

HAPPY VALLEY PRIMARY SCHOOL

Annual Report 2015



1. CONTEXT

School Name:	Happy Valley Primary School	School Number:	0171
Principal:	Deborah Hemming	Partnership	South Valley

The school is situated in Happy Valley 20 km south of Adelaide in the City of Onkaparinga, it offers picturesque grounds for the enjoyment of students and the opportunity for many varied learning experiences in the classroom, the environment and the community.

The staff and community of Happy Valley Primary School work together to provide a broad range of learning experiences for students to develop the skills and dispositions for learning and work. The student population averaged 276 with some movement to and from other schools. The cohort reflected some community diversity consisting of 0.4% ATSI, 12.4% School Card, 9.1% Students with Disabilities, 8.9% Learning Difficulties and 0.7% students under Guardianship of the Minister. Student achievement was commendable in NAPLAN, Running Records and PAT-M and PAT-R testing cycles.

Additional programs offered to the students included Choir, Pedal Prix, SAKG and various Sports events all supported by staff and community members. The junior primary staff initiated the development of a Nature Play area utilizing the natural environment and connecting to the Early Years Learning framework.

In terms one and two, Sue Schmidt effectively led the school establishing the directions and priorities for the year. The appointment of Deborah Hemming as ongoing Principal created a change mid-year whilst bringing a sense of stability for the future. Additional staffing changes included the appointment of four teachers to permanent positions which will further support staff commitment to site priorities. The retirement of Lyn Smart this year was a cause for celebration of a career committed to the care and achievement of students at our school and across the state.

Community involvement is high with committed members of the Governing Council offering support and opinion to ensure a positive culture is promoted beyond the school gates. This is reflected in healthy enrolments for next year and should continue for the future.

It has been a pleasure to take up the role of Principal in the latter part of the year and I look forward to many years working in partnership with the students and the community.

2. REPORT FROM GOVERNING COUNCIL

On behalf of the Happy Valley Primary School Governing Council, I have pleasure in submitting the Chairperson's report for 2015.

As Chairperson, I would firstly like to express my appreciation of the hard work undertaken by all members of the Governing Council and sub-committees in the past 12 months. As in prior years, we have given time and experience to areas of education, sport, grounds and buildings, fundraising, school finance, canteen and school uniforms.

One of Governing Council's strong focuses for 2015 was successful collaboration by supporting the sub-committees along with leadership to improve & sustain a positive school environment.

In 2015 we expanded the sub-committees by reintroducing an Education, Fundraising and Canteen committee and ensuring a representative was present at Governing Council meetings to report and seek feedback.

Education Committee worked closely with Debbie to update our Sun Smart and Head Lice policies.

Fundraising put a lot of hard work and time in to the end of year Fair which is worth all the effort when you see the students & their families enjoying this time together.

Parent Network have continued to bring us memorable evenings such as the Quiz Night and Ladies Night Out as well as running the successful stalls throughout the year to raise funds that help improve the everyday running of the school.

Our **OSCH** service has continued to provide exceptional before and after school care and vacation care for our students and is a highly valued asset within our school community.

Nicole Kendrick continued her role as **Canteen** Manager in 2015 with great passion and dedication and we thank Nicole for her efforts and the terrific service provided to students and staff.

I would like to acknowledge Trudy McCard for her time put in to researching & developing a new school uniform. I am sure you would all agree the students look great.

2015 welcomed Claire Bruce to our SAKG program and her energy and enthusiasm to the kitchen has been appreciated by all. The recipes made by our students would not be as delicious however, without the produce from our well maintained garden.

Thank you to Wendy Nicolle for her commitment & dedication to our garden & grounds and her continued involvement with many other community groups.

On behalf of Governing Council and the school community I would like to acknowledge and say thanks to those parents and caregivers who have given up so much of their time for the benefit of not only their own children but to the benefit of all children at the school – who've helped out in the canteen, assisted teachers in the classroom, volunteered in the kitchen and garden, raised money in fundraising activities, the organisers/coaches of school sporting teams and all other aspects of school life which could not function without parental and community support. We would also like to say thank you to School Leadership, teachers, Front Office staff and SSO's for the continued dedication to our children in your care.

In term 3 we were joined by our new Principal, Deborah Hemming. We welcome Debbie's past experiences and many years in leadership to guide Happy Valley Primary School for many years to come.

We would also like to thank Sue Schmidt for her efforts and dedication when stepping in to the role as acting principal.

In closing, this is my first report to you in the role of Governing Council Chairperson and it was a privilege to represent the school community. I have the pleasure of being involved in a Governing Council that has such passion and commitment to ensuring all the children and families are satisfied with their school environment. At last year's AGM we introduced 7 new committee members and the year ahead brought the selection of a new school principal so as you could understand I was very nervous stepping in to the Chairperson role. I believe if you have a strong commitment to your child's education, listen to other's feedback and opinions and have the support of other committee members, teachers and leadership it can be a very rewarding role.

I have great confidence that Happy Valley Primary School will go from strength to strength and no doubt that its distinctive nature will continue to evolve and be a school of which we are always proud.

Julie Coe
Chairperson
Governing Council 2015

3. 2015 HIGHLIGHTS

UPPER PRIMARY

- Support to students with additional social – emotional needs through anxiety and a GOM student
- Produced valuable integrated learning through the use of technology and the introduction of Prezi as a means of presenting work
- School camp to Canberra connecting with Civics and Citizenship
- The upper primary assemblies through the year have been a great success based on a theme which was then connected to school endeavours, finishing the year with a play about Ancient Egyptian gods related to the year 7 curriculum
- Based on the powerful learners approach, maths exercises were developed involving the investigation of angles to design a ferris wheel showing accurate scale, angle measurements and explanation of design followed with the opportunity to make a replica of their design with Knex
- Debating groups presented on three different subjects, video recorded each team's presentation; peer assessed their work then viewed the video for reflection of individual effort.

MIDDLE PRIMARY

- Professional Learning Teams – All PLTs used The Four Critical Questions/ Learning Design and the Australian Curriculum to identify Essential Learnings and appropriate common formative assessments.
- Art and Science of Teaching – Staff who had not previously undertaken Professional Development in the Art and Science of Teaching attended a 2-day workshop organised by the Southern Valley Precinct in term 1. This was followed up with a

Pupil-Free Day in term 2 that examined Question 1: What will we do to establish and communicate learning goals, track student progress and celebrate success?

- PAT Reading and PAT Maths Seminar – Year 1 to Year 7 staff attended a PAT Reading and PAT Maths Seminar in term 3 to develop a better understanding of the PAT suite of assessments and what their students' results actually mean.
- Professor Maths – Years 3 – 7 students attended the Professor Maths Road Show in term 2. The show provided student with a range of activities that designed to improve student's attitudes towards Mathematics. Students reported that they enjoyed the challenge of solving the problems.
- Mobile Science Show – All students attended sessions on a variety of Science topics. The StarLab was a huge hit with the Middle Primary students, with a number of students commenting on how much they had learnt about the constellations.

JUNIOR PRIMARY

- Introducing more digital learning in to the classroom and sharing this with parents
- Reception team working collaboratively to implement a version of the Walker Learning Approach (play based learning)
- The class entering art work into the Royal Adelaide Show and 5 students receiving merits. Royal Adelaide Show collages - students were engaged and showed great care and pride in their work.
- Visiting Bethsalem Retirement Village - students showed confidence in speaking to the elderly right from the start.

COUNSELLOR REPORT

Liz Loveday 2015

- In my role as school counsellor this year I have focused on running small groups with students who need support with emotional development and social skills.
- Throughout the year I have run "What's the Buzz" groups with Junior Primary students. This program by Mark Le Messurier and Madhavi Parker features lessons on making friends, joining in, taking turns, waiting etc. I have been able to take 21 students through this program to give them small group, intensive, specific instruction.
- I have also run a small group of Middle Primary boys through a course called "Cool Kids". This is an anger management course designed to assist students to develop language skills, cooling strategies and positive thinking skills.
- I have also run an upper primary sewing group to assist with friendship issues.
- Much of my time has been spent with individual students or small groups who are having difficulties. With individual students I assist them to find strategies to help them with whatever problem they are facing, and often me time spent with small groups revolves around us making a set of group rules or norms.

- As leader of Future Leaders I have assisted the students to report from class meetings, discuss issues around the school and raise money for both school causes and charities. A large part of my work with these students has also featured specific teaching of Thinking Skills.
- I have also worked with the staff to assist SSO's to develop strategies to help students with trauma, and supplied resources to teachers to assist students with emotional difficulties.
- I would like to recommend that all staff use the "What's the Buzz" program as their social skills training for term 1 and 2.

4. SITE IMPROVEMENT PLANNING AND TARGETS

The Site Improvement Plan was developed in consultation with the Professional Learning Teams for implementation in 2015.

The key priorities addressed the school and partnership focus on the strategies and processes learnt through the Art and Science of Teaching to implement the Australian Curriculum.

The priorities were:

Guaranteed and Viable curriculum – to identify and deliver an engaging, stimulating and well-articulated learning program for all students that results in continuous improvement in learning.

Teaching for Effective Learning – Pedagogy - to focus on the Instructional Design Questions of the Art and Science of Teaching Framework in conjunction with the Elements of Becoming a Reflective Teacher in order to develop expert and reflective learners. (TfEL Domain 3)

Student Wellbeing and Engagement – demonstrated improvement in Wellbeing/Social Skills and Engagement.

Site progress was evaluated through self review processes including individual meetings of all staff with the Principal, mixed group discussions and evaluation at staff meetings, year level discussion and evaluation at PLT meetings. The conversations generated through these processes was informative and highly professional projecting a positive view of the school. The stop light system was used to measure progress with Teachers and SSOs reflecting on their work with honesty and a view to the future.

Feedback will be used to inform strategic planning for the 2016 school year.

4.1 Junior Primary and Early Years Scheme Funding

Reading Intervention Program

In 2015 the Reading Support Teacher supported students in Reception and Year 1 at risk of not reaching benchmark by the end of the year.

During Term 2 teachers used data collected from the recognition of sounds [Jolly Phonics], sight words [On Track and Oxford list] and running records to determine which students were at risk and would benefit from extra support. This did not include Students identified with a disability and on an NEP. After analysing the data it was decided to provide a program that would support 21 students. This included 8 year 1 and 17 reception students.

A 0.4 position was made available for intervention during Term 3 and 4 and it was decided to run the program across 3 mornings to maximise the time available and the students attention and energy levels.

The program focussed on sound blending, sight words, reading strategies and fluency. Students were placed in groups of 2 or 3 for 30 minute sessions, 3 times a week. Short term and long term goals were established. Anecdotal notes, checklists and graphs were all used on a daily basis to support programming and assessment.

We had 4 students leave throughout the program. Two students showed significant growth and resumed their learning in the classroom without extra support. The others moved to different schools.

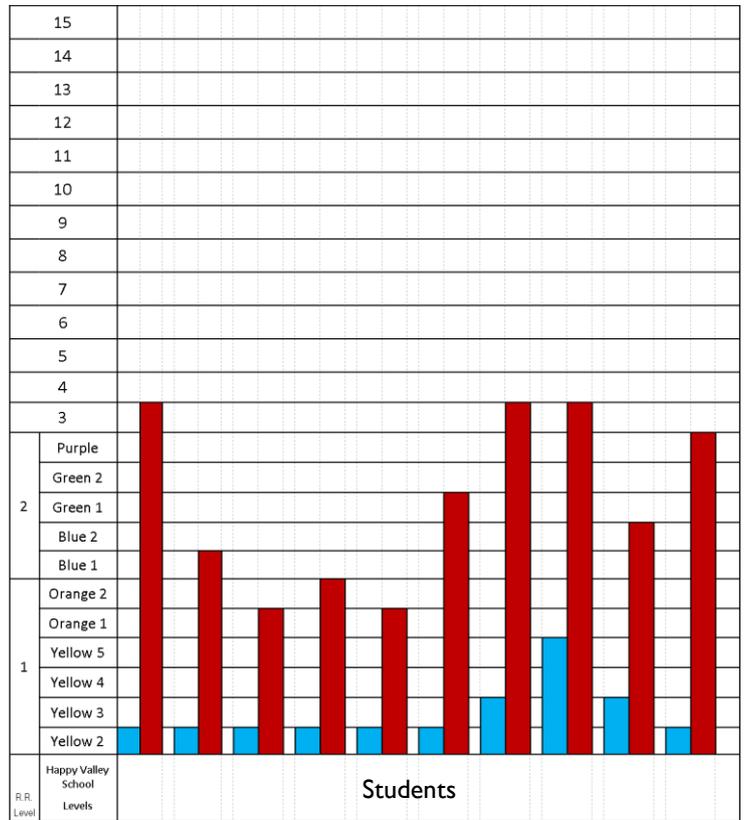
At the end of the program the data was collated in a one page summary for each student. This page together with the ongoing checklists and graphs were given to each teacher to put into students 'black' folders and Learning Journals.

The following graphs summarized the results achieved by students participating in the program.

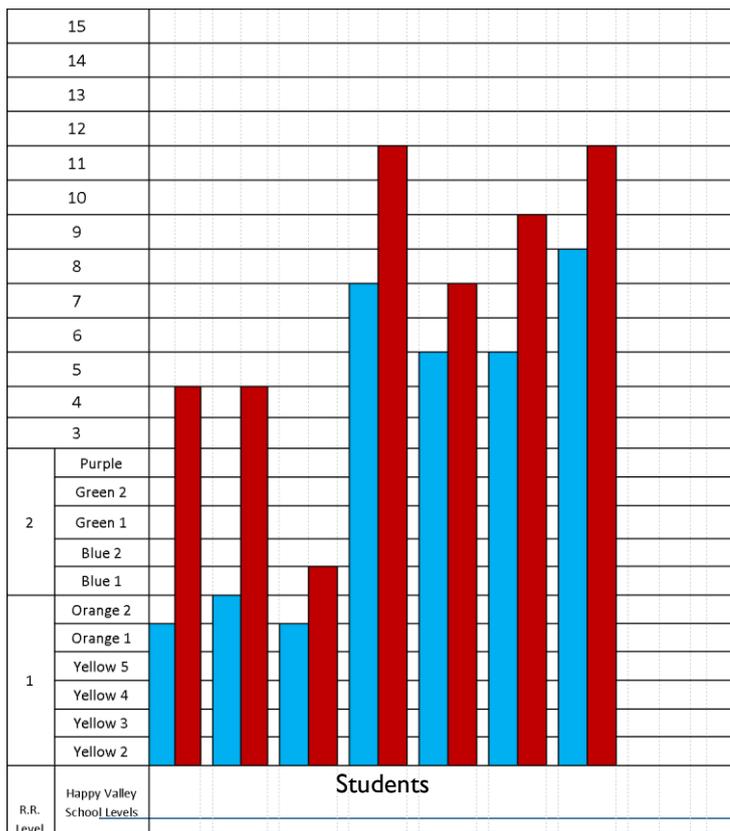
Reading Levels

RECEPTION

- 3 students reached level 3.
- [2 levels below bench mark]
- 100% of the students progressed at least 4 levels of books.
- Although showing improvement 7 students are still well below the benchmark of Level 5.



YEAR 1



- 2 students moved up 4 levels.
- 3 students moved up 3 levels.
- 1 student moved up 2 levels.
- 1 student moved only one level.
- 2 students reached level 11 but are still 4 levels below the benchmark of 15.

4.2 Better Schools Funding

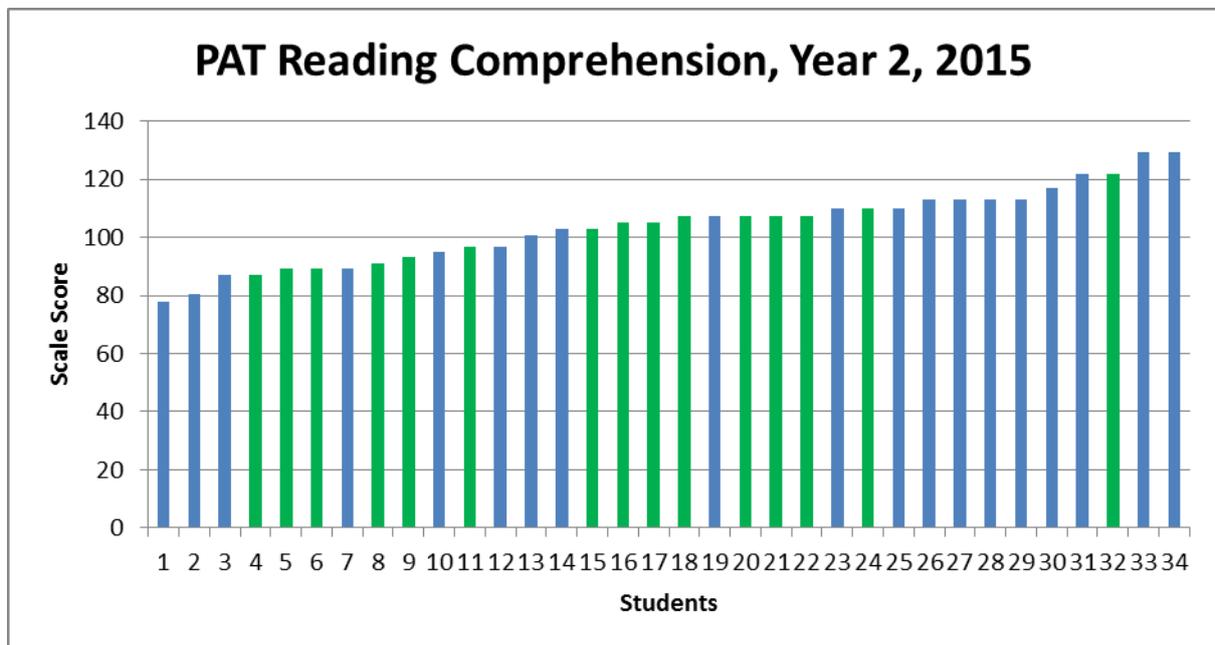
The Better Schools Funding achieved for the school in 2015 was \$6,107.00 which supported additional hours for student support. It was used to supplement funds for students with learning difficulties.

5. STUDENT ACHIEVEMENT

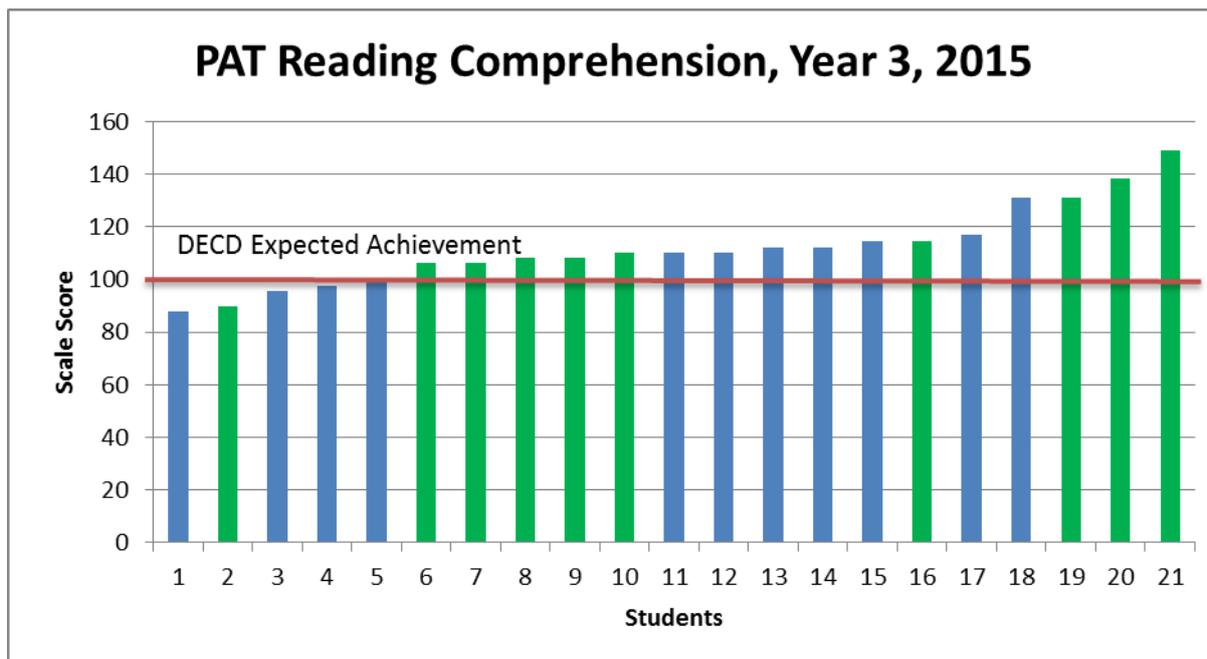
LITERACY

All classes from Year 2 to Year 7 collected data in September using the ACER online test; PAT Reading Comprehension.

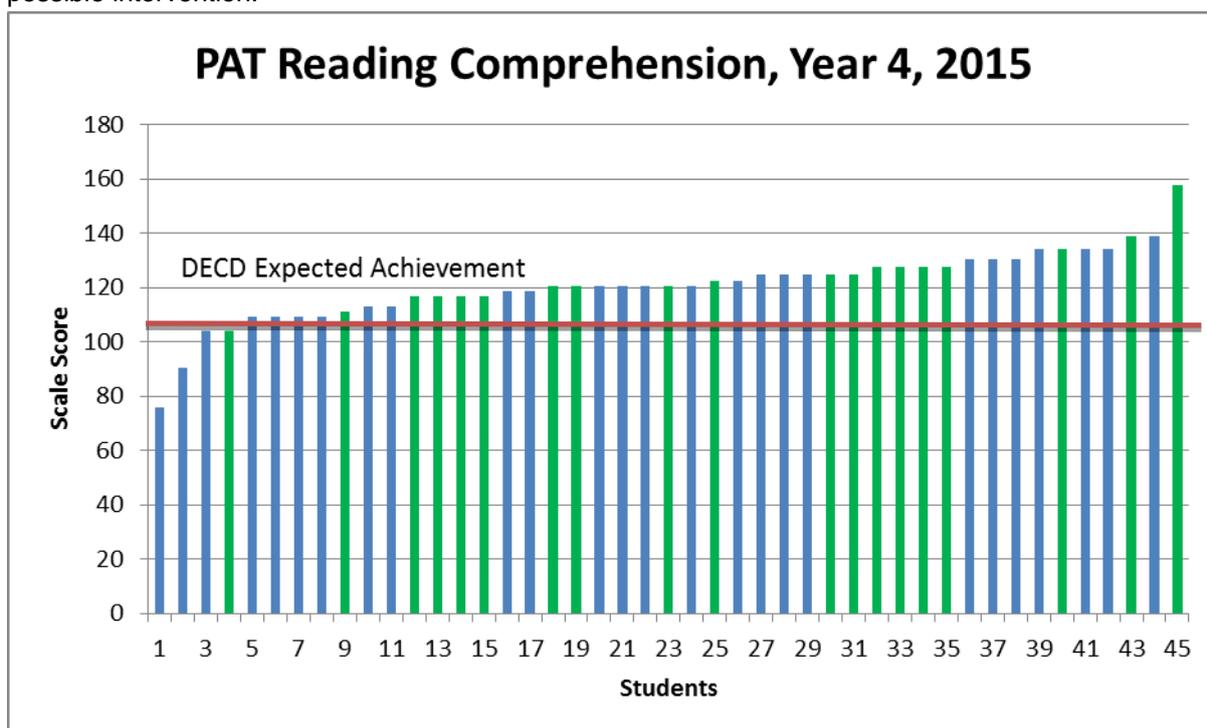
The following graph indicates that 24 out of 34 (71%) Year 2 students attained a scale score of 95 or better. Students whose scale score was less than 95 will need to be monitored throughout 2016 for possible intervention.



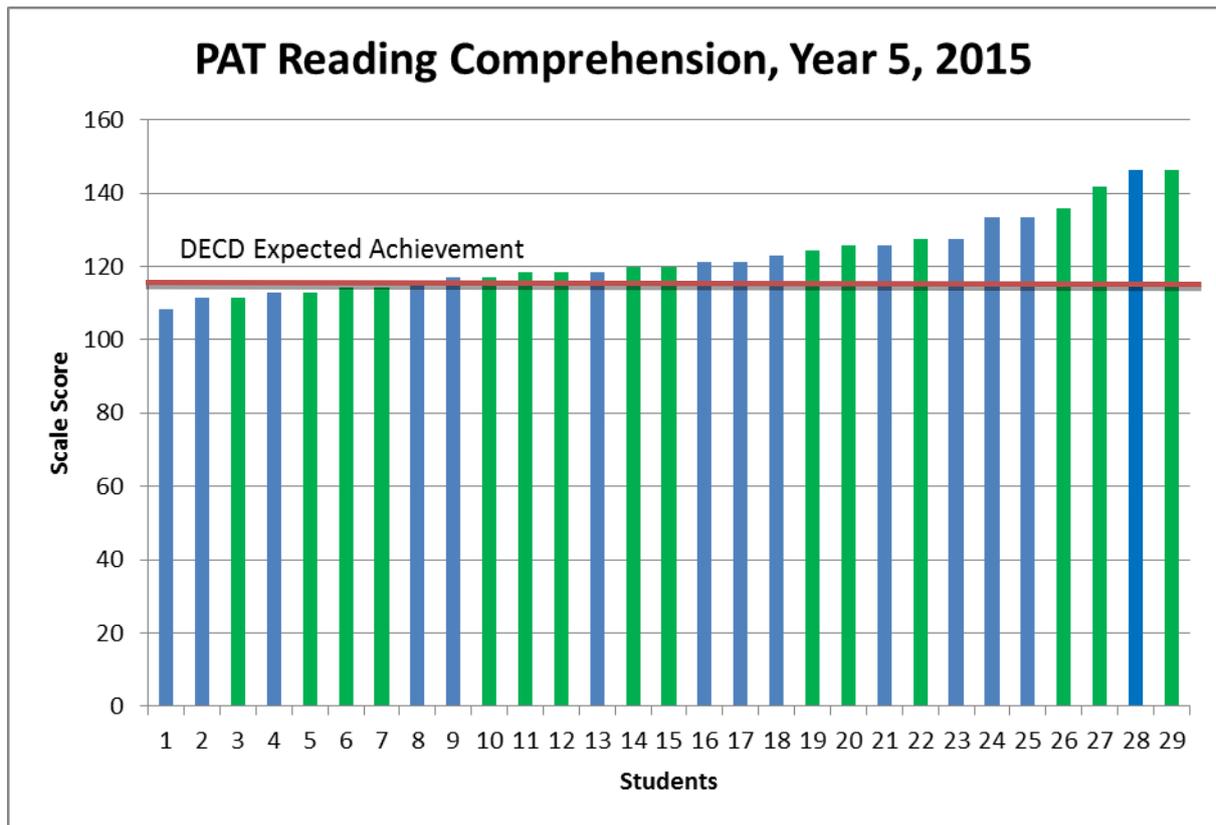
The following graph indicates that 17 out of 21 (81%) Year 3 students attained a scale score of 100 or better. Students whose scale score was less than 100 will need to be monitored throughout 2016 for possible intervention.



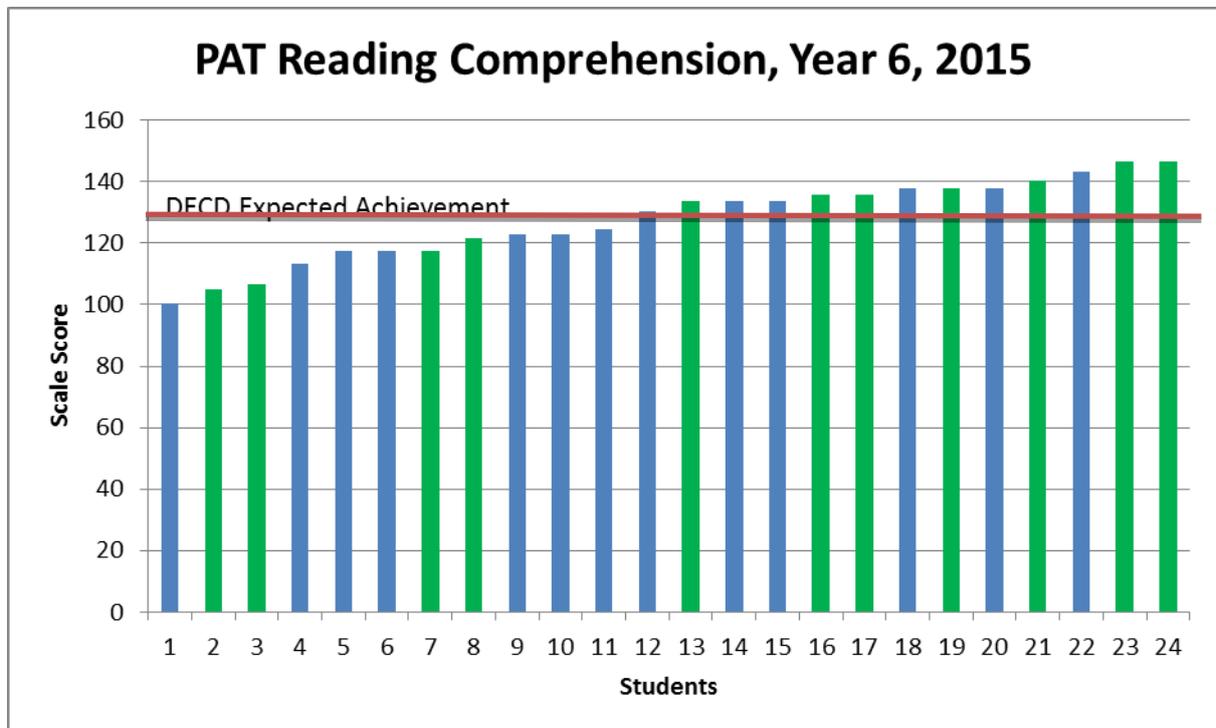
The following graph indicates that 41 out of 45 (91%) Year 4 students attained a scale score of 110 or better. Students whose scale score was less than 110 will need to be monitored throughout 2016 for possible intervention.



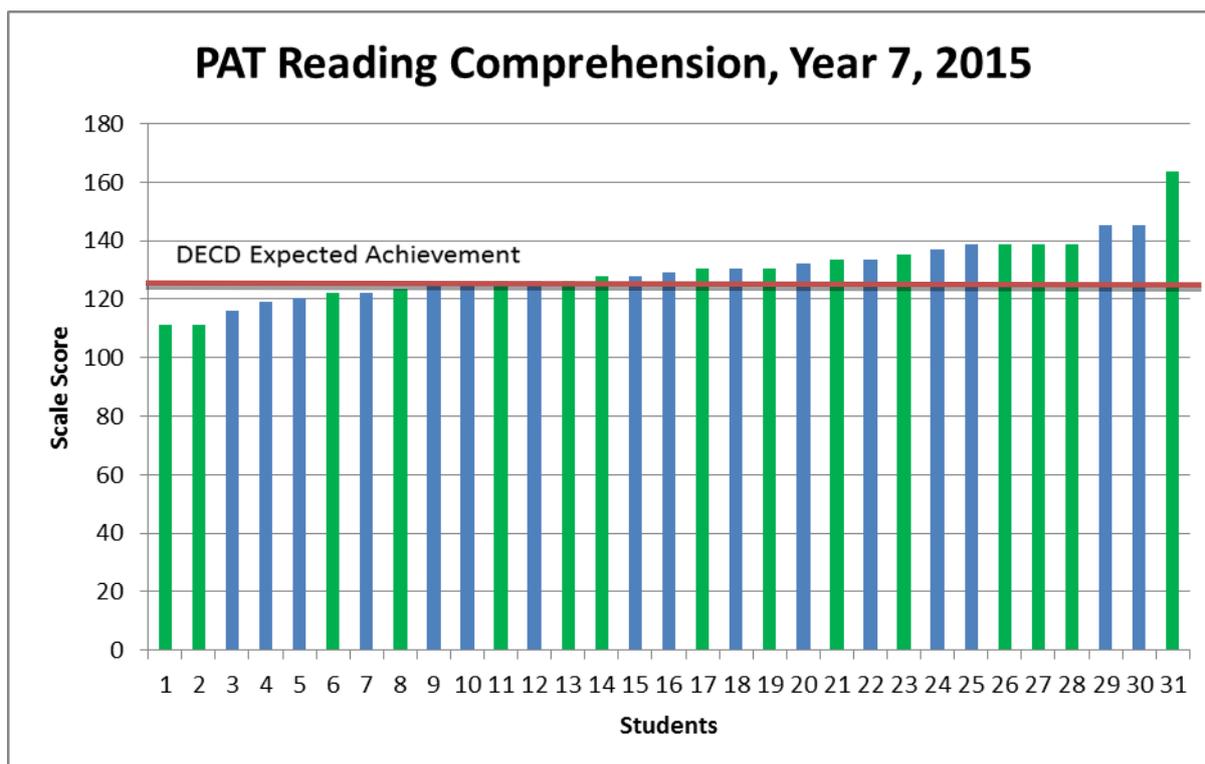
The following graph indicates that 22 out of 29 (76%) year 5 students attained a scale score of 115 or better. Students whose scale score was less than 115 will need to be monitored throughout 2016 for possible intervention.



The following graph indicates that 17 out of 24 (71%) Year 6 students attained a scale score of 120 or better. Students whose scale score was less than 120 will need to be monitored throughout 2016 for possible intervention.



The following graph indicates that 24 out of 31 (77%) Year 7 students attained a scale score of 124 or better.



Recommendations

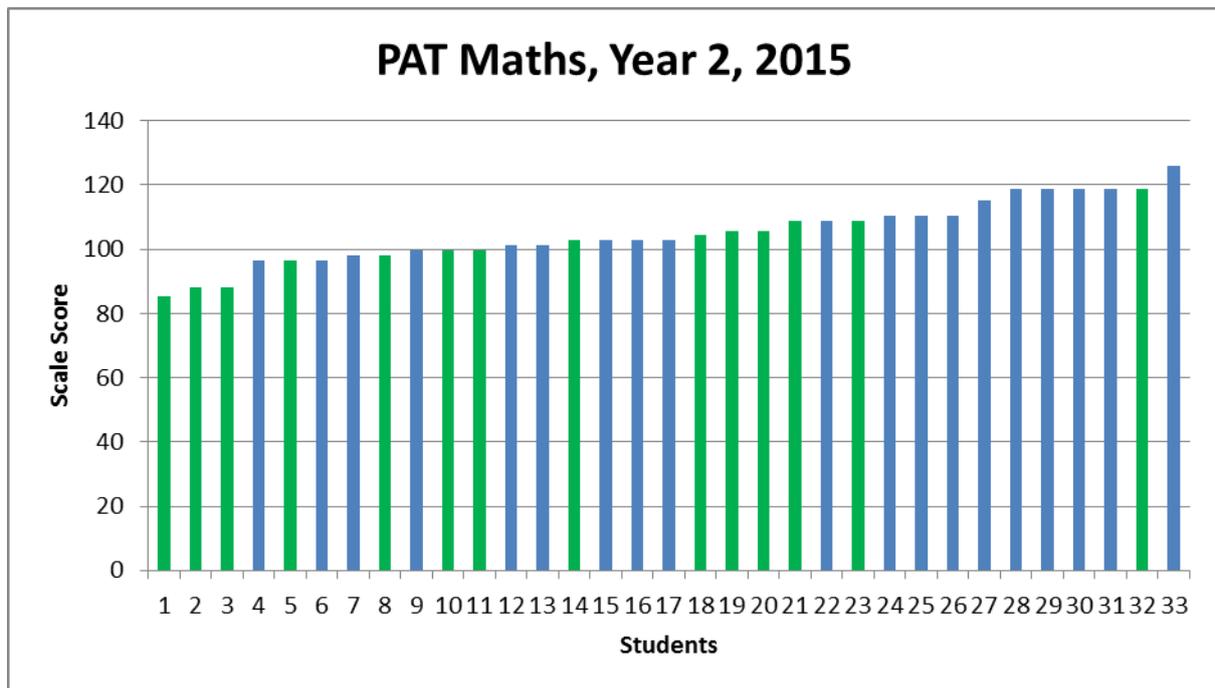
- The learning programs developed in Literacy need to be maintained in 2016. The focus will include the development of Literacy Agreements and targets in reading and writing for each year level.
- On-going development and use of common formative assessments based on the Australian Curriculum and other relevant resources to ensure appropriate intervention for those identified students whose learning is at risk
- Students who have not reached the learning targets in Reading and Writing have been identified and throughout 2016 will be involved in appropriate intervention programs. Initially, the targeted students will be involved in intervention sessions organized through the Professional Learning Teams (Wave 2 Intervention). Where Wave 3 Intervention is needed students to be involved in programs with an SSO and/or matched with a peer-support student for further practise. This will be closely monitored and forms part of the school intervention strategy.
- Continue to use the ACER online test PAT Reading Comprehension Years 2 – 7 in order to make comparisons with baseline data.
- Other data to be collected consists of the Spelling of Oxford Word Plus list - Rec – yr 4, in order to assist teachers in identifying students who have not reached agreed year-level targets.
- Data from the SA Westwood Test, to be collected to assist teachers in identifying students who have not reached agreed year-level targets.
- Develop processes and strategies to challenge and extend our students in order for every student to reach her/his potential in English and other curriculum areas.

- Continue to use web-based programmes, such as “ABC Reading Eggs” for skills/knowledge practise and enrichment.

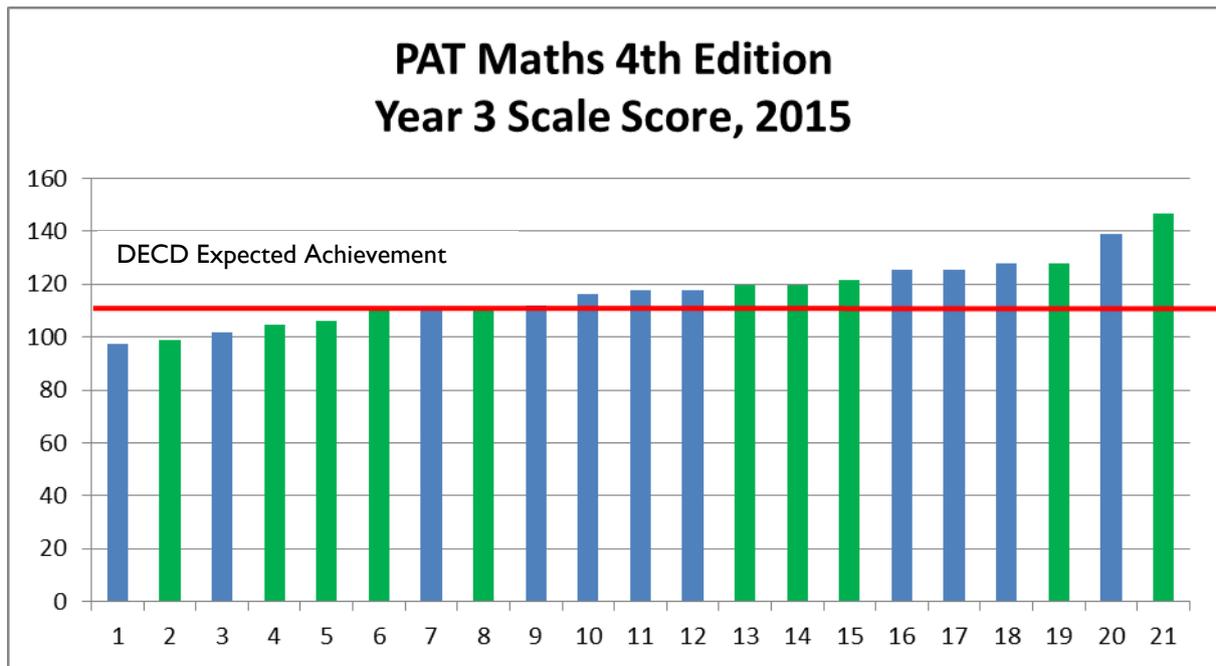
NUMERACY

All classes from Year 2 to Year 7 collected data in September using the ACER online test; PAT Maths 4th Edition.

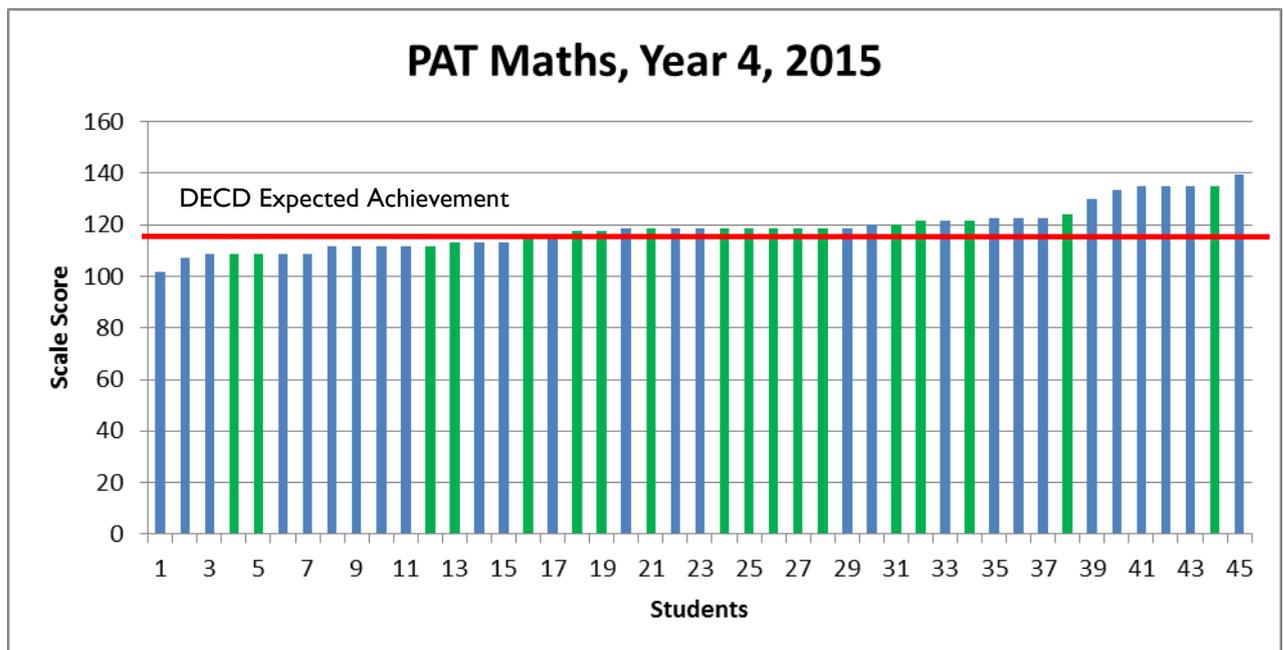
The following graph indicates that 22 out of 33 (67%) Year 2 students attained a scale score of 100 or better. Students whose scale score was less than 100 will need to be monitored throughout 2016 for possible intervention.



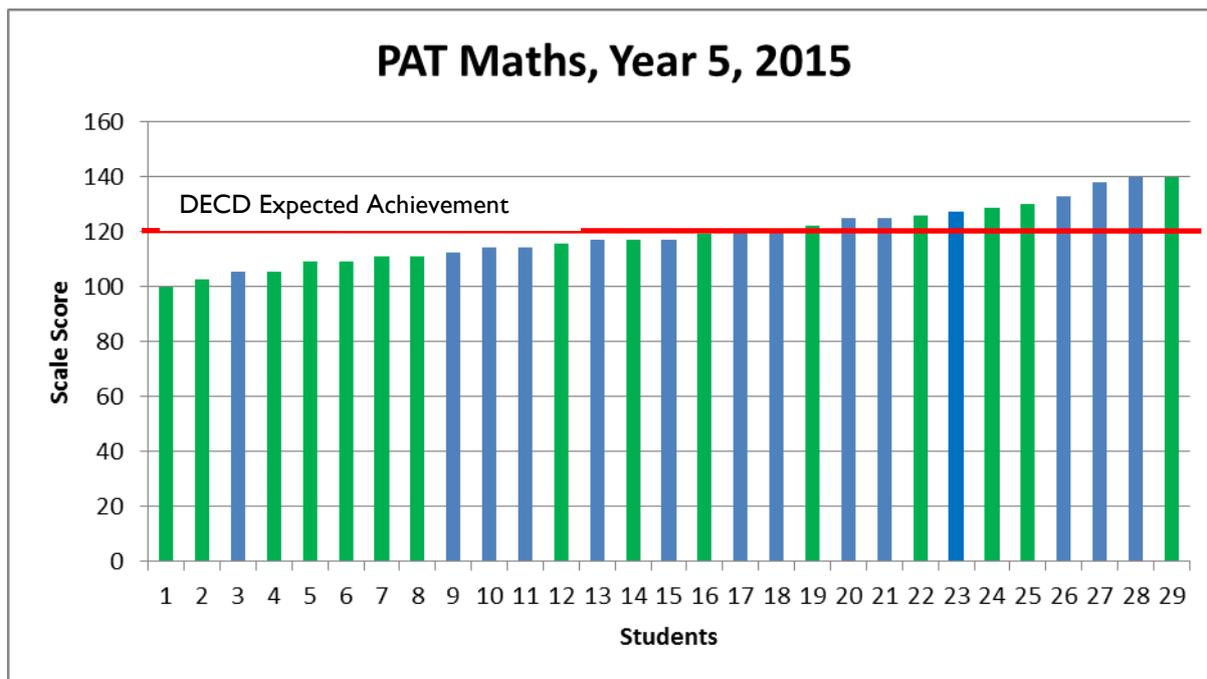
The following graph indicates that 16 out of 21 (76%) Year 3 students attained a scale score of 110 or better. Students whose scale score was less than 110 will need to be monitored throughout 2016 for possible intervention.



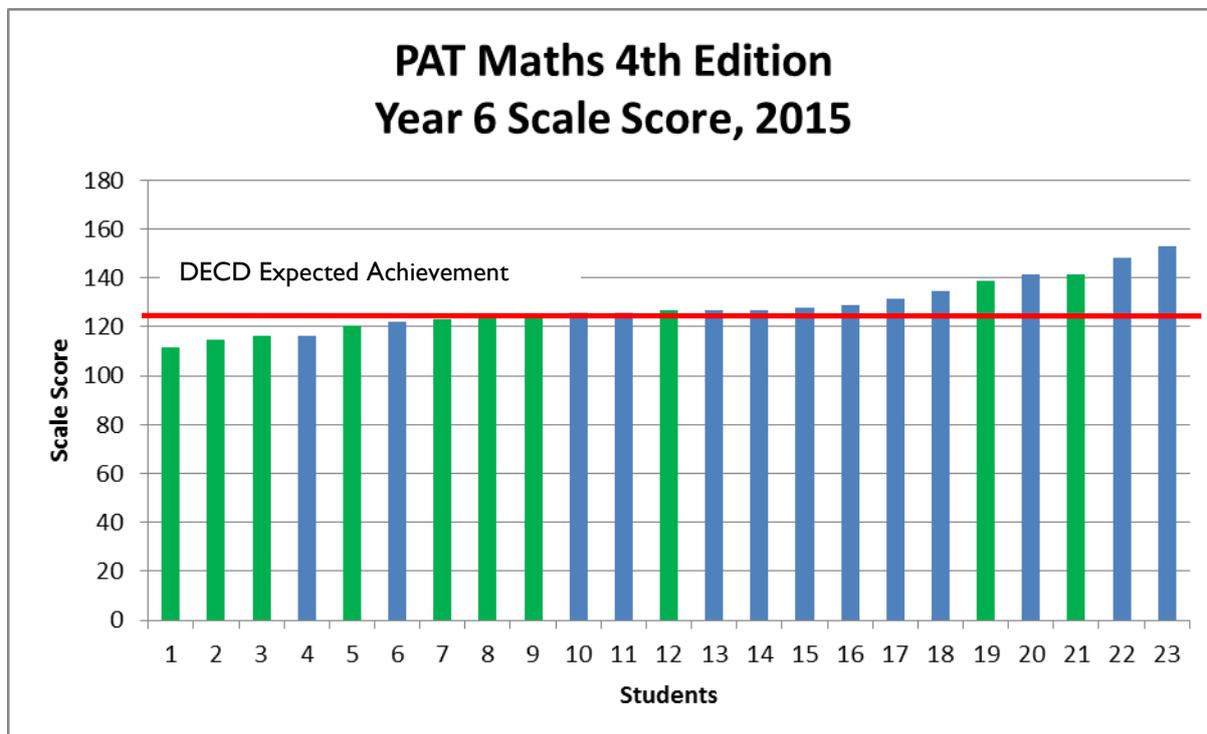
The following graph indicates that 30 out of 45 (67%) Year 4 students attained a scale score of 115 or better. Students whose scale score was less than 115 will need to be monitored throughout 2016 for possible intervention.



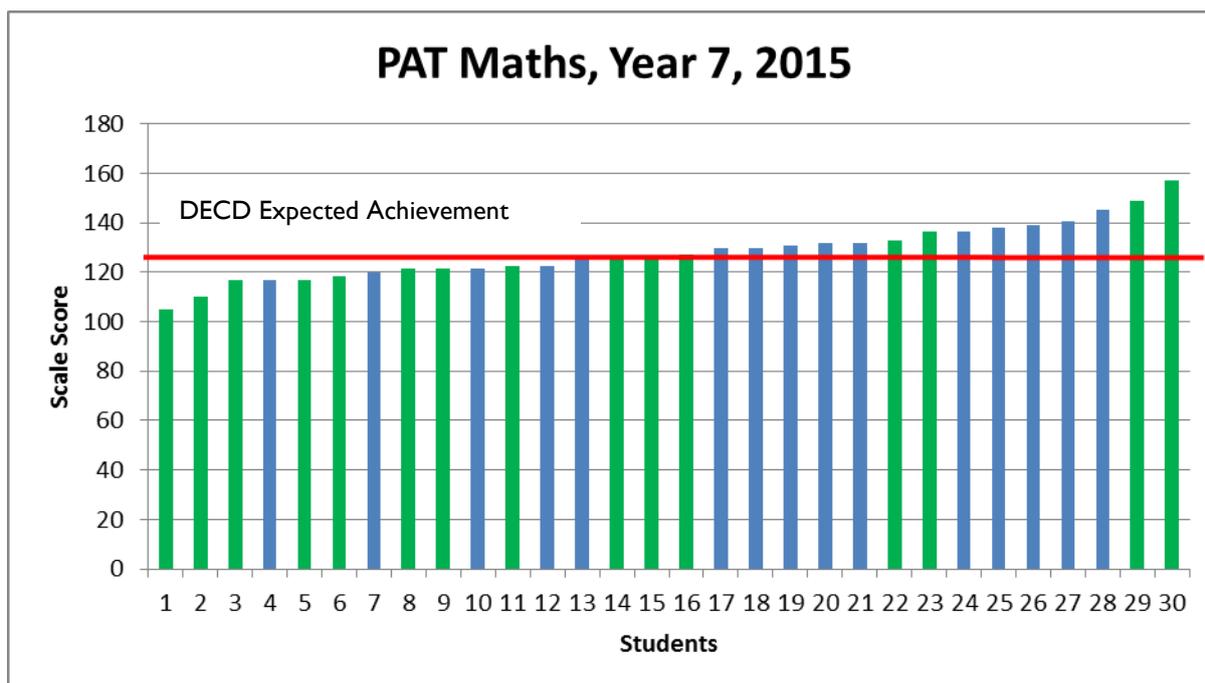
The following graph indicates that 14 out of 29 (48%) Year 5 students attained a scale score of 120 or better. Students whose scale score was less than 120 will need to be monitored throughout 2016 for possible intervention.



The following graph indicates that 15 out of 23 (65%) Year 6 students attained a scale score of 124 or better. Students whose scale score was less than 124 will need to be monitored throughout 2016 for possible intervention.



The following graph indicates that 17 out of 30 (57%) Year 7 students attained a scale score of 125 or better.



QuickSmart

This year our school continued to use the QuickSmart program as an intervention tool with the Year 6 and 7 students. Students were identified through NAPLAN results and the yearly PATMaths Assessment.

Recommendations

- The learning programs developed in Numeracy need to be maintained in 2016. The focus to include the development of Numeracy Agreements and targets across the 4 proficiency strands in Number and Algebra for each year level.
- On-going development and use of common formative assessments based on the Australian Curriculum and other relevant resources (e.g. Ann Baker) to ensure appropriate intervention for those students whose learning is at risk.
- Students who did not reach the Year level learning targets in Maths have been identified and throughout 2016 will be involved in appropriate intervention sessions organized through the Professional Learning Teams (Wave 2 Intervention). Student progress will be closely monitored.
- Students who are below the DECD expected achievement level on the PATMaths test in Years 5 and 6 to be screened for inclusion in Quicksmart in 2016.
- Continue to use the ACER online test PATMaths Years 2 – 7 in order to make comparisons with baseline data.
- Develop processes and strategies to challenge and extend our students in order for every student to reach her/his potential in Maths and other curriculum areas.
- Continue to use web-based programmes, (e.g. “StudyLadder”) for skills/knowledge practise and enrichment.

5.1 NAPLAN

Figure 1: Year 3 Proficiency Bands by Aspect

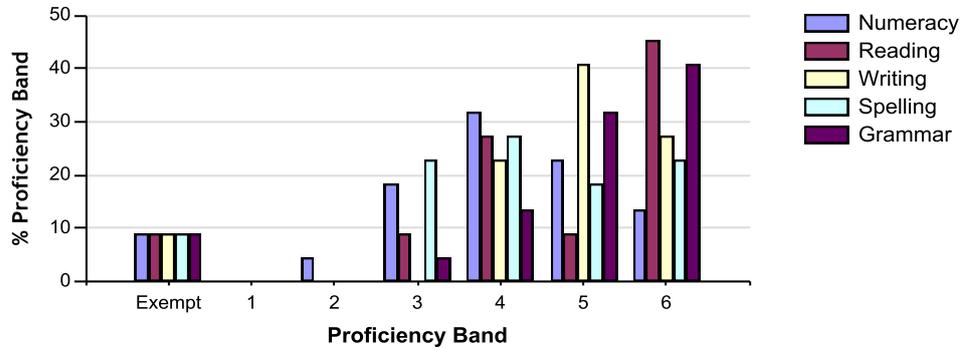


Table 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	9.1		4.5	18.2	31.8	22.7	13.6
Reading	9.1			9.1	27.3	9.1	45.5
Writing	9.1				22.7	40.9	27.3
Spelling	9.1			22.7	27.3	18.2	22.7
Grammar	9.1			4.5	13.6	31.8	40.9

Figure 2: Year 5 Proficiency Bands by Aspect

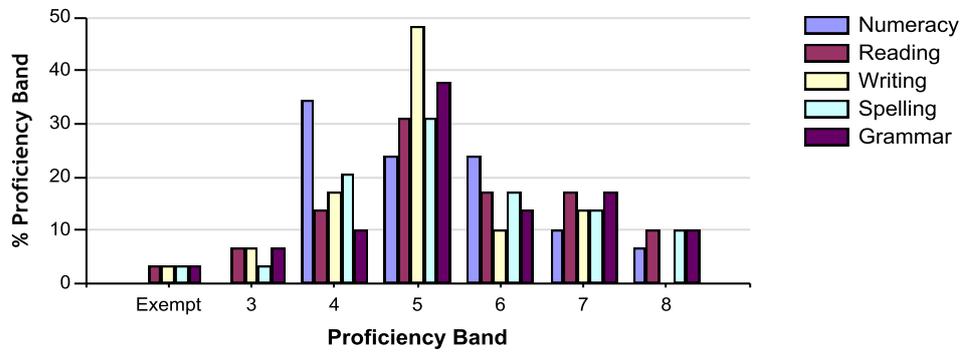


Table 2: Year 5 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy			34.5	24.1	24.1	10.3	6.9
Reading	3.4	6.9	13.8	31.0	17.2	17.2	10.3
Writing	3.4	6.9	17.2	48.3	10.3	13.8	
Spelling	3.4	3.4	20.7	31.0	17.2	13.8	10.3
Grammar	3.4	6.9	10.3	37.9	13.8	17.2	10.3

Figure 3: Year 7 Proficiency Bands by Aspect

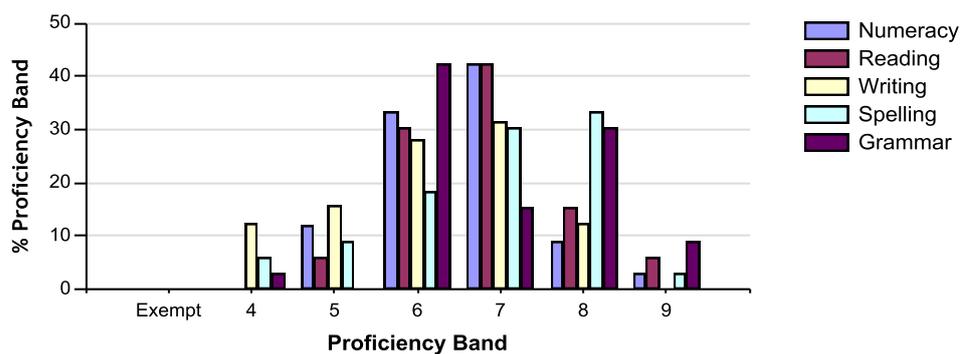


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy			12.1	33.3	42.4	9.1	3.0

Reading			6.1	30.3	42.4	15.2	6.1
Writing		12.5	15.6	28.1	31.3	12.5	
Spelling		6.1	9.1	18.2	30.3	33.3	3.0
Grammar		3.0		42.4	15.2	30.3	9.1

This above graphs identify the percentage of students achieving in the proficiency bands for each aspect of the NAPLAN test for years 3 - 7.

It is evident from the graphs that greater than 50% of students are achieving in Bands 4 and above for all aspects in year 3.

The year 5 graph indicates a broader spread with a small percentage of students in band 3 which could be explained by a new student to the school. Bands 4-6 represent the larger number of students in this year level across all aspects. Smaller numbers of students are achieving in bands 7 and 8.

The year 7 graph indicates improvement across all aspects with a small percentage of students in bands 4 and 9. The greater proportions of students are reflected in bands 5-8.

Student Mean Scores

Figure 4: Year 3 Mean Scores

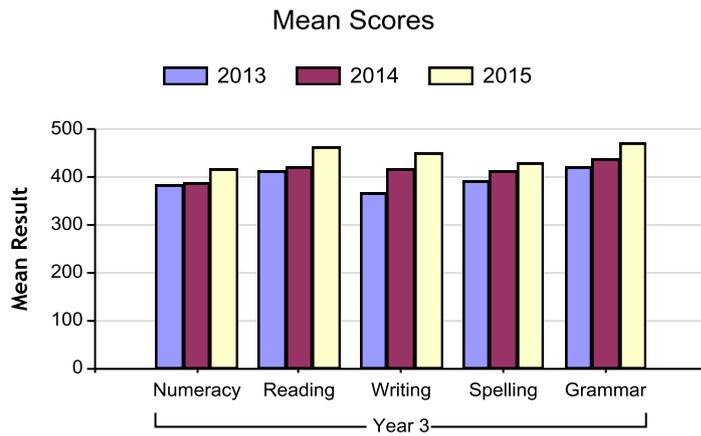


Table 4: Year 3 Mean Scores

Mean Scores by Test Aspect	Year 3		
	2013	2014	2015
Numeracy	384.9	389.6	415.6
Reading	414.7	420.5	463.2
Writing	366.8	416.3	451.7
Spelling	391.5	411.8	429.1
Grammar	420.6	439.7	472.4

Figure 5: Year 5 Mean Scores

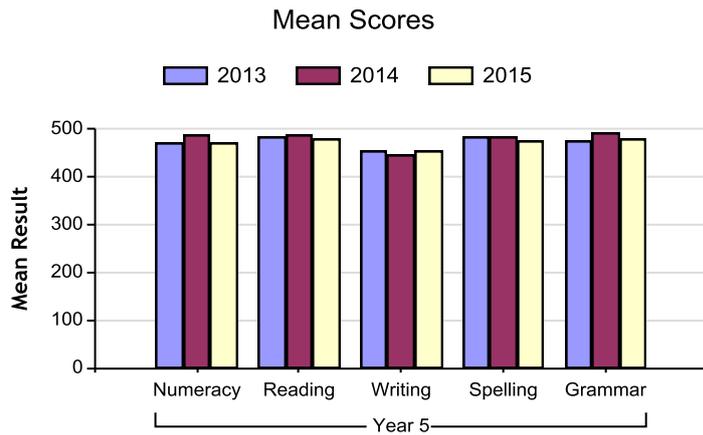


Table 5: Year 5 Mean Scores

Mean Scores by Test Aspect	Year 5		
	2013	2014	2015
Numeracy	471.0	488.0	473.3
Reading	483.7	488.8	478.2
Writing	453.8	446.7	453.8
Spelling	483.6	485.3	477.1
Grammar	476.6	492.2	481.9

Figure 6: Year 7 Mean Scores

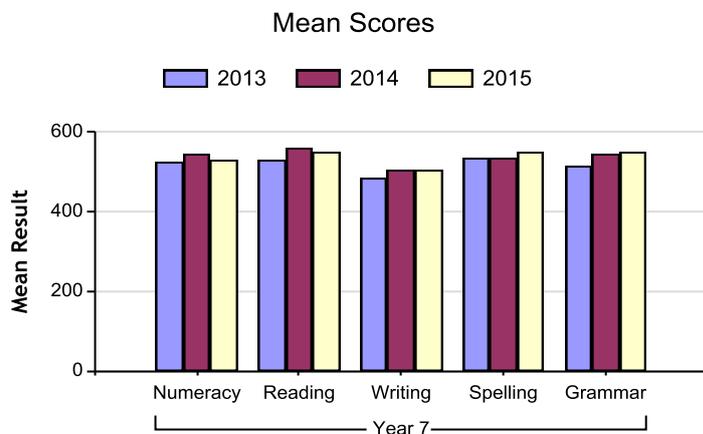


Table 6: Year 7 Mean Scores

Mean Scores by Test Aspect	Year 7		
	2013	2014	2015
Numeracy	525.8	543.3	530.6
Reading	531.9	559.8	550.0
Writing	487.4	504.4	507.5
Spelling	538.1	536.3	548.3
Grammar	514.5	547.2	551.0

Growth

Figure 7: Year 3-5 Growth

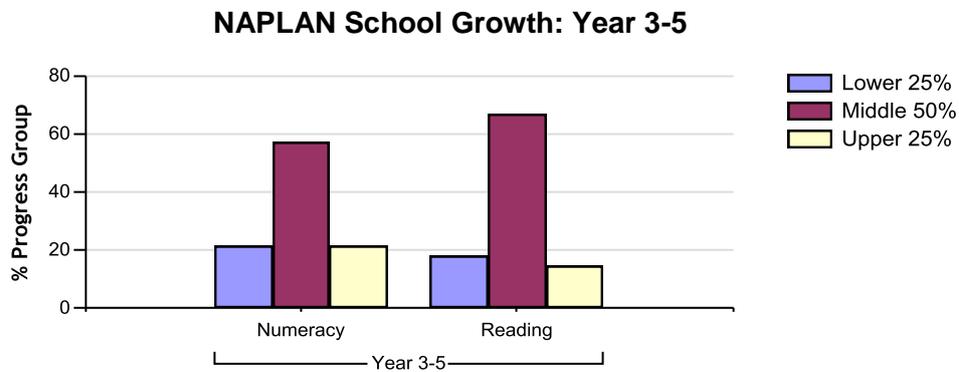


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	21.4
	Middle 50%	57.1
	Upper 25%	21.4
Reading	Lower 25%	18.5
	Middle 50%	66.7
	Upper 25%	14.8

Figure 8: Year 5-7 Growth

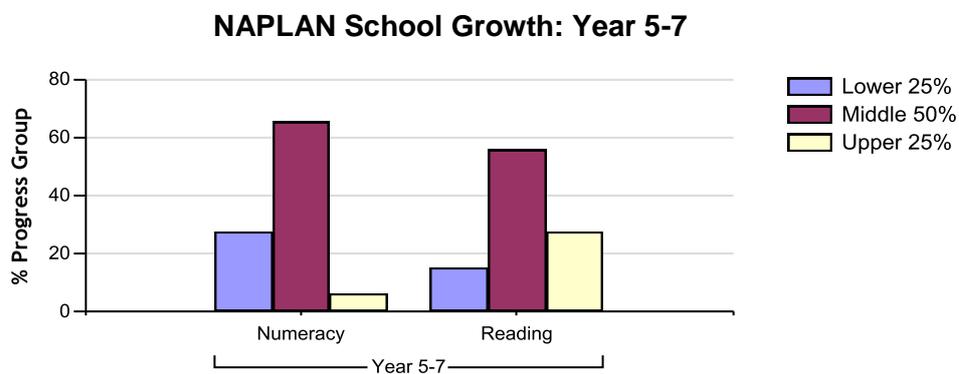


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress	Site
Numeracy	27.5	65.0
Reading	15.0	55.0

	Group	
Numeracy	Lower 25%	28.1
	Middle 50%	65.6
	Upper 25%	6.3
Reading	Lower 25%	15.6
	Middle 50%	56.3
	Upper 25%	28.1

Across all year levels the greatest percentage growth for all year levels is in the middle range for Reading and Numeracy. Lower growth rates are evident in the upper range.

RECOMMENDATIONS

- All staff will identify current practice in literacy and numeracy to develop a common understanding across the school and document whole school approaches in the form of agreements to provide consistency between classes and year levels.
- Professional Learning Teams will develop an assessment schedule of standardised and site based assessments for literacy with common expectations at each year level.
- All students will be identified using the 3 Wave approach to Intervention and Support which will be documented for ready reference by teachers and the leadership Team.
- Students not reaching the learning targets in Literacy will be identified and offered support.
- Students who are below the DECD expected achievement level on the PATMaths test in Years 5 and 6 to be screened for inclusion in Quicksmart in 2016.
- Continue to use the ACER online test PATMaths Years 2 – 7 in order to make comparisons with baseline data.
- Continue to use the ACER online test PAT Reading Comprehension Years 2 – 7 in order to make comparisons with baseline data.

- All students will be tracked to support achievement in the higher proficiency bands. In particular the students achieving in year 3 will be monitored to support further achievement in years 5 and 7.
- The SIP will prioritise Students as Powerful Learners to focus on teacher pedagogy to provide students with opportunities to increase their knowledge and understandings through strategies designed to challenge and deepen their thinking skills.

6. STUDENT DATA

6.1 Attendance

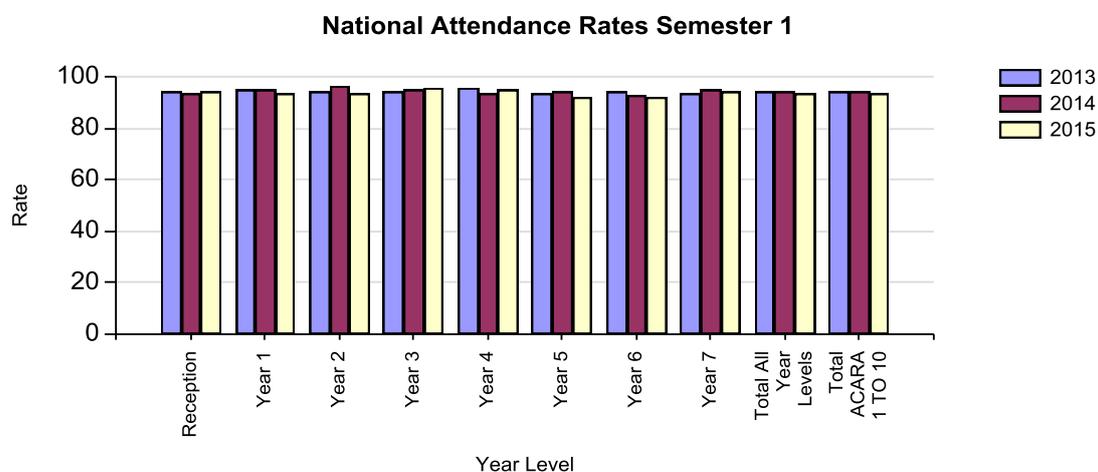


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	93.9	93.6	94.5
Year 1	94.8	95.3	93.7
Year 2	93.9	96.3	93.6
Year 3	94.5	94.8	95.4
Year 4	95.7	93.8	94.7
Year 5	93.4	93.9	91.9
Year 6	94.3	92.9	91.7
Year 7	93.2	95.2	94.0
Total All Year Levels	94.2	94.4	93.8
Total ACARA 1 TO 10	94.2	94.5	93.7

Student attendance is regularly monitored by teachers and in the instance of no notification of student absence after 3 days a phone call is made to the families to determine the reasons for non-attendance. If no response occurs after 5 days it is referred to members of the leadership team to follow up. In the instance of high unexplained absenteeism referrals to the Student Attendance counsellor are actioned and follow up meetings occur to work with the family to re-establish regular attendance patterns.

In general the attendance rates at the school are on track and families maintain good contact with class teachers or administration. The use of the electronic messaging system enables efficient and effective communication between school and home.

6.2 Destination

Table 10: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	10	12.0%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	7	8.4%	12.4%	9.8%
Transfer to SA Govt Schl	65	78.3%	47.3%	48.8%
Unknown	1	1.2%	19.7%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION

Due to leadership instability and a change in leadership mid term 3 opinion surveys were not conducted, therefore this information cannot be provided.

8. ACCOUNTABILITY

8.1 Behaviour Management

Our EDSAS records on Behaviour Management data for 2015 indicate the following:

Distracting Others – 38 incidents
 Not Following the School Behaviour code – 66
 Theft – 3
 Bullying – Physical – 2
 Bullying – Verbal or Written – 9
 Harrassment – Sexual – 1
 Threatened Violence – 5
 Sexual behavior – Assault – 7
 Sexual Behaviour – Problematic – 1
 Physical Assault/ Minor of a staff member – 3

Happy Valley School has implemented a more consistent approach to behaviour management during 2015 to ensure the safety of all students is in place. This is reflected in the data collected and follow up with family members. The school will review its practices in term 1 2016 to further develop and refine current policies.

8.2 Relevant History Screening

To comply with Relevant History Screening we implemented the following processes in 2015:

All new Families to the school were invited to express interest in volunteering via the enrolment pack.

All new and existing parents interested in volunteering were asked to complete the DCSI forms.

Nominated personnel screened the forms before submission for clearance.

Persons expressing interest during the year were required to complete a form for clearance and approval.

On receipt of approval volunteers provided evidence to the school for recording in hard copy and electronically.

All volunteers attended the Reporting Abuse and Neglect Volunteers training sessions.

All Private Providers offering services to the school and the community are required to submit current certificates of criminal history Screening and Reporting Abuse and Neglect before commencing work on site.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	30
Post Graduate Qualifications	12

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0	14.41	0	6.57
Persons	0	18	0	8

9. FINANCIAL STATEMENT

The final 2015 Profit and Loss statement will be attached as an appendix in the hard copy and as a separate file in the electronic copy.

APPENDIX 1

Happy Valley School 2015 Profit and Loss Statement