We acknowledge that the land on which Echunga Primary School sits is the traditional ancestral land of the Peramangk People. We acknowledge the deep feelings of attachment and relationship of the Peramangk people to this land and their ongoing custodian.

**Our Vision**

Together we will strive for academic, social, emotional and personal achievement, working within a positive culture that promotes the pursuit of excellence and the understanding of others.
Echunga Primary School's core business is teaching and learning in the required areas of study in a positive school environment where academic, social, emotional and personal achievement are all truly valued. It is a small Category 6 semi rural school with a close knit community and a safe environment for children. There are 3 classes in a school with low levels of disadvantaged and multicultural students. There are no ATSI students attending the school.

**Highlights of 2015**

What a year it was.

**Term 1:** Fortnightly Positive Education (Pos Ed) assemblies began, Yr 6/7 Aquatics, Yr 5,6,7 visit to Mount Barker High School, Hot Dog lunch, R-5 Swimming, Water Fun Day and Pet Fun day, Yr 5,6,7 visit to the museum, Book Fair, Yrs 4-7 volleyball at Heathfield High, Anzac Day activities.

**Term 2:** Continuation of fortnightly Pos Ed Assemblies, National Synchronised Story Telling, District Cross Country (our team winning the adjusted shield), 5/6/7 AFL Football Clinics, police road safety talk, Reconciliation Day performance, Yr 5,6,7 Jupiter Creek walk, Preschool excursion to Botanical Gardens, Wheels Fun Day, Yr 5,6,7 Migration Museum excursion, Preschool soccer clinic, Preschool animal petting zoo visit, John Mignone from the Department of Manufacturing, Innovation, Trade, Resources and Energy visit to the 5/6/7s and finally, Crazy Hair Day.

**Term 3:** Continuation of fortnightly Pos Ed Assemblies, Preschool – Yr 7 Dancify sessions, Yr 5,6,7 Table Tennis at Macclesfield, Murray Bridge and in the finals in Adelaide, Uraidla Sports Carnival, Jack the Jumping Beanstalk performance with Scott Creek Primary School, R-7 Sturt Football Club Clinics, CBA Start Smart R-7 sessions, Proo Geddes (author) visit to the Preschool, R-4 visit to Splash Theatre in Mt Barker, Book Week drama master classes and performances, R-7 Science day, Fun Day Dress Up Day and the term ending with a student initiated Pyjama Day.

**Term 4:** Continuation of fortnightly Pos Ed Assemblies, Loud Shirt Day, Community Bonfire, Nude Food Lunch and community assembly, Philippa Robb’s sharing of life in a Zimbabwe Orphanage with R-7, Fun Day Preschool – Yr 7 Discos, Preschool Transition visits, School Sports Day, joint staff meetings with other schools, Woodhouse R-7 Camp, Echunga’s Premier’s Reading Challenge Award presentations by Isobel Redmond, Community Carols Night performances at Echunga Institute Hall, Water Fun day again, Preschool Dan Burt performance and trip to Paris Creek, Yr 7 Graduation Tea, Community Assembly including preschool and Yr 7 graduations followed by a community tea.

It's not just about lessons in the classroom. Our vision is about educating the whole child (academically, socially and emotionally) and these “extras” help facilitate that. This year we introduced the concept of Fun Days, events that were planned just to have some fun, lighten up and have an opportunity to switch off at school. We planned for two a term ranging from water play, playing with something that has wheels, to dressing up, to discos. These days were received very positively by the students and the community.

As well as this we had 4 Pupil Free Days. The first was devoted to attending a Hawker Brownlow conference where teachers had the opportunity to attend a range of sessions by high powered presenters on the topics of Thinking and Learning.

Our second Pupil Free Day was spent with our local small schools. The topic was Mindfulness. The day was presented by Dr Leigh Burrows. It was interesting to note that it’s not so much about meditation as focussing on what
is happening in the present whilst excluding all else. This is a great skill to master for students as it will help when learning to exclude all other distractions.

Our third Pupil Free Day was training around the Progress Achievement Tests (PAT) that were being introduced Department wide in 2015.

Our last Pupil Free Day was devoted to examining the PAT data along with NAPLAN data to identify trends in students’ learning both as groups and also as individuals. This will be a springboard for our teaching in 2016.

Report from Governing Council

In 2015 Echunga Primary School consisted of Preschool-Year 7. This was staged as Preschool and a total of three primary school classes - a Reception-Year 2 class, a Year 3-Year 4 class and a Year 5-Year 7 class. This proceeded to run throughout the year promoting a positive outlook in both the educational and emotional development of children, teachers and the school community. Highlights of 2015 consisted of:

**Term 1:** All British Day fundraiser, R-5 swimming, Years 6-7 Aquatics at Murray Bridge, Auskick Presentation - R-2s, Water Fun Day, Pet Parade & Petting Zoo and a Hot Cross Bun Fundraiser.

**Term 2:** Years 5-7 Football coaching clinic, Cross Country and SAPSASA District Athletics Day, NAPLAN Years 3,5 & 7, National Simultaneous Storytelling event, Reconciliation Week activities, Wheels Day, Trip to St Botanical Gardens - Preschool, Trip to Cleland - Years 2-4, and a walk to Jupiter Creek Gold Mines - Years 5-7.

**Term 3:** Dancify dance program, Soccer & Football Coaching Clinic, Splash Theatre Production, Book Week Activities, Dress Up Day, Drama Classes, Uraidla Sports Carnival, Migration Museum Visit - Years 5-7, Preschool Perfect Petting Party, Crazy Hair Day, Rock & Minerals Presentation - Years 5-7, Table Tennis Competition at Macclesfield Primary and Murray Bridge, School photos and Pet & Hot Dog Day.

**Term 4:** Bon Fire Night, Loud Clothes Day, Nude Food Day, Whole School Camp to Woodhouse, Tanzania Presentation, Sports Day, Premiers’ Reading Challenge Awards, Preschool transition visits, Pre-entry visits in Preschool, Year 7 Graduation Dinner, School Disco, Community Assembly, Graduation and Community Dinner, and Carols night.

It seems that when it comes time to reflect on the past year’s achievements (and I know I have probably missed more than a few) it brings to mind not only challenges but great accomplishments. I think that is one area in which we, as a small school, not only strive towards, but continue to build with the support of the school and local community. Let’s reach for the stars and see what we can achieve in 2016!

Penny O’Neil
Chair
EPS Governing Council
25th February 2016

Site Improvement Planning

The continuing familiarization of the new Australian Curriculum as well as the new development of “Cultivating Community” have underpinned teaching and learning again in 2015. This report provides the school community with a range of data and information and is based on the Echunga Primary School Site Learning Plan as required by the Department for Education and Child Development. Priorities for 2015 included:

- **Full implementation of all the areas of study within the Australian Curriculum.**
- **The development of Numeracy and Literacy Plus initiatives within the classrooms.**
- **Continuing to develop community partnerships and Learner Wellbeing through the development of Positive Education as a school wide focus and the development of our whole school theme: Cultivating Community**

**Australian Curriculum**

In 2015, the goal of implementing all areas of study within the Australian Curriculum was in the most part achieved. Classroom teachers are confident in teaching and reporting on all areas to have been implemented by 2015 and all teaching and reporting is now based on the Australian Curriculum. Continual familiarization, engagement and the development of deeper understanding in all areas will now be the direction we will take.
Annual Report 2015

To help teachers align with the SA Teaching for Effective Learning (TiEL), all teachers have been provided with a TiEL programming booklet and work with the Coordinator Primary Australian Curriculum (CPAC) was undertaken in 2015 and will continue in 2016. The CPAC has, and will in 2016, work with teachers to develop that deep understanding of all the areas of the Australian Curriculum.

Literacy

During 2015, the whole school literacy programme, put in place from Preschool to Year 7 in 2011 again continued as a result of our continued over representation of individual student improvement from Yrs 3-5 and 5-7 in 2014 NAPLAN tests. The emphasis of the programme again focused on reading and writing through the development across all year levels of what is known as “The Big 6”. The Big 6 are: Oral Language/early literacy experiences (Preschool), Phonological Awareness (Preschool-1), Phonics (R/1)/Advanced Phonics (2-7), Vocabulary (Preschool – 7), Fluency (focus years 1-3) and Comprehension (R-7). A 3 Wave intervention programme was again put in place to accommodate all students in their development of reading.

Student Achievement:
Teacher assessment of their students’ achievement in Australian Curriculum English strongly indicates again a trend towards a satisfactory to good level of achievement in all year levels and the latest Running Record data generated by the system based on information that is inputted by the school over the year, shows in our year ones that 75% of our students achieved the DECD Standard of Educational Achievement – SEA - (8.3% improvement) and 77.8% in year 2 (an improvement of 23.3%).

NAPLAN Results:
- 83% of our year 7 students achieved the National Minimum Standard in Reading and 78% of students in Year 3 achieved the National Minimum Standard. Year 5 results cannot be considered as there were only 4 students who sat the tests however all achieved the DECD SEA in their Comprehension Progressive Achievement Test (PAT-Rc).
- Our NAPLAN results show a decline this year but it must be noted that small numbers of students can have a big influence on data in a small school. It must also be noted that in general students, who have been at Echunga Primary School for most of their schooling lives achieve at or above SEA.

Recommendation: Continue with current approach and programme including 3 Wave intervention and a refocussing on the Big 6 in reading whilst further developing students’ writing skills. We believe that part of the decline in Reading results could be the result of a movement of focus away from the Big Six in 2015.

Numeracy

In 2015 data obtained from a variety of sources including NAPLAN and PAT-M indicate that numeracy is an area to focus on for improvement in 2016. Classroom teachers have been implementing the Mathematics Australian Curriculum, focussing on the Maths proficiencies – Problem solving, Fluency, Understanding and Reasoning incorporating Anne Baker techniques in their pedagogy. Whilst improvement can be seen with individual students it is not reflected in the school’s overall data. It is timely then that the Partnership also has a focus on numeracy and will be involved in a project developing school wide programmes for mathematics which will encompass tracking and monitoring all learners’ growth, developing effective improvement cycles, changing pedagogical practices and incorporating differentiated intervention processes.

Recommendation: That Echunga Primary School engages with the Partnership direction. We have already committed to being part of this project.

Positive Education (Pos Ed)

Positive Education has continued to be an area of focus in 2015. This year fortnightly Pos Ed assemblies were introduced. Different aspects of Pos Ed were highlighted for the fortnight. A main feature was the introduction of character strengths and their meanings. All character strengths covered in the assemblies were connected with life and also learning. It was pleasing to see that parents also attended these assemblies and reported favourable feedback about these. Major areas which were focussed on in the classrooms were the expressing of gratitude, “filling buckets”, fixed and closed mindsets and mindfulness. Staff attended a full day mindfulness seminar with local small schools to examine mindfulness and its implication for the classroom and for themselves.
Cultivating Community
Our push for the development of cultivating community within and around Echunga Primary School continued in 2015. The students were involved in the Art from the Heart Project where more than 350 students and 18 artists created artworks destined for auction to help raise money to purchase much-needed equipment for poverty-stricken schools in rural India. It was part of the work associated with the Help A School Foundation to help reduce the disparity between some schools in India and here. Students realized the difference between living here and living in poverty stricken schools in India. Part of the involvement encompassed the communication with a school in Vellore. Students were able to experience first-hand their part in the global community. They also felt gratitude for what they had here.

After seeing what the schools had in India, three of our older students decided that they wanted to contribute in some way through raising money to send to classes in Vellore. This also tied in with our Pos Ed focus through the understanding that we are all part of a range of groups (the global community being one of them) and we all have a responsibility to contribute to them. The idea was to have a Pyjama Day where everyone who wore pyjamas would give a gold coin donation. $88 was raised to fund equipment for classes in Vellore.

Many parents worked in classrooms supporting students and the preschool had many parents who gave their time to work with the preschool children developing skills in many areas. We again had a community assembly where members of the community performed as well as the students and finished with a community tea cooked by school community “chefs”. This year we also employed a parent to work with students in our community garden and in the kitchen to develop this area further.

Our very successful whole school camp at Woodhouse also contributed to the community concept with the older students working with and supporting our younger ones with all the activities.

Echunga Preschool Annual Report 2015
This was the second year of our Single Intake and once again we felt the benefits of this system as it brings stability for the group as children and staff build relationships and enjoy common experiences that bond the group together. We started the year with 15 enrolments and gained 2 more during the year. The majority of children enrolled at Echunga Primary School with some to Mylor Primary School and one to a private school.

Sustainability
Our focus on sustainability saw us imbed practices such as using email as a primary method of communication with parents to reduce paper use, sorting waste into separate containers either for the chickens, compost, worm farm, making or paper recycling. The fruit bags also saw a reduction in the use of disposable packaging. We joined in with Nude Food Day and shared a whole school lunch eating experience with the school. Parents supported continued efforts to reduce packaging in lunches and to use containers instead. We used produce either from the school garden or fruit trees or donated items for cooking and food experiences. We attended a new program at The Adelaide Botanical Gardens especially developed for Preschool aged children, Little Sprouts Kitchen Garden Program. Children engaged in a variety of activities related to vegetable gardening, using mortar and pestle to explore a variety of herbs, examining the worm farm, planting their own seed to take home and harvesting a turnip each.

Spanish Language
The focus on Spanish continued well. This is due to having Tia Elena on staff, and being able to use Spanish words in meaningful and everyday contexts eg Pon el sombrero, por favor, lava las manos, Hola, Adios etc. Our 2 take home Hispanic dolls, Carlos and Isabel, were again popular with all children eager to have their turn.

Natural Play
Another focus area was on developing children’s level of engagement through open ended play with natural materials. In this way children are using a multitude of life long skills such as problem solving, cooperation, imaginative, language skills and resourcefulness. One project that children engaged in for 3 terms was the development of a creek from an overflow pipe. We actively looked for natural materials to use such as seed pods, wood rounds, stones, pebbles etc.
Belonging
At every opportunity, we made strong links with the school such as

- Alex (Principal) as part of staff at Preschool, some children attending OSHC either before or after school
- Naming our building Fairy Wren (as other classrooms have adopted bird names)
- Attending whole school bushfire drills
- Going on bush walks
- Visiting the school garden and fruit trees
- Using the school sand pit
- Visiting the library
- Visiting Alluvial Hall for games
- Using the music room
- Attending fortnightly assemblies where children received awards (Program Achieve), showed pictures and or art work, sang a song or had the opportunity to talk on the microphone
- Joined with JP for Dancify sessions
- Attended whole school performance

Excursions
As mentioned, we went to Little Sprouts Kitchen Garden (we had great parent support on the day). Following interest in Australian animals we had an excursion booked to Cleland but unfortunately we had to cancel twice due to unfavourable weather. We would like to thank the Echunga Primary School Governing Council for the generous donation of a bus fare for an excursion. This did make an enormous difference for us and we would be very grateful if a similar offer could be considered again.

Parent Community Support
We were very fortunate to have a very strong and supportive community who enriched our learning program in a variety of ways. Parents shared their time and skills with us in such activities as:

- Generously donating Landscape Architectural skills in designing our new front play space and the making of a mud play kitchen from pallets.
- Sewing fruit bags to promote sustainability with another parent working individually with each child to firstly draw a design and then embroider the bag with their individual design.
- An artist parent who modelled painting of flowers with lots of children then eager to paint alongside her.
- A parent giving a talk about the impending birth of her baby and inviting children to touch her tummy. The impact of this was sustained for some time as children repeatedly placed balls up their jumpers and played being pregnant and giving birth.
- Many parents coming to share cooking and food skills such as making sorbet, baking muffins, making pasta using a pasta machine.

We also had parents donating excess produce and we purchased a juicer making good use of the organic apples and watermelon.

We had extended family members visit to share experiences with the children including a grandparent who brought in and showed her newly published picture book which included a folder of her original art work which was in the book. We also had a grandparent who came in and made carrot cake from carrots harvested in her garden. We were invited to visit her extensive vegetable and flower gardens, view birds in the aviary and to plant a sunflower seed each. The sunflowers became a lovely reminder of the visit as we planted them in our new raised flower bed. Another grandparent made an extensive wardrobe of clothes for our newly purchased dolls and came in to talk and show children what she had made. Another grandparent brought in her dog to talk about dog safety and then to give the dog a bath.

After the Preschool had made a Herman German Friendship Cake mixture, a child was very keen to make one of his own at home to share with his friends. Other ways in which parents contributed to the Preschool include:

- Parents offering suggestions for our program. One parent let us know that their child was missing a child who had left our service due to moving out of the area. The children responded very well to sending a letter to him with drawings and comments. We were able to walk to the post office to post the letter. We received some very heartfelt comments from the child’s parent in appreciation.
- A parent who regularly helped us with cleaning and fixing items
- A parent who volunteered their house for our end of year celebration
- A parent who donated their time and pony to give rides at our end of year celebration event.
Development of Front Play Space
The development of the front play space moved forward significantly over the year with many people contributing to the project. The Echunga Primary School Governing Council granted $5000 to get the project started with a subcommittee then working on initial ideas leading to the sourcing of the gazebo and a parent organising a crane to place it. A Work Skill Program was accessed in which a significant amount of labour was supplied at no charge and Natalie Wandless (a parent) worked with us to develop the concept plan.

At all of the times, Katrina (the groundsperson), has been fully involved and has been a great resource for advice and also fine tuning several aspects of the project. As a testimony to the support of the community, the Preschool parents independently worked with each other to further the project after we had used our initial funds for the year. Between them they contributed funds to source loam, turf, stepping stones and plants. The lawn was installed at a weekend parent working bee that they organised themselves. The mud kitchen was a delightful addition at the end of the year and has been made from old pallets.

The front redevelopment also gave us side access to the back area with the removal of the vine and the installation of a gate. This access is particularly welcome for Playgroup families with pushers and for generally having a more convenient access to the back area. We look forward to continuing on with the project this year to further develop the rest of the area into 2016.

Quality Improvement Plan
Most areas targeted for improvement in our plan have been achieved. Documentation of children’s learning has been improved and supervision plans have been revised and addressed. These again will need to be revisited in the light of our greatly increased enrolment numbers.

Preschool numbers destination
Although most children who go to the preschool continue on to the primary school, some go to their local primary school as preschool facilities don’t exist in their area.

Parent opinion
The preschool had 5 returns which reflected opinions of 30% of the families. Of the possible 44 responses for each return (220 in all), there was only one response where the parent disagreed with a statement. The survey returned very positive opinion results (QIP Success Measure - Quality Area No 6). Helen Taylor’s relationship with the parents and children continues to start in playgroup and provides continuity between playgroup and preschool. All but one eligible playgroup child has gone on to enrol at the preschool in 2016. Some quotes from the survey:

“Having attended a variety of Pre-Schools with older children, I am absolutely DELIGHTED with the program run at Echunga Pre-School under the exceptional guidance of Sue and Helen.”

“Communication is first class at this Kindy........the best I have ever experienced!”

“My child has fantastic experiences here and is learning at a fast rate. Very caring preschool with a lot of parent support and sense of community.”

Pastoral Care Worker (Jade Brook)
This year I have spent one day a week in the Preschool to build, establish, and connect with new parents and students.

I have worked 1:1 with particular students to help them gain confidence and to better understand the Preschool expectations and routines.

I have also been a support to the staff personally and professionally.

This year due to limited hours I had to drop birthday club even though it was highly valued by the students. I used the lunch time periods to support the Christian Lunch time programs run by the Echunga Uniting Church and the Echunga Anglican Church. I chose to focus on this as I got to engage with a larger group of students at one time.

During lunch times I also spent a larger amount of time with staff in the yard to support students to engage positively with their peers. This worked well and I also connected with other students.

During Recess time after talking to parents I facilitated a group of year 5, 6 and 7 girls. The focus was on building relationships with each other and giving them a safe place to talk. Some of the subjects that we covered were: how to handle stress, where to go to find a safe person to talk to, transition and change. All the girls engaged well and really encouraged each other.
During class time I supported students 1:1 that were having issues around family issues, anger and building resilience. I also worked in classrooms to help support teachers and students with their learning.

As always thank you for your continued support of my role in the Echunga Primary School community.

Jade Brook
Pastoral Support Worker

**NAPLAN**

**Student progress (compared with students of similar ability)**

Student progress for Year 5 could not be obtained due to the small number of students who sat the tests (4 Students) as aggregate values are not reported for schools with less than 5 students contributing to the aggregate interest.

Student progress for Year 7 in reading between 2013 and 2015 showed 33% were in the high range. In Numeracy 50% were in the medium range and 17% in the high range. Unfortunately data from a small sample of students can be misleading as small numbers of students can skew the results.

**Yr3:**
- Reading: Below National Average
- Writing: Below National Average
- Spelling: Below National Average
- Grammar/Punctuation: Below National Average
- Numeracy: Below National Average

**Yr5:**
- Data not available due to small numbers

**Yr7**
- Reading: Below National Average
- Writing: Below National Average
- Spelling: Below National Average
- Grammar/Punctuation: Below National Average
- Numeracy: Below National Average

It must be noted that some individual year 3 and 7 students’ results exceeded expectations in some areas. Again, due to the small numbers of students, results can be greatly skewed by a few individual performances. The fact that any withdrawn or absent students are included in the data as present and not scoring also impacts on the final data. It is interesting to note a trend that students who begin their schooling as a JP at EPS tend to achieve SEA.

**Percentage of students reaching Minimum National Standards:**

**Year 3**
- Reading: 78%
- Writing: 89%
- Spelling: 67%
- Grammar: 67%
- Numeracy: 89%

**Year 5:**
No data available due to small numbers

**Year 7**
- Reading: 83%
- Writing: 71%
- Spelling: 86%
- Grammar: 86%
- Numeracy: 100%

Those students who didn’t achieve Minimum National Standards are small numbers of students for whom programmes will continue, or be put in place for them, to accelerate their progression. Our goal is not to be satisfied with achieving the minimum or even high achievement for every student, but for each student to achieve their maximum potential whatever their level may be. We will strive to challenge all students to achieve the best they can.
Student Attendance

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2015 (School)</th>
<th>DECD</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>93.4</td>
<td>91.8</td>
<td>93.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.1</td>
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<td>Year 2</td>
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<td>Year 3</td>
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</tr>
<tr>
<td>Year 5</td>
<td>91.2</td>
<td>92.1</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.2</td>
<td>91.9</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 7</td>
<td>94.1</td>
<td>91.4</td>
<td>92.7</td>
</tr>
<tr>
<td>Primary Total</td>
<td>92.2</td>
<td>91.9</td>
<td>93.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>92.2</td>
<td>90.7</td>
<td>92.6</td>
</tr>
</tbody>
</table>

Daily non-attendance is managed via phone calls to follow up any absences on that day. Chronic or longer term unexplained non-attendance is managed through written correspondence and through referral to DECD office if the need arises. Our focus is to work with families to rectify any issues in this area. Our overall attendance over all year levels was 92.2% compared with DECD: 90.7 and like schools (those with the same Index): 92.6.

Behaviour Management

When we examine our data on bullying, we find that a very small proportion of students feel victimized socially, verbally or physically and it is pleasing to note that no students in years 6 and 7 are subject to Cyber Victimization. As soon as we are aware of any bullying situation we act. There are still many students who perceive one off events as bullying.

Student Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2015 (School)</th>
<th>DECD</th>
<th>Index</th>
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<tbody>
<tr>
<td>Employment</td>
<td>1.9%</td>
<td>2.9%</td>
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<tr>
<td>Interstate/Overseas</td>
<td>11.3%</td>
<td>9.5%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
<td>1.4%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1.7%</td>
<td>3.8%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.1%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>16.7%</td>
<td>12.4%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>83.3%</td>
<td>47.3%</td>
<td>48.8%</td>
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<tr>
<td>Unknown</td>
<td>19.7%</td>
<td>20.3%</td>
<td></td>
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</table>

Client Opinion

Of the small number of returned responses all agreed or strongly agreed to all of the positive statements about the school. Two areas that doubled up in the “strongly agreed” column were: “I can talk to my child’s teachers about my concerns” and “My child likes being at this school”. A comment from a parent was, “Echunga Primary is a great school and does many things well.”

Students in the higher year levels overwhelmingly responded positively to statements about the school. Only two students disagreed with one statement. All the other responses were: Agree or Strongly Agree with the vast majority in the Strongly Agree column. Staff responses were too few on which to validly comment.
Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>11</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
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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.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
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<tr>
<td>Full-time Equivalents</td>
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</tr>
<tr>
<td>Persons</td>
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<td>5</td>
</tr>
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<td>0.00</td>
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Financial Statement
Income by Funding Source

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<th>Funding Source</th>
<th>Amount</th>
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<tr>
<td>1 Grants: State</td>
<td>$949,797</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>-</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$39,904</td>
</tr>
<tr>
<td>4 Other</td>
<td>$8933</td>
</tr>
</tbody>
</table>

The site received $3466 through the Better Schools Funding scheme. This was used to employ an SSO for 2 hours a week over 40 weeks to work with students needing help in their learning.

The Junior Primary and Early Years scheme was used to supplement funding for extra SSO support in our R/1/2 class. It was pleasing to note the improvement in Reading Levels in our Year 1 and Year 2 students.

Relevant History Screening
In both the school and preschool, before parents/adults could volunteer to help on a regular basis, DCSI child related screening was required. This was paid for by the school.

Alex Ponury
Principal
Dated: 25/02/2016

Penny O’Neil
Chairperson Governing Council
Dated: 25/02/2016