
It has been a year of change for the preschool and not only maintaining but improving the day to day learning opportunities for the children and focusing and developing new practices to improve the centre in line with the one intake policy has been quite the challenge. It has been wonderful to see the preschool team support each other but also to see the increased participation in the centre. It must also be said that our children in general have been fantastic this year and we have really enjoyed being part of their young lives.

Our Recommendations:
We would like to see the staff team stay together next year and continue to improve our curriculum and centre for all who are a part of it.
The new rating scale:

- Strongly agree: 5
- Agree: 4
- Neither agree or disagree: 3
- Disagree: 2
- Strongly disagree: 1

Areas that received an overall score 4.0 – 5.0 will be recorded as strengths and those registering below 4.0 will be referred to as areas for improvement.

In total there were only 3 scores below 3.7 (3.4, 3.4, 2.9).

Opinion Surveys

(79 responses – 14 questions)

**Strengths:**
- Teachers at this school expect my child to do his/her best
- The school is well maintained
- My child feels safe at this school
- I can talk to my child’s teachers about my concerns
- My child likes being at this school
- The school looks for ways to improve
- Teachers at this school motivate my child to learn
- My child is making good progress at this school

**Improvement areas:**
- Taking parents’ opinions into account
- Providing students with feedback
- Managing student behaviour

Each year parents, students and staff are surveyed so that schools can make sure they are meeting the needs of their entire school community. This year a new survey format has encouraged more people to respond and has allowed for easier data interpretation. The complete graphs are available from the school.
Student survey  
(34 responses – 12 questions)

**Strengths:**
- My teachers expect me to do my best
- My teachers provide me with useful feedback
- Teachers at my school treat students fairly
- I feel safe at my school
- I can talk to my teachers about my concerns
- I like being at my school
- My school looks for ways to improve
- My teachers motivate me to learn
- My school gives me opportunities to do interesting things.

**Improvement areas:**
- Maintenance of the school grounds
- Managing student behaviour
- Taking students opinions seriously

Staff survey  
(16 responses – 16 questions)

**Strengths:**
- Teachers expect students to do their best
- Teachers provide useful feedback
- Teachers treat students fairly
- The school is well maintained
- Students feel safe at this school
- Students can talk to teachers at this school
- Parents can talk to teachers at this school
- Student behaviour is well managed
- Students like being at this school
- The school looks for ways to improve
- The school takes staff opinions seriously
- Teachers motivate students to learn
- Students learning needs are being met
- The school works with parents to meet their child’s learning needs
- Teachers receive useful feedback about their work
- Staff are well supported at this school

**Improvement areas:**
- There were no areas that scored less than 4.0 however this does not mean we will not be looking for any improvement. We will be setting targets to get all areas over 4.5 for 2015

Preschool survey 
(38 responses)

100% of parents either agreed or strongly agreed with the following statements:

**Strengths:**
- The preschool has the expectation that children will learn
- My child’s teachers make learning interesting and enjoyable
- My child has access to quality materials and resources that help him/her to learn
- Children know how they are expected to behave at the preschool
- I feel welcome at this preschool
- I am comfortable approaching my child’s teachers about his/her progress
- Children from all backgrounds and cultures are treated fairly at this preschool
- This preschool is well organised this year

**Improvement areas:**
- Increasing opportunities for parents to be informed about their child’s learning
- Parents hearing about how well their child is doing
- Seeking parents opinions about the educational programmes

School Profile Data

**Teaching staff**

All 28 teaching staff are registered with the SA Teachers Registration Board and have the appropriate qualifications. We do not have any indigenous educators on staff and have 7 men and 21 women.

**Student population**

Nairne school has undergone rapid growth in the past years. In 2002 we had 11 classes on site and in 2013 we had 21 classes. This has resulted in over 6 million dollars in facilities upgrades, extra land acquisition and some of the latest designs for learning spaces.

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>520</td>
<td>515</td>
<td>556</td>
<td>556</td>
<td>544</td>
<td>480</td>
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</table>

Over the last 3 years student numbers have steadied and then have reduced in 2014 due to significant factors converging on the school:

- Single first day start for all new receptions (only 35 started due to the enforced preschool enrolment pattern rather than 70-80 children)
- Local private school started year 7 enrolment and all families told they must move for year 7 to ensure a place in year 8
- Changes to school bus access
- Several families choosing to move to another local school
- Smaller number than usual of defence families moving into the district and several larger defence families being transferred out

Currently our Reception – year 7 cohort is made up of: 19.5% school card, 3 students under the Guardianship of the Minister and 2 aboriginal students. We have 31 students who have verified disabilities and are supported with One Plans and SSO hours.
## General Ledger Profit and Loss for Current Year, period 11

### Account Description | PTD Posting | YTD Posting
---|---|---
GRANTS : DETE | | |
R-ZZG-6163 | DECS GRANT - POOL MAINTENANCE | 0.00 | 2,715.69
R-ZZG-6195-0003 | GRANT - PIE GRANT 2014 | 0.00 | 2,300.00
R-ZZG-6195-0013 | GRANT - ACEO 2013 FUNDS RETURNED | 660.00 | 660.00
R-ZZH-6195 | O.H.S. & W. - GEN - ELEC TESTING | 0.00 | 730.00
---|---|---
Total for GRANTS : DETE | 660.00 | 6,405.69

### GLOBAL BUDGET REVENUE

### Account Description | PTD Posting | YTD Posting
---|---|---
R-ZDS-65118 | STAFF - TCH SUPPLEMENTATION (GB) | 0.00 | 21.95
R-ZZG-6142 | GRANTS - RECURRENT FUNDING | 0.00 | 3,183,375.14
R-ZZG-61471 | GB-RECONCILIATION PRIOR YEAR | 0.00 | 36,312.50
R-ZZH-61334 | GB-FLU VACINATIONS | 0.00 | 528.00
R-ZZH-61334 | GB-FLU VACINATIONS | 0.00 | 528.00
R-ZXG-61124 | BETTER SCHOOLS AGREEMENT FUNDING | 0.00 | 11,954.84
---|---|---
Total for GLOBAL BUDGET REVENUE | 0.00 | 3,257,628.82

### OTHER STATE GOVERNMENT GRANTS

### Account Description | PTD Posting | YTD Posting
---|---|---
R-ZOX-6295-0004 | SA GOVT - BREAKDOWN MAINT GRANT | 0.00 | 21,303.50
---|---|---
Total for OTHER STATE GOVERNMENT GRANTS | 0.00 | 21,303.50

### PARENT CONTRIBUTION REVENUE (CONTINUED)

### Account Description | PTD Posting | YTD Posting
---|---|---
R-CXE-6470-0007 | EXC - BOUNCE ROOM 4/5/12/14 | 332.50 | 332.50
R-CXE-6470-0010 | EXC - JAMES & GIANT PEACH 27/2/14 | 0.00 | 1,242.00
R-CXE-6470-0011 | EXC - JAMES & GIANT PEACH 28/2/14 | 0.00 | 820.00
R-CXE-6470-0012 | EXC - PENGUIN CENTRE CLOS 2/7/14 | 0.00 | 485.45
R-CXE-6470-0013 | EXC - END-OF-YR EXC MPT | 0.00 | 2,792.12
R-CXE-6470-0016 | INC - YR 7 GRADUATION | 0.00 | 1,800.00
R-CXE-6470-0023 | EXC - ROAD SAFETY RMS & 70/20 18/9/14 | 0.00 | 637.50
R-CXE-6470-0033 | EXC - ROAD SAFETY RMS 10/11/2014 | 0.00 | 540.00
R-CXE-6470-0036 | EXC - MONARTO ZOO CLUB 7/11/14 | 0.00 | 280.00
R-CXE-6470-0070 | EXC - JPT 2013 - ROOM 1 - REVENUE | 0.00 | 10.00
R-SCC-6482-0001 | CHESS CLUB - PARENT FEES | 0.00 | 320.00
R-SGE-6484-BRWK | BOOKCLUB - BOOK WEEK ( FAIR ) | 0.00 | 4,274.80
R-SGE-6484-BOOK | BOOKCLUB - ASHTON | 31.00 | 388.00
R-SOP-6482-0003 | P PRIX - STUDENT FEES | 0.00 | 1,080.00
R-SOP-6482-0004 | P PRIX - JUMPERS | 0.00 | 81.82
R-SSA-6490-0001 | SOCCER - PARENT FEES | 0.00 | 4,902.40
R-SSG-6410-0001 | SPORT - SWIMMING R-2 | 0.00 | 1,990.00
R-SSG-6410-0002 | SPORT - SWIMMING YR 3-5 | 0.00 | 5,400.00
R-SSG-6410-0003 | SPORT - YR 5-7 SPORTS PROGRAM T3 | 0.00 | 3,504.00
R-SSG-6410-0004 | SPORT - TRI-SKILLS | 0.00 | (24.00)
R-SSG-6410-0005 | SPORT - SAPSASA VOLLEYBALL | 0.00 | 150.00
R-SSG-6410-0007 | SPORT - ATHLETICS 8/4/14 | 0.00 | 210.00
R-SSG-6410-0008 | SPORT - LIGHTNING CARNIVAL 2014 | 0.00 | 296.00
R-SSG-6410-0014 | SPORT - SAPSASA BUS RUGBY | 0.00 | 110.00
R-SSG-6410-0015 | SPORT - CROSS COUNTRY BUS | 0.00 | 170.00
R-SSQ-6482-0001 | AQUATICS - YR 7 MURRAY BRIDGE - REV | 0.00 | 2,500.00
R-ZZO-6410-0003 | OSHC - PARENT FEES | 780.42 | 780.42
R-ZOP-6484-0015 | PRESCHOOL - FEES | 220.00 | 35,336.74
R-ZOP-6484-0016 | PLAY GROUP - PARENT FEES | 13.60 | 504.80
R-ZLS-6410-0014 | SCHOOL FEES 2014 | 0.00 | 103,806.00
R-ZZZ-6484-0001 | GENERAL PARENT REVENUE - BUS APPLIC | 0.00 | 399.96
---|---|---
Total for PARENT CONTRIBUTION REVENUE | 1,329.77 | 202,502.76
### Other Operating Revenue

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
</tr>
</thead>
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<tr>
<td>R-CAH-6870-0001</td>
<td>CHOR - SALES - TICKETS</td>
<td>0.00</td>
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<tr>
<td>R-CAH-6870-0002</td>
<td>CHOR - SALES - SHIRTS</td>
<td>0.00</td>
<td>190.51</td>
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<tr>
<td>R-CAH-6890</td>
<td>CHOR - OTHER INCOME</td>
<td>0.00</td>
<td>110.00</td>
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<tr>
<td>R-CCl-6820-0003</td>
<td>CLASS FUNDRAISING - RM20 CAKE STALL</td>
<td>0.00</td>
<td>252.60</td>
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<td>R-CCl-6820-0007</td>
<td>CLASS FUND - RM 16</td>
<td>0.00</td>
<td>298.80</td>
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<tr>
<td>R-CCl-6870-0001</td>
<td>CLASS PROGRAMS - BOOKROOM - SALES</td>
<td>0.00</td>
<td>72.90</td>
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<td>R-SGR-6820-0001</td>
<td>STUDENT VOICE - FUND - RECYCLING</td>
<td>0.00</td>
<td>200.00</td>
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<td>R-SOP-6815-0001</td>
<td>P PRIX - DONATIONS</td>
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<td>1,000.00</td>
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<td>R-SOP-6820-0007</td>
<td>P PRIX - FUND - CHOCOLATES</td>
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<td>R-SOP-6875-0001</td>
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<td>R-SSA-6820-0002</td>
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<td>R-ZDS-6868-SS03</td>
<td>SSO REIMB - PRESCH'L LEAVE BACKFILL</td>
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<td>R-ZDS-6868-SS75</td>
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<td>R-ZDS-6868-SS78</td>
<td>SSO REIMB - BEHAVIOUR (VICKI S)</td>
<td>0.00</td>
<td>2,697.00</td>
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<td>SSO REIMB - OSHC CONTRIBUTION</td>
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<td>R-ZDS-6868-SS79</td>
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<td>R-ZOO-6890-0003</td>
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<td>R-ZUU-6870-0007</td>
<td>UNIFORMS - SCHOOL BAG</td>
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<td>R-ZUU-6870-0010</td>
<td>UNIFORMS - DRESS</td>
<td>69.10</td>
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<tr>
<td>R-ZUU-6870-0011</td>
<td>UNIFORMS - WINDBREAKER HOODED</td>
<td>0.00</td>
<td>2,909.00</td>
</tr>
<tr>
<td>R-ZUU-6870-0012</td>
<td>UNIFORMS - WINDBREAKER ZIP COLLAR</td>
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<td>2,909.00</td>
</tr>
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<td>R-ZUU-6870-0015</td>
<td>UNIFORMS - CULLOTTES NAVY</td>
<td>0.00</td>
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<tr>
<td>R-ZUU-6870-0017</td>
<td>UNIFORMS - GENERAL SHOP SALES</td>
<td>18.18</td>
<td>3,806.37</td>
</tr>
<tr>
<td>R-ZUU-6870-0018</td>
<td>UNIFORMS - SECOND HAND SALES</td>
<td>0.00</td>
<td>96.00</td>
</tr>
<tr>
<td>R-ZUU-6870-0019</td>
<td>UNIFORMS - LOGOS</td>
<td>0.00</td>
<td>231.54</td>
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<tr>
<td>R-ZUU-6870-0021</td>
<td>UNIFORMS - YR 7 W/CHEATERS REV</td>
<td>0.00</td>
<td>2,248.59</td>
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<td>R-ZUU-6870-0021</td>
<td>UNIFORMS - SENIORS TOPS</td>
<td>116.36</td>
<td>2,530.83</td>
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<tr>
<td>R-ZUU-6870-0021</td>
<td>UNIFORMS - SHIRTS (SHORT SLEEVE)</td>
<td>34.54</td>
<td>2,210.56</td>
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<td>R-ZUU-6870-0021</td>
<td>UNIFORMS - BUCKET HAT</td>
<td>38.65</td>
<td>973.98</td>
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<td>R-ZUU-6870-0022</td>
<td>UNIFORMS - SLOUCH HAT</td>
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<td>254.52</td>
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<td>R-ZZF-6815</td>
<td>FACIL - DONATIONS</td>
<td>0.00</td>
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<td>R-ZZF-6840</td>
<td>FACIL - HIRE OF FACILITIES</td>
<td>1,309.10</td>
<td>3,433.63</td>
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<td>R-ZZF-6855-0005</td>
<td>FACIL - RECAPS - GRAMANS CLOTHING</td>
<td>0.00</td>
<td>153.64</td>
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<td>R-ZZF-6855-0009</td>
<td>FACIL - RECAPS - OSHC UTILITIES CONF</td>
<td>0.00</td>
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<td>R-ZZF-6855-0010</td>
<td>FACIL - RECAPS - PRESCHOOL UTILITI</td>
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<td>R-ZZR-6820-0001</td>
<td>FUND - TUCK - REVENUE</td>
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<td>R-ZZR-6820-0010</td>
<td>CHARITIES - CASUAL DAYS</td>
<td>0.00</td>
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<td>R-ZZR-6820-0011</td>
<td>CHARITIES - MOON BEARS</td>
<td>0.00</td>
<td>191.60</td>
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<tr>
<td>R-ZZR-6820-0012</td>
<td>FUND - AUSIE FARMERS</td>
<td>0.00</td>
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<tr>
<td>R-ZZR-6820-0025</td>
<td>FUND - ENTERTAINMENT BOOKS</td>
<td>343.64</td>
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<td>R-ZZR-6820-0031</td>
<td>FUND - SPORTS DAY CAKE STALL</td>
<td>0.00</td>
<td>568.70</td>
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<td>R-ZZR-6820-0032</td>
<td>FUND - SPORTS DAY BBQ</td>
<td>0.00</td>
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<tr>
<td>R-ZZR-6820-0033</td>
<td>FUND - BOOKWEEK JUMPING CASTLE</td>
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<tr>
<td>R-ZZR-6820-0036</td>
<td>FUND - FAMILY PORTRAITS</td>
<td>0.00</td>
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<td>R-ZZR-6820-0038</td>
<td>FUND - WALKTHON</td>
<td>1,132.10</td>
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<td>R-ZZR-6820-0045</td>
<td>FUND - EASTER RAFFLE</td>
<td>0.00</td>
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<td>R-ZZR-6820-0050</td>
<td>FUND - COMMUNITY MARKET</td>
<td>0.00</td>
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<td>R-ZZR-6820-0055</td>
<td>T&amp;D - FCS SUBSIDY HARDSH ADJ</td>
<td>0.00</td>
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<tr>
<td>R-ZZR-6820-0055</td>
<td>T&amp;D - FIRST AID COURSE</td>
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<td>R-ZZR-6820-0055</td>
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<td>COMMISSIONS</td>
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<td>R-ZZZ-6815</td>
<td>DONATIONS</td>
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<td>150.00</td>
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<td>R-ZZZ-6850</td>
<td>INTEREST REVENUE</td>
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<td>R-ZZZ-6890-0013</td>
<td>WS - CRIMINAL SCREENING</td>
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<td>R-ZZZ-6890-0016</td>
<td>FLU VACCINATIONS</td>
<td>0.00</td>
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</tr>
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</table>

**Total for Other Operating Revenue**

(14,190.07) (274,492.76)

**Total Revenue**

(16,179.84) (3,762,333.53)

**Surplus or (Deficit) funds**

16,179.84 3,762,333.53
Chairperson’s Annual Report 2014

Nairne Primary’s Governing Council is full of passionate people with many and varied skills and interests, a group of parents and carers that are willing to volunteer their time to assist the school in this way. Being part of the Council is not for everyone but I applaud each and every person who in some way ‘gives back’ to the school and in turn our kids.

On behalf of the Governing Council, I’d like to say thank you to all those who have;

- sat and listened to children reading;
- cooked cakes for stalls;
- transported kids to excursions/sport;
- been part of the LAP program;
- attended the working bees;
- helped out at a BBQ fundraiser;
- made costumes for plays and events;
- attended parent workshops;
- volunteered in the canteen;
- participated in fundraising by purchasing something;
- supported our teachers, staff and other parents in all sorts of big and small ways;
- and even those who just took the time to talk to a child and offer a word of encouragement.

Well done! I would encourage all parents and caregivers of our children to consider becoming involved in our school in some way, however small. It all makes a difference.

It is amazing how much we can cram into a year at Nairne. The following are just some of the things that this year’s Council have been involved with.

- Parent workshops
- The School of Languages
- Grounds beautification and tree planting
- Sports day
- The Nairne Community Sustainable Markets
- Fundraising events
- Book Week and the book fair
- The working bee
- School photos
- Learning Assistance Program (LAP)
- + more.

Please take the time to read the Pillar Group reports in the Governing Council AGM report for more details.

As always, thanks should go to the staff of Nairne Primary, our teachers and SSO’s for all your hard work and dedication throughout the year. You all play such an important part in our children’s early years.

This has been my fourth year as Chairperson and my 9th year on the Governing Council. Unfortunately, with increasing work commitments I have not been as ‘hands on’ this year as I would have liked. It is time to retire and although I will miss being a part of the Council I am very confident that each continuing and new member will do a fantastic job in 2015.

Anne Coad
Chairperson, Governing Council 2014

Principal’s Statement

2014 has certainly been a whirl of activity and a great time to begin to see our hard work and focus on learning really coming to fruition. Many of our students have excelled in their learning this year with strong results in their NAPLAN scores as well as strength of understanding in class based assessments and assignments. Our work in Literacy, Maths and personalising learning will continue in 2015 as we are determined to be providing the best options for all children.

I would like to take this opportunity to thank all of our amazing staff, students and parents for a fantastic year and we can all look ahead towards an exciting 2015.

Regards

Leesa Shepherd
Principal