All facets of school life have been fully supported by the dedicated staff and wonderful school community. We have experienced great success in the areas of literacy and numeracy as well as providing the opportunity for our students to excel in the Performing Arts.

In 2009 we extended our Performing Arts repertoire by participating in Move It, establishing the school choir, The Compton Cool Cats, introducing R-7 music into the regular curriculum and offering guitar lessons to our students.

The Commonwealth Government funding has seen the start of four new classrooms being built and the soon to be refurbishment of the stone buildings as well as the purchase of interactive whiteboards for each class. Added to this was the arrival of the new toilet facility.

What a year of excitement, we look forward to a bright future.

As well as this our enrolments have increased over the past two years.

**Highlights in 2009:**
- Student Leadership Program
- Active After School Program
- Dance
- Morning Tea with the Principal
- School Sport
- District Sports Day
- Community Groups
- Assemblies
- New toilets
- New Classrooms
- Mount Gambier Show Awards
- LAP
- Staff Training and Development
- Fundraising
- Special Event Celebration Days
- Literacy Mapping
- The Grampians Retreat
- BEATLEMANIA
- Art Exhibition
- Canberra Camp
- Mount Gambier Christmas Parade
- Graduation and Awards Night
Targets:
Increase the number of Compton students in the higher band levels of NAPLAN Tests.
To show improvement in Compton’s NAPLAN results for Writing ACROSS Year 3, 5, 7.
To support students at risk.

Actions:
Literacy Block developed and implemented daily in all classrooms.
SSO support in classes for morning literacy and numeracy block.
Principal’s teaching time supported Literacy and Numeracy.
Backward planning and rich assessment tasks became common practice.
Pro Chat discussions regularly reviewed literacy and numeracy progress.
The Early Years Plan was extended through to Year 7
Teacher and SSO training and Development was conducted.
Teachers accessed Stephen Graham and Moderation Hub Group.
Teachers set smart targets for students.

FOCUS ON LEARNING: LITERACY AND NUMERACY

Results:
NAPLAN Test results indicated that:
   Year 3 students showed 10% students moving into a higher band in Reading, 20% in Grammar and 30% in Spelling.
   Year 5 students showed 20% growth in Reading and 20% in Writing.
   Year 7 students showed 80% in Numeracy and Grammar, 60% in Reading and 10% in Writing and Spelling.

** We do need to be mindful about these results as they have been taken from 2 different cohorts of students.

NAPLAN Test results showed that Writing across the school had improved from the 2008 results.
   Year 3 – lowest band achieved in 2008 was Band 2, in 2009 the lowest band achieved was Band 3 with an increase of 11.5% of students moving from Band 5 to Band 6.

   Year 5 – lowest band achieved in 2008 was Band 4, in 2009 the lowest band achieved was Band 5 with 60% of students in Band 6.

   Year 7 – lowest band achieved in 2008 was Band 5, in 2009 the lowest band achieved was Band 6 with 50% of students in Bands 7 and 8.
   All students achieved the National Benchmarks but one Year 7 in Grammar.

Recommendations:
• Literacy / Numeracy blocks are to continue.
• SSO support will continue in each class.
• The NAPLAN Test results are to be analysed to show the gaps in learning and to inform future planning.
  Continue to moderate student work samples as a whole staff practice.
• Continue to develop individual learning plans for students at risk.
• A deeper analysis in the area of Reading (inference, interpreting) will be a whole school focus for 2010.
  Literacy and Numeracy Plans R-7 will continue to be developed and implemented.

**SHARED LEADERSHIP**

**Target:**
Teachers to use the opportunity to coordinate / lead a whole school initiative.

**Actions:**
Staff identified to follow an area of interest / expertise and given release time to plan a whole school approach.
Consultation of all staff was completed before implementation of programs.

**Results:**
Melissa led the Moderation of Student work process with all teachers in Term 1. This process was continued throughout the year as discussions in staff meetings and Pro Chats.
Evidence Folders were developed for each student.

Michael worked in the District Moderation Hub group with Betty Burchard and Stephen Graham and shared his learning each term with the rest of the teachers at Compton.
Michael has led the Performing Arts Program. As in past years Compton performed a whole school musical. In 2009 it was BEATLEMANIA. The school once again entered a float in the Mt Gambier Christmas Parade and won “The Most Outstanding” Award for the second year in a row.
New programs implemented in The Arts for 2009 were R-7 specialist music lessons, the development of a Year 3 -7 Choir which performed in public places and the participation in Move It at the Sir Robert Helpman Theatre for the first time.
Melany (ICT SSO) continued weekly computing skills lessons with all classes in liaison with teachers. These resulted in major prizes being won by Students at the Mt Gambier Show and Compton being rewarded as “The Most successful School” in the competition.
Kerry (SSO) continued with the Visual Arts Program in all classes in conjunction with teacher input. A very successful Art Exhibition of student work was displayed in the Compton Hall in term 4. Students entered art and craft work into the Mt Gambier Show. 
In 2008 we received 22 prizes, in 2009 we received 40 prizes. This is testament to the brilliant Visual Arts Program that we run at Compton.

**Recommendations:**
Teachers be given the opportunity in 2010 to coordinate, design and implement a whole school approach to Thinking Skills (Literacy & Numeracy).
The Performing Arts Program will continue as it was in 2009 with the inclusion of a Junior Choir, R-2.
More public performances in 2010.
Melany will continue with ICT lessons in all classes.
Kerry will continue with Visual Arts lessons in all classes.
MAKE DATA COUNT

Targets:
Data collection will be an integral part of classroom practice.
Whole school data collection will be reviewed for consistency across the whole school.

Actions:
Moderation of student work occurred twice a term in staff meetings.
Evidence folders were prepared for all students.
Staff attended Running Records training.
Data collection was a focus in the Literacy.
Planning Pupil Free Day.
A Data Collection Plan for 2010 was designed.
Data was used constantly to inform future planning for continuous learning.

Recommendations:
The Data Collection Plan for 2010 be implemented.
The Data Collection Plan be trialled and reviewed.
A whole school approach to Data Collection be established.
Resources purchased to support the data collection.
Teachers attend any available training and development on data collection.
We use Victoria Bernhardt’s Multi Measures in 2010

STUDENT WELL BEING

Targets:

• Implementation of the Child Protection Curriculum.
• The Student Leadership Program will include the establishment of a Student Executive Committee and Community Groups.

Actions:

• Implementation of Child Protection Curriculum in all classes as of Term 1.
• A Student Executive Committee was established consisting of all Upper Primary Students
• Students applied through an application / interview / panel process for leadership of a Community Group.
• The panel consisted of Principal, 2 School Captains and a parent rep.
• Community Groups were established – Grounds and Environment, School/Community Services, Special Events, Communication / Publicity.
• Staff acted as mentors to community group leaders.

Recommendations:
Student Leadership Program continue.
Junior Coach / Buddy System continue.
School Captains / Vice Captains elected.
Sandy to teach Leadership skills in Upper Primary Class weekly.
Formation of Community Groups the same as 2009, same process.
ATTENDANCE / DESTINATION INFORMATION
In 2009 we had a 94.9% in total attendance with all year levels rating above 92.6% which were the Reception students who negotiate for a 4 day a week during their first month of attending school. The highest attendance rate of 96.5% was in the Year 4 level. There was no Destination Data available for 2009. However the majority of students transfer to SA Government Schools. We had one family in 2009 transfer interstate.

2009 NAPLAN RESULTS
Actions: Staff has analysed the school data from the 2009 NAPLAN Results. Our Literacy priority for terms 1 and 2 in 2010 will be to focus on the area of Reading across the whole school and in particular inferential questioning. In terms 2 and 3 we will review and further develop the school’s Spelling Plan in conjunction with Training and Development from Stephen Graham and in particular look at linking spelling and grammar in student writing. Teachers have analysed each individual student’s NAPLAN Results, found the gaps in their learning and have used this information to develop individual learning programs for 2010.

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<th>Test Aspect</th>
<th>Year 3 Site</th>
<th>Year 3 Region</th>
<th>Year 3 Index</th>
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STAFF RETENTION
Year 5,6,7 teacher from 2008, Troy Chelo transferred to Adelaide. In 2009 this vacancy was filled with a contract position. It was later advertised as a permanent position with Michael Langton being the successful applicant. Junior Primary teacher, Melissa McCracken took 3 terms for accouchement / parenting leave. Shirley Roulstone, permanent SSO took leave for 12 months.

CLIENT SATISFACTION SURVEYS
Parent Responses:
We received 13 responses from a possible 45. The aggregated scores showed that in the areas of Quality Teaching and Learning, Support of Learning and Relations and Communication our results sat on or slightly above the 75 percentile. In the area of Leadership and Decision Making we sat just below the 75th percentile. All areas showed a higher score than in 2008.

Staff Responses:
All areas of the Opinion Survey rated very high above the 75th percentile.

Student Responses:
27 students from Year 4 -7 participated in the survey. All areas rated on or slightly above the 75th percentile.

We showed very few days where staff were away either sick or for family reasons in 2008.
TEACHING STAFF ATTENDANCE

Compton Primary school has a very high staff attendance.

TEACHER PROFESSIONAL QUALIFICATIONS

Diploma in Education – 2
Bachelor of Education – 4

In 2009 the Training and Development Budget was $7000 for teacher and School Service Officer professional learning. We spent that budget as well as $3625 that we received back from the MI8 Network when that disbanded at the end of 2008.

Professional Learning in 2009 included:
- Small School Hub Groups
- Running Records
- First Aid
- Responding to Abuse and Neglect
- Literacy – Stephen Graham, 4 Way
- Literacy Block, THRASS
- Numeracy and ICT
- SSO Regional Conference
- PAC
- Interactive Whiteboards
- Leadership – Limestone Coast Leaders, Small Schools Principals, SAPPA, DIAF, Leading, Learning and Teaching, Professional Learning Communities (Leaders)
- Aboriginal Perspectives
- Mandatory Notification, Child Protection Curriculum

TEACHER PROFESSIONAL LEARNING

VALUE ADDED

Programs over the past two years have shown some significant change in the total wellbeing of our students and has impacted on their engagement with their learning. The Programs have been explained previously in this report.

These programs include:
- Student Leadership
- Junior Coach / Buddy System
- Active After School Communities Program
- Anti Bullying
- Learning Assistance Program

Programs that have continued to be very supportive of enhancing student learning outcomes include:
- Visual Arts Program
- Performing Arts
- ICT Skills lessons
- School Service Officer support in Literacy and Numeracy blocks.