Prescott Primary Southern 2006

ANNUAL REPORT
Principal’s Message…

2006 was another exciting year for Prescott Primary Southern.

As a school our aim is to assist all children in gaining a greater understanding of Jesus Christ and what He has done for each of us through His offer of salvation.

Our students again performed well in external assessments and they showed their creativity and performance ability with their Wakakirri performance making the State finals.

The school staff have been a dedicated team of professionals who have worked consistently in assisting all students to perform to their maximum ability in their learning as well providing an enjoyable and fun filled learning environment.

The school council continued its work in the implementation of the Strategic Management Plan and policies and future directions for the school. I would like to thank the council and the various reference committees for the work they have done and the leadership they have provided.

A special thank you to Gary Whyatt as our School council chairman.

In closing may I thank you all for your support of the school in so many ways. I pray that the Lord will continue to be with us all as we work together for the good of the children in this community.

Mrs Christine Clark

Chairman’s Report…

2006 again has been a year that has continued a trend of healthy growth and advancement of our School at Prescott Southern.

At Prescott our enrolments continue to grow beyond expectations which bring with it a mixture of blessings and challenges for the School Council.

In 2006 our enrolments grew by 5% over 2005 enrolments and 19% in the past two years. Yet with this growth our School continues to recognise the uniqueness of each individual as they are guided academically, socially, spiritually, emotionally and physically.

In 2006 we commissioned a new classroom and toilet block which has had a positive impact in the life of the school. Another new classroom is on the horizon for early 2007 which will free up much needed space for administration.

In 2006 our School was successful in winning two Commonwealth Government grants - $20,000 from the Success for Boys Scheme - a scheme established to help at-risk and disadvantaged boys and addresses the key intervention areas such as positive male role models, literacy and information and communication technology; and a $12,500 Community Water Grant to implement water saving measures in our School.

I would like to commend the Principal, Christine Clark and her very capable staff, for their clear vision of where Council would like the School to head and the distinct attributes that our School wishes to attain in our local community.

It has again been a privilege to serve you all in the capacity of Chairman of our School Council in 2006.

Mr Gary Whyatt
School Profile

Prescott Primary Southern serves the community in Southern Adelaide and is a coeducational school with students from Reception to Year 7. The school was founded in 1978.

Student Data

Enrolments – July Census 2006

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Student Attendance

In 2006 the average student attendance rate was 92%

Student Leadership

There were numerous opportunities for the students to be involved in the operation of the school.

Peer Mediation by the Grade 7 students provided support to younger students in the school during the playtime. The Buddy system provided new children in junior years a person who could help them as they developed their own friendships.

Students from each class were selected to form part of our Student Representative Council. A number of meetings were held each year, with the children being involved in the planning of events like Harmony Day and Carols on the Lawn.

Class captains from the Grade 7 class had the opportunity to attend the Young Leaders Day where they listened to inspirational speakers on the importance of certain behaviours if one is a leader in society.

Staffing Profile

Qualifications and Attendance

Staff numbers continued to grow with the growth of the school. In 2006 the school had 16 teachers employed either in a full time or part time capacity making a total FTE of 13.6.

Of the teaching staff:
- 12 had a Bachelor of Education or a Bachelor Degree plus Dip Ed
- 1 had an additional Graduate Diploma or Certificate
- 3 had additional Masters Degree
- Teaching experience ranged from 0-25 years with an average of about 9 years
- 72% of staff were retained for the 2007, though there have been some changes in the duties to be performed by the various staff
- Attendance rate for teachers averaged 93%

To assist in the management of the school Mrs Michelle Meyles was appointed as Deputy Principal at the beginning of 2006.

The end of 2006 saw the return of 2 teachers to their hometowns, having come to Adelaide for only 12 months. Miss Sally Bobongie returned to Perth and Mr Bradley Thwaites returned to Townsville. Miss Chelsea Allen transferred to the Prescott Northern school. We thank them for their contribution to Prescott during their time with us. There were also some changes within the duties allocated to staff with Mrs Nicole Newbold taking on Upper Grades Specialist Computing and Mrs Kathryn Pitcher taking on casual relief for 2007.

The following staff have been appointed to replace those staff who have left. Miss DeArne Chapman (Year 1/2) Mrs Liz Green (Year 1/2) Miss Lisa Jefferies (Year 3/4) Mr David Warman (Yr 5/6) and Miss Sara Mclean (Part time Yr 6/7). All have already begun to make valuable contributions to the program at Prescott Southern.

Professional Learning

Throughout the year staff within the school have been involved in activities designed to develop their skills and understandings of
education and strategies to improve overall school performance and associated student outcomes. Throughout 2006 staff were involved in the following Professional Development activities:

External Workshops
- Early Reading
- Early Writing
- Skills for Growing
- Music Conference
- Dr John Joseph – Brain Conference
- Dr Rex Stoessinger – Literacy and Boys Education
- Boys and IT Education

Staff Meeting Inservices
- Boys Education
- First Aid Training
- Anaphylaxis Training
- Behaviour Learning Theory and Practice

School Visits
- 3 staff members were involved in visits to others schools for the purpose of observation
- 2 staff members were involved in visits to another school to assist in an accreditation program

Key Teacher Programs
Staff attended the following professional development opportunities in their role as coordinators within the school. There was an average of 3 Key Teacher days per year in each learning area as well as a Targeted Programs Day when leaders within the school gained information on funding for the following year and possible projects for implementation.
- Indigenous Studies
- Literacy
- Numeracy
- Special Needs
- Targeted Programs Day

Professional Readings
Staff have access to a range of publications to assist them in gaining knowledge of recent developments in various aspects of education. These are housed in the school library.

A total of $ per staff member was spent throughout the year on professional learning.

Parent and Caregiver Involvement
The School Council meets each term to determine overall policy, direction and monitor school finances.

The following Reference Committees meet each term and make recommendations to the School Council on various matters. Committees for 2006 included:
- Fundraising
- Library
- Occupational Health and Welfare
- Out of School Hours Care
- Property

The Fundraising activities for 2006 included Mother and Father Day stalls, Chocolate Drive, Flowering Bulb Drive, Fundraising lunches, Entertainment Books and School Concert.

Parents are involved in a range of activities within the school including listening to children read in the junior primary classes, working the school library, assisting children with individual work and participation in school camps and excursions.

The willingness for parents and carers to be involved contributes significantly to the program we are able to offer at Prescott Southern.

Finance and Property Report
Overview
This summary covers funds for operating costs and does not involve expenditure areas related to buildings and other capital items.

2006 was a positive year for the school financially with the school generating a small surplus by the close of the year. A balanced budget is projected for 2007.

School Facilities
2006 saw the construction of a new amenities block and classroom. The amenities block was funded through an Investing in our School Project Funds grant of $100,000.

The church provided a loan for the funds for the construction of a general classroom, which is being used as a specialist music and science area.
A new demountable classroom was constructed to accommodate additional enrolments and provide another class for 2006.

The Prescott Schools Board of Management continued to do further investigations into the viability of a High School for the Prescott Southern school and employed a consultant at the end of 2006 for the purpose of further investigation based on the work done by the committee.

**Fees**
The basic fee structure remained unchanged from the previous year. Parents continued to take up the various electronic options for fee payments as well as through Centrepay.

The tuition fee recovery rate for 2006 was %

Our fees will remain the same for 2007, but an Information Technology Levy will be introduced to assist us in maintaining adequate computer resources for the students.

**Income**
The following pie chart shows an overall summary of the income received for the school operations in 2006. We are thankful for our government support.

Our expenses in 2006 show that the major current expense is salaries.

2006 was a challenging and busy year but the financial results were very satisfying. We are confident that we will again be in a favorable financial position by the end of 2007.

**Expenditure 2006**

**Grants**

Each year the school receives Special Projects Grants through making application to various government departments the following graph shows the grants received for 2006.

**Fundraising Committee**

This year was a very busy one for the Fundraising Committee as they worked towards raising funds for the purchase of televisions for each of the classrooms, funds to renovate classrooms 3 & 4 and a contribution to the purchase of an Integrative Whiteboard in 2007. The Kids Kanteen raised a total of $2500 towards this project.
Student Progress and Achievements

Teaching and Learning

Once again the area of teaching and learning has been dynamic for Prescott Southern in 2006. The staff have worked to together to ensure the development of all students in their academic development.

All staff have continued to implement the differentiated curriculum based on the Australian Union Conference and SA Curriculum Frameworks.

Significant grant monies were spent this year on the purchase of listening posts and computer reading programs to provide children with additional support for achieving literacy skills. Each class also purchased an infrared listening post so children could be located anywhere within the classroom but still be able to listen to the tape/CD of the reader. Children enjoyed this addition to their literacy block.

This year all classes participated in Skills for Growing a whole school Social Skills program focusing on the area of building a sense of community. All classroom teachers were trained in the use of this program at the beginning of the school year as part of the school professional development programs.

Meeting the Needs of All Students

Learning Links once again continued to provide support for those children who required modifications to the regular curriculum and were given assistance by the Special Needs Teacher or School Support Officers. Reading Recovery was offered to a group of children over the year.

Irlen Screening was provided to those students who appeared to show characteristics of Irlen syndrome and then were referred on for formal assessment as required. This enabled a number of children to be fitted with coloured glasses to assist them in their learning.

Gateways continued to provide enrichment for a number of children in a range of curriculum areas. The school submitted 2 teams in Tournament of Minds and 3 teams in World of Trivia. Children in the junior and middle years had the opportunity to be involved in enrichment classes on a weekly basis.

Indigenous students once again received support in their area of need. The funds also enabled the school to purchase resources for the school to assist students in a greater understanding of Indigenous Perspectives across a range of subject areas.

Expanded Learning Opportunities

Children continued to have the opportunity to engage in a range of activities outside of the classroom. Excursions were offered across the grades, including visits to the Maritime Museum, Zoo, School Camps were held at Moonta.

Physical education opportunities included clinics being taught every week to instruct the children in a range of skills. Sports covered included

A learn to swim program was offered in Term 1 with children in Reception to 5 participating at the Noarlunga Aquatic Centre. Children in Grades 6 & 7 participated in a range of Aquatics programs at the beach.

In the Arts area students participated in the Annual Concert performance “You are Special”. All children were involved in this activity as part of their Music class.

The opportunity was available for children to be involved in Wakakirri, their performance making the State finals and a performance at the Festival Theatre. This was an extra-curricular activity and involved 65 children from the various grades.

The senior choir performed at the Junior Heads Association Music Festival at the Adelaide Town Hall and the Centenary Program for Prescott Schools in Adelaide. The choir also represented the school group at the official opening of the new school building in October.

A school band was established last year for the first time as a school.

Family Life presented a personal development evening for children in Grades
This year has seen the implementation of a new Behaviour Learning Policy based on Restorative Justice Practices. Extensive Professional Development took place as staff developed an understanding of the new approach to discipline. Restorative Practices focuses on the development of positive relationships and ways in which damaged relationships can be restored in a non-judgmental manner. They specifically focus on the behaviour and incidents without blaming and draws attention to the events and what happened and what needs to happen for the future to make things right and ensure the situation does not happen again. This approach has impacted on the way teachers deal with any conflict situation within the school. Consistent positive behaviour is rewarded by students receiving special awards and merit certificates. Further training and review of these practices will take place in 2007.

Values Education and Behaviour Learning Policy 2006

Our Understandings...

- Children have different levels of knowledge in regards to their understanding of social skills
- Children have different abilities in regards to making appropriate choices for behaviours and using good social skills
- Children have a range of different needs which affects their ability to behave and make choices
- All children have the right to learn in a safe and well-ordered environment
- Behaviours and values can be taught
- Positive affirmation of correct behaviour helps children to make wise choices on how to behave
- Creating a sense of community begins with an approach of working together to deal with problems
- Primary, Secondary and Tertiary systems of support are needed in order to effectively implement the policy.

5 Key Principles of Behaviour Learning Policy

1. Flexibility
2. Management of the environment of the child
3. Use of non-aversive techniques
4. Involves the study of “why” children do what they do
5. Has a plan if needed to manage difficult behaviour

Student Achievement

The school uses a range of assessment strategies at various times throughout the school year. These include teacher observation, school-based assessments, standardized assessments, projects and presentations. The school also participates in Western Australian Literacy and Numeracy Assessment (WALNA) in Term 3. The Commonwealth Information on student progress is communicated on a regular basis, with parents being invited for parent teacher interviews.

WALNA

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks. Student performance in the Basic Skills Tests in our school is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

There were 23 Grade 3 and 24 Grade 5 and 27 Grade 7 students who sat the WALNA in 2006. The following graphs show the learning gains for the various grades.
Grade 3

8% of children were Commonwealth Funded Special Needs.

Grade 5

25% of children are Commonwealth Funded Special Needs

Grade 7

15% of children were Commonwealth Funded Special Needs

Student Satisfaction

A survey of students in Grades 4-7 showed that overall they were happy with the way their classroom’s were operating and felt that the teachers understood their learning needs. The following provides an overview of some the results.

You learn a lot in this teacher’s class 89%
This teacher varies the work and activities 75%
Lessons are suitable for students of all abilities 98%
I get on well with this teacher 81%
We have little time to waste in this class 93%
This teacher treats us all fairly 89%
The atmosphere in the classroom makes work enjoyable 79%
This teacher helps me when I don’t understand 87%
Future Directions for the School

The following are the goals we have chosen for 2007 as part of our Strategic Management Plan.

1. Value and affirm the role of the chaplain in the life of the school
2. Access appropriate professional development activities to support staff in the teaching of the Christian Faith Development Program and values integration across the curriculum.
3. Provide a range of additional Extra Curricular activities and opportunities for students and continue to maintain a solid curriculum structure with emphasis on developing the whole person.
4. Give priority to increasing the literacy and numeracy levels of all students through the implementation of coordinated strategies across all curriculum areas.
5. Continue to provide opportunities for parents to keep up-to-date about educational developments, social issues of concern, and parenting issues.
6. Furthermore maintain the program of parental support in the school, and equip them with the skills required to support student’s learning.
7. Continue to implement and develop a curriculum program that supports each student’s learning style, interests and level of ability.
8. Continue to develop effective and timely two-way communication with parents about student’s progress attitudes and behaviours.
9. Find further ways for the school to link with other schools in the surrounding area.
10. Find further ways for the school to link with the wider Seventh-day Adventist community, both within Adelaide and in the broader SDA environment.
11. Develop an Information and Computer Technology master plan for the provision, maintenance and upgrade of all school technology.
12. Contribute to the development and implementation of a site, facilities and financial master plan for Prescott Southern that ensures the long term viability of the school and explores the possibility of R-12 provision on the site.