Annual Report Verification

This annual report provides the community and the Chief Executive, Department for Education and Child Development with important information on aspects of the operation of our school.

Copies of the report will be made available to:

- The Chief Executive
- The school community
- All members of the Governing Council
- The Education Director

The annual report is one significant way in which our school meets accountability requirements.

This report is signed below by the Principal and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the school and that it complies with the requirements for the preparation of annual reports.

Acting Principal: Karen Knox

Chairperson, Governing Council / School Council: Alison Turner

Karen Knox 18 / 02 / 2016
Acting Principal

Alison Turner 18 / 02 / 2016
Chairperson, Governing Council
**Context**

Pimpala Primary School is a southern metropolitan school that is dedicated to ensuring that the students are provided with an enjoyable, challenging and rewarding education. The community is diverse in terms of socio-economic backgrounds and the school has a *Category of Disadvantage* level of 3. Community support for the school is strong and their involvement is regularly articulated as a strength of the school. Over 117 regular volunteers are registered under the school’s volunteer policy.

The community is committed to developing a safe, productive and caring learning environment which values:

- **Responsibility**
- **Respect**
- **Communication**
- **Excellence**
- **Friendship**

The school caters for Reception - Year 7. Enrolments have increased rapidly in the past few years. A proposal of zoning the school is currently in process.

As a school community we are very excited about the relocation of the Morphett Vale Preschool Kindergarten to the Pimpala site. Building work is due to be completed in April 2016. The new Pimpala Kindergarten will open on the first day of Term 2, 2016.
Strategic Directions

Literacy

To improve student outcomes through:
- Explicit teaching
- Early identification of students at risk
- Effective intervention programs for students at risk
- Opportunities for students with high potential

Actions taken
- Whole School Literacy agreement was implemented by all teaching staff.
- The Understanding by Design model with differentiation as a focus is the accepted planning model across all sectors of the school.
- Extensive reading resources continued to be purchased, in particular home reading books for Junior Primary students and Guided Reading materials for Primary students.
- Extra teacher and SSO support continued for Guided Reading and writing in all classes.
- Whole school focus on the use of the Oxford Spelling Words with data analysis to inform intervention programs.
- Implementation of School Phonological Awareness tool continued throughout all Junior Primary classes. Results were used to identify individual students requiring proactive intervention.
- Reading Eggs was trialled and implemented from R-7.
- Class Literacy intervention support was undertaken across all classes in a variety of forms including individual and small group sessions taken by SSOs, teachers and Deputy Principal. Programs included Speech & Language, Occupational Therapy, The Listening Program, and the Clicker 6 computer application.
- Non-classroom based teachers provided targeted intervention and support programs.
- The Listening Program continued in both Junior Primary and Primary areas. At least 20 students accessed this program on a twice-daily basis.
- All classes were involved in the Resource Based Learning program with History / Geography being the focus.
- All students participated in the Premier’s Reading Challenge.
- School designed Literacy induction packs for parents were distributed to enrolling families.
- PAT-R was completed for the first time.
- Visual Literacy was embedded in the classroom programs in the primary years.
- Investigation of the Fontas and Pennell Benchmark R-7 resource.

(Please refer to pages 11-14 for achievement data and analysis)

Implications / Recommendations for the future
- Continued whole school use of established data collection timeline and procedures. Extensive analysis of data was used to identify students and inform practice. PAT-R will form another data set for regular analysis for planning. All staff continue to be involved in the analysis of the NAPLAN data and Junior Primary Literacy data.
- Investigation and Professional Development in curriculum design to engage and extend the high achieving student, particularly the 2014 Year 4 cohort.
- Review and refine where necessary the whole school Literacy agreement, and induct new staff.
- Further increase the use of interactive whiteboards and IT as a teaching and learning tool, and continue investigation in the use of iPads.
- Continue parent workshops and encourage new parents to be involved. Investigate the possibility of some video clips / podcasts etc to be put on the website to further extend the parent workshop model.
- The introduction of a Student Learning Support teacher to provide teacher time for specialist support.
Numeracy

To improve student outcomes through:
- Developing a whole school focus on Number
- Developing problem solving skills
- Methodology that engages students
- Explicit teaching
- Providing experiences to assist in the transfer of skills to real life situations

Actions Taken
- Whole school agreement in Numeracy was completed and implemented.
- George Booker audit tool continued to be used in the Middle and Upper primary.
- Teams of teachers met to develop moderation assessment tasks.
- Participation in Tri-school moderation workshops with teachers from two other schools.
- Participation in ICAS (International Competitions and Assessments for Schools) Competition for Years 4-7.
- Integration of IT in Maths - IWB, laptops, iPads.
- The Stephanie Alexander Kitchen Garden program has provided a basis for incorporating real life experiences. Mathematical resources and links to the program have been shared in Primary Unit meetings.
- Newsletter articles with information for parents on how to support number skills at home.
- SSO support in Maths was made available to each class.
- Implementation of basic number assessment for R-2 providing targeted data collection.
- Specialist teacher support in Maths both for intervention and classroom practice.
- Students participated in PAT Maths testing.
- Attendance at the National Mathematics conference by targeted teachers.
- Participation by two teachers in a ‘Problem Based Learning’ workshop at the Australian Maths and Science School.
- Developed and implemented the QuickSmart program for targeted students.

(Please refer to pages 11-14 for achievement data and analysis)

Implications / Recommendations for the future
- Professional development to be further accessed. Teams of teachers to continue to be released for collaborative planning, particularly in the use of the Understanding by Design model with a focus on differentiation.
- Moderation of student work in teaching teams to be regularly planned.
- Specialist teacher support in R-3 both in classroom practice and intervention.
- Investigation of the implementation of PAT Maths across whole school and the consequent analysis of data to inform planning.
- Support students to access the PAT Maths online testing successfully.
- Continue professional development in the use of Interactive Whiteboards, iPads and IT as tools for teaching and learning.
- Offer parent workshops in specific components of Maths and increase newsletter information articles with curriculum information.
- Investigate methodology and programs to extend high potential students.
- Continue to work with the Tri-school moderation program by developing common assessment tasks.
Wellbeing

**Actions taken**
- ‘Focus Groups’ were run by the Pastoral Support Worker (PSW) where identified students received intensive social skilling / resiliency skilling.
- Students with social / emotional and behavioural needs have been consistently supported by all stakeholders.
- The Student Review Team has continued to be effective in coordinating support for students at risk.
- Interagency meetings were held and actions undertaken to support individual students and their families.
- The school worked with the Southern Learning Centre to support students attending there.
- Accurate data reflecting class and yard behaviour has been recorded. 15 children have been identified through the bullying data and no incidents resulted in suspension. There was 2 cases of harassment, and it did not require suspension. All students who bully or harass are counselled about their behaviour and their parents are informed. Students who repeat the behaviour are put into various programs such as our SKIP (Supporting Kids In Play) program to ensure that they learn the skills they need to play, interact and learn appropriately with their peers.
- SKIP (Supporting Kids in Play) program has continued to assist students in developing skills for appropriate yard play.
- SenseAbility, the mental health program from Beyond Blue, was introduced and run with the Year 6/7 classes.
- Several students participated in Leadership days increasing their skills in becoming good community leaders. This included the Younger Leader’s Day conference at the Convention Centre.
- The Kimochis program was trialled in 2 Junior Primary classes with great success so all staff were trained in the Kimochis program during a Pupil Free day. From this a decision was made by staff that the Kimochis program would be implemented across the school, beginning in 2016.
- The Kimochis program was explained to the Governing Council.

**Implications / Recommendations for the future**
- Induct and mentor new staff.
- Identified students will continue to be involved in focus groups with our school PSW and be supported through interagency where required.
- Continue to develop and run whole school programs on anti-bullying and the Child Protection Curriculum.
- Continue to support identified families in the area of attendance and punctuality.
- Involve staff, students and parents in developing whole school strategies to positively reinforce behaviour in a variety of ways that motivate values based behaviours.
- Further investigate ways to implement authentic student voice.
- Discussions and research on best practice in teaching social skills will continue.
- Implementation of the Kimochis program across the school.
- The school values will continue to underpin everything we do.
- Transition will involve strategies developed with the new kindy on site.
Aquatics and Swimming
This year the Receptions to Year 5 students participated in swimming lessons. The lessons were held at Noarlunga Swimming Centre. They learnt how to float, swim in different styles like freestyle, backstroke and they also learnt some lifesaving skills. The Year 6s and 7s participated in Aquatics. We travelled to Port Noarlunga Beach to do our activities. Some of the activities included surfing, snorkelling, wave-skiing, body boarding and canoeing. We all enjoyed ourselves as well as learning new skills.

Choir
This year Ms Pearce continued working with two choirs. The Junior Choir was for students in Years 3 and 4 and the School Choir was made up of students who were from Years 5 to 7. At the end of the year Choir students from Year 5 to 7 had the opportunity to take part in the Festival of Music Performance at the Festival Theatre. Eighteen students were able to attend the Festival and they sang in front of a thousand or more people. We enjoy performing in front of an audience. The songs were easy to learn and had a catchy beat. Choir was great fun and I am sure that all the students enjoyed singing and attending the Festival Theatre.

Disco
During Term 4 last year we had a Christmas disco. All the students and the teachers had the opportunity to dress up in their cool disco clothes and their fancy dress clothes. There was lots of dancing as well as dancing competitions. Even the teachers joined in and danced! It was a fun night.

Gardening and Cooking Lessons
Our school continued with the Stephanie Alexander Kitchen Garden lessons although it was run a bit differently. Last year all students in the school had the opportunity of going into the garden and harvesting food for cooking lessons. Instead of having a garden and cooking lesson each fortnight we had them in a block of weeks (4-5 weeks) and participated each week. We enjoyed eating the food that we cooked.

Indonesian Day
Indonesian Day is always a great learning experience for all of the students in the school. As Year 6/7 students, it provides us with an opportunity to demonstrate and develop our leadership skills in a fun way. We created, organised and lead activities including traditional dance, raft making, puppet shows and many more. This year we also developed, organised and ran our inaugural Indonesian Carnival. Every game in the carnival related to Indonesian language or culture. Some of these games included ‘Feed the Tiger’, ‘Stop the Volcano’ and ‘Rice Sorting’. We enjoyed providing educational and entertaining activities for the students.

Premier’s Be Active Challenge
As a school we all participated in the Premier’s Be Active Challenge. In order for us to complete the challenge we all had to do something active for an hour a day. We had to put all the information we collected on a running sheet and Mr S placed it on the computer as a record. We only had to keep the record for five weeks but the whole challenge went for ten weeks. When the challenge was completed most students in the school received a medal.

Premier’s Reading Challenge
Each year schools around the state have the opportunity to read various books. In order to complete the challenge students have to read a total of twelve books (8 books that were registered and 4 books you could choose) for the year. When you complete reading a book, you must fill out a sheet and then get it signed. After the sheet is completed we hand it up and wait for the certificates and medals. We all enjoy reading the books and receiving the medals and it is also a good way of getting kids to read more.
Every year a number of students represent the school by participating in SAPSASA events. There are different activities like cross country, athletics, swimming, soccer and netball. If you achieve a really good result you are able to go to District Day for athletics. This is when you are able to compete in other activities like discus, high jump, long jump and sprints. All the students that had the opportunity to participate in a SAPSASA event had a great time and were able to meet students from different schools.

This year we had a twilight Sports Day. Sports Day is a day when the whole school split into four teams Anderson (Blue), Bain (Green), Morphett (Red) and O'Sullivan (Yellow) and then we all compete in multiple sporting activities and events. This year Sports Day started off with the warm up that was created by a group of Year 6/7 students. After the warm up we did our war cries and then separated into our year levels to do the activities and events. Approximately 5:00pm we did the sprints and the special relay. At around 6:00pm we all gathered and did all our wars cries once again. At 6:10pm we announced the winning team: Red was first, followed closely by Blue, Yellow was third and in last place was Green. We all had fun that day and lots of people came to see us all do our best and enjoy ourselves.

During Term 3 the school held its annual Walkathon. We had two different tracks for the students. There was a smaller route for the junior primary classes which was everyone going around the oval, through part of the school and along the edge of the front fence of the school. The primary classes however had a much longer route to follow. Apart from going around the oval and through part of the school we also had to travel up the bike track as well. It was a much longer distance but we all did it. I enjoyed doing the walkathon as it was good to be with your friends.

On Wednesday, 3rd March, six Year 7 students – Asha, Baylee, Heidi, Izmael, Khloe and Tori - attended the National Young Leaders Day at the Adelaide Convention Centre. We learnt how important it was to become a young leader with the help of listening to inspirational guest speakers. One or our guest speakers was Mike Martin, who is the founding leader of the Halogen Foundation, who ran and organised Young Leaders Day. Our other guest speakers were Andrea Boyd, Rachael Leahcar, Matt Cowdrey and Victoria Cox. It was an amazing and exciting experience for all of us “young leaders.”
Enrolments

Student Enrolments by Year Level 2009 – 2015

The school caters for Reception - Year 7. Enrolments have increased rapidly in the past few years, particularly in the Junior Primary. This can be clearly seen in the number of Receptions on the graph. A proposal for zoning the school is currently in process to help stabilise the student numbers.

At the end of 2015, 19 Year 7s will move to secondary school and 65 new Reception students are already enrolled for 2016.

There are 50 students identified under the ‘Students with Disabilities’ policy. The school is well known for its inclusive programs and expertise in special education, as well as extension programs.

16 Aboriginal students, 11 students with English as an Additional Language, and six students under the Guardianship of the Minister are enrolled in the school.

Attendance Rates

The DECD performance standard for attendance was 93.5% and we are pleased to report that Pimpala School students met this rate.

During 2015 we continued to focus on increasing punctuality of students, this however still remains a challenge.

We have 7 students whose non-attendance has been extreme. 1 student has medical issues, and 3 are working with the DECD Attendance Counsellor. The Counsellor, Pastoral Support worker, and teachers, were involved in low attendance cases and Regional personnel are also aware of these particular cases. Together we are attempting to work with these families to improve their attendance.

Attendance by Year Level 2013-2015 (%)
2015 NAPLAN

**Year 3**

51 students participated in the Literacy elements of NAPLAN and 50 students in Numeracy. 91% of students achieved the Standard of Educational Achievement (SEA) in Reading, Writing, Spelling, Grammar and 83% in Numeracy. Percentages of students achieving in the top 2 skill bands were: Reading 52%; Writing 55%; Spelling 41%; Grammar 51%; Numeracy 34%. This is an outstanding achievement.

Overall in all five categories results were above to well above those of ‘like’ schools, Region, State and National scores. This is an outstanding achievement.

**Mean Scores (Compared to Region, State, Similar Schools, and National scores)**

**Mean Scores (Compared to previous years)**

**Proficiency Bands by Aspect (%)**
**Year 5**

42 students participated in the Reading, Writing and Numeracy elements and 41 students in Spelling and Grammar. 79% of students achieved SEA in the Reading and 74% in Numeracy. Percentages of students achieving in the top 2 skill bands were: Reading 21%; Writing 10%; Spelling 26%; Grammar 36%; Numeracy 12%. Of particular significance is the improvement in the Grammar achievement. The growth rates are also pleasing with 79% of students making middle to upper progress in Reading and 77% in Numeracy.

**Mean Scores (Compared to Region, State, Similar Schools, and National scores)**

![Chart showing mean scores compared to region, state, similar schools, and national scores.](chart1)

**Mean Scores (Compared to previous years)**

![Chart showing mean scores compared to previous years.](chart2)

**Proficiency Bands by Aspect (%)**

![Chart showing proficiency bands by aspect.](chart3)

**Year 3-5 Growth**

![Chart showing year 3-5 growth.](chart4)
Year 7
20 students participated in all aspects of the NAPLAN. 90% of students achieved the SEA in Reading and 95% in Numeracy. Percentages of students in the top 2 skill bands were: Reading 35%; Writing 20%, Spelling 35%; Grammar 40%; Numeracy 35%. The progress rates in Numeracy were 73% in the middle and upper brackets which was very pleasing and the Reading progress was 79%.

Mean Scores (Compared to Region, State, Similar Schools, and National scores)

Mean Scores (Compared to previous years)

Proficiency Bands by Aspect (%)

Year 5-7 Growth
Aboriginal Education – teachers, Principal, Deputy Principal, Aboriginal Community Education Officer and Special Education staff meet regularly to monitor, discuss and plan any necessary intervention programs. All Aboriginal students in Year 3, 5 and 7 met National Benchmarks. The continued employment of an ACEO is having a favourable impact on increasing student attendance and learning outcomes.

Each student in Year 3 - 7 has met with the Principal to discuss results, achievements, progress rates and areas for improvements. Regular meetings occur with the parents, students and staff.

Newsletter articles clearly and explicitly outlining curriculum content and expectations at each year level have been positively received. In future we intend to continue to facilitate parent workshops on the Australian Curriculum. The opinion surveys also highlight a high level of satisfaction with the educational programs and support for learning from all sectors – parents and students.

**Junior Primary Reading Levels**

The Reading Levels below are the percentages of 197 Junior Primary students. Included in this data are the achievements of 21 students with identified disabilities. This data indicates positive trends in achievement and additional school data shows positive growth rates for students.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>31%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>6-10</td>
<td>43%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>11-15</td>
<td>17%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>16-20</td>
<td>4%</td>
<td>47%</td>
<td>10%</td>
</tr>
<tr>
<td>21-26</td>
<td>4%</td>
<td>33%</td>
<td>37%</td>
</tr>
<tr>
<td>26+</td>
<td>1%</td>
<td>6%</td>
<td>49%</td>
</tr>
</tbody>
</table>

**Leadership and Management**

The school has a Principal, a full time Deputy Principal and a 0.9 FTE School Counsellor.

The school is fortunate to have a Pastoral Support Worker to provide our families with significant support.

Committees include PAC, WHS, ICT, Literacy, Numeracy, Science and Student Wellbeing. Each staff member belongs to at least one committee.

**Governance**

The Governing Council consists of 14 elected parents of the school, the Principal and a staff member.

Apart from the sub-committees of Finance, Canteen and POSHC all business is carried out by the Council as a whole. Meetings are held twice per term. An extremely active group, during 2015 substantial funds (just over $13,300) were raised through events including Mother and Father’s Day gift stalls, the Walkathon, Easter raffles etc. The extensive participation and commitment of this group in the past few years is evident in the substantial renovations to the school. The result is also one of community pride and ownership.
Opinion Surveys

During 2016 every family was sent a survey. There was an overwhelming response with approximately 100 surveys returned. All staff participated in the survey as did every Year 4-7 student. The feedback was highly positive and the efforts made by parent / caregiver community in providing written comments were greatly appreciated.

1 – Strongly Disagree  2 – Disagree  3 – Neutral  4 – Agree  5 – Strongly Agree

Parent Opinion Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school works with me to support my child's learning.</td>
<td>4.8</td>
</tr>
<tr>
<td>My child's learning needs are being met at this school.</td>
<td>4.8</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>4.8</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>4.8</td>
</tr>
<tr>
<td>This school takes parents' opinions seriously.</td>
<td>4.8</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>4.8</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>4.8</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>4.8</td>
</tr>
<tr>
<td>I can talk to my child's teachers about my concerns.</td>
<td>4.8</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>4.8</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>4.8</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>4.8</td>
</tr>
<tr>
<td>Teachers provide my child with useful feedback about their school work.</td>
<td>4.8</td>
</tr>
<tr>
<td>Teachers at this school expect my child to do his or her best</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Student Opinion Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>4.8</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>4.8</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>4.8</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>4.8</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>4.8</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>4.8</td>
</tr>
<tr>
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<tr>
<td>I feel safe at my school.</td>
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<td>My school is well maintained.</td>
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<tr>
<td>Teachers at my school treat students fairly.</td>
<td>4.8</td>
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<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>4.8</td>
</tr>
<tr>
<td>My teachers expect me to do my best</td>
<td>4.8</td>
</tr>
</tbody>
</table>

Staff Opinion Survey

A staff opinion survey will be completed in early 2016.
Staff Information

Staff Retention
Student enrolments continue to increase. The school had 16 classes. In 2015 an additional teacher began at Pimpala. Altogether 23 fulltime and 3 part time teaching staff were employed.

Three fulltime and thirteen part time School Service Officers were employed in 2015. Six of these are permanent employees. In addition the school has a groundsman, Pastoral Support Worker, a Kitchen Garden specialist and an Aboriginal Community Education Officer.

Teacher Qualifications
All teachers hold qualifications required for full registration in South Australia.

Premier’s Be Active Challenge
Pimpala students continued to participate in the ‘Premier’s Be Active Challenge’ as a whole school. The challenge is open to all students from Reception to Year 9 in South Australia.

Students are challenged to ‘be active’ for at least 60 minutes a day, five days a week. Their activities are logged on to a website on the internet. Those who participated in the challenge and were successful in completing four weeks received a medal. It was a great achievement to see so many students achieving an award and being physically active.

Extra-Curricular Activities
Netball, basketball and soccer teams were supported during 2015. Soccer continues to be extremely popular with over 100 students participating. A variety of sports clinics were also run and SAPSASA opportunities were made available to older students.

During 2015 Pimpala was fortunate to be part of the Sporting Schools program. These were well attended and activities offered included basketball, golf, netball and hockey. The Sporting Schools program will continue in 2016.

The school also continues to have a very successful Festival of Music choir. The specialist Music teacher continued with a Junior Choir and special interest groups eg Ukulele lunchtime group.

It is important to acknowledge that the number and level of these opportunities are made available to students through the high level participation by the parents and community.
Resource Centre

Our Library has been an extremely busy, fun and exciting place this year. As well as using the library for whole class library lessons and Geography lessons, we have had displays to highlight the “International Year of Light and Light Technology”, ANZAC Day and poppies for Remembrance Day, art work to support the books shortlisted for the Book Week competition and a Christmas tree made of books.

This year Library events started with an entertaining play of “The Brother’s Quibble”, performed by Ms Rigney’s Year 4/5 class with Mr Sboro narrating for National Simultaneous Storytime. We also had a special visit from two authors. France Lessac, an author and illustrator, entertained the Junior Primary students and painted 2 artworks which are displayed in the library. Mark Greenwood told stories about Australian history in a fun and interesting way. Our main event was the celebration of the Book Week theme ‘Books Light Up Our World’, with a whole school parade, art activities and the Scholastic Book Fair for our community.

Thank you to those families who supported the Book Fair as it has allowed us to purchase around 100 new books for our library.

Many more books have also been bought based on requests made by students which have been placed in the Book Requests box. This has proven to be popular with students.

Authors that have been showcased as part of our Star Author display have been Henry Winkler, Andy Griffiths, Janeen Brian, Steven Herrick, Jackie French and Dr Seuss.

We would like to thank our wonderful team of Library Monitors. This year over 40 Year 4-7 students have had the opportunity to be a Library Monitor. The help that they provide at lunchtime is valuable as it is a very busy place with so many children using the library to play games, create fabulous art work and browse and read books. Their efforts are rewarded with a certificate and acknowledgement at end of term assemblies.

The library is open every day before and after school for students and parents. It is lovely seeing parents in the library with their children while they return, borrow and browse.

This year 20 of the Upper Primary students attended the highly sought after ‘Meet the Writers’ Festival’ where they had the opportunity to interact with Australian authors.

Our school participated in the Premier’s Reading Challenge again this year and had 100% involvement. This year we had 21 students awarded with the ‘Reader for Life’ certificate at the end of year assembly.

2015 has been a productive year with Deb Hampton, Teacher Librarian and Karen Campbell, Library Support person and we look forward to continuing the celebration and enjoyment of books and reading.

In the words of Dr Seuss

“The more that you read,
The more things you will know.
The more you learn,
The more places you’ll go”

Deb Hampton
Librarian
Throughout 2015 as Pastoral Support Worker I have continued to assist Pimpala student’s wellbeing, and develop student’s social skills.

During 2015, the Pastoral Care program has been able to provide ‘What’s the Buzz’ for Early Learners, a social skills enrichment program, with small groups from the two Reception and two Reception/Year 1 classes. ‘What’s the Buzz’ has helped students develop the social skills of meeting friends and discovering differences, joining in, sharing and taking turns, cooperation, waiting, handling disagreements, winning and losing gracefully, working with feelings, and honesty.

DRUMBEAT is another program I have facilitated this year with a group of Year 3 and 4 students. DRUMBEAT is a hand-drumming program where participants develop their social and relational skills and learn to interact positively with their peers.

This year I have once again worked closely with the Leadership team to support student wellbeing. A strong working relationship with Rachael Courtney and other staff filling the counsellor position has ensured that students, staff and families experiencing grief, loss, family stress and breakdown are supported through the Pastoral Care Worker program. Support is most often provided through active listening combined with strategies offered to handle the problems and difficulties being faced.

Connections with local churches continue to be developed through the Pastoral Support Worker program. This ensures the Pimpala Primary School community is able to receive some of the support available through the local community, such as food hampers for families experiencing financial difficulties. 2015 has been a successful year for the Pastoral Support Worker program at Pimpala.

Simon Uppill
Pastoral Support Worker
Financial Statement

It is pleasing to report that the school remains in a financially viable position and meets DECD requirement in having a minimum 5% surplus of its resource entitlement at the end of 2015.

School Fees continue to be set at the Standard Sum for primary students of $226.00 for the full year. Outstanding debts with regard to School and POSHC also remain at a very low level.

### Income by Funding Source

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$4,334,296.70</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$25,754.12</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$149,023.63</td>
</tr>
<tr>
<td>Other</td>
<td>$62,983.04</td>
</tr>
</tbody>
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Better Schools funding ($16,987) was used to build teacher and SSO capacity to use a differentiated approach in all curriculum lessons. It also provided individual and group intervention and extension programs tailored to individual needs by teachers and SSOs. Teachers and SSOs also attended Professional development sessions around Maths, strategies for ASD students (particularly for an ATSI student with ASD) as well as Literacy programs including Speech and Language.

In 2015 the school continued to meet the needs of improving our site improvement priorities with each Professional Learning Team taking control of expenditure which were aligned to site priorities and school programs e.g. Literacy, Numeracy, Wellbeing, Information Technology and Science.

The specific breakdown of budget lines against school priorities will be presented along with the Balance Sheet and Profit and Loss at the School Governing Council after Annual Audit is conducted in May.

The Finance Committee will continue to focus on balancing the cost and expenses for students participating in school and learning based activities. These expenses will be monitored carefully throughout the year to ensure that all costs to parents for their student’s activities and participation at Pimpala Primary School have a close link to improving learning outcomes.

POSCH (Pimpala Out of School Hours Care) Report

During 2015, POSCH increased capacity to cater for a maximum of 58 places, in order to meet the needs of the families. Our bookings increased and we have achieved more than 20,000 bookings this year.

The highlight for us this year was to be accredited and achieve “Exceeding National Quality Standards” rating through the Quality Assurance process. This is due to all the POSCH staff being committed to providing a professional service that is reflective of the children and families’ needs. I would sincerely like to thank them all for their dedication and input that has allowed us to achieve a really great result for all the stakeholders. We will continue this process throughout the coming year, and review our systems with participation from all parties.

I would like to welcome the following new staff this year: Kathy Strapps who has taken over the role of Assistant Director, Karen MacGilivray who is a Qualified Educator and will focus on Sustainability, Maggie Palmer who is currently studying her OSHC Diploma, Troy Martinsen who is a third year student studying Education and Angelique Struwig who is a first year student again studying Education.

Our staff Training this year included: First Aid, Understanding Behaviour, RAN update, National Quality Framework, My Time Our Place, Quality Improvement Plan, POSCH Policies, Asthma Awareness, Anaphylaxis Training, and SMART Training.

The support we receive from the leadership team, POSCH Committee and Front Office staff is greatly appreciated and really does assist our service to function professionally.

We are looking forward to another great year at POSCH in 2016.

Hazel Godfrey
POSCH Director
Governing Council Report

As most of you would be aware Governing Council meet twice a term and assist with a number of events and school decisions throughout the year.

Governing council ensured a significant number of achievements for the school were reached during 2015.

Zoning of school
As the school continues to grow in size, we have commenced the implementation of the school zone. This will assist us to avoid any further rapid growth in student numbers. We continue to await approval for some new buildings to support the current student numbers.

School uniform
As approved by Governing Council 2016 will see the implementation of the navy Pimpala polo becoming a compulsory part of the school uniform. Our aim is to cement the sense of pride within our school when our students are within the school grounds and also representing the school during excursions and special events.

POSHC
POSHC continue to put together a number of great programmes during vacation care and before and after school care. POSHC is accessed by over 1/3 of the school at some time during the year. 2016 will be an exciting time for POSHC with the likely initial investigation into a purpose built building on the school site. This building will funded by POSHC and not via any government money. Pimpala Governing Council is proud that POSHC is not outsourced and remains part of the school community.

Kiss and Drop
The council have made some changes to parking and kiss and drop zones at the front and back of the school. This should assist with easing congestion and increasing safety around these areas.

Fundraising
Governing Council run and support a number of fundraising events throughout the year. There were 5 major events spaced throughout the year. These were Easter Raffle, Walkathon, Mother and Father’s day stalls and Cake / Drink stall at Sports Day.

2015 saw an amazing amount of support from students and parents and as a result raised just over $13,300 for the school. Earlier this year we put out put a survey asking what families would like to see the money raised spent on. The top choices were IT, sports equipment and reading and literacy. As a result, new TVs were purchased for Ms Rigney, Mr Branson and Ms Lewis’ classrooms.

Permanent soccer goals were purchased from money raised from soccer fees and fundraising via the Saturday soccer BBQ. These will benefit all students now and in future years.

This year governing council also commenced a fundraising team. Next year we will also see a sports committee to assist with the schools growing number of students that participate in sports such as netball, basketball and soccer.

On behalf of governing council I would like to thank the entire school community for the commitment to our school.

We have over 110 listed volunteers that assist in a range of activities for our students, such as canteen, reading, cooking, gardening, knitting, school sports and the list goes on. Without your assistance our school would not be what it is without you, thank you again.

Alison Turner
Governing Council Chairperson
Stephanie Alexander Kitchen Garden Program Report

The Stephanie Alexander Kitchen Garden Program has had another exciting and productive year. We have received continued support from staff, students, and families within the school community, volunteers, and people in the local community, local businesses and partners of the SAKGF. Both the kitchen and garden lessons have run successfully with great enthusiasm from all involved. The garden has generated enough produce to continually sustain our weekly cooking lessons and we have also had many generous donations from families within the school, local community organisations and local businesses.

Term 1
Garden classes were extremely busy. Activities included sowing seeds, watering and drawing plant diagrams. Students spent time exploring the garden and familiarising themselves with all the different types of produce. Students used magnifying glasses to explore the garden for mini beasts and recorded their findings on tally sheets, our most interesting find was a Dainty Swallowtail larvae. We had an abundance of peaches from our peach trees. One tree produced more than 10 kilograms of peaches. We also had an abundance of eggplants, tomatoes, zucchinis, capsicums as well as many varieties of fragrant herbs. It was lovely to see and chat to the many families that visited the garden on Acquaintance Night. Donations included peaches, plums, limes, nectarines, zucchinis, chillies and some freshly laid chicken eggs!

Term 2
It was a very busy term. Our Reception and Reception/Year 1 classes familiarised themselves with the garden. Garden activities included watering, seed sowing, drawing real life diagrams and bug detecting! We cooked up a storm in the kitchen with the help of lots of dedicated volunteers. Donations included pumpkins, lemons, limes, apples and once again a continual supply of beautiful freshly laid eggs.

Friday May 16th we celebrated “Food Revolution Day”, a global day of action aimed to make food fun, keep cooking skills alive and get kids excited about cooking from scratch. Food Revolution Day is a campaign by Jamie Oliver to put compulsory practical food education into the school curriculum to help educate children about food and where it comes from, something our students are passionate about and are already learning through our SAKG program. We incorporated Food Revolution Day within our fabulous Fresh Fruit Friday. Fruit platters on that day included many different fresh vegetables and fruits (some from our own vegetable garden) that children may not be exposed to at home on a day to day basis and were encouraged to try something they may not have tried before.

Term 3
Our vegetable garden continued to flourish throughout the cold and wet weather. We had an abundance of winter vegetables growing such as broccoli, kale, silver beet, beetroot, broad beans, leeks, snow peas, sugar snap peas and warrigal greens. All of this produce was incorporated into our winter menu. Donations included pumpkins, lemons and a continual supply of freshly laid eggs.

Garden tasks with Mrs Kaye and Mrs Seyfang’s classes included: composting, mulching, planting out seedlings, bug detecting (charts, tallies, graphing and using reference material), fertilising, harvesting, weeding and seed saving. Mr Kemp, Mr Branson and Mrs Rigney’s cooking lessons focused on measurements, weights and volume. Garden lesson activities included a design and technology project in which students used scale drawings, rulers, tape measures and a list of my requests and guidelines to redesign/make over the old shade house.

Term 4
The Year 6/7 classes participated in the SAKG program. Week 6 saw the classes host a visit for clients and their carers from the Happy Valley Elderly Citizens Housing Southern Day Program. Students took the residents and their carers on a tour of our vegetable garden and then the residents enjoyed lunch and afternoon tea which was prepared and served by the students using fresh produce from our garden. Students and volunteers interacted with our special visitors as part of the school curriculum “Civics and Citizenship”; it was a very rewarding experience for all involved. I was extremely proud of our students. The visitors described our students as energetic, witty, intelligent, caring, considerate, polite and positive. At the end of their visit they presented us with a lovely thank you card and a bag of staples for our pantry.

Other activities included watering, composting, preparing garden beds for summer plantings, sanding back the timber garden beds and staining them as well as brainstorming ideas to make over the old shade house. Our friendly Pimpala koala and its baby made several appearances in the garden this term which has delighted the students as well as many families before and after school. Donations included a continual supply of freshly laid eggs and a food processor from a family within our school community.

I look forward to continued support from all of our amazing and dedicated volunteers.

Michele Ormsby
Stephanie Alexander Kitchen Garden Program Coordinator