“Emotions are the key to the intellect.”

Robyn Fogerty
Contents

3 2015: The Year of the Review

Improvement and Planning

4 Pillars of Learning
5 Learning to Know
7 Learning to Live Together
11 Learning to Live Sustainably
12 Preschool Report

Commonwealth Reporting Requirements

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

Self Review

14 Our Top 3: 2015 Successes
2015: The Year of the Review

2015 has well and truly established itself as the year when Nairne school was reviewed, and reviewed and reviewed! The Preschool had its first ever National Quality Assurance assessment early in term 2. This was a huge process with a very positive result. (Details of the Preschool review are included later in this Annual report). Exactly 7 weeks later the R-7 section of the school underwent its first External School Review and another 7 weeks on, Nairne along with other schools in our Partnership (Region) had to present data and details about student growth to a panel from DECD central office as part of a newly formalised Partnership review.

So we really have been through the DECD review ringer...and have come out smiling!

“The purpose of the external School Review is to support schools to raise achievement, sustain high performance and to provide quality assurance to build and sustain public confidence in DECD schools”

Our External School review report has only just arrived and we are very pleased with the results. When the reviewers left in our final meetings they summarised our school and staff as PROFESSIONAL, PASSIONATE, POSITIVE and FUN. We were pretty pleased with this!

The report summary:

“The school has a well-defined culture of improvement and is working diligently to actively engage all learners with their learning. Decisions about strategic directions, curriculum and pedagogical improvements are based on effective analysis of multiple measures of data. The Australian curriculum is used to plan, assess and track student achievement and growth by all teachers at the school. Improvement in teaching practice reflects the TfEL framework and is supported by professional learning, performance planning and feedback.”

We were informed before the review that each report would contain directions to lead the school into the future. The directions identified for Nairne are very closely aligned to the work we are already doing and the expectations for improvement that already exist in our Site Improvement Plan.

1. Improve reading and numeracy improvement, growth and retention in the upper bands through the consistent implementation of effective pedagogy.
2. Build the capacity and pedagogical approaches evident in classroom practice across the school to personalise learning for students.
3. Support literacy learning through agreed oral language, phonological awareness and phonics instruction.
4. Make learning intentions and success criteria clear to all students to challenge them further in their learning.

The report also acknowledged a significant number of excellent practices and programmes that operate in our school and also commented about the strong continuity and collaboration that exists across the site.

We have already begun conversations with staff about how these directions and acknowledgments fit within our planned improvement cycle in literacy, mathematics and personalised learning. Plans for 2016 have already started with our mentors and will become part of our Improvement Plan. As a result of the review process, the R-7 section of Nairne School will not have another review for 4 years. (Schools can be reviewed every 1-5 years). Therefore no reviews in 2016, but lots of action and lots of learning!
In 2008 Nairne School began our journey with the five UNECSO 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 continued to use Learning to Know, Learning to Live Together and Learning to Live Sustainably as our core work however in 2015 a Learning to Be group was established to oversee the others.

In 2015 we introduced the Learning to Do pillar through our improvement cycle and our preparation for our external school review. This was a good opportunity for all staff to be connected to specific areas of improvement including: tracking and monitoring student growth, managing data, intervention practices, pedagogical practice, school community and leadership density.

The Pillars of Learning continue to be a helpful structure to ensure our work is focussed and determined.

In 2016 we are already planning to include Learning to Be and to design a visual model that will give guidance to our work for the future.
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 visible
• Develop whole school maths agreement
• Develop whole school IT agreement
• Growth orientated targets; literacy and numeracy 10% increase in students in upper proficiency band for NAPLAN and 5% reduction in students in lower proficiency bands
• Literacy: aiming for 85% students in reception, year 1, year 2 reaching SEA benchmark
• 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

Our achievements:
• A documented data collection process is in place for mathematics and English and timelines for collection are adhered to. Most staff are using Maths tracking and all staff are collecting agreed assessment data at strategic points across the year. This has recently been reviewed after DECD decision to provide all schools with access to PAT testing. Sentral is now being used to collect and collate all student data. A Mathematics litmus Test is also conducted in term 4 with a Base 10 focus. Each classroom teacher receives individual feedback on their class and instructional support from our mentors.
• Our literacy statement has been used throughout the year to guide our training and development. We have begun work on spelling.
• Our literacy statement has been used throughout the year to guide our training and development. We have begun work on spelling.
• Each staff member participated in a formal feedback and analysis session to look at NAPLAN results for their cohort of children.
• Reaching benchmark in reading.
Our reading levels have increased significantly across year levels showing a jump of 39% in year 1 and 29% in year 2. Whilst still not at 85% reaching SEA in September (yr 1 60% and year 2 69%) students are certainly showing significant improvement and focus in reading and we anticipate this to continue to increase.
• Personalised Learning Plan meetings. Termly aspirations in mathematics, literacy, personalised learning and ICT are shared in PLP meetings three times a year. Teachers meet in pairs with two members of the leadership team to reflect on their aspirations, share successes and challenges and begin to develop new goals.

We have a draft mathematics statement and all staff use the Mathematics Content Overview booklet for planning.
Quicksmart, Read Up & Multi lit have provided intensive support for over 80 children again this year with fantastic results. Effect sizes of 1.3 and above are common for these intervention programmes.

One Plans are in place for 34 identified children from preschool to year 7 and have been developed to be “working documents”. Teachers and SSO’s work collaboratively to establish personal, short term goals for students. These are shared regularly with parents. We also have unofficial One Plans in place for 15 children who require this level of support.

Our summary

2015 has been an extremely busy year with external reviews taking up a large amount of learning time. Even with this extra pressure and distraction we have still been able to achieve a lot of what we set out to do in our Improvement plan but plans do not always hold all of the priorities and the work. In addition to what we had documented we have also taken on board the work of Ron Berger, author of Ethic of Excellence’, and used some of his writing alongside John Hattie’s work and Dylan Wiliam’s to introduce students to the concepts and practises of excellence, self-assessment, feedback, learning intentions and personal targets. This focus has raised the bar for many of our children and has given the notion of excellence and higher achievement a whole new meaning. Students can be heard talking with each other about timely, kind and specific feedback. Walking into classrooms you can witness teachers and students huddled around communication boards to share the learning intentions for the week or the day or the next session. Students as young as 5 and 6 are talking about reaching their next goal in reading and how hard they are working to achieve this. Language linked to self assessment is also changing as teachers have found the concepts of beginner learner, learner, advanced learner very helpful when talking with children about their learning. These terms are now part of all teachers and most students vocabulary. We have taken some of this new learning into account when designing our new reports that will go home at the end of the year and we hope that you will find these informative and constructive.

These new conversations are the foundations for exciting times ahead.

NAPLAN

Our Quest for Improvement!

2015 NAPLAN results are reflecting that many Naire students students are making significant progress across all year levels. 94.2% of all students achieved the National Minimum Standard across all areas of Literacy and Numeracy.

Year 3: We have a higher percentage of students achieving National Minimum Standards in 4 out of 5 areas. Our reading mean score is up by 35 points and spelling mean score is up by 15 points while writing and numeracy have maintained their previous year’s gains. Our challenge is to continue excellent reading, spelling and grammar results but work harder to further improve writing and numeracy throughout the junior primary years.

Year 5: There has been a 3% reduction in the number of students reaching the National Minimum Standard to 93% but we have had an 8% increase in children sitting for test, with some of these children sitting NAPLAN for the first time. Children have shown largest growth in the area of numeracy. We have also had a slight decrease in the number of children achieving in the middle and upper bands. Our challenge is for staff to continue our training and development with consultants and continue to provide a consistent methodology encouraging students to strive for excellence.

Year 7: There has been a 5% increase in year 7 children sitting NAPLAN in 2015. Reading results are excellent; spelling and grammar results are very good. This year’s cohort achieved an excellent 62 point increase in spelling results from year 5. Our year 7 students have mostly maintained mean scores in various 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.

As a staff we will continue our relentless approach for excellence in student’s learning for all students thus further enhancing the vibrant learning culture of Nairne Schools.

Our recommendations for 2016:

- Maintain/increase % of students in the top 2 NAPLAN bands
- Continue our work with consultants
- Trial a literacy tracking document
- Begin on-line assessment using PAT R, PAT M, PAT Grammar and PAT Science
- Use data from TGIR (tracking reading) to have conversations with R-3 teachers
- Ensure that the concepts of personal excellence and personal best become common place.
- Developing students as problem solvers in mathematics
- Continue focus on automaticity through Quick Think Maths process
- Trial new ‘continuity of learning’ document for students moving classes
- Look for opportunities to use technologies to connect and support learning
- Continue high expectations, challenge and support for Education Research Projects
- Encourage new learning through master classes / clinic groups / focus groups
- Create an ERP overview so that we can be assured that all aspects of the curriculum are being covered.
Our Priorities

Positive learning culture, improved student attendance, opportunities for authentic student voice, proactive programs, focus on child protection and cybersafety curriculum and connections with our community.

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.

- As well as continuing with the school newsletter this year we have been actively using our school’s Facebook page to inform of events, programs, parent workshops and great learning that is taking place. We have also featured several times this year in the local “Courier” newspaper for our efforts to support the fire affected communities earlier in the year as well as the rebuilding of “Bhothong” a village in Nepal after the devastating earthquakes. We also continue to put photos on our TV in the front office.

Parent Workshops.

- This year we have focused on connecting our parents with some of the programs that our students engage in. Jen Binney worked with the Junior Primary students using the program “All About Choice” in terms 1 and 2. We ran two workshops for parents to learn about relaxation techniques and then one workshop where parent and child learnt together. Just recently Jen ran 4 workshops for the preschool parents and students as a form of transition to the school.

Parent Network Meetings

- We have continued to connect with families by running parent network meetings and have recently changed them to a coffee morning that we run in weeks 4 and 8 of each term.

Attendance

- The attendance policy was reviewed and updated earlier in the year and will again go through this process next year. Attendance has continued to be a focus with each class being monitored twice a term. Unexplained absences are followed up by our SMS service as well as by the class teacher and counsellor as required.
This year we have not had any significant students not attending. We have continued to focus on “on-time” attendance and to stress the importance of children being there at the beginning of the day for important messages. Term 3 attendance is always affected by illnesses. Another factor affecting attendance is family holidays during the school term. So far this year our attendance sits at an average of 94%.

**Behaviour Education**

- **Smooth start** – At the beginning of the year we engaged students in social skills programs such as “Rock and Water” and “All About Choice” to support them in their learning about how to manage themselves in social situations. We used this as an opportunity to re-engage our students in the “Choice Steps” which is a grievance procedure that has been developed with students and staff.

- Behaviour has continued to be monitored, recorded and reviewed by the leadership team. This data has been used to track students behaviour to determine supports needed and also to celebrate positive distance travelled.

- The school’s behaviour learning program and antibullying policy was reviewed by governing council, staff and students. Changes were made to the grievance process for parents to follow should they have a concern about their child.

**Student Population Behavioural Analysis**

- **Students involved in harassment**
- **Students involved in more than 5 issues of harassment**
- **Disability**
- **Family Engaged in Support Service**

Only 6% of our student population were involved in issues of harassment. Of the 6% of students involved in harassment only 15% of that group were involved in more than 5 issues of harassment over the year. Of the students involved in more than 5 issues of hasslement more than half of the group has an identified learning disability. The other small group and their family are engaged in services such as Summit Health or CAMHS. There are a few students who have a disability and their family is also engaging in counselling support. We continue to work closely with these students, families, teachers and support services.
at school. We continue to reinforce the message to students and families to report any issues that are occurring so that we can follow them up immediately.

Health Partnerships

- Summit Health – We have continued having a Summit Health psychologist provide a counselling service to our students and families here at Nairne School once a week.

- NDIS funding to families has provided much needed support to families with children on the Autism Spectrum. We have occupational therapists, psychologists, speech therapists and physiotherapist working on site to provide essential programs for these students.

Lunchtime activities

- Again this year the Counsellor and PSW have run activities for students to engage in during lunchtimes. This not only provides an activity for students to do at lunchtime and develop friendships, but is also a place where students know that they can come and have a chat to an adult if needed.

Our Summary

Positive psychology

- This year we further put a positive psychology lens over our practices at Nairne School. Our virtues program is continually discussed and supported by our virtue vouchers. This year “compassion” and “caring” have been highlighted virtues with our students and families really supporting special events such as Fire Friday, Harmony Day, Bricks for Bhothang and the biannual visit of the Tibetan Monks.

- We continue to focus on “what went well” in classrooms and as a staff to acknowledge the hard work that goes into supporting students academically, socially and emotionally.
Throughout the year we have focused on “mindfulness” of staff, students and families. Staff engaged in morning Tai Chi sessions, students engaged in lunchtime Tai Chi, parents and students engaged in relaxation sessions and students also took part in “calm colouring” as a lunchtime activity.

Student Voice

- We have continued with having 4 student voice groups with each class having representation this year. The groups have met on a weekly basis. This year we have trialled a termly overview given to each class to keep classes informed about each groups goals. Some of the groups achievements so far this year have been – running assemblies, running student forums, collating and analysing yard survey data, visiting Parliament House, organising Harmony day events, promoting casual days and charities to sponsor, running new student parties, creating a yard helpers system, drawing out virtues at assembly, running fun activities for students at playtimes, creating lizard lounges and insect hotels, organising a nude food buddy class picnic, developing nature play areas, weeding around the school, having a pizza oven day, creating a student newsletter, writing for the local newspaper, short story competition, creating a recipe book and a short movie promoting the school. They certainly have been busy!

Choir

- We continue to have a strong group of students who excel at singing. We have supported them to be part of the 2015 Festival of Music and perform at Festival Theatre. This year we saw many students develop confidence and sing many solo parts at school assemblies. This year for the first time our choir was invited to sing at the Nairne dawn service on ANZAC day, which was particularly special to be involved in such an important community event.

What’s The Buzz

- This year we introduced the program aimed at early learners as well as the middle and upper primary program. The Counsellor and PSW ran this program together. This has been a very successful program that is supported by information about the lesson been given to the parents each week.

Breakfast Club

- This year we have moved the breakfast club into room 12 and have run it on Monday, Wednesday and Friday from 8:20-8:45am. All students are welcome to attend. The food has been donated by Foodbank and Kick Start For Kids. As well as breakfast we now have sandwiches, fruit and yoghurt that we can give to students each day. We have also been able to donate parcels of kindness to families in times of need.

Child Protection

- Staff updated their training on Responding To Abuse and Neglect. We also have a significant number of volunteers in our school and ran two workshops on this topic for volunteers.

Cybersafety

- Jane Pink from SAPOL ran a “Cybersafety” presentation for parents to give more tips and information about how to keep children safe on the internet.

Our Recommendations for 2016

- We continued to focus on cybersafety by having “Cybersafety Week” in term 1 of this year.

Autism Spectrum Disorder

- All staff engaged in training to further their understanding of this disorder and strategies that can support these students in the classroom.

- A matrix has been developed in conjunction with parents, professionals and class teachers to create a plan that supports each student with ASD in their learning at school. This will be reviewed each year and is kept in student “one plans”.

- We hope to run another popular workshop run by Mark LeMessieur.

- Include Preschool children in the “What’s the buzz” program to support social skills and transition to school.

- Review and renew the Student Voice program to further support student leadership.

- Strengthen and grow programs that support student with social and emotional learning.

- Staff to further receive training about Autism Spectrum Disorder that supports creating personalised support plans for student.
Our Priorities:

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
- Some classes and parents participate in mini school working bees

Our Achievements:
- Regular section in newsletter highlighting environmental initiatives and garden news
- Development of “Natural Play Spaces” in Forest and JP Play Ground
- Nude Food days embedded across school community
- Most classes continue to be involved with Sally in the kitchen garden
- Year 6/7 class working with Sally in development of Butterfly Garden
- Class working with Governing council members and Justin to plant out and maintain area at top of forest
- Student Voice Sustainability group assist with Nature Play development

Our Summary:
Nairne School 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.

Our student, parent and staff “Learning to Live Sustainably” groups have continued to work alongside each other this year teaming together to develop projects that all parties can be involved in, helping to engender a sense of community across the school.

Our “LTLS” groups have continued to promote and develop sustainable practices across our site some of which include (overleaf):
The assessment rating process is extensive and thorough and some might even describe it as gruelling however despite this, our preschool team shone and the centre was awarded an EXCEEDING rating in all seven assessment areas. This is certainly something to be very proud of and will stay with us until the next assessment in three years. The report that has been created as a result of this assessment is 25 pages long and can be viewed in its entirety on our website but we would like to share some of the significant comments and evidence noted by the assessor.

### Quality Area 1: Educational programme and practice

The assessor noted that:

Each child’s current knowledge, ideas, culture, abilities and interests are consistently incorporated and actively drive all aspects of the programme. Also that children’s interests are captured through floor books and that the programme caters for children to engage and initiate their own play in activities with resources that have been selected that reflect the current programme. The assessor noted that each child was actively and consistently supported to engage in the programme and documentation about each child’s learning was available to parents.
Quality Area 2: Children’s health and safety

The assessor saw that:

Each child’s health needs area were consistently supported, monitored and promoted, that the environment was designed with areas for children to engage in quiet activities if they wished, that the management of injuries was in accordance with guidelines and whilst parents provided food for their child the educators also regularly offered cooking activities and that the food that children ate was healthy.

Quality Area 3: Physical environment

The assessor noted that:

The service was purpose built and was designed incorporating large windows to allow natural light and views onto three outdoor play spaces and beyond to the school grounds and neighbouring farm land. Children were observed going outside in a small group to the frog pond showing evidence of how spaces provided flexibility to respond to children’s needs. Evidence of sustainable practices being embedded in the preschool operations were consistently sighted across the service and children have been actively involved in being environmentally responsible.

Quality Area 4: Staffing arrangements

The assessor noted that:

Educators have regular weekly planning time as a group to discuss the needs of children and plan programmes and that professional standards are embedded in practice, interactions and relationships and this promotes positive relationships and a safe and predictable environment for both children and adults.

Quality Area 5: Relationships with children

The assessor commented that:

Interactions with each child were consistently warm and responsive which assisted in developing trusting relationships that promote children’s sense of security and belonging – the atmosphere in the centre was relaxed and happy. Children were acknowledged when making positive choices and working collaboratively with other children.

Quality Area 6: Collaborative partnerships with families and communities

The assessor noticed that:

Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions and to share their skills and experiences. The service offers regular opportunities for families to attend parent/teacher interviews so families and educators have uninterrupted time to discuss each child’s development and strengths.

Quality Area 7: Leadership and service management

The assessor noted that:

The Preschool has well established governance arrangements which are regular reviewed and contribute to the effective management of the service, the Quality Improvement plan (QIP) has been developed in collaboration with educators and is reviewed regularly and is ready for use in term 1.

We can certainly be proud of the educational opportunities that exist in our preschool every day for every child.
Our ‘Top 3’ Successes 2015

Self review

‘Top 3’ in classrooms

1. Improvement in literacy and numeracy: This was voted into top spot by teachers this year. To have significant and noticeable increases in learning outcomes in literacy and numeracy is absolute testimony to the focussed work that staff have been involved in for the last 4 years. Our training and development time and money has been targeted and now this is really impacting on classroom practice and showing in student outcomes. Specifically teachers mentioned improvements in spelling, reading, automaticity in maths and addition skills. They also described early engagement by receptions in reading and the benefits associated with ‘Buddy reading’ and using reading logs.

2. Calm, happy and engaged students: We have had a great year across the site with students connecting with learning. Teachers, students and parents have provided feedback about high levels of enthusiasm for learning and a greater sense of purpose. Calming strategies and positive language across the school means that students and teachers can enjoy the journey together and a sense of teamwork and commitment to each other is present.

3. Education Research projects: This year ERP’s make it into the top 3 which is a great achievement given that the process is still quite new for many staff and students. As part of our commitment to personalised learning we have taken the ERP model developed by Kathy Walker (education researcher and publisher) and have been using it as a structure for ensuring that as much as possible learning is individualised and connected to the learner. This model also promotes skills in independence, research, time management, public speaking, presentation, personal best, feedback and critiquing.
“Top 2” in the school

This year two things took practically all of the votes.

1. **“Annie Jnr.” – the musical:** Our drama production this year was superb. It was another monumental undertaking by Penny Stanforth and her trusty support crew. This year 62 children from reception to year 7 were involved and after seven months of preparations they performed for two nights to a sell-out crowd in the Nairne Community Hall. Amongst the pressure and the props and the singing and the stress there was a lot of laughter and comradery and every child has come out of the experience with a new sense of what they are capable of and what commitment and excellence look like.

2. **Nature Play area:** Coming a very, very close second in the voting this year is our new outdoor play space and billabong. This new area was created by Derek and the Learning to Live Sustainably team from Governing Council. They have done a remarkable job on a very small budget. Donations from some parents and local businesses plus hard work have turned one of our underused spaces into a beautiful entrance to the school and an engaging and interactive place to play.

Top 3 Library Highlights

1. **Premier’s Reading Challenge:** 100% completion!

2. **Book Week** – It was great to see artwork from every class on display in the library and also lovely to see parents taking the opportunity to view these displays while enjoying morning tea and a performance by the school choir.

3. **“Oliver” Library Management System:** It is pleasing to finally have this new system up and running. Students have adapted to it very quickly and find it engaging and easy to use.

“Top 3” with teacher’s own learning

1. **Sentral and the new reporting format:** Our new student management system SENTRAL has been a time saving and efficient information retrieval system that has now become part of everyday use in the school. All teachers record attendance electronically saving us many hours of data input as well as being able to quickly access student academic data and wellbeing and family details from their classrooms. Kathy, our IT coordinator, has supported us to take this one step further and this semester teachers will be writing reports using Sentral. We have reviewed and modified our current report format and hope that this new approach will give families the information that they need about their child’s learning whilst also supporting teachers to manage this process more efficiently.

2. **Working with our mentors in literacy, maths and personalised learning:** This area was voted third last year and has jumped to second in importance this year. Our consultants have remained the same over the last few years enabling strong and trusting relationships to develop and supporting teachers individual learning needs. Having training organised and supported in school hours and for all staff was specifically mentioned as a positive as was the new learning that many staff have had in understanding more about problem solving, spelling and learning intentions.

3. **Staff support and collaboration:** A strong staff team is always the dream of every Principal and every parent. Teachers that are happy and confident to support and challenge each other will ultimately be offering the strongest opportunities for learning in the classroom. At Nairne we have invested a lot in nurturing the role of the team and the shared respect and responsibility that goes with that. Teachers and SSO’s work alongside each other offering complimentary skills and ensuring that every child is supported in their learning.
Opinion Surveys

Commonwealth Reporting Requirements

Each year parents, students and staff are surveyed so that schools can make sure they are meeting the needs of their entire school community. Last year a new survey format was introduced that was more streamlined in the hope that school communities would get more feedback to guide their improvement. In 2014 we did get a good response however this year numbers are significantly less in both the school and the preschool and this is something that we will need to address as quality feedback is critical to making sure we are meeting the needs of our community. The complete graphs are available from the school if you are interested.

The 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.

Parent survey
(22 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

Improvement areas:

• Progress with learning
• Taking parents opinions into account
• Providing students with feedback
• Managing student behaviour

Last year 79 parents responded so this is an area that we must really work on in 2016.
Student survey
(73 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
- My school looks for ways to improve
- My teachers motivate me to learn
- My school gives me opportunities to do interesting things.

Improvement areas:
- Maintainence of the school grounds
- Managing student behaviour
- Taking students opinions seriously
- Liking being at my school
- Being able to talk to my teachers about my concerns

Last year we had only had 34 responses so this is an area that we are now collecting more consistent feedback.

Staff survey
(15 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 3.9 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 2016. Last year 16 staff responded. We will need to consider a different approach for data collection as there are still 12 teaching staff who have not given us feedback.

Preschool survey
(4 responses – 34 questions)

The preschool this year had only 4 parents respond to the electronic survey that was sent out to all families. This is such a small percentage of the overall parent body that it is not appropriate to include the results (although very positive) in this Annual Report.

School Profile Data

Student destination
Data unavailable at time of printing.

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>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>515</td>
<td>556</td>
<td>556</td>
<td>544</td>
<td>480</td>
<td>474</td>
</tr>
</tbody>
</table>

Student numbers steadied from 2011-2013 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
- Smaller number than usual of defence families moving into the district but several larger defence families being transferred out

Currently our Reception – Year 7 cohort is made up of: 21.5% school card, 4 students under the Guardianship of the Minister and 5 Aboriginal students. We have 34 students who have verified disabilities and are supported with One Plans and SSO hours.
## Nairne Primary School

General Ledger

Profit and Loss for Current Year, period 11

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRANTS : DETE</td>
<td>R-ZF-6163 DECS GRANT - POOL MAINTENANCE</td>
<td>0.00</td>
<td>2,783.58</td>
</tr>
<tr>
<td></td>
<td>R-ZH-6195 O.H.S. &amp; W. - GEN - ELEC TESTING</td>
<td>0.00</td>
<td>550.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total for GRANTS : DETE</strong></td>
<td><strong>0.00</strong></td>
<td><strong>3,333.58</strong></td>
</tr>
<tr>
<td>GLOBAL BUDGET REVENUE</td>
<td>R-CDO-6149 PRIMARY AUST CURRICULUM STRATEGY</td>
<td>0.00</td>
<td>23,419.20</td>
</tr>
<tr>
<td></td>
<td>R-ZGF-65127 GB-ESL GEOGRAPHIC SIG ALLOWSANCE</td>
<td>0.00</td>
<td>4,696.13</td>
</tr>
<tr>
<td></td>
<td>R-ZG-6142 GRANTS - RECURRENT FUNDING</td>
<td>0.00</td>
<td>3,216,665.21</td>
</tr>
<tr>
<td></td>
<td>R-ZZG-61421 GB-RECONCILIATION PRIOR YEAR</td>
<td>0.00</td>
<td>2,127.13</td>
</tr>
<tr>
<td></td>
<td>R-ZZH-61334 GB-FLU VACCINATIONS</td>
<td>0.00</td>
<td>552.00</td>
</tr>
<tr>
<td></td>
<td>R-ZXK-61124 BETTER SCHOOLS AGREEMENT FUNDING</td>
<td>0.00</td>
<td>17,558.99</td>
</tr>
<tr>
<td></td>
<td><strong>Total for GLOBAL BUDGET REVENUE</strong></td>
<td><strong>0.00</strong></td>
<td><strong>3,265,018.66</strong></td>
</tr>
<tr>
<td>OTHER STATE GOVERNMENT GRANTS</td>
<td>R-ZOX-6295-0007 SA GOVT - MD BASIN - YOUNG LEADERS</td>
<td>0.00</td>
<td>100.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total for OTHER STATE GOVERNMENT GRANTS</strong></td>
<td><strong>0.00</strong></td>
<td><strong>100.00</strong></td>
</tr>
<tr>
<td>GRANTS : COMMONWEALTH</td>
<td>R-CCP-6395-0001 PASTORAL SUPPORT GRANT</td>
<td>0.00</td>
<td>15,000.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total for GRANTS : COMMONWEALTH</strong></td>
<td><strong>0.00</strong></td>
<td><strong>15,000.00</strong></td>
</tr>
</tbody>
</table>

### Financial Data

**Account** | **Description**                      | **PTD Posting** | **YTD Posting** |
---|-------------------------------------|-----------------|-----------------|
R-CAH-6495-0001 | CHOR - STUDENT FEES | 0.00 | 910.00 |
R-CAI-6482-0001 | INSTRUMENT HIRE - DECD | 0.00 | 163.64 |
R-CAU-6465-0006 | PERF 2015 - ANNIE TICKETS | 0.00 | 3,285.00 |
R-CAU-6482-0001 | DRAMA - PARENT FEES | 0.00 | 1,020.00 |
R-CBD-6484-0001 | RES CENTRE - DAMAGED/LOST BOOKS | 0.00 | 14.95 |
R-CCK-6460-0001 | CAMP - ARBURY PARK CLOB & CL20 2015 | 0.00 | 2,748.05 |
R-CCK-6460-0006 | CAMP - ARBURY PARK RM 15 12/8/15 | 0.00 | 1,679.70 |
R-CCK-6460-0008 | CAMP - ARBURY PARK RM 16 3/8/15 | 0.00 | 2,141.25 |
R-CCE-6465-0009 | PERFORMANCES 2015 | (90.00) | 12,960.00 |
R-CKE-6467-0001 | EXC - END-OF-YR EXC UPLT | 0.00 | 3,691.12 |
R-CKE-6470-0002 | EXC - COME OUT 2015 | 0.00 | 7.50 |
R-CKE-6470-0013 | EXC - END-OF-YR EXC MPLT | (16.82) | 2,532.00 |
R-CKE-6470-0014 | EXC - OLD TAILM TOWN RMS 88.20 2015 | 0.00 | 600.00 |
R-CKE-6470-0016 | INC - YR 7 GRADUATION | 0.00 | 1,862.00 |
R-CKE-6470-0021 | EXC - COME OUT 28/5/15 JPECL25/CL28 | 0.00 | 1,341.60 |
R-CKE-6470-0022 | EXC - GOERGE WILDUF RMS 16 & 18 3/8/15 | 0.00 | 624.00 |
R-SCC-6482-0001 | CHESS CLUB - PARENT FEES | 0.00 | 320.00 |
R-SGE-6484-BKW B | BOOKCLUB - BOOK WEEK ( FAIR ) | 0.00 | 3,344.10 |
R-SGE-6484-BK | BOOKCLUB - ASHTON | 0.00 | 297.50 |
R-SSP-6482-0003 | P PRIX - STUDENT FEES | 0.00 | 850.00 |
R-SSA-6490-0001 | SOCCER - PARENT FEES | 0.00 | 5,715.00 |
R-SGG-6410-0003 | SPORT - TERM 3 TRAMPOLINING | (25.00) | 4,100.00 |
R-SGG-6410-0006 | SPORT - SAPSASA RUGBY BUS | 0.00 | 145.00 |
R-SGG-6410-0007 | SPORT - CROSS COUNTRY BUS | 0.00 | 195.00 |
R-SGG-6410-0015 | SPORT - ACROSS COUNTRY BUS | 0.00 | 145.00 |
R-SGG-6410-0016 | SPORT - SAPSASA RUGBY BUS | 0.00 | 145.00 |
R-SGQ-6482-0001 | AQUATICS - YR 7 MURRAY BRIDGE - REV | 0.00 | 2,200.00 |
R-Z00-6410-0003 | OSHC - PARENT FEES | 2,408.01 | 2,408.01 |
R-Z0P-6470-0001 | PRESCHOOL - EXC - COME OUT 29/5/15 | 0.00 | 470.00 |
R-Z0P-6470-0003 | PRESCHOOL - EXC - LANTERN NIGHT | 0.00 | 103.80 |
R-Z0P-6482-0001 | PRESCHOOL - PROGRAMS - FIRE NIGHT | 0.00 | 122.10 |
R-Z0P-6482-0002 | PRESCHOLL - PROGRAMS - EARTH NIGHT | 0.00 | 149.95 |
R-Z0P-6482-0006 | PRESCHOOL - FEES | (44.00) | 26,234.00 |
R-Z0Y-6482-0001 | PLAY GROUP - PARENT FEES | 54.00 | 667.35 |
R-Z2S-6410-0015 | SCHOOL FEES 2015 | 0.00 | 105,640.50 |
R-Z2S-6415-0001 | SCHOOL FEES - REFUNDS | 0.00 | (226.00) |
R-Z2Z-6484-0001 | GENERAL PARENT REVENUE - BUS APPUC | 0.00 | 545.40 |

**Total for PARENT CONTRIBUTION REVENUE** | **1,835.19** | **197,478.52**
Better Schools Grant 2015

**FUNDING**

- Grant 2015 - 1st instalment $ 8,958.00
- Grant 2015 - 2nd instalment $ 8,600.99

**TOTAL FUNDING:** $ 17,558.99

**EXPENDITURE**

- SSO Multilit program $ 9,000.00
- SSO Quicksmart program $ 9,000.00

**TOTAL EXPENDITURE:** $ 18,000.00

Below are the targeted programmes and support structures that are used to enhance learning for reception – year 3 students:

- Read-Up (R-2 literacy intervention programme) $27,984
- Junior primary Learning Team funds (8 classes) $8,000
- Middle Primary Learning Team funds (year 3 only) $3,000
- Literacy and mathematics consultants $8,000
- SSO classroom support $26,500
- SSO student support $15,547

**Total** $99,031

**Early Years and Year 3 Scheme Funding**

<table>
<thead>
<tr>
<th>Account</th>
<th>Description</th>
<th>PTD Posting</th>
<th>YTD Posting</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-CAH-6870-0001</td>
<td>CHOIR - SALES - TICKETS</td>
<td>0.00</td>
<td>1,920.00</td>
</tr>
<tr>
<td>R-CAU-6820-0001</td>
<td>CHOIR - SALES - SHIRTS</td>
<td>0.00</td>
<td>131.40</td>
</tr>
<tr>
<td>R-CCU-6870-0001</td>
<td>CLASS PROGRAMS - BOOKROOM - SALES</td>
<td>0.00</td>
<td>36.75</td>
</tr>
<tr>
<td>R-CCU-6860-0001</td>
<td>RESOURCE CENTRE - BK FAIR COMMISSION</td>
<td>0.00</td>
<td>310.75</td>
</tr>
<tr>
<td>R-LCC-6820-0001</td>
<td>CHESS CLUB FUNDRAISING - RAFFLE</td>
<td>0.00</td>
<td>118.00</td>
</tr>
<tr>
<td>R-SCR-6820-0001</td>
<td>STUDENT VOICE - FUND - RECYCLING</td>
<td>0.00</td>
<td>130.00</td>
</tr>
<tr>
<td>R-SOP-6815-0001</td>
<td>P PRIX - DONATIONS</td>
<td>0.00</td>
<td>1,000.00</td>
</tr>
<tr>
<td>R-SOP-6875-0001</td>
<td>P PRIX - SPONSORSHIP</td>
<td>0.00</td>
<td>318.18</td>
</tr>
<tr>
<td>R-SSC-6820-0002</td>
<td>SOCCER - FUND - DISCO</td>
<td>0.00</td>
<td>1,453.35</td>
</tr>
<tr>
<td>R-SSA-6820-0003</td>
<td>SOCCER - FUND - BBQ</td>
<td>0.00</td>
<td>50.00</td>
</tr>
<tr>
<td>R-ZDS-6868-SS78</td>
<td>SSO REIMB - BEHAVIOUR (GREG D)</td>
<td>0.00</td>
<td>4,455.00</td>
</tr>
<tr>
<td>R-ZDS-6868-SS92</td>
<td>SSO REIMB - OSHC CONTRIBUTION</td>
<td>0.00</td>
<td>7,966.40</td>
</tr>
<tr>
<td>R-ZDS-6868-TC02</td>
<td>TCH - DOUBLE DEBIT REIMB</td>
<td>0.00</td>
<td>10,565.76</td>
</tr>
<tr>
<td>R-ZDS-6868-TC05</td>
<td>TCH - PRE-SCHOOL STAFFING ADJ</td>
<td>0.00</td>
<td>1,589.67</td>
</tr>
<tr>
<td>R-ZDS-6868-TC06</td>
<td>TCH - UNIVERSAL ACCESS FUNDING</td>
<td>0.00</td>
<td>298.74</td>
</tr>
<tr>
<td>R-ZDS-6868-TC08</td>
<td>TCH - STUDENT TEACHER CLAIMS</td>
<td>0.00</td>
<td>1,041.58</td>
</tr>
<tr>
<td>R-ZDS-6868-TR03</td>
<td>TRT - DAYS TO BE REIMBURSED</td>
<td>0.00</td>
<td>67,252.50</td>
</tr>
<tr>
<td>R-ZDS-6868-TR04</td>
<td>SCHOOL OF LANGUAGES FUNDING</td>
<td>0.00</td>
<td>2,312.00</td>
</tr>
<tr>
<td>R-ZDS-6868-TR06</td>
<td>TRT - GB SUPPLEMENT N - CURRENT YR</td>
<td>0.00</td>
<td>11,152.50</td>
</tr>
<tr>
<td>R-ZDO-6890-0001</td>
<td>OSHC - OTHER - EFFPTOS CONTRIBUTION</td>
<td>0.00</td>
<td>500.00</td>
</tr>
<tr>
<td>R-ZOP-6820-0002</td>
<td>PRESCHOOL - FUND - CAFE STALL</td>
<td>0.00</td>
<td>219.50</td>
</tr>
<tr>
<td>R-ZUU-6870-0007</td>
<td>UNIFORMS - SCHOOL BAG</td>
<td>54.54</td>
<td>818.10</td>
</tr>
<tr>
<td>R-ZUU-6870-0010</td>
<td>UNIFORMS - DRESS</td>
<td>172.75</td>
<td>1,416.55</td>
</tr>
<tr>
<td>R-ZUU-6870-0011</td>
<td>UNIFORMS - WINCHEATERS HOODED</td>
<td>29.09</td>
<td>3,490.80</td>
</tr>
<tr>
<td>R-ZUU-6870-0012</td>
<td>UNIFORMS - WINCHEATERS ZIP COLLAR</td>
<td>0.00</td>
<td>632.64</td>
</tr>
<tr>
<td>R-ZUU-6870-0015</td>
<td>UNIFORMS - CULLOTTES NAVY</td>
<td>0.00</td>
<td>20.91</td>
</tr>
<tr>
<td>R-ZUU-6870-01</td>
<td>UNIFORMS - GENERAL SHOP SALES</td>
<td>9.10</td>
<td>2,871.49</td>
</tr>
<tr>
<td>R-ZUU-6870-02</td>
<td>UNIFORMS - SECOND HAND SALES</td>
<td>0.00</td>
<td>213.00</td>
</tr>
<tr>
<td>R-ZUU-6870-04</td>
<td>UNIFORMS - LOGOS</td>
<td>18.16</td>
<td>419.95</td>
</tr>
<tr>
<td>R-ZUU-6870-05</td>
<td>UNIFORMS - YR 7 WINCHEATERS REV</td>
<td>0.00</td>
<td>1,984.05</td>
</tr>
<tr>
<td>R-ZUU-6870-06</td>
<td>UNIFORMS - SENIORS TOPS</td>
<td>0.00</td>
<td>2,526.49</td>
</tr>
<tr>
<td>R-ZUU-6870-07</td>
<td>UNIFORMS - SHIRTS (SHORT SLEEVE)</td>
<td>103.62</td>
<td>2,555.96</td>
</tr>
<tr>
<td>R-ZUU-6870-08</td>
<td>UNIFORMS - BUCKET HAT</td>
<td>77.30</td>
<td>1,167.23</td>
</tr>
<tr>
<td>R-ZUU-6870-09</td>
<td>UNIFORMS - SLOUCH HAT</td>
<td>18.18</td>
<td>380.42</td>
</tr>
<tr>
<td>R-ZFF-6815</td>
<td>FACIL - DONATIONS</td>
<td>0.00</td>
<td>1.93</td>
</tr>
<tr>
<td>R-ZFF-6840</td>
<td>FACIL - HIRE OF FACILITIES</td>
<td>109.09</td>
<td>3,889.03</td>
</tr>
<tr>
<td>R-ZFF-6865-0009</td>
<td>FACIL - RECOUPS - OSHC UTILITIES CON</td>
<td>0.00</td>
<td>4,000.00</td>
</tr>
<tr>
<td>R-ZFF-6865-0010</td>
<td>FACIL - RECOUPS - PRE-SCHOOL UTILITI</td>
<td>0.00</td>
<td>3,500.00</td>
</tr>
<tr>
<td>R-ZFF-6865-0011</td>
<td>FACIL - RECOUPS - OSHC BM RECHARGES</td>
<td>0.00</td>
<td>411.15</td>
</tr>
<tr>
<td>R-ZRR-6820-0001</td>
<td>FUND - TRUCK - REVENUE</td>
<td>2,046.70</td>
<td>39,251.05</td>
</tr>
<tr>
<td>R-ZRR-6820-0002</td>
<td>CHARITIES - BRICKS FOR NEPAL</td>
<td>0.00</td>
<td>1,220.40</td>
</tr>
<tr>
<td>R-ZRR-6820-0008</td>
<td>CHARITIES - CANTEEN REV</td>
<td>413.20</td>
<td>413.20</td>
</tr>
<tr>
<td>R-ZRR-6820-0010</td>
<td>CHARITIES - CASUAL DAYS</td>
<td>0.00</td>
<td>1,735.80</td>
</tr>
<tr>
<td>R-ZRR-6820-0013</td>
<td>CHARITIES - OXFAM</td>
<td>0.00</td>
<td>140.00</td>
</tr>
<tr>
<td>R-ZRR-6820-0014</td>
<td>CHARITIES - HARMONY DAY</td>
<td>0.00</td>
<td>391.30</td>
</tr>
<tr>
<td>R-ZRR-6820-0021</td>
<td>FUND - CHOCOLATES</td>
<td>72.73</td>
<td>1,102.74</td>
</tr>
<tr>
<td>R-ZRR-6820-0022</td>
<td>FUND - AUSSIE FARMERS</td>
<td>0.00</td>
<td>184.90</td>
</tr>
<tr>
<td>R-ZRR-6820-0025</td>
<td>FUND - ENTERTAINMENT BOOKS</td>
<td>0.00</td>
<td>4,337.22</td>
</tr>
<tr>
<td>R-ZRR-6820-0031</td>
<td>FUND - SPORTS DAY CAKE STALL</td>
<td>0.00</td>
<td>533.20</td>
</tr>
<tr>
<td>R-ZRR-6820-0038</td>
<td>FUND - WALKTHON</td>
<td>438.00</td>
<td>438.00</td>
</tr>
<tr>
<td>R-ZRR-6820-0045</td>
<td>FUND - EASTER RAFFLE</td>
<td>0.00</td>
<td>986.00</td>
</tr>
<tr>
<td>R-ZRR-6820-0050</td>
<td>FUND - COMMUNITY MARKET</td>
<td>0.00</td>
<td>839.45</td>
</tr>
<tr>
<td>R-ZTT-6855-0011</td>
<td>T&amp;D - AUTISM WORKSHOP 2015</td>
<td>0.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>R-ZZZ-6805-0001</td>
<td>COMMISSIONS</td>
<td>0.00</td>
<td>1,674.77</td>
</tr>
<tr>
<td>R-ZZZ-6850</td>
<td>INTEREST REVENUE</td>
<td>0.00</td>
<td>4,549.67</td>
</tr>
<tr>
<td>R-ZZZ-6860-0001</td>
<td>PHOTOCOPY SALES REV</td>
<td>0.00</td>
<td>45.71</td>
</tr>
<tr>
<td>R-ZZZ-6890-0013</td>
<td>WS - CRIMINAL SCREENING</td>
<td>90.50</td>
<td>610.19</td>
</tr>
</tbody>
</table>

**Total for OTHER OPERATING REVENUE** $3,652.96 ($221,021.19)

**Total Revenue** $5,488.15 ($3,701,951.95)

**Total Revenue** $5,488.15 ($3,701,951.95)

**Surplus or (Deficit) funds** $5,488.15 ($3,701,951.95)
Well another year has come and gone at Nairne School and so much has happened! From hosting a successful musical for the stage, redeveloping the OSHC facility, to our visit from the Tibetan Monks, this has been a very busy year. As a school community we appreciate that we all have tremendously busy schedules these days and for those that are able to volunteer their time on a regular basis, or as one of the many volunteers who help out the school where they can, on behalf of the whole school community the Governing Council would like to sincerely thank you for all your efforts. Your help allows the school to provide a richer and more fulfilling learning experience for all our children.

The Governing Council at Nairne School comprises a diverse group of parents and staff members who give up their time to offer their skills to help make Nairne Primary School a great school. As you may be aware, much of the work of the Governing Council is divided into Pillar Groups which match the learning framework of the School. These are Learning to Live Together, Learning to Live Sustainably and Learning to Know. As Chairperson of the Governing Council, I would like to take this opportunity to showcase a small portion of the work done by these groups in the past year:

- **Learning to Live Together Pillar Group**
  - Oversight of the OSHC service
  - Organising the Sustainability Market
  - Parent Workshops

- **Learning to Know Pillar Group**
  - The LAP program
  - BookWeek (a major fundraiser for the School)
  - The School of Languages

- **Learning to Live Sustainably Pillar Group**
  - Development of the Nature Play Spaces
  - Working Bees around the School
  - Tree planting and grounds beautification.

As always, I would like to sincerely thank all the teaching staff, SSOs and volunteers for their hard work and their commitment to helping to continue to make Nairne Primary School a fantastic place for our children.

2015 has been a fantastic year with so much achieved. I look forward to 2016 and strongly encourage anyone interested to consider becoming involved in the work the Council does. We always appreciate new members and the fresh ideas, perspectives and enthusiasm they bring.

Paul van Deth
Chairperson, Governing Council 2015