**Student Cohort**
The school's enrolment at the completion of 2012 was 100 students with four classes: R/1, 1/2, 3/4/5, 5/6/7. 32 students were on school card, representing 32% of the student population.

**Staffing**
The staff consisted of a Principal, 4 FTE teachers, 0.6 Counsellor, 0.4 Teacher Librarian, 0.4 Japanese Teacher, 4 School Support Officers and a Grounds person for 14 hours per week. 12 students had their own Negotiated Education Plans and received support from SSOs and through their Classroom Teacher.

**Local Community**
Parental involvement and support for the school continued to grow throughout the year. Parents are well represented at the Governing Council, Breakfast Club, Library, various committees and the L.A.P.
The Neighbourhood centre next to the school hosts our play centre each Friday morning.
2012 Highlights

Acquaintance Night
The Acquaintance Night was held in Week 3 of Term 1. Parents had the opportunity to informally meet their child’s teacher and gain insight into educational programs and learning priorities.

Assemblies
Assemblies were held each fortnight in the Arts Complex. This year assemblies were held at 9:15am every second Friday. Assemblies were a great opportunity to celebrate the achievements of all students.

Book Week
The theme for Book week this year was “Champions Read”.
- Each class researched a country. Room 1/2-China, Room 3-Russia, Room 8/9-Germany, Room 6-India.
- During Book Week each class presented the information they learnt to the other classes.
- The Library became the “Olympic Village” with high security checks and a multicultural mix.
- Classes work was displayed on pinup boards and tables. Displays were vibrant, informative and a positive reflection of our hardworking students and staff.
- We held a whole school assembly that had an Olympic flavour to it. Each class marched to their country’s National Anthem into the school hall. They waved their country’s flag as they walked around the hall. Classes presented a dance, song or cultural experience from their country they had learnt about.
- Classes had a visit to the community library where they were involved in Readers Theatre.

Choir
This year the Choir consisted of 7 students from years 5, 6 & 7. They performed at the Morphettville Racecourse- Magic Millions, at the end of year concert and at the South Australian Primary Schools Music festival at the Festival Theatre. Congratulations to all students for their fine performances and to the choir trainers Ms Holmes and Jordan for their expert guidance.

Coaching clinics
To support our focus in a healthy lifestyle, a number of sporting clinics were organised. These included netball, softball, football and basketball.

Early birds
At Evanston Gardens Primary School all of our reception students are offered Earlybirds Coordination Program. This program is designed to assist with coordination skills and listening skills.

End of Year School Concert
We held our annual concert at the end of Term 4. The concert was a huge success, with students, parents and teachers enjoying the performances. All the students performed beautifully. This year the concert followed a community event which included stalls and entertainment. Thanks to all teachers who worked hard with their classes to present outstanding performances, to the children for their tremendous effort, and to parents who supported the event.

Excursions / Incursions
A number of excursions were held during the year including:
- KESAB – anti graffiti
- Aquatics
- Life On The Ice – Science Incursion
- Adelaide Planetarium
- Zoo Snooze
- Splashdown - Aquadome

Evanston Gardeners
Every Wednesday afternoon a group of students from room 3 and room 1/2 participated in gardening around the school. This included growing vegetables in our propagating area which were used for healthy lunches.

Harmony Day
Harmony Day was celebrated on Wednesday 21st March. The theme of Harmony Day places a focus on -Working together and Belonging which is a message that we are constantly trying to promote in our school.

Healthy Lunches
This year we introduced a Healthy lunch option for students to order every fortnight.
National Year of Reading launch
In term 1, a group of our students attended the launch of the National year of reading at the Evanston Gardens community library. This involved joining in with the community and learning about the library having the opportunity to explore the library and the many fantastic books, magazines and DVDs on offer.

National Day of Action
This year we joined with other schools throughout Australia to celebrate a National Day of Action against bullying & violence.

Numeracy open morning
In term three we hosted a Numeracy open morning with eighteen parents in attendance. It gave parents/caregivers an opportunity to get a first hand glimpse of how numeracy is taught at Evanston Gardens.

Premier’s Reading Challenge
Fifty students participated in the Premier’s Reading Challenge. Seventeen students received their first award which is a certificate. Twenty one students received Bronze medals, three students received Silver medals, three students received Gold medals, no students received Champion medals, three students received Legend medals, two students received the Hall of Fame award and one student received the Reader for Life award.

Pupil Free Days
The Chief executive announced that each school be granted two additional Pupil Free days per year from 2012 – 2017, specifically to provide additional support to schools for implementation of the Australian Curriculum. Our Pupil Free Days this year supported our Site Improvement Plan priorities. The focus was on Australian Curriculum and English and Mathematics.

Reconciliation week
The themes for Reconciliation week - Working Together and Mutual Respect are themes that we actively promote at our school. All classes were involved in activities throughout the week which included an assembly.

Sports Day
Sports Day was held in term 3. Congratulations to all of our students who participated. Special congratulations to GREEN for winning the Team Sports award and to RED for winning the Cooperation shield.

S.R.C.
The SRC continued to show leadership in the school with students presenting ideas and working together. With Ms Chebotarevs` and Ms Holmes assistance, they ran Casual Clothes days and the Mothers’ and Fathers’ day stalls.

Swimming
Our reception – year 5 students once again engaged in swimming lessons at the Gawler pool. They had the opportunity to develop water safety skills and were instructed how to swim under the supervision of qualified instructors.

Year 7 Graduation
In 2012 there were 8 graduates who received their Primary School Graduation Certificate in front of an assembled gathering of parents and relatives at Café Nova.

REPORT FROM GOVERNING COUNCIL
A huge thank you to the efforts of all Governing Council members who worked in partnership with the Principal to provide governance of our school.

- Tori Hawthorne – Chair person
- Melanie Grundy – Deputy Chair person
- Kathleen Blades – Treasurer
- Jackie Blades – Secretary
- Barry Martin
- Graham Mayfield
- Bridget Kaye
- Sheryl Walker

All meetings had a quorum. A major achievement was the systematic policy review of school policies, including a review of our Anti bullying and harassment policy, first aid policy, debt collection policy, volunteer policy and attendance policy. The Governing Council was also instrumental in the development of Parent concerns procedures and our Family charter. The fundraising committee were very active and organised a number of events such Cookie dough, Kytons, Mothers day stall and Fathers day raffles and the end of year raffle. They also organised a special BBQ to support Alex S attend the National swimming championships and healthy lunches for sports day. Money raised by the fundraising committee was used to replace the shade cloth above the Junior Primary playground.
Strategic Direction 1: LITERACY

Target/s:
- Students (excluding NEPs) to achieve level 26 by the end of year 2
- 100% of students (excluding NEPs) will achieve National Minimum Standards in 2012 NAPLAN test

Actions Taken:
- Development of a Literacy block in throughout the school.
- Data analysis of School Entry (SEA) Assessment documents, PATR reading assessment National Assessment Program in Literacy and Numeracy (NAPLan), Waddington's Reading, Westwood Spelling. PROBE comprehension and Reading Recovery levels.
- Implementation of PATR reading assessment
- Acquisition of Literacy coach
- Involvement in Premiers Reading Challenge
- Participation in the National Simultaneous Story time
- Review of intervention process to use wave theory of intervention
- Regular review of student progress for all indigenous students and those below benchmarks.
- Ongoing T&D – with a focus on reading comprehension strategies
- Implementation of the Australian Curriculum in English
- On going collaboration with Regional office
- Targeted intervention and support of Aboriginal & Torres Strait Islander (ATSI) students

% of students who achieved benchmark using Reading Recovery levels by end of year

<table>
<thead>
<tr>
<th>Year 2</th>
<th>0-15</th>
<th>15-25</th>
<th>25-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12.5</td>
<td>25%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

The table represents % of students who achieved school benchmarks in Running Records in year 2.

% of students above national minimum standards

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>73%</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>55%</td>
<td>57%</td>
<td>50%</td>
</tr>
<tr>
<td>Spelling</td>
<td>64%</td>
<td>71%</td>
<td>50%</td>
</tr>
<tr>
<td>Grammar/Punctuation</td>
<td>73.3%</td>
<td>57%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Six year 3 students sat the year 3 NAPLAN test (including two NEPs who did not meet NMS)

The year 3 reading and grammar/punctuation results were pleasing. However the opposite can be said in year 5.

Seven year 5 students sat the year 5 NAPLAN test (including one NEP who did not meet NMS)

Overall the year 7 results were impressive with only one student not meeting NMS in Spelling.

Future Recommendations:
- Use of identified data to develop literacy directions for the future.
- Implement focussed Literacy block
- Explicitly teach levels of comprehension
- Continued professional development for teachers and School Support Officers (SSO's)
- Continue to focus on explicitly teaching writing text type – exposition
- Continue to work in partnership with Literacy coach
Strategic Direction 2: NUMERACY

**Target/s:**
- 100% of students (excluding NEPs) will achieve National Minimum Standards in 2012 NAPLAN test

<table>
<thead>
<tr>
<th>% of students above national minimum standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The data for year 3 and year 7 was most pleasing. The year 5 results are disappointing.

**Actions Taken:**
- Staff analysing NAPLAN data
- Extra student support in numeracy including individualised planning and programming
- Relevant professional development for teachers and SSO’s with cluster schools in the region
- Resource purchasing and organising
- Numeracy Open morning
- Professional development = Numeracy and the Australian Curriculum

**Future recommendations:**
- Continue to analyse Numeracy data (NAPLAN) to inform practice
- Incorporate the use of ICT in numeracy eg Interactive Whiteboards
- Staff will implement the Australian Curriculum in the area of numeracy
- Staff continue to monitor performance via peer observation
- Explicitly teach critical thinking and problem solving skills
- Explore additional T&D for staff - Stephen Graham & Ann Baker

**STUDENT ACHIEVEMENT – RUNNING RECORDS**

The data indicates that we are above state average in the higher levels in year 1 and just below in year 2. There has been a significant growth through the mid levels in year 2.
National Assessment Program in Literacy and Numeracy (NAPLaN)

In May 2012 the NAPLAN tests were administered to students in Years 3, 5 & 7 throughout Australia. The tables represent which band that our students were placed in within each area.

Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16.7</td>
</tr>
<tr>
<td>Reading</td>
<td>50.0</td>
</tr>
<tr>
<td>Writing</td>
<td>50.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>16.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>16.7</td>
</tr>
</tbody>
</table>

The percentage of students placed in band 1 in writing and spelling is a concern. Two ATSI students sat the NAPLAN test in year 3. Both of the students did not achieve national minimum standards in writing and spelling. One of the year 3s also did not achieve the national minimum standard in numeracy.

Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28.6</td>
</tr>
<tr>
<td>Reading</td>
<td>11.1</td>
</tr>
<tr>
<td>Writing</td>
<td>28.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>28.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>42.9</td>
</tr>
</tbody>
</table>

There was a wide spread of students in each band in year 5. A concern is the percentage of students in the lower levels in grammar. One ATSI student sat the NAPLAN test in year 5. The year 5 student did not achieve national minimum standards in reading, spelling and grammar.

Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td>40.0</td>
</tr>
<tr>
<td>Reading</td>
<td>60.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>20.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>60.0</td>
</tr>
</tbody>
</table>

By scanning across the tables it is evident that the majority of our students are placed in the mid bands.

Progress between 2010 and 2012

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Progress of students who sat successive tests at our school eg 2010 Year 3s – 2012 – Year 5s. The majority of our students sat in the mid range of progression in numeracy. Our progress in reading was disappointing with a significant number who were placed in the lower group.
<table>
<thead>
<tr>
<th>Progress Group</th>
<th>Site %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower 25%</td>
<td>60</td>
</tr>
<tr>
<td>Middle 50%</td>
<td>40</td>
</tr>
<tr>
<td>Upper 25%</td>
<td>0</td>
</tr>
</tbody>
</table>

**Numeracy**
- Lower 25%: 60
- Middle 50%: 40
- Upper 25%: 0

**Reading**
- Lower 25%: 40
- Middle 50%: 20
- Upper 25%: 40

Progress of students who sat successive tests at our school eg 2010 Year 5s – 2012 – Year 7s
The progress made by students in numeracy is disappointing. There was a significant improvement in students who moved to the upper group in reading.

**Attendance**

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>91.2</td>
<td>93.3</td>
<td>83.5</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.2</td>
<td>93.4</td>
<td>92.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.8</td>
<td>87.7</td>
<td>93.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>86.7</td>
<td>93.2</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.4</td>
<td>91.0</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.4</td>
<td>88.5</td>
<td>91.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.8</td>
<td>86.6</td>
<td>89.7</td>
</tr>
<tr>
<td>Year 7</td>
<td>83.6</td>
<td>95.0</td>
<td>92.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90.1</td>
<td>91.3</td>
<td>92.9</td>
</tr>
</tbody>
</table>

This data documents whole school attendance during term 1 2012. The whole school attendance rate improved from 2011. Processes are in place to follow up absences. As a small site, our school contributed funds to regional office as part of the Aboriginal Education & Employment strategy to support non-attendees. The % of whole school attendance by our Aboriginal & Torres Strait Islander (ATSI) students was 85.5%.

**Behaviour Management**

<table>
<thead>
<tr>
<th>Violence</th>
<th>TA – Office</th>
<th>Take Home</th>
<th>Internal Suspension</th>
<th>Suspension</th>
<th>Focus</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>9</td>
<td>16</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Term 2</td>
<td>12</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Term 3</td>
<td>11</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Term 4</td>
<td>10</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>42</td>
<td>41</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Each term behaviour data has been closely monitored by staff and presented to Governing Council.
Behaviour data is used to inform practice and to support targeted group of students.
Comparative data indicates the incidence in violent behaviour has reduced. An improvement in yard behaviour is evident term 4 - 2012.
**Bullying & Harassment**

**Actions Taken:**
- Review of Behaviour code
- Implemented a values program throughout the school
- Revisited Grievance Procedures with students.
- Implemented lunchtime activities
- Revisited Anti Bullying & Harassment policy and implemented programs in class/yard.
- Participated in National day of Action against bullying & violence
- Identified students who will benefit from social skills programs
- Supervised yard play
- Additional funding from Regional office to support safe environment
- Celebration of Harmony Day
- Implementation of student surveys
- Regular analysis of behaviour data
- Regular information presented at Governing Council and in school newsletter

<table>
<thead>
<tr>
<th>Snapshot of responses to 2012 Student Opinion survey</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel safe at this school</td>
<td>4%</td>
<td>27%</td>
<td>23%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>There is someone at the school that I can talk to if I have problems</td>
<td>4%</td>
<td>4%</td>
<td>23%</td>
<td>31%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses to Bullying &amp; Harassment survey administered June 2012</th>
<th>Never</th>
<th>Some</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been bullied or harassed?</td>
<td>34%</td>
<td>53%</td>
<td>13%</td>
</tr>
</tbody>
</table>

**CLIENT OPINION**

**PARENT OPINION SURVEY**

Comparison of Aggregated School Opinion to District and State Values (top 25%, middle 50%, lower 25%)

This was the fifth that parents submitted opinion surveys on line. The number of parents who contributed to the survey this year was 11. In the graph the black diamond represents the school score.

Parents were asked to respond to 44 statements in the areas of:
- Quality teaching and learning
- Support of learning
- Relationships and communication
- Leadership and decision making
Parents were asked to select from a 5 point scale from strongly agree to strongly disagree. The average of response from parents lay in the mid range. Some responses that received 100% agreement were as follows:

- 100% - The school provides opportunities to discuss my child’s progress and achievement
- 100% - I feel welcome at this school
- 100% - I am given opportunities to have a say in matters about the school
- 100% - I believe that if I have concerns or suggestions the school would respond appropriately

### STUDENT SATISFACTION

The student survey was also online and all students randomly selected were able to do so in school time. 24 students were surveyed and asked to respond to 47 statements. The responses from students ranged a great deal. The statements with the highest agreement were as follows:

- 73% - I like to help others
- 71% - Teachers clearly explain what students are learning
- 80% - My teachers expect me to do as well as I can
- 74% - I really want to learn at my school
- 81% - The library/Resource Centre has lots of resources

### TEACHER SATISFACTION

The teacher satisfaction survey was also done online. 10 staff participated. The graph indicates that teacher satisfaction was below average in all areas. Statements with 100% agreement included:

- This school is well organised this year
- Parents input is valued
- There is a supportive leadership in this school
- Teachers at this school care about how their students are going
- Our school involves the staff in developing school vision
- Staff are encouraged to pursue professional development
- Students from all backgrounds are treated fairly at this school
**ACCOUNTABILITY**

**Literacy and Numeracy Partnerships**

In 2012 Evanston Gardens was successful in gaining a Literacy coach as part of the Literacy and Numeracy Partnerships. Rachel Bishop was appointed to our school in a coaching capacity. Her role included working alongside teachers to improve literacy outcomes, collecting and analysing data and facilitating training and development.

**National Solar School Program**

This year Evanston Gardens was successful in gaining a grant of $30,000 as part of the National Solar School Program. Zen energy were commissioned to install 32 solar panels on the northern roof of the Resource Centre.

**ICAN funding for Schools and Community Partnerships**

We received $3000 as part of Community Making a Difference (CMAD) National partnerships. The funding was used to provide support to re engage students in learning. Centacare was the service provider used for this program.

**Youth Development**

A $5000 grant was allocated to the school to assist our senior students transition into high school. The project involved working in partnership with Gawler High school staff and year 11 students. An outcome of the project was the re development of the gazebo. Our year 7s contributed in the design and making of the gazebo.

**Community Mentors**

A small group of targeted students (years 5-7) worked with a trained community mentor each week. The purpose of the session was to develop positive relationships and enhance student self concept. A staff member(SSO) was assigned the role of coordinator (Meet n Greet) for this program. The overall program was managed by the local community mentor coordinator and funding was received through Youth Engagement & Inclusion Aboriginal, Student and Family Services.

**National Partnership: More Support for Students with Disabilities Initiative**

This year our school was involved in National Partnership: More Support for Students with Disabilities Initiative with Gawler Primary school. The partnership enabled staff to engage in quality training and development on Assistive Technology and Differentiating the Curriculum. Additional to that two staff completed an online training with the focus on Autism whilst another two staff completed Dyslexia – Supporting students with Reading difficulties training. Learning from the Training & Development has enabled our teachers to develop greater skills to differentiate the curriculum and support students with learning difficulties. The school also purchased a set of IPADs as from the grant to support students to be successful.

**Staff**

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>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>8</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

Workforce Composition including Indigenous

<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>4</td>
<td>2</td>
</tr>
<tr>
<td>Persons</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

**FINANCIAL STATEMENT**

Financial Reports are held at the school and presented to parents at the Annual General Meeting in February. All parents are invited to attend this meeting.