Reading has always been a very critical part of every classroom, in every school. All parents want their children to read well, all teachers want their students to read well and pretty much without exception, all children want to be able to read well because everybody knows that being a good reader opens up a multitude of doors and provides for endless learning.

Why is it then, that with all of this good intention and desire, it can often be frustrating for so many of us? That is why two years ago we decided that literacy and in particular reading would be a whole site focus for a significant amount of time. Teachers all wanted to be better “teachers of reading” because this would make a difference for all children. We all knew we had to be very deliberate in our work and very focussed in our practice, because after all we were already teaching reading, but we all thought we could do it better.

We researched options and decided to commit to working intensively with a literacy mentor, Sharon Callen, using what she called a “Balanced Literacy Approach”.

We also decided to create a very personalised approach to staff learning. We still have some whole staff meetings and whole staff training days, but Sharon also visits regularly throughout the term and gets into classrooms and works alongside teachers and students. Staff are also released individually or in small groups to discuss, plan and review lessons.

As a result of our focus on reading:

- All teachers and all children talk about their “Just right” books (we are hearing some parents use this language too, which is fantastic).
- Every classroom in the school has a classroom library with specifically chosen books.
- All teachers R-7 have focussed on understanding and teaching the Comprehension/Thinking strategies (eg visualising, prior knowledge, making connections, questioning) as these strategies when well taught and embedded for children form a strong foundation for reading.
- Teachers have practised using a “gradual release of responsibility” learning model which focuses on teachers clearly modelling a strategy, allowing time to practise and develop understandings and then to share back with adults or other students.
- We have decided to use a consistent resource “The Continuum of Literacy Learning” as this is a highly recommended text and also caters for the learning of reading from preschool to year 8.
- We have a whole site literacy statement which we call “Essential Reading Principles”.
- We have developed regular processes for collecting information about reading progress and we are starting to analyse this with a focus on the growth that each child has made.

This has been a team effort and we still have a lot to do, but already we can see progress in children’s skills in reading and also in their attitude towards books and themselves as learners.

We will be continuing our focus on literacy in 2014 and on our work with Sharon, and whilst we still have a lot to do with reading, we will start to look specifically at writing as well.
Pillars of Learning

We started working with the five UNESCO Pillars of Learning in 2008 using them as a tool to organise our thinking and our improvement plans. In 2009 we focused on 3 Pillars and linked school Management Teams to each ensuring greater participation and focus in our work. In 2010 the pre-school were formally acknowledged within our site Improvement Plan and Management Teams became Improvement Teams. In 2011 Pillars of Learning were used to structure Governing Council subcommittees (now known as Pillar Groups) allowing a closer connection between staff and parents and a consistent language and set of complimentary priorities. In 2012 this framework has been used to establish “Student Voice”. Now students R-7 meet weekly in groups linked to the pillars, giving children a voice in decision making and opportunities to show initiative and leadership. In 2013 the 3 pillars have remained the same; however some of the priorities have changed.

Improvement & Planning

Our priorities:
- English, Mathematics, Personalised Learning
- Information Technology (IT)

Our expectations:
- Develop whole school data collection processes
- Trial whole school literacy agreement developed at the end of 2012
- Develop whole school maths agreement
- Develop whole school IT agreement
- Growth oriented targets
  - (a 10% increase in students in upper proficiency band for NAPLAN)
- All staff see themselves as learners
- Targeted intervention in maths and literacy for 50 students
- “One Plans” in place to support learners
- Collaborative planning time will be created for interested staff.

Our achievements:
- A documented data collection process is in place for mathematics and English.
- Our literacy statement has been used throughout the year to guide our training and development and keep us focussed.
- Growth orientated targets
  - (a 15% increase in year 7 children in the upper band; 12% increase in year 5)
- Staff see themselves as learners and have plotted their learning in mathematics and reading using the Teaching for Effective Learning (TFEL) review tool.
- Quicksmart, Read Up and Multilit have provided intensive support for over 70 children with fantastic results.
- “One Plans” are in place for identified children from preschool to year 7 and we also have an increasing number of SSO’s who understand the philosophy behind the “One Plan” and are involved in their development.
- For the last two terms Pauline, our teacher librarian has provided extra collaborative Planning Time for some staff allowing them to plan and programme together.

Our summary
This year has certainly been characterised by “Learning”, both adult’s and children’s. This approach of moving forward with several areas at once makes sense when you think about how much teachers and schools have to know and understand and when you have a group of teachers who instinctively want to develop their own understandings and skills then it really does take on a life of its own! The progress our teachers have made in the teaching of reading has already been shared but this would all be to no avail if we could not see evidence (even at this relatively early stage) of changes to students achievement. We can be very pleased with many of our young readers.
2013 results are showing that Nairne students are making significant progress across all year levels. We have now increased our overall percentage to 96.2% of all year 3, 5 and 7 students who have achieved the National Minimum Standard across all areas of Literacy and Numeracy which is up from previous years.

Year 7 students have increased by 8% to a total of 75% for the amount of students who are now in the middle to upper bands in reading but a very healthy 15% increase of students are now in the upper band which gives us 31% in this upper band. Numeracy has stayed around the 80% mark for students achieving middle to upper band results but the pleasing aspect is that we now have a further 8% of year 7 students in the upper band for achievement.

Year 5 students have maintained 80% of students in the middle to upper bands in reading but the greatest improvement comes with 12% extra students progressing from the middle to the upper band for reading. In Numeracy we have increased our overall percentage by 4% to 77% of students who are now achieving in the middle and upper bands.

Year 3 students have maintained last year’s 96% achieving the National Minimum Standard across all areas and have shown an increase in the mean scores achieved in both spelling and grammar and punctuation.

The efforts of students have been pleasing throughout 2013 and the enormous amount of Training and Development staff have done in Reading, Numeracy, IT and Personalised Learning should further enhance results in future years. Congratulations Nairne students, staff and parent/caregivers: we continue our momentum UPWARDS with increased achievements in student learning outcomes.

**Personalised Learning for students:** Along with our literacy mentor we have also started working with a mentor from Kathy Walker Learning (an education and training company based in Melbourne). This has helped us to reflect on our practice and our classroom environments. Families with children in the junior primary will recognise some of the work we have done in the form of “Discovery” (a regular and focussed part of the day that is play based with strong emphasis on relationships, decision making and literacy). Some of our older classes have also started exploring the potential of focus children, clinic groups and Educational Research Projects (ERPs). We have a lot of exciting learning yet to come in this area.

**Learning and Information technology:** Our progress with IT has also been significant. A decision at the beginning of the year to purchase all full time teachers an iPad to use in the classroom has certainly proven to be successful. The vast majority of staff are using iPads and notebooks regularly with students and have just indicated in a recent survey that they believe that more portable devices in rooms would contribute significantly to students’ learning. Our coordinator, Kathy Fazakerley has been instrumental in supporting and challenging staff to take on new learning and try out new approaches in the room.

This has been an extremely demanding year for teachers and their learning, however as the year has progressed more and more people are starting to see that much of the work that we are doing in each curriculum area is transferrable to other areas and that really we are starting to get a clearer and more consistent approach to learning in general.

**Our recommendations for 2014:**
- Continue to focus on our current priorities including a deliberate shift in emphasis to writing.
- Develop specific expectations associated with personalised learning for students.
- Ensure the Australian Curriculum is being reflected in everything that we do.
- Explore ways to provide for collaborative planning time in a sustainable way.

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**Naplan - Nairne School on the UP!**

NAPLAN School Growth: Year 5-7

NAPLAN School Growth: Year 3-5
Learning to Live Together

Our priorities:
Positive learning culture, attendance, child protection and cyber safety curriculum

Our expectations:
• All staff use restorative and proactive strategies to help students develop strong relationships and engagement in learning.
• Appropriate Policies and procedures are available to families.
• Reduce the number of reports of harassment and bullying
• Analysis of attendance and behaviour data reported to governing council twice a year
• Achieve the State target for attendance – 93%
• Communicate regularly with the community

Our achievements:
• Virtues project and SMART training have been used throughout the year to support staff in developing skills
• The Behaviour Learning & Anti Bullying Policy has been available on the website and was sent home to all families.
• Comprehensive reports including photographs, videos, graphs and acknowledgements from children have been presented to Governing Council, staff, leadership team and during our Self review (Validation) process this year.
• Detailed attendance data has been documented and included below.

Our summary
The Virtues: Each learning team has identified virtues to focus on and this year we also introduced getting virtue wristbands when students got 3 virtues.

We celebrate the virtues at each assembly and acknowledged children are put in the newsletter. We also have a “Virtues tree” on display in the front office.

Student Voice: We have continued with the same structure and format as 2012 however this year we have had the CPSW and Counsellor supporting the groups together. Our Student voice groups are linked to the Pillar groups: Learning to Be, Learning to Live Sustainably, Learning to Know and Learning to Live Together. The student voice groups are referred to as: L2B, L2LS, L2K and L2LT.

To further develop connection to school community:
• Groups met each week.
• Minutes are taken and distributed to classes.
• Process has been created for classes to feedback information to the groups.
• Each class is supported to have class meetings by having a class meeting folder.
• Information boards on each group have been set up in the wellbeing corridor to support communication with the community.
• Regular updates of the group’s activities are placed in the school newsletter.
• The R-7 student voice groups change after two terms to give more students leadership opportunities.

A brief summary of each group’s work this year:

L2B - The senior students this year showed great leadership and initiative. Our focus was to provide the students with many leadership opportunities in the school. Students from these groups led the other student voice groups. They attended the GRIP leadership conference with Counsellor and CPSW ran end of term assemblies and helped run special events.

L2K – This year the group focused their time on creating a newsletter for students. Both groups visited the Courier to find out how a real newspaper is created.

L2LS - The group maintained and further developed the schools focus on “Nude Food Days” each Tuesday and Thursday. Results were collected on iPads and shared at assemblies each fortnight. At the end of the term the class with the best percentage was awarded a class prize. This year the group introduced a raffle system to further support students to bring a “Nude Food” lunchbox. The group also collected results for yard tidiness to support the “Gordon the Garden Gnome” award. Reducing energy has been a focus for the group this year and has been developed by attending a Junior Youth Environmental Forum each term. The students surveyed all classes about how they use energy and then created actions such as posters to remind to turn lights off, having “Earth Hour at Nairne” each term and using a grant to purchase light sensors that went into some older classrooms. The students in this group supported Nairne hosting the final Junior Youth Environment Forum for the year where students from Adelaide Hills and Murraylands schools shared environmental actions with each other.

L2LT - The group worked this year on ensuring money raised on casual days went straight to the charities that the school supports. This was done through promotional posters displayed in the front office and clear communication with classes about how much money was needed. Money raised this year exceeded all expectations. The group continued to run parties to welcome new students to the school each term. A highlight for the group was to develop title pages for colouring in books for care packages for children whose parents or family members are in hospital for an extended period of time.
meeting each term to help parents connect with each other, the school and outside agencies to support the needs of their children.

This has been an exciting idea which came from some of our parents while discussing their children’s extra needs. We now have a Parent support group:

- Student Wellbeing:
  - Child Protection Curriculum: Staff were again supported to engage their students in learning about how to be safe when using online resources. The school ran “cyber safety” week in term 3. SAPOL came in to run workshops particularly targeted to middle and upper primary students and highlighting the laws that related to cyber bullying. Staff used online resources such as “Hector’s World”; “Cyberquolls” and “Cyber detectives” to engage students in understand their rights and responsibilities.

  - Transition programs for students going to high school. Our Year 7 students were supported in a smooth transition to secondary education by attending local high schools several times this year. Additionally Year 7 teachers met with high school staff to discuss student needs to ensure that our students have a successful start to year 8.

  - Lunchtime clubs – drawing, music and craft. Lesley and Belinda have worked together to create a program of activities during lunchtimes for students to engage in.

  - Created a breakfast club that runs each morning to support students to have a positive start to school each day.

  - Disability
  - Other
  - Family Crisis
  - 40% Disability
  - 37% Other
  - 13% Family Crisis

In comparing this data from last year there has been a reduction of 6% in the amount of students involved in harassment this year. The school community has continued to reinforce with students steps that they can take to resolving issues and have worked closely with families to support behaviour change with individual students.

When looking at the data that has been collected there is only a small group of students who have been involved in more than 5 issues of harassment this year. The leadership team and class teachers are working with this small cohort of students and families as well as receiving regional support to support them to make better choices when interacting with others. Many of these students are involved in proactive programs with the school counsellor to support them in learning positive social skills as well as individual counselling by outside agencies. In addition to this classes have been part of programs that specifically focus on developing students social skills.

The “Counsellor Chat” process developed in 2012 has continued to support students and families to talk about issues and resolve problems. Our Christian Pastoral Support Worker (CPSW), Lesley was appointed at the beginning of the year. She works on Tuesday and Thursday and now shares an office with the school counsellor. Both Belinda and Lesley are involved in setting up lunchtime clubs and sourcing food for the breakfast club. They have continued to support new parents by running a morning tea each term and have also applied for a grant to purchase musical instruments to be able to develop a music program. Other new initiatives this year include the “Parcel of Kindness” which is a meal that can be given to families to show that we care and “Fruit Tuesdays” where students can have some fruit at recess time from the canteen.

Intervention strategies for students who have been identified as at risk:

- “What’s the Buzz” - Lesley and Belinda both attended training in term 3 and have set up 2 groups of 8 students in term 4. Students were referred to the program by staff or parents and consent from parents provided written consent for involvement in the 16 week program. The program explicitly teaches students social skills important in creating and maintaining friendships as well as strategies to use in conflict situations that are common to young people.

- One50 dance was introduced in term 4 to support the self esteem and resilience of upper primary girls. The program engages the girls in identifying their strengths, things that make them unique and developing skills to manage social situations. The program also engages the girls in learning a hip hop dance routine. Girls were nominated by class teachers and parental permission was given to be able to participate.

- Rock and Water is the complimentary program to “All about Choice” that some middle primary classes engaged in this year. Belinda team taught these lessons with classes where the focus was on keeping yourself centred and in control in social situations.

- Transition programs for students going to high school. Our Year 7 students were supported in a smooth transition to secondary education by attending local high schools several times this year. Additionally Year 7 teachers met with high school staff to discuss student needs to ensure that our students have a successful start to year 8.

- Lunchtime clubs – drawing, music and craft. Lesley and Belinda have worked together to create a program of activities during lunchtimes for students to engage in.

- Created a breakfast club that runs each morning to support students to have a positive start to school each day.

Parent support group:

This has been an exciting idea which came from some of our parents while discussing their children’s extra needs. We now have a meeting each term to help parents connect with each other, the school and outside agencies to support the needs of their children.
Learning to Live Together (cont’d)

Attendance (cont’d)

We have continued to have a strong emphasis of on time and regular attendance here at Nairne. A process has been established each term where class teachers review attendance data for their class and pass on information to the School Counsellor. Attendance is discussed by the leadership team and appropriate steps are taken within the schools attendance policy to work together with families to improve attendance. Our data reflects that these processes support our school in being very close to reaching the regional target of 93% attendance. Factors that influence our school in not always meeting this target are:

- Negotiated part time students due to special needs.
- Genuine illnesses.
- Families taking holidays during school terms.
- Families moving interstate that must stay on our roll books until we are informed of them attending another school.
- A very small number of families with extreme non attendance.

Our recommendations for 2014:

- School to self fund a counsellor for the next 3 years (DECD funding finishes at the end of 2013 due to our school Index of Educational Disadvantage changing)
- Embed all of the successful new initiatives started this year.
- Remain vigilant with attendance and behaviour.
- Remain focussed on positive learning and engagement in school.
Learning to Live Sustainably

Our priorities:
Sustainable learning and living, Kitchen Garden and Kids’ Kitchen.

Our expectations:
- All classes involved in environment initiatives
- Environmental initiatives are communicated to the community
- Staff develop links with environment and other curriculum areas
- New initiatives (e.g. Nude Food days) are supported
- All classes participate in either germination, propagation, growing, harvesting, food preparation and/or eating linked to the garden and the kitchen.

Our achievements:
- We have established a regular section in the newsletter devoted to environmental and garden news.
- Natural play spaces are starting to appear
- Nude food days have really taken off
- Most classes involved in working with Sally in the garden or related projects
- Education for Sustainability Award

Our summary:
Nairne Schools became a participant in the South Australian Sustainable Schools Initiative (AuSSI-SA). This is a partnership between DECD and the National Resource Management Education. Thus we have been able to access valuable assistance in regards to managing sustainability initiatives at our school.

Nairne Schools has been an “Environmental Focus School” during 2013, promoting sustainability across the Hills region and throughout our community.

We received an award, “Education For Sustainability” from the National Resource Management organisation for the outstanding efforts undertaken by our student voice “Learning to Live Sustainably” group. This group has been instrumental in initiating whole school practices which promote positive environmental change within our school and community. These include:
- Nude food lunch boxes twice a week where by students collect results from all classes, sharing results with students and the community through assembly announcements and giving awards to winning classes and reporting class results in our school newsletters.
- Promoting a greater awareness of the various recycling options students have developed, including producing posters for each class to further students understanding of the need for recycling as part of our sustainable practices.
- Conducted an Energy audit across the school to determine energy usage and researching ways to reduce energy use across the school e.g. used a grant to install energy sensors in some classrooms, placing signs by switches encouraging everyone to turn lights off when leaving areas, monitoring air conditioning temperatures and initiating an “Earth Hour” each term where by classes are encouraged to go for an hour without using any electricity.
- Attending and various “Environmental Youth Forums” at schools around the Hills and Murray Valley regions and hosting a Forum ourselves in term 4 where students discuss other school’s environmental initiatives and talk about methods of improving sustainable practices in schools and communities.

We have had staff from the preschool and school attend conferences and workshops in regard to developing Outdoor Natural Play Spaces. Nature Play offers opportunities for children to investigate the natural world, achieve learning outcomes across the curriculum, and be physically active. We are exploring affordable landscape settings that promote children’s engagement and sustainable management concepts. The Pre-School is well advanced with these concepts and the R-7 School is planning to develop outdoor natural play spaces which promote imaginative play and personal developmental risk taking by students.

The kitchen garden continues to be well utilised with all classes having the opportunity to be involved in aspects of planting, picking and cooking of our home grown produce. A video discussing the formation and development of our kitchen garden was produced and is being uploaded on to the “Eat Right Be Active “ website to showcase the achievement of our garden and the many uses by staff and students.

Our “Giant Spring Working Bee” was again well attended, highlighting the community spirit which exists between the parents, caregivers and the school.

The plantings at our Princes Highway school entrance are really starting to bush up and within another year should help provide a more picturesque stroll to school and provide more native biodiversity for our surroundings.

Our recommendations for 2014:
- Development of Outdoor Natural Play Spaces throughout R-7 school.
- Continue energy reduction practices.
- Continue development of stage 2 of Princes Highway school entrance.
Self Review and Validation

A Process of Improvement and Effectiveness

Since 2009 all sites have been expected to undertake planned site reviews that are published as part of this Annual Report. The DIAF (DECD Improvement and Accountability Framework) provides the basis for the review and schools are encouraged to use a variety of tools (scans, evidence indicators, performance rubrics) as well as ongoing evidence collected throughout the year.

Schools and preschools also participate in an external validation process every 3 years involving a team of colleagues and regional staff working with us for a half day to review the entire site. We had our whole site validation in term 4 this year.

The external review team made the following commendations:
- Significant change in the physical appearance of the school
- A sense of whole school connectedness
- Greater sense of consistency of approach and quality team work throughout the school
- The focus on adults as learners and the connection of this to the personalisation of learning
- The range of support and intervention activities
- The “One Plans” process commencing in the early years
- Play based learning approach in the early years and the establishment of an outdoor learning area in preschool
- Increasing value placed on the importance of data
- The change/improvement agenda has been on a multi-front approach. The panel commends the school for not only taking the risks involved, but also for the progress being made.

They also provided 2 recommendations:
- Assessment for learning be further developed and refined
- The school use every opportunity to promote student achievement

We must be constantly seeking feedback on our practices to ensure that we are offering our children the very best education possible.

Previously sites could use a scan to look closely at 9 different areas of their work. Last year DECD changed their requirements and sites have instead been asked to concentrate their energies on the key area of FOCUS ON LEARNING. Indicators of success have been identified and all teaching staff are required to participate in this review.

At right are our 2013 results

Analysis

The graph shows that of the 4 areas, we have made the most growth (0.28) in the area of “Curriculum Coherence”. This is a reflection of the considered and determined work that we have been involved in over the last 18 months in the areas of mathematics, literacy, personalised learning, and more recently, information technology. The developments of whole site agreements in literacy etc, are evidence of the new and coordinated approach to learning and teaching at Nairne School.

Pleasingly the other 3 areas of improvement have also recorded significant growth and are an indication of the considerable amount of work that everyone has been involved in this year.

What does this mean for 2014?

Taking into account the feedback from the validation and the DIAF self review, it will be important for us to stay focussed on the path we have started and not get diverted until we have truly embedded new practices and deepened understandings. We will also need to take every opportunity to share the distance travelled with learning with our whole school community.
Our “Top 3”: What were our successes in 2013?

“Top 3” in classrooms

1. **Individual student progress**: This rated very highly again this year and acknowledges the hard work and determination of many students in all areas of the curriculum. It also highlights that teachers specifically notice children who work to overcome hardship and those who set themselves goals of excellence.

2. **Improved reading outcomes linked to “Just Right” books**: Our literacy focus and ongoing work in this area is making a difference in the classroom. Children are reading more and practicing more skills when they read. They are understanding what makes kids “good readers”.

3. **Teachers’ relationships with children and their students enthusiasm for learning**: these were in equal 3rd place. Nairne has always valued the positive relationships that exist between teachers and their students. These are often the thing that gets some children to school each day and seeing children enjoying and being motivated by your teaching often gets teachers to school each day!

“Top 3” in the preschool

1. **Collaboration and team work**: Number 1 again! Working together and supporting each other has always been a signature of the preschool and this year has been no exception.

2. **Community involvement**: The special family focussed evenings each term have become part of the culture of the preschool. They allow parents to spend time and explore the space that supports their child’s learning each day. Sharing a simple meal and talking with other parents develops new connections too and this is always a priority for the staff at the preschool.

3. **The Garden**: Wow what a transformation! After a few false starts the kids in the preschool are finally able to climb, scramble, dig, plant, run and paddle in their amazing new garden. This has been a fantastic example of staying true to your principles and maintaining your vision even in the face of adversity.

“Top 3” in the school

1. **The Tibetan monks**: Maybe this was something to do with the timing of their visit and the survey but the incredibly enriching and calming monks have stolen top place again with a huge number of staff identifying the positive aspects of having them in our school and community.

2. **Razzle Dazzle Cabaret**: Another amazing part of school life and although, like the Monks, we only do a large school performance every second year, it is always worth waiting for! The students involved in this year’s dazzling production will remember it for the rest of their lives.

3. **Staff relationships and ‘tree bombing’** – An unlikely combination but definitely both have made a huge difference to our school this year. Our staff team has worked (and played) together incredibly and our first go at yarn bombing was an outstanding success.

“Top 3” personal learning

**Collaborative planning**: This year we have created even more opportunities for staff to work together. Learning Teams have met once a term for half a day to do longer term planning while many staff got the opportunity to work with others for a shorter amount of time each week. When we had a mentor in the school we were often able to release people in pairs if they were interested in a similar topic or had a shared question or need. Working with others can never be over-rated.
Preschool Report

from Jill Hardy, Preschool teacher

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 and Relationships.

Learning

Our Priorities:
- Maximising the use of both indoor and outdoor spaces
- Using an inquiry approach to expand our understandings of personalised learning
- Creating an outdoor environment that encourages children to connect with the natural world
- Continue learning about Thinking and Talking Floorbooks

Our Expectation:
All children are engaged in meaningful, sustained play

Our Achievements:
- Workshop with Kathy Walker on documenting children’s learning
- Personalising the interior physical space of our new building
- Taking on the redevelopment of our outdoor environment ourselves– frog pond, serpent garden, etc.

Our Summary:
We have achieved a lot and the journey continues…

Our Recommendations:
Continuing with the outdoor area redevelopment to include increased opportunities for shared interaction with school children (particularly in the light of the introduction of a single entry intake)

Community

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

Our Expectations:
- That the community values children’s play experiences
- That Floorbooks are utilised for communication with parents

Our Achievements:
- Regular Preschool newsletters every 3 weeks
- Major family events each term
- Liaising with Lesley the school pastoral care worker
- Sharing activities and resources with the school
- Successful artist in residence programs
- Using Floorbooks in a variety of ways

Our Summary:
Many positive achievements and incredible parent/family involvement
- We have a new community notice board but still need to develop a parent resource area in our foyer: a priority for next year.

Our Recommendations:
- It will be a new experience having the same parent community for a whole year. We would like to investigate ways in which those who have had children attend Preschool before can help to welcome and assist new families to belong.
- We would like to investigate ways to expand interaction with families who do not have regular daily contact with the Centre.

Relationships

Our Priorities:
- Optimising the quality of adult/child relationships
- Learning to use the observation scales in Reflect, Respect, Relate as a helpful tool

Our Expectations:
- Educators work from the needs of the child not the adult
- Educators engage in deep conversations and real interactions with children

Our Achievements:
- The development of the outdoor area in particular has opened up many opportunities for real and meaningful interactions with both families and children
- Self-reflective practice is encouraged eg 3 of our SSO’s have recently completed their certificate III
- Adoption of One Plan especially for children with special needs
- Introduction of focus children

Our Summary:
Much achieved but more time is needed to continue to work with Reflect, Respect, Relate.

Our Recommendations:
We recognise a need for more time to work together as a staff. Hopefully DECD staffing arrangements will facilitate this in 2014.
Opinion Surveys

Each year parents, students and staff are surveyed for their thoughts on:
- Quality of teaching and learning
- Support for Learning
- Relationships and community
- Leadership and decision making

This year however the requirements for schools have changed slightly moving to a national survey of parents, staff and students. The timeline has also changed and so at the time of printing and presenting this year’s Annual Report this information was not available.

The Preschool however have a full report that is able to be shared.

In 2013, preschool parents were surveyed and 34 parents responded. 100% of parents either agreed or strongly agreed with the following statements:
- I think my child receives high quality teaching at the preschool
- This preschool has the expectation that children will learn.
- My child’s teachers make learning interesting and enjoyable.
- The Preschool has an excellent learning environment.
- My child has access to quality materials and resources that help him/her to learn.
- My child is happy at this preschool this year.
- This preschool provides a safe and secure environment.
- This preschool assists the development of my child’s personal and social skills.
- The staff always listens to what I have to say about my child’s development and needs.
- This preschool is well organised
- I have confidence in how The Preschool is managed
- I believe there is effective educational leadership within The Preschool.
- Overall I am satisfied with The Preschool's planning.

Areas to focus on in 2014:
- Seeking parent opinions about educational programmes
- Including parents in decision making

Teaching Staff
All staff are registered with the SA Teachers Registration Board and have appropriate qualifications.

Student Population

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With seventeen parent members, two elected staff members, the Deputy Principal, Principal, Counsellor and Finance Officer, 2013’s Governing Council started the year as one of the largest the school has seen.

This is my third Annual Report as Chairperson and while I have normally focused on the year’s highlights and achievements, (which will also be celebrated elsewhere in this report), this year I wanted to talk about the people involved in council. I wanted to give each member a chance to feel proud of what they do and what they are a part of.

Everyone on the council is a volunteer. They give up their precious time willingly. Every single person on council has a busy life outside of their commitment to the council. Many members are involved in other community or sporting groups. Many work. All the parent members obviously have children and I believe that all of this year’s staff representatives do as well. Everyone has different skills and interests. Everyone is there with a focus on helping our children’s school in some way.

We’re not miracle workers who can solve every single issue that arises. We might not get it 100% right, 100% of the time. We don’t have access to unlimited resources and finances. But we are all there for the same reason. We want to do whatever we can to enhance our children’s school experience. Our mandate is “Our children are the focus of all we do” where “Our children” are “All children”.

So, now that we have taken a moment to pat ourselves on the back and remind ourselves of why we turn up to those meetings, let’s reflect on what we have contributed to this year.

The Governing Council has assisted with:
- the introduction of the Nairne Community Sustainable Markets
- the running of numerous fundraising events throughout the year including the election day BBQ fundraiser and school Fun Run (just to name a couple)
- informative parent workshops
- book week activities and book fair
- the working bee
- investigation into bringing the school of languages to the hills
- our ever popular sports day
- school photos
- the finalisation of many building projects
- lost property/sick room maintenance
- promotion of the Learning Assistance Program (LAP)
- plus more

Please take the time to read each Pillar Group report for many more exciting achievements in more details.

It is almost impossible to name all of the wonderful programmes and activities that are run at or through the school but I thought it important to try and list at least some of them, in no particular order:

<table>
<thead>
<tr>
<th>Student Voice</th>
<th>Excursions</th>
<th>LAP</th>
<th>Premier’s Reading challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAPSASA sport</td>
<td>Cook outs</td>
<td>Quicksmart</td>
<td>Gordon the Garden Gnome</td>
</tr>
<tr>
<td>Pedal Prix</td>
<td>Breakfast Club</td>
<td>Cartoon Club</td>
<td>House sports at lunch times</td>
</tr>
<tr>
<td>Canteen</td>
<td>Kitchen garden</td>
<td>Choir</td>
<td>Reader’s Cup Challenge</td>
</tr>
<tr>
<td>Chess Club</td>
<td>Nude food</td>
<td>Parent workshops</td>
<td>School banking services</td>
</tr>
<tr>
<td>Drama Club</td>
<td>OSHC</td>
<td>Monks visits</td>
<td>Virtues programme</td>
</tr>
<tr>
<td>Music lessons</td>
<td>Preschool</td>
<td>Playgroup</td>
<td>Swimming lessons</td>
</tr>
</tbody>
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I am exhausted just looking at this list and I have, no doubt, failed to mention some. Thanks once again to the staff of Nairne Primary, our teachers, SSOs and all the volunteers for all your hard work and dedication throughout the year. You do all this on top of teaching and nurturing our children. You are amazing!

I would encourage all parents and caregivers of our children to consider becoming involved in our school in some way, however small.

This has been my eighth year on Governing Council and I continue to enjoy being involved in the school in this way. I am looking forward to working with everyone on Governing Council in 2014.

Anne Coad, Chairman, Governing Council 2013

2014 has been a fantastic year with so much energy being contributed to learning by students and teachers. We are so fortunate to have adults and students who really want to understand more about how to do their job or about the world around them.

Our ongoing commitment in literacy, mathematics and personalised learning will mean that in 2015 we will see even more growth.

Next year will also be exciting as we expand our in-class technology to include more classroom based iPads, as we have seen how much these can impact on learning when used in creative and thoughtful ways.

On behalf of staff I would also like to thank parents for their ongoing commitment to their child’s education. Working together so each child can achieve their very best is our goal.

Regards, Leesa

Leesa Shepherd, Principal, 2013

Anne Coad, Chair of Governing Council 2013