1. CONTEXT

School Name: Gilles Street Primary School  
School Number: 0120  
Principal: Deborah O’Neill  
Partnership: Adelaide Prospect

The Gilles Street Primary School community is extremely proud of its history and the unique learning opportunities it provides students. Being on the doorstep of the Central Business District and successfully implementing a Mainstream and Intensive English Language Programme has enabled our students to experience an exciting and diverse learning opportunity. Our international community represents over 40 cultural backgrounds from every continent. Through learning from each other and by studying a Global Curriculum, children develop awareness and understanding of other cultures leading to a deeper appreciation of the richness of humanity. Our school values, respect, diversity, community and learning are reflected in all areas of the school community.

The Annual Report outlines the school’s progress in achieving its priorities and identifies areas for future growth and direction.

2. REPORT FROM GOVERNING COUNCIL

Thank you to all the teachers for their hard work throughout the year and for providing an interesting, challenging and creative learning environment for our children. Once again it has been a busy year. Some of the highlights of the year include:

- The redevelopment of the Front Office which has transformed this space
- Teaching for Effective Learning pilot program
- Implementation of the Australian Curriculum
- Continuation of Microsoft Partners project
- IB projects – once again demonstrating thinking and learning out of the square
- Deb McMahon being nominated as SA teacher of the year for the second year in a row
- An amazing end of year concert once again showcasing the talent within the school
- Another successful Sports Day
- Kids Matter which continues to extend the school community’s understanding of the social and emotional needs of children
- A very successful Quiz Night that raised money and brought the school community together
- a Grounds Committee that has formed to start the much needed changes to the grounds
- Unfortunately there have been delays in the redevelopment of the new space but this will be an exciting project for 2015.

Also I would like to thank Mira and all the staff at OSHC for providing a safe and nurturing environment for children before and after school and during the holidays. Assessment as part of the National Quality Framework has been undertaken and the program did well on most indicators. Also I would like to thank the staff and parents on the School Council. It has been a privilege to serve on this committee for the last seven years.

There are some special thanks and goodbyes to acknowledge. Firstly we farewell Alison Hicks after 21 years at Gilles Street Primary School. Thank you for your passion for books and dedication to
learning and we wish you all the best for the future. Enjoy retirement.
We would also like to wish Senorita Jane all the best for her travels next year. Your passion for Spanish has taken learning to a new level in the school.
Lastly I would like to thank Andrew Crocker who has been a longstanding member of the School Council, previous chair and secretary. Thanks for all your hard work and good luck with pedagogy in the future.
Thanks everyone for all your support.
Kath Vannan

3. 2014 HIGHLIGHTS

2014 was a wonderful year and once again it has been a pleasure to be at Gilles Street. The adjacent site proved to be a major issue over the year and caused a great deal of frustration to the entire community. We are hoping to have it ready early in the New Year and this will spark off our major grounds redevelopment. We have a small team who are enthusiastic and are developing ways we can communicate progress and consult with members of the community for direction. The Arts again featured highly with the end of year performance being a wonderful success, this year featuring “Curiosity” as the theme played out through dance and song. We thank Val Zogopoulos and her team for this work. The Sports day was a huge success with a great deal of community involvement and interest. This year our students participated in many extracurricular opportunities. The year 6/7 students impressed us with the personal project exhibition in the library and their community and service projects which featured many different aspects of their learning illustrating the excellent work being done through the International Baccalaureate Middle Years Programme. The Circle of Friends held a number of community events including guest speakers and we were fortunate enough to have two social worker students Abbey and Dimi with us for the year and they conducted their research on teaching social and emotional capabilities. They also worked with the University of South Australia to organize parent and student workshop on the importance of sleep. There were two sessions facilitated throughout the year as part of the Circle of Friends on ‘Building Resilient Learners’ and ‘Developing a Growth Mindset for Learning’. Students in Year 2 co-designed and led a Parent Workshop to parents in their class on ‘Building Powerful Learners’. This showcased students sharing strategies about what to do when they are stuck with their learning and articulating the real process of learning using the Pit graph based on Butler and Edward’s Transformational Learning.

We farewell Alison Hicks, our teacher librarian who has retired after 42 years teaching, 22 of which were at Gilles Street Primary School. We wish her all the best. Our Spanish teacher Jane Glasson will also be leaving us to undertake some travel and then return to the country to live.

4. SITE IMPROVEMENT PLANNING AND TARGETS
NUMERACY

Years 1 to 7 collection of mathematical ability using the PAT M test was conducted in March against current year level and again in November 2014. As this was our first year using the PAT M tests we wanted to collect baseline data, measure growths as the year progressed and also identify children who were at significant risk. These initial results were discussed with individual teachers during meetings as well as across year level teams. Staff participated in training and development in mathematics that was targeted to their year levels and unpacked core concepts and how to identify areas where students may experience gaps in understandings.

ACER PAT Tests in Mathematics.

The students completed the same test in March and again in November and their results were compared and matched against the normed group.

The percentage of students in the lower bands dropped significantly across all year levels whilst the number form the middle bands to the above average bands increased as expected. Years 3 and 4 are over represented in the below average bands and even though an improvement has been noted there is still a concern. Years 3 and 5 are also under represented in the upper bands.

Future actions
- Students who scored below DECD standards will be monitored and receive additional support through intervention programmes.
- Teachers will participate in further training and development in Mathematician in residence programme with Anne Baker in 2015.
- Establishment of a whole school numeracy agreement will be further developed in 2015.

**NAPLAN targets**

Our targets for numeracy were to increase the number of students in the top two progress bands in each year level. Year 3 and 5 improved whilst year 7s declined slightly.

Year 3 Numeracy: Increase the number of students in upper bands. 2013-26.2% 2014-28.6%

![NAPLAN - Proficiency Bands Year 3 - Numeracy graph]

Year 5 Numeracy: Increase the number of students in upper bands. 2013- 8.6% 2014 – 20.6%

![NAPLAN - Proficiency Bands Year 5 - Numeracy graph]

Year 7 Numeracy: Increase the number of students in upper bands. 2013- 21.4% 2014 18.2%

![NAPLAN - Proficiency Bands Year 7 - Numeracy graph]
The staff planning group was responsible for planning staff meetings and parent workshops. This year’s focus was ‘Supporting children with mental health difficulties’. The staff discussed the implications of the information and looked at current practices in relation to this. We cross referenced with ACARA in Health and Physical Education, Child Protection Curriculum and Personal and Social Capabilities. A school process was designed by staff and ratified by School Council using the Kids matter BETLS observation tool and the Mental Health First Aid Plan.

From a staff survey conducted by our Social Workers on formal teaching of Social an Emotional skills we can conclude that there has been significant improvement in staff confidence of teaching these skills and helping children experiencing mental health difficulties and that site procedures have improved. The survey identified that we need to focus on increasing the sharing of information and processes with the wider community. Staff indicated they need to feel more comfortable that our social and emotional programs are guided by evidence and that the skills are taught formally and integrated as part of the whole school curriculum.

Presenter Bill Hansbury ran two workshops for parents in May and July about ‘Raising Beaut Kids’ with a focus on developing resilience with children and their families. Twenty families were represented at each workshop. Feedback from parents was positive and they indicated they would like to attend more sessions in the future.

Two Social workers were attached to the school from the Flinders University for the last 6 months of the year. This year they formulated their own action research based on the responses received from students, staff and parents constructed around the Kids Matter survey format. Through this process they identified the need to investigate children’s sleep patterns. They connected with a University student who was involved in research about sleep patterns and the relationship with eating patterns. They presented information to students, staff and parents about their findings and the importance of developing healthy sleep and eating habits. They initiated special activities for classes in collaboration with staff. They supported staff with other class based activities and excursions and were actively involved in these. They mentored students who were identified by staff on a weekly basis, some working in small groups and some with individuals. This assisted them in implementing Social Work theories into practice. Staff have acknowledged the benefit of having Social Workers on site and we would look to continue this practice in future years.

In 2015 the focus will be on creating safe conditions for rigorous learning. Teachers will explore procedures and structures to help students move forward when they encounter problems in their learning. The research suggests that Executive Functions and a Growth Mindset play a significant role in building resilient learners. The team will work with Vicky Bitzios (TfEL Pilot Leader) and involve students raising authentic student voice, while exploring this across the site. The second focus will be on Mindfulness and continuing to highlight areas that support a positive school learning environment. The third focus will be to build on strengthen processes for staff, students and parents to work together and maximise student learning.
EFFECTIVE TEACHING AND LEARNING

Improve teacher Pedagogy

The TfEL Pilot has informed practice and provided ways to gather evidence and articulate what good pedagogy looks like. Student Voice and engagement were the major foci across the school with baseline data collected to measure student engagement in Mathematics with a particular focus on developing expert learners (Domain 3 TfEL). This lead to teachers investigating aspects of how to develop student self-regulation, developing and strengthening students’ dispositions for learning, intentionally using triangulated feedback from a trusted colleague, students and self to improve and refine teacher practice, the influence of physical spaces in learning and teaching and developing quality feedback strategies and will continue to be developed on a wider scale in 2015 via a peer coaching model.

The TfEL Compass Survey was a powerful leverage point to openly talk and share to staff about the need to improve how Maths is taught. The perception data identified strengths and areas for further improvement of student learning whereby encouraging teachers to discuss, reflect on and refine their practice. These trends were identified from strategically co-designing the Compass open-ended questions. Data from the Open-ended Questions indicated that the students want more collaborative group work, learning conversations with peers, thinking time and challenging work to improve as learners. As a result, teachers were more intentional about design and response to students by using the Compass suggested practice strategies to inform them of where to next and bringing the 3 big ideas of teaching and learning to life.

A Professional Learning Community was formed in which teachers developed their own inquiry to further develop. This inquiry was based on Developing Powerful Learners by using student voice and engagement as key drivers to continue to improve and build on teacher practice. As a result, each of the 9 teachers have demonstrated evidence of their inquiry through a variety of ways such as leading student workshops, engaging with the parent community, producing a TfEL Compass Video and leading professional learning. The key drivers of each of the learning will be used as part of the TfEL PILOT to feed up to the system. In 2015, the TfEL PILOT will focus on Developing Powerful Learners as a whole school focus.

Implement the Australian Curriculum

Mathematics was a strong focus for us with staff at our site (and with staff from across the Adelaide-Prospect partnership) involved in the Mathematician in Residence program with Mike Chartres. This involved a number of days across the year where staff looked in detail at the Number Strand of the Australian Curriculum. A common Pupil Free Day in June provided staff from across the partnership to further familiarize themselves with new Australian Curriculum subjects – this included HASS, Digital Technologies and the Arts. Staff could also choose to deepen their understanding of the Compass tool to gather triangulated feedback. There was also an opportunity to unpack the literacy general capability. Two partnership staff meetings ensured the early establishment of professional networks across the partnership sites. DECD support for pupil free days and Teaching and Learning Services (implementation officer and coordinator) continued.
Annual Report 2014

21C learning practices “empowered learners”
Another core group of staff attending EduTech. Staff attending were able to hear key educational protagonists (Sir Ken Robinson, Sugata Mitra, Ian Jukes and Ewan McIntosh) and return to school with innovative ways to engage with the core ideas of TfEL. As a result we have begun trialing Self Organised Learning Environments. The focus of these sessions has targeted students’ development of the 21st Century Learning Design (21CLD) skills of self-regulation and collaboration. We have also introduced a small 3D printer and are working with 3D Printing App developers Makers Empire to embed authentic STEM projects across the curriculum. Other staff investigated effective use of learning spaces, students having more voice in the learning and developing creativity and curiosity. Students continue to have access to the BYOT (bring your own technology) model, whereby students can bring computing devices from home to provide anytime, anywhere access for connected learning.

4.1 Junior Primary and Early Years Scheme Funding
Gilles Street Primary School is committed to providing the best possible start for our students in the early years. We believe that when we work closely with families and local kindergartens we are able to provide additional support and intervention where needed in a timely and specific manner. The school employs an intervention teacher for three days per week. The intervention teacher works alongside the classroom teachers to provide expert advice and knowledge on student learning. Students with intervention needs are identified through our waves of intervention and data is collected and growth monitored. We also employ a school support officer for an additional 14 hours per week focusing on speech, co-ordination and oral language. This person works in collaboration with the DECD Speech Pathologists and Psychologists to deliver specific programmes.

4.2 Better Schools Funding
Better schools funding is provided to support the needs of Aboriginal Torres Striate Islander students and disadvantaged students within our community. At Gilles Street every Aboriginal student is supported in the literacy through the Multi lit programme, their achievement is monitored and tracked in line with the “Getting them on track” strategy. Data is collected and recorded in their Individual Educational Plans which are referred to on regular basis and reviewed formally each term.

5. STUDENT ACHIEVEMENT

Literacy and Numeracy
Literacy and Numeracy have continued to be a major focus across the site. The staff have engaged in extensive training and development, with an emphasis on numeracy, including moderation using the Australian Curriculum mathematics. This year middle years staff have been involved in the Mathematician in Residence Programme with Mike Chartres and the junior primary staff focussing on Early Years numeracy with Lisa Jane O’Connor from the Primary Maths Association. The Intensive English Language Centre staff have implemented the new Mathematics and Numeracy Report – levels ABC levels DEFG and the teacher reference pack that accompanies this. The IELC teachers have been involved in three implementation sessions led by Lisa Jane O’Connor which focussed on how to use these documents to plan units of work and record student achievement.

In the area of literacy staff have undertaken training in THRASS, (Teaching Handwriting, Reading and Spelling Skills) with two staff members undertaking a three day masters course. All staff have committed to THRASS being a major focus in 2015. Staff have also undertaken training in assessing
students writing using the language and Literacy levels. Ginny Pryor ran training and moderation sessions for mainstream staff during term 3. Mainstream staff will be collecting Language and Literacy levels for all students during 2015 as part of our whole school assessment agreement. The Mainstream and Intensive English language staff have also completed a number of training session on Functional grammar. As a staff we have revised our literacy agreements and our assessment and reporting cycle which will formally begin in 2015. We continue to show pleasing growth across most areas of NAPLAN which is also reflected through other assessment tools.

Running records data
Running records data is formally collected in April and September of each year for years one and two children. At Gilles Street we also collect Reception data twice a year and continue to monitor year 3 students if they have not achieved the Year 2 benchmark by the end of the previous year.

<table>
<thead>
<tr>
<th>December levels</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception Running Records----- School % at or above Instructional Reading Levels 9-11 (DECD Standard)</td>
<td></td>
<td></td>
<td>74.2</td>
</tr>
<tr>
<td>Year 1 Running Records----- School % at or above Instructional Reading Levels 17-20 (DECD Standard)</td>
<td>72</td>
<td>63</td>
<td>79.4</td>
</tr>
<tr>
<td>Year 2 Running Records----- School % at or above Instructional Reading Levels 21-24 (DECD Standard)</td>
<td>76</td>
<td>74</td>
<td>84.3</td>
</tr>
</tbody>
</table>

G.S.P.S. Year 1 Levels compared to State

There have been an increased number of students achieving DECD standards for years 1 and 2 in 2014.

This improvement has also shown growth from year 1s in 2013 to year 2s in 2014.

G.S.P.S. Year 2 Levels compared to State

The school also has high levels of students achieving benchmarks when compared to State and Similar Schools.
Effectiveness of Intervention Programs.
Rainbow Reading has had 6 students in the program this year. They have all moved 7-8 reading levels over the year from level 17/18 to level 24/26. 2 students have graduated from the program this year. The children attend 5 sessions a week.
Multi Lit has had 7 students in the program. All have made steady progress in Accuracy, Fluency, sight word recognition and confidence in their reading. 2 students are working on the extension program and will complete this next year. The children attend 3 sessions a week.
Early Intervention program consists of SSO’s and teaching staff allocated to identify students. Running Records, standardised tests including Pat M and Pat R, Naplan and teaching staff data are used to identify students. The students work in small groups or 1:1 on identified needs in Maths, English, speech, coordination and guided reading. This year I.L.P’s (Individual Learning Plan’s) were written for 8 students and next year we have identified another group of 9 students. The ILP’s are used in conjunction with our regular assessment times. The data collection and regular reviews are assisting us to make informed decisions about support needed. 6 NEP’s were written and reviewed and 9 ILP’s for Aboriginal and Torres Strait Islander students.

5.1 NAPLAN

Year 3 results indicated that in Reading, Spelling and Numeracy we are above National level. Writing and grammar are in line or below National level. On further analysis of questions it was identified that punctuation, correct use of tense and sentence structure were areas where we scored well below National Average. In writing text structure, persuasive devices and punctuation all were identified as areas for growth. There has been a continued improvement over time in Year 3 Reading and continued improvement in Numeracy which is pleasing, however automaticity of number facts is an areas where we need to focus.
Year 5 results indicated that all areas we are above National level. There has been a continued improvement over time in Year 5 Reading with 15 point increase since 2012. Writing and numeracy will continue to be areas for development. In writing persuasive devices, paragraphing and punctuation were areas where we did not perform well and spelling within their own writing was an area where students performed below National average. In Numeracy there were no definite areas needing attention that stood out, measurement involving standard measures and number sentences were areas where students scored lower than the National average.

Year 7 data indicates that we are significantly below National average in Numeracy and slightly below in Reading and Grammar. There has been a decline over time in both Writing and Grammar. On analysis of questions it was identified that students were not using complex and compound sentences and they were not using conjunctions and persuasive devices. It was identified that we need to improve our intervention processes for older students when they enter our school throughout the year. This is concerning and will be an area of further monitoring in 2015.

Growth from years 3 to 5 indicates that the majority of students have improved at or above expected rate of growth for both Reading and Numeracy.
Year 5 to 7 growth in Numeracy has been over represented in the lower bands for a number of years and is showing a significant number of students are improving at a lower than expected rate.

Future actions.

Numeracy

Develop whole school numeracy agreements.
Develop more effective protocols for assessment and intervention for students who arrive at our school in the Middle and Upper years.
Work with Partnership sites to develop protocols of sharing information between primary and secondary sites in relation to the teaching and learning of mathematics.
Participate in the Ann Baker Mathematican in Residence Programme

Literacy.

Mainstream teachers implement a whole school genre teaching and assessment programme using “Composing written texts across the Australian Curriculum F-6” document.
Mainstream teachers collect Language and Literacy levels for each student twice per year.
Whole school training and implementation in THRASS takes place (Teaching Handwriting, Reading and Spelling Skills.)

6. STUDENT DATA

6.1 Attendance

The school has an attendance policy that is shared with parents on enrolment and also through regular newsletter articles. Students who are not at school and parents have not contacted us are contacted by the front office staff to ascertain why. Absences over three days or chronic nonattendance are followed up by parental contact by the class teacher and leadership team to ascertain any underlying reasons for non-attendance or lateness. If this is not resolved a formal process is initiated with written correspondence and referrals to DECD attendance officers for further follow-up. The school has high levels of exemptions across the year where families travel overseas, often to visit relatives. The numbers of exemptions have increased.
over the years and the number of unauthorized absences decreased. Attendance for all Aboriginal and Torres Strait Islander students is monitored each term and reported to parents.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Reception</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.0</td>
</tr>
<tr>
<td>Primary Other</td>
<td>95.6</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>94.4</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>94.1</td>
</tr>
</tbody>
</table>

### 6.2 Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>School</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>38</td>
<td>20.5%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0.5%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>1.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>13</td>
<td>7.0%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>132</td>
<td>71.4%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1.1%</td>
<td>20.9%</td>
</tr>
</tbody>
</table>

Destination data reflects our culturally diverse nature with 20% of our leavers travelling overseas.

We also have a high mobility rate of 16.3% which is considered significant for a school of our category.
7. CLIENT OPINION

The Parent opinion survey was conducted in November with 37 responses. There were very positive responses in relation to the overall learning programmes at the school and the general management. Out of the 14 questions asked there was an improvement in 9 of them whilst 5 remained the same. The percentages below are where parents have indicated that they agree or strongly agree with the statements.

Parents felt that staff at this school expected their child to do their best (98%) and that their child likes being at this school (98%) and their child feels safe at this school (89%).

The areas where parents felt less satisfied were in relation to the school taking parent opinions seriously (72%) teachers motivating their child to learn (78%) and around learning needs of their child being met (75%) and the school working with parents to support their child’s learning (66%).
The student opinion survey was conducted in November 2014 from mainstream students in years 3 to 7. Students believed that their teachers expect them to do their best (87%) and provided them with useful feedback about their work (75%). They also felt that their school looks for ways to improve (91%). They felt that student behaviour was not managed well (57%) and their opinions were not taken seriously (60%) They also felt the school was not maintained well. Many of the comments reflected the frustration over not having the new space ready and not having grassed area to play on.
The staff opinion survey was also conducted in November and 25 staff completed it. Staff felt that teachers at this school expected students to do their best (96%) that teachers provided feedback (88%) and treated students fairly (96%). They also felt that parents could talk to them about any concerns (96%) and that children liked being at this school (100%) and that teachers motivated students to learn (100%). Areas they felt were not being addressed were that the school was well maintained (56%) and they received useful feedback about their work (56%).

The common themes from all three groups were that were positive were students are expected to do their best and were happy to be at school. The areas for development were that we needed to involve parents more in discussing and supporting their child’s learning and that the maintenance of the yard needed attention.

My School website
http://www.myschool.edu.au/
8. ACCOUNTABILITY

8.1 Behaviour Management

COSSEY REPORT

Data was collected on Bullying and Behaviour and reported to the School Council throughout the year. The statistics show that for 2014, 2.5% of our students were involved in Bullying Behaviour in comparison to 3% in 2013. An average of 11.5% of students in 2014 was involved in Behaviour Incidents in comparison to 8% in 2013. This is seen as a positive aspect of the school culture and the focus on Restorative Practices and You Can Do It.

8.2 Criminal History Screening

Processes for Gilles Street Volunteers 2014

1.) An Informed Consent Form DCSI Screening Unit Child-Related Employment Screening form is completed by the Volunteer.
2.) A member of leadership completes the 100 point identity check, the verification of identity, and Employment Information and gives the Volunteer the Gilles Street pamphlet and Volunteer Agreement.
3.) Give the Screening form to the school Business Manager to forward with payment. A copy of the form will be filed with a copy of the identity checks.
4.) When notification comes through leadership must ensure that the Business Manager is flicked that email so that it can be recorded on the HR portal.
5.) The Admin SSO will keep updated records on EDSAS of non-teaching and Volunteer Police checks, First Aid and Reporting Abuse and Neglect.
6.) Volunteers return the Agreement and Role Statement form, which is signed by a member of leadership and a copy is given to the Volunteer. The original Agreement form is filed.
7.) We follow the DECD Policy for Volunteers and use the Volunteer induction and Orientation Checklist Refer to http://www.decd.sa.gov.au/volunteers/pages//beingVolunteer/
8.) Members of the leadership team will ensure the Volunteer Induction and Orientation form is completed for each person if needed. ie new to the school environment.

Our Keeping them safe audit conducted 12/06/2014 and provided the following recommendations. Recommendations:

- Some National Police checks needed to be replaced with DCSI Clearances.
- Listings maintained by the school need to be regularly reviewed and updated to be current.
- University students did not all have clearances prior to starting their placement.
- Seek clarification of Salvation Army Clearance type to ensure to meet DECD policy.
- Follow up with DCSI for pending clearances.

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.
### 8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>25.50</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>

### 9. FINANCIAL STATEMENT

**Income by Funding Source**
Profit and loss attached to this document.