

# Freeling Primary School and Freeling Preschool

## 2022 annual report to the community

Freeling Primary School Number: 139

Freeling Preschool Number: 1784

Partnership: Goyder & Light

Signature

School principal:

Mrs Angela Jenkins

Governing council chair:

Travis Markwick

Date of endorsement:

24 March 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

In 2022, the year started with some uncertainty as a staggered start was required as a response to COVID 19. Students from Preschool to Year 2 attended school, but Yr 3 to 6 engaged in on-line learning from home. Angela Jenkins was appointed Principal for 2022 - 2026. There were 254 students R-6 (10 classes) and 31 in the preschool (one group). Approximately 27% were school card, 4% Aboriginal and 13% included in Inclusive Education Support Program. Enrolment numbers grew to 256 R-6 and 39 in the preschool, requiring a second group to be started in term 2. A number of staff changes occurred across the year, due to 10 staff taking either extended medical or parenting/maternity leave. In addition to this, high numbers of student and staff absences occurred due to COVID19. Regular difficulties were experienced finding Temporary Relief Teachers, resulting in classes having to be split on occasions. As a site, the introduction of wellbeing for learning activities and an interoception room provided a significant improvement in learner readiness and behaviour. A breakfast program was also successfully trialled in term 4. A program to focus on supporting learners achieve in High Bands (Literacy and Numeracy First funding) provided small group teaching for Reading and Numeracy. Significant works were undertaken to improve our ICT including - SWIFT internet, new wireless and cabling, new servers and new surface pro devices.

As with the previous year, 2022 continued with disruption from COVID -19 which created challenges, including isolation requirements and restrictions. In spite of this, a number of highlight events were still able to go ahead including:

- Clean up Australia Day
- Year 6 Aquatics camp Pt. Vincent
- R-5 Swimming
- Playgroup
- Incursions: KESAB & Playford International College Music Concert
- Mothers' Day Stall
- Walk safely to school day
- Student Voice fundraisers
- Aboriginal Artist mural
- Science Week
- Book Week
- SAPSASA Basketball
- National Simultaneous Storytime
- Colour Run fundraiser
- Sports Day – Won by Belvedere.
- Hiragana Competition – Freeling PS winning 2nd place at the Gawler event, then attending the state competition
- School Concert
- Yr 6 Graduation Evenings, Preschool Graduation and Class Awards Assembly

## Governing council report

2022 saw the third consecutive year that the challenges of the Covid pandemic impacted the school community. The beginning of the school year saw students and staff working their way through online learning for the first 2 weeks before returning to face-to-face learning.

### FUNDRAISING

By the end of the year, fundraising events had returned to pre-pandemic processes with a continued focus on maintaining safe practices. It was exciting for students, staff and families as the community was invited back in to enjoy these events.

- P&F fundraising events included the continuation of the ever popular lunch orders, annual Mother's & Father's day stalls.
- Student Voice organised a number of casual and dress up days as well as the selling of ice-blocks to fund a beautiful mural on the triple block. A very successful second hand book stall was run for the Indigenous Literacy Foundation.
- Room 7 & 8 students organised and implemented the bi-annual Enterprise Afternoon which was successful for learning and fundraising opportunities.
- School wide participation was high in the Colour Explosion to support the annual year 6 Aquatics camp for 2022 and 2023. Many families participated in the fun afternoon.

### COMMUNITY INVOLVEMENT OPPORTUNITIES

Community involvement returned to normal as the year progressed allowing the community to participate and enjoy many school events.

- Year 6 students' feedback was that they enjoyed the annual aquatics camp to Port Vincent giving them the opportunity to engage and get to know each other. The program taught the students about water safety and engaged them with a variety of water sports.
- The school's annual Book Week parade continued through the local streets of Freeling as it did in 2021. Many families and community members lined the streets to support the students and enjoy the costumes.
- Community members were able to cheer on the students at Sports Day again this year. This was a positive event for students and families to enjoy the day.
- The annual school concert returned to the traditional format with the addition of a matinee using the theme "Remember when...". Students developed performances based on special memories of primary school which all audience members could identify with.

Travis Markwick Chairperson - Governing Council

# School quality improvement planning

The 2022 -2024 SIP Goals were:

1. Improve student achievement in reading
2. Improve student achievement in maths

Goal 1: Improve student achievement in reading.

Target: 80% students to achieve Standard of Educational Achievement (SEA) in PAT-R and NAPLAN Reading, with 20% in High Bands. (HB)

Results: PAT-R:

Yr 3: 76% achieved Standard of Educational Achievement (SEA), 16% achieved High Bands (HB)– Target partially achieved

Y 4: 83% SEA, 10% HB – Target partially achieved

Yr 5: 86% SEA, 11% HB – Target partially achieved

Yr 6: 92% SEA, 11% HB – Target partially achieved

NAPLAN READING

Yr 3: 75% SEA, 39% HB – Target partially achieved

Yr 5: 78% SEA, 19% HB – Target almost achieved

In 2022 we implemented almost all of the planned actions in our SIP for reading. Staff (teachers/leaders/SSO) believe our actions have been effective as we have seen improvement in student results for PAT – R and NAPLAN (as our measures) but also in student engagement and enthusiasm for reading seen through the almost 85% completion of the Premier’s Reading Challenge and our feedback from Literacy First group participants. Our trial implementation of the DIBELS screening tool has provided greater insight into students’ skills in decoding, fluency and comprehension. This information was highly valued by staff in designing learning activities to build skills in areas of need as well as continue to extend those ready. A significant growth was seen in Yr 2 DIBELS data. The introduction of Literacy First extension groups saw NAPLAN Reading Yr 3 75% of students achieving the Standard of Educational Achievement (SEA), with 37% HB. NAPLAN Reading Yr 5 had 78% SEA, 19% HB. While targets were almost met, semester one student and staff attendance (due to COVID) considerably impacted these results. Our PAT R data saw targets relating to SEA mostly achieved, with area for improvement in HB (which we classify as Stanine 7-9). Our overall “school performance” score in NAPLAN reading has shown some growth. Our focus will be on the work we started in 2022 and continue in 2023 to consistently embed. Whilst there is always room for improvement, our growth indicates we are tracking in the right direction with the explicit teaching of phonics/decoding and reading strategies. Staff were committed to the continued improvement of learner outcomes and worked with the challenges that COVID presented including reduced attendance, increased disruption to routines through isolation requirements & outbreaks and lack of relief staff. We believe that our processes were effective in that the focus was on explicit teaching, based on student needs as shown by their data.

Goal 2: Improve student achievement in maths.

Target: 80% students to achieve SEA in PAT-M and NAPLAN Numeracy, with 20% in High Bands.

NAPLAN Numeracy

- Yr 3 – 81% SEA HB – 25% - Target achieved
- Yr 5 – 73% SEA HB – 5% - Target not achieved

PAT- M

Yr 2: SEA – 97%, HB - 33% - Target achieved

Yr 3: SEA - 78%, HB - 21% - Target partially achieved

Yr 4: SEA - 88%, HB - 9% - Target partially achieved

Yr 5: SEA – 97%, HB – 11% - Target partially achieved

Yr 6: SEA- 85%, HB – 8.5% - Target partially achieved

Mean: SEA 89%, HB 16.5% - Target partially achieved

In 2022 we implemented almost all of the planned actions in our SIP for Maths. Staff (teachers/leaders/SSO) believe our actions have been effective as we have seen improvement in student results for PAT – M and NAPLAN (as our measures) but also in student engagement and enthusiasm for maths. Our overall “school performance” score in NAPLAN maths was negatively impacted by the Yr 7 result – which we believe was partly due to the trauma of the school fire at KHS, causing significant learning disruption (including not having access to computers with audio assist in NAPLAN, instead having paper test) and partly due to the complex learning needs of this particular cohort. Out of these 38 students, last year seven of them were students working with a modified curriculum and were assigned a lower PAT-M level than their year level and seven others did not reach SEA in Maths (PAT-M) with a range of either attendance, learning or behaviour/engagement concerns. In other words, we were not surprised that this group of Yr 7 were not overly “successful” when nearly 40% of this cohort have identified needs. We need to keep our focus on the work we started in 2022 and keep going with it in 2023 as it has not yet been embedded consistently. There is still some more work to be done around our ESR directions too.

# Preschool quality improvement planning

Our improvement focus for 2022 was derived from the analysis of our observational, perception and diagnostic data from 2021. Our goals aligned with Quality Area 1 – Educational Program and Practice (NQS).

Goal 1 – To strengthen children’s capacity to convey and construct their own messages and ideas with purpose and confidence through oral language and symbolic representation.

## KEY ACTIONS

- Emergent Literacy Project strategies known and used by all preschool staff.
- Plan for and engage in conversational exchanges – support, model and extend sentence structure and vocabulary.
- Transcript, learning story to be produced for each child – 2 per year (1 per semester)
- Phonological Awareness Skill Mapping (PASM) data collected and analysed to support for goal-setting, planning and programming with intentional learning activities.
- Engage with families to build knowledge and understanding of ways in which they can support children's language development/early literacy at home.

“Phonological awareness - an individual's awareness of the phonological structure, or the structure of sounds in words...is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research.”

Staff continued their professional learning, further developing the skills and knowledge gained through participation in the Emergent Literacy Project (ELP) in 2021 with speech pathologist Anna Bourne (DfE) and continuing work with Daleelah El Assad in 2022. To ensure staff new to the centre were confident in their understanding of ELP and skilled to implement it in a play-based or explicit group setting, ELP remained high on our agenda, enabling it to be embedded in our daily practice. We validated and refined our actions, collecting further data and information that provided insight into the impact the program had made for children against the success criteria since it was introduced in 2021.

- PASM data for 2022, indicated individual growth for all preschool children involved in the ELP, from Term 1 to Term 3.
- Of our 2021 cohort - 98% of children transitioned from our preschool to the co-located Freeling school site. An in-depth analysis of term 2 Screening of Phonological Awareness (SPA) data of Reception students, showed a number of elements of phonological awareness that had been addressed in the preschool setting, had potentially strengthened children’s knowledge and understanding and therefore results.
- Professional dialogue between preschool educators, school early years teachers and the school Literacy Coordinator at staff meetings, pupil free days and anecdotally identified strengths and weaknesses through the early years.
- Anecdotal evidence of children using the language of literacy in general conversation during play (eg. recognising rhyme, making up their own rhymes, using their knowledge of sounds to mark-make to name a few.
- Family feedback – anecdotal and formal survey information that highlighted ‘noticing’ by families of their children’s interest in and understanding of rhyme, alliteration, first sounds in words, basic concepts of print and increasing interest in books and language.

Goal 2 – To strengthen and increase children’s capacity to demonstrate their understanding of number sense and use accurate mathematical language when describing, comparing and problem-solving.

## KEY ACTIONS

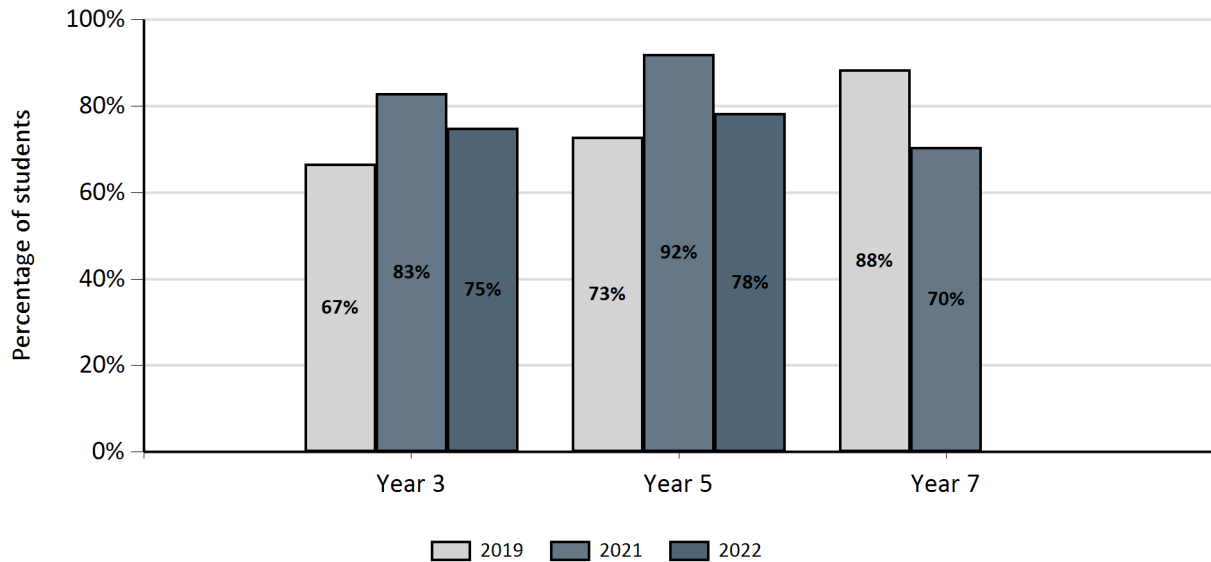
- Use number sense data to develop individual learning goals
- Intentionally foster development of maths through play (subitise, use numbers, repeat sequences/patterns, capacity, measurement)
- Actively support families to engage with their children in numeracy activities and share children’s learning goals with them.
- Develop further understanding of the Big Ideas in Number – Trust the Count in coll

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

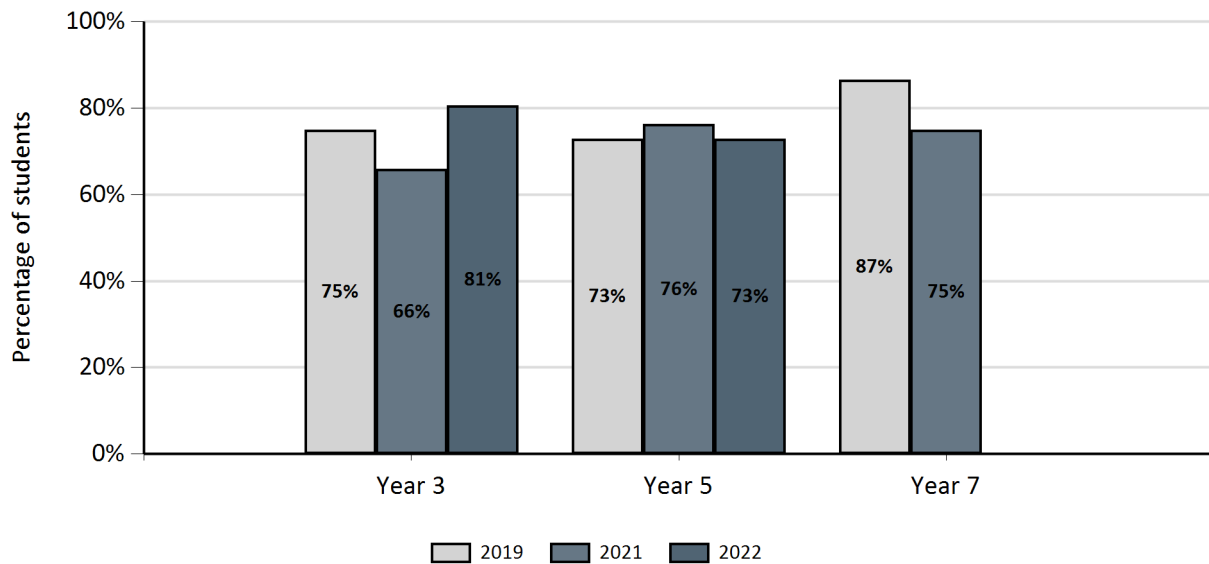


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	36	36	14	9	39%	25%
Year 03 2021-2022 Average	41.5	41.5	12.0	7.5	29%	18%
Year 05 2022	37	37	7	2	19%	5%
Year 05 2021-2022 Average	37.5	37.5	7.0	2.5	19%	7%
Year 07 2021-2022 Average	44.0	44.0	4.0	9.0	9%	20%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

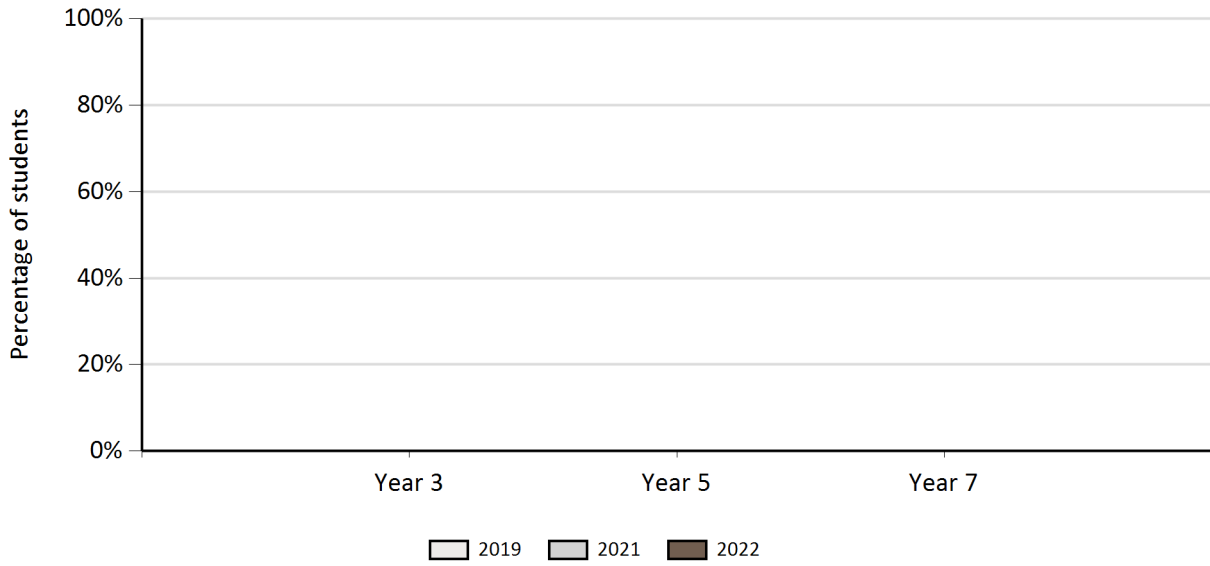
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



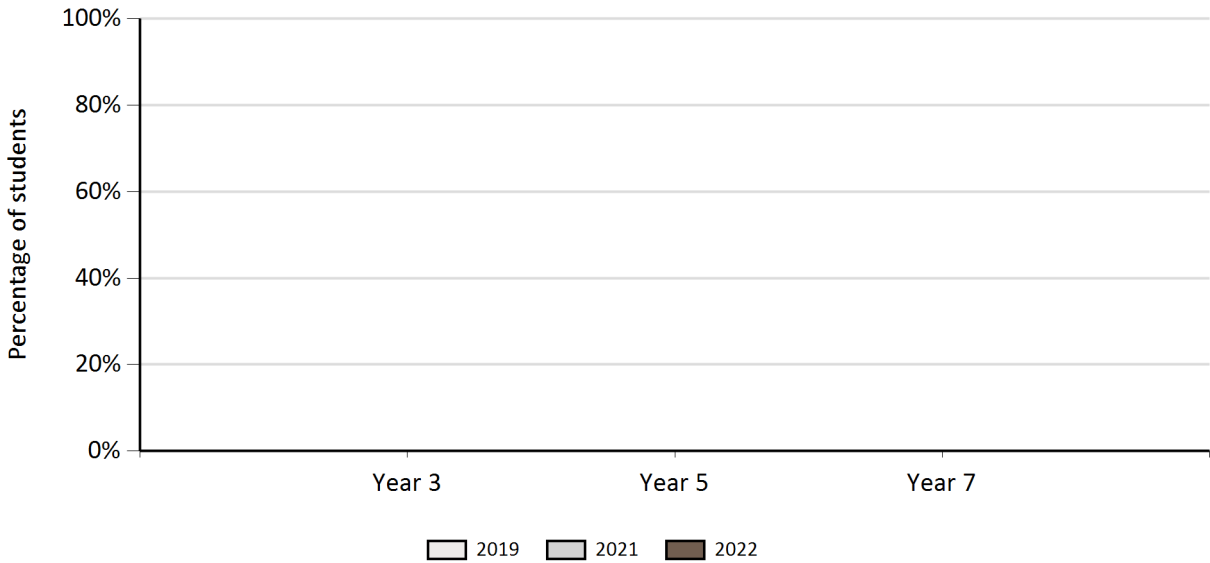
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

In 2022 we had 11 Aboriginal learners from reception to year 6 and 3 in the preschool. The three preschool children commenced as "early entry", in line with enrolment policy guidelines. We reviewed our Aboriginal Learner Achievement Matrix and identified that connection with families was the next step needed to raise the literacy and numeracy achievement of Aboriginal learners. We utilised our ACEO, working with the Wellbeing Coordinator to reach out and build meaningful connections families. This was done by sending home written information, surveying families on their cultural connection, the wants and needs for their child, and by phoning and having meetings. Our ACEO also organised yarning circles and cultural activities for our Aboriginal learners, focusing on connection to culture. The yarning circles had a literacy element, with students being introduced to ATSI related texts each session, which were then displayed and promoted in the library. The attendance for Aboriginal learners was 89.7%, just behind 92% as a whole school total. Regular appointments and some family holidays which involved reconnection to country, accounted for the drop from 2021.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

ATSI students are prioritised for inclusion in intervention (BliN, MiniLit, MaqLit and Literacy and Numeracy stretch groups). The students are chosen through a process involving rigorous analysis of data and a deep understanding of the students needs. Additional intervention is provided by the class teacher and the SSOs in class. Six out of the 11 Aboriginal learners have been diagnosed with a learning disability. Two of the Aboriginal learners were involved in the numeracy stretch group for high achievers. 5 of the Aboriginal learners were below standard in literacy, with 3 at standard and 3 achieving in the higher levels. Two Aboriginal learners were slightly below standard in maths, with the remaining Aboriginal learners at or above standard. Two of those learners were achieving at high levels in numeracy. Students who were below standard were involved in intense intervention, some with a focus on self-regulation and readiness to learn. All ATSI students have current One Plans which include SMART goals. All students have shown significant growth based on the SMART goals.



# School performance comment

NAPLAN & PAT data comment in "Improvement Planning" section.

## NAPLAN READING 2022

Yr 3- 75% achieved SEA (decreased from 83% in 2021), 39% in High Bands (increased from 21% in 2021) School Mean 420.3 (up from 399.8)

Yr 5 - 78% achieved SEA (decreased from 92% in 2021), 19% in High Bands (increased from 18% in 2021) School Mean 486.6 (down from 488.6)

## NAPLAN NUMERACY 2022

Yr 3 - 81 % achieved SEA (increased from 66% in 2021), 25% in High Bands School Mean 377.4 (up from 370.5)

Yr 5 - 73% achieved SEA (decreased from 76% in 2021), 5% in High Bands School Mean 455.6 (down from 466.2)

Yr 3 Numeracy: A pleasing increase in the number of students achieving in the higher bands was evident.

## Other areas of NAPLAN

NAPLAN results – some pleasing results – particularly in Year 3 as we see the outcomes from explicitly teaching Phonics using Jolly Phonics and Heggerty, participating in the Brightpath Writing program and maintaining our focus on Literacy Improvement.

### • Writing:

Yr 3- 83 % achieved SEA (up from 79% in 2021), 36% in High Bands School Mean 400.3 (up from 392.1)

Yr 5 - 49% achieved SEA (down from 66% in 2021), 3% in High Bands School Mean 421.3 (down from 441.3)

### • Grammar & Punctuation:

Yr 3- 69% achieved SEA 31% in High Bands School Mean 381.8 (up from 378.8)

Yr 5- 78% achieved SEA 8% in High Bands School Mean 462.7 (down from 467.5 in 2021)

### • Spelling:

Yr 3- 71% achieved SEA 34% in High Bands School Mean 383.1 (up from 378.7)

Yr 5 - 76% achieved SEA 16% in High Bands School Mean 465.1 (up from 459 in 2021)

## DIBELS

REC: 44% (15/34) on track. 27% made growth into the next band.

62% (21/34) on track with phonemic segmentation.

29% (10/34) on track with phonics as evidenced by nonsense words test.

Year 1: 52% (17/33) on track. 24% (8/33) made growth into the next band.

79% (26/33) on track with phonemic segmentation.

70% (23/33) on track with phonics as evidenced by nonsense words test.

Year 2: 61% (22/36) on track. 28% (10/36) made growth into the next band

56% (20/36) on track with phonics as evidenced by nonsense words test.

42% (15/36) on track with comprehension as evidenced by maze.

## Yr 1 Phonics Screening Check:

61% achieved benchmark (19/31) which was slightly lower than 69% in 2021, with a higher number of students identified with Speech and Language difficulties in this cohort than previous group.

## PAT- R & PAT – M:

Our PAT Reading data highlights significant improvement as cohorts of students move through the grades, eg Achieving SEA in 2019 was 62.9% to 80.6% (2020) to 86.8% (2021) to 91.4% (2022) for the students moving from Year 3 to Year 6, and 79.3% (2020) to 84.8% (2021) to 88.2% (2022) for students moving from Year 3 to Year 5.

Likewise the PAT Maths data highlights significant improvement as cohorts of students move through the grades, eg Achieving SEA in 2019 64.9% to 72.2% (2020) to 86.5% (2021) to 85.7% (2022) for the students moving from Year 3 to Year 6, and 69% (2020) to 87.9% (2021) to 97.1% (2022) for students moving from Year 3 to Year 5.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	96.1%	94.9%	91.2%	93.9%
2020 centre	95.2%	84.3%	88.9%	93.5%
2021 centre	89.0%	92.1%	95.7%	93.0%
2022 centre	81.6%	91.8%	88.8%	92.7%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	94.8%	88.8%	93.7%	88.8%
Year 1	92.8%	89.3%	92.6%	87.3%
Year 2	93.0%	87.2%	92.2%	91.3%
Year 3	93.8%	88.0%	92.1%	89.4%
Year 4	90.5%	88.4%	91.8%	87.1%
Year 5	92.9%	86.3%	93.0%	86.4%
Year 6	92.9%	86.8%	90.5%	89.4%
Year 7	93.9%	89.5%	89.9%	N/A
Total	93.1%	87.9%	91.9%	88.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance this year was again impacted by COVID-19. In 2020 we saw our school attendance drop to 87.9%, however in 2021 we saw an improvement with attendance rates returning to 91.9%. In 2022, there were multiple cases of COVID causing need for absence, resulting in an attendance rate of 88.5%. Some factors continued to impact on attendance including isolation rules for close contacts; some families choosing to keep children home due to vulnerability of family members or of the students themselves and teachers and families being more diligent in ensuring children were not attending school when unwell. The use of the electronic attendance system reduced number of unexplained absences across the site.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	31	32	37	38
2020	33	34	36	38
2022	31	35	36	38
2021	33	36	38	39

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

In 2022 there were 8 system level consequences (take home and/or suspensions) for inappropriate behaviour; a significant reduction from 12 in 2021 and 28 incidents in 2020. The majority of suspensions were a result of violence towards others. Behaviour data for school level responses is recorded in EDSAS and teachers keep a written record of in-class behaviour that does not require leadership intervention. In all cases, families are kept informed when students exhibit ongoing inappropriate behaviour. Families are very supportive of the school and work with us to support the improvement of student behaviour. We believe the combination of the introduction of Interoception & Mindfulness practices in each class, a designated Interoception space to support regulation (in Room 13) and a reduction in school size from 12 to 10 classes as Year 7 moved to high school, have contributed to a 50% reduction in class behaviour disruptions in 2022.

## Parent opinion survey summary

In 2022 we received only 72 responses in the parent survey, equating to approximately half of our families. Nearly all families (98%) agree that education at school is important to their children's future and 95% often talk to their children about what happens at school. There were no significant changes of improvement areas or of significant decline from 2021 to 2022, however we continue to focus on improving Communication. Staff will look more deeply at having consistent levels of communication with parents via Seesaw and a review of our Homework policy with families in 2023. Another area of future focus is parent input, which was significantly diminished in 2021 and 2022 with restrictions for parent attendance on site due to Covid. Whilst many meetings can occur on-line, the vast majority prefer meeting our families face to face. This is something we are hoping to see more of in 2023.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
139 - Freeling Primary School	194.6%	183.3%	178.4%	183.3%
387 - Roseworthy Primary School	5.4%	11.1%	5.4%	11.1%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.  
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	87.5%
VI - LEFT SA FOR VIC	1	12.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.



## Destination comment

In 2022 91.7% of Freeling Preschool students continued to Freeling Primary School, 5.6% went to Roseworthy PS. 87.5% (7/8) of transfers from Freeling PS in 2022 moved to other Government schools, generally from leaving the district. 12.5% (1/8) students moved interstate.  
In 2022 97% (37/38) of Yr 6 students transitioned to Kapunda High School and one student (3%) went to an independent school for Yr 7.  
Some transience with 18 new enrolments throughout the year, including six new year 5 students.

## Relevant history screening

All volunteers and members of Governing Council at Freeling Primary School have a current working with children check, as well as current RRAN-EC. This is documented in a spreadsheet monitored by front office staff, the Deputy Principal and Student Wellbeing Co-ordinator. All volunteers are provided with an induction and a role statement when commencing their role. There were very few opportunities for volunteering in 2022.

## Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	24
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.6	0.3	7.5
Persons	0	20	1	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$3,033,745
Grants: Commonwealth	\$0
Parent Contributions	\$92,383
Fund Raising	\$41,329
Other	\$2,290

Data Source: Education Department School Administration System (EDSAS).

# 2022 School Annual Report: Tier 2 Funding Report\*

\*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

## 2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Wellbeing Coordinator & SSOs explicitly teaching Interception activities in all classes	Students achieved goals outlined in their plans. Reduction in behaviours.
	Briefly describe how the 2022 achievement outcomes (where applicable):	Interception Room staffed by SSOs daily to allow opportunities for any student time to be supported to de-escalate and prepare for learning.	Outcomes achieved at any outcomes:
Targeted funding for Improved outcomes for numeracy and literacy	Funding to support the Emergency Literacy and Numeracy program	SSOs support was provided for individual students in the class and the yard. Wellbeing Coordinator worked in classes on anti-harassment and using Grievance Procedures	Understanding and implementation of play-based strategies to support Emergent Literacy.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO support in class in literacy and numeracy. MiniLit, Macqlit, Quicksmart, Big Ideas Literacy and language difficulties.	Significant progress against all goals.
Inclusive Education Support Program	Critical funding for the daily support of children with complex needs aligned to their one plans	Interception Room staffed by SSOs daily to allow opportunities for any student time to be supported to de-escalate and prepare for learning. SSO support was provided for individual students in the class and the yard.	The funding provided came a small way to meeting the needs of these children whose complex behaviours required high levels of 1:1 time. The budget was heavily overspent with the enrolment of a child from the IPP
	Improved outcomes for - rural & isolated students	ACEO support for all Aboriginal students, in class as well as during Yarning Circles	All students made progress against their individual learning goals.
Improved outcomes for non-English speaking children who received targeted funding for groups of students	N/A	students as outlined by service providers, teachers and an in depth analysis of student data.	N/A
	First language maintenance & development	Numeracy First and Literacy First groups for students identified as High Band or Potential High Band learners were provided with 1-2 lessons of extension with Literacy or Numeracy specialist for one semester.	Coordinator We are hoping to see improved number of students achieving in High Bands in 2023.
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Students taking alternative pathways	IESP support	
Program funding for all students	Australian Curriculum	Teachers provided with training on High Impact Teaching Strategies and utilizing the DfE Australian Curriculum Units of work. Teachers given time to examine the data and collaboratively plan to meet student needs	Increased consistency in teacher practice to include learning intentions and success criteria.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used to run intervention programs across the school in reading and number sense	Significant improvement in outcomes particularly reading.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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