

# Nairne Primary School and Nairne Child Parent Centre

## 2022 annual report to the community

Nairne Primary School Number: 306

Nairne Child Parent Centre Number: 1604

Partnership: Heysen

Signature

School principal:

Ms Toni Burford

Governing council chair:

Ms Lisa Stribley

Date of endorsement:

14 March 2023



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Nairne School is located in the township of Nairne in the Adelaide Hills and has 400 school enrolments and 70 preschool enrolments. We offer students the opportunity to be supported through their preschool and primary years within a setting that focuses on developing strong and positive relationships to support and maximise learning. Learning spaces are modern, well-equipped with resources and flexible for teaching small groups. Attention has been given to providing welcoming outdoor spaces that include open spaces for play and exercise. Staff and students extensively use the outdoor play and garden spaces for movement breaks, fitness sessions, and time to regulate bodies and minds using swings and the natural environment. This has the benefit of assisting students to calm down, re-focus and get ready for learning. The school is a hub for additional community activities after hours including soccer, tai chi, community carols and School of Languages: Japanese program.

We are committed to nurturing the whole child, placing a strong emphasis on all aspects of social, emotional, intellectual, and physical development. The Walker Learning approach is implemented throughout our site, and our focus areas are on strengthening literacy, mathematics, and social/ emotional learning. We strive to make our school a safe place for all - not just physically safe, but a place where students feel confident to take risks with their learning and about trying hard. We work collaboratively to ensure that children have a voice in their learning, setting goals that suit their next steps and reflecting on and celebrating achievements.

Staff regularly reflect on how we can improve learning outcomes of students. We assist all students to develop their social and emotional learning with strategies to facilitate cognitive and behavioural change thereby increasing student engagement to significantly progress their academic achievement. A whole site commitment to becoming a Trauma Aware school was supported by the whole team, including OSHC (Out of School Hours Care) staff members attending Days 1 and 2 of Berry Street Trauma informed workshops, Body & Relationships. Clear priorities and actions emerged from the training including a review of the school timetable and introduction of Welcome Circles daily to develop predictable, consistent routines school wide. Other key strategies include an Interoception space and sensory room established to support self-regulation and focussed learning.

The Principal, Derek Miller ended his tenure mid-year and a new leader, Toni Burford was appointed from Term 3 alongside a new Business Manager, Jude Bland replacing Julie Lawson on her retirement. Three staff members retired after giving many years of service to the school, community, and the Education Department.

## Governing council report

Once again, we reflect on a busy year with many challenges and changes. Again, I would like to thank the Nairne School community for their support as we navigated the many changes that COVID continued to throw our way. To our teachers, support staff and leadership that worked extremely hard to manage through relief teacher shortages and an ever-changing school year, thank you. Our kids have shown just how incredibly resilient they are, continuing to achieve in their schoolwork while navigating through the many changes. Great job kids!

As usual, the school disco was a hit with the students and a fabulous fundraiser for the school. I think for a number of us on Governing Council, the school disco is a favourite event and each year it gets bigger. Other successful events included Book Week, book fair, SAPSASA team sports, Easter Raffle, swimming lessons, graduation and of course, Sports Day. It was fabulous to see the return of the cake stall at Sports Day, another good fundraiser for our school. Thanks again to the Nairne Lions Club for continuing to support the school at sports day with their always appreciated sausage sizzle.

This year Governing Council continued to progress 'business as usual' activities including reviewing policies, discussing materials and services charges and ratifying the Preschool Quality Improvement Plan. Early in the year we spent time with the local Education Director discussing the aspirations for the school and the qualities we hoped to find in a new school principal. We also prepared a response to the development application for the proposed subdivision next to the school.

It would be remiss of me not to thank the long-serving staff that left throughout the year – Principal Derek Miller, Finance Officer Julie Lawson, Front Office SSO (Student Services Officer) Jean Runeckles and much-loved teachers Helen Arbury-Smith, Chris Pulford, Alissa Cartland, and Irene O'Callaghan (Preschool). Also, a big welcome to incoming Principal Toni Burford and Finance Officer Jude Bland who have both had to hit the deck running.

I will finish with a quick thanks to all the members of the Governing Council (parent and staff) for your invaluable support and efforts this year.

# School quality improvement planning

Our improvement goals for 2022 focused on mathematics and literacy, specifically developing writing and foundational reading skills. We provided continued opportunities for teachers to meet regularly and share effective practice in learning communities. A professional learning calendar was designed to prioritise the actions within the Site Improvement Plan 2022 and to build consistency across our site. Some plans were interrupted by adjustments required for COVID and alternative models for meeting together online were offered.

## Mathematics

Key staff attended the Portfolio numeracy training and development 'Be Brave and Lead' initiative and shared their learning with members of their learning communities. The training's focus was to promote the development of positive mathematical mindsets; use of rich tasks that develop understanding and flexible thinking. 2 teachers attended the Orbis Maths professional development series. These teachers were provided with time with their teaching teams to share resources and teaching strategies to build the capacity of more staff.

## Literacy

### Phonics

Based on consistently low numbers of students achieving benchmark for the Year 1 Phonics Screen (2020 18 of 36 students 50 %; 2021 20 of 49 students 41 %; 2022 19 of 47 students 41%) and low numbers of Year 3 students achieving SEA benchmarks in Reading, it was decided to engage with support available from the Literacy Guarantee Unit, Education Department from Term 4. Support for staff included professional learning focused on phonemic awareness, tracking student development in phonics and personalized coaching for R-1 teachers relating to high impact strategies and effective literacy practice. Preschool and early years teachers were introduced to the PASM (Phonological Awareness Skill Mapping) test and key elements of phonological awareness that build foundational reading skills.

### Writing

Staff met together to build best practice, assess, and moderate writing samples and plan learning cycles. We continued the use of the Brightpath tool, prioritizing persuasive, and narrative writing. Staff moderated student writing samples together to build consistent teacher judgement. Staff were given time to analyse data using PAT/NAP Tracker and Brightpath data to determine the next steps in teaching and to identify personal writing goals for and with students. Providing students with specific feedback about their writing will continue as a priority.

While teachers gained knowledge in their use of the marking tool, there continued to be a gap between reading and writing instruction and intentional teaching of genres in reading and writing programs. This aspect was identified as a next step for staff development in 2023. Using whole school data from Brightpath, staff identified sentence structure and vocabulary development as priorities for all students. The Brightpath Action Team worked with the Brightpath Project Officer to analyse school data trends and establish a targeted professional learning cycle for 2023.

## Social/emotional development

Student wellbeing continued to be prioritised during 2022, in response to the ongoing challenges presented by COVID 19 restrictions. A full-time leadership position for a Wellbeing & Inclusion leader was created to support whole school programs and improved outcomes for students through consistency of practice. The whole staff team, including OSHC and support staff participated in 2 days of Berry Street: trauma informed practice professional learning. The benefits of the site wide approach included developing common understandings of effective practice and work towards establishing consistent, predictable routines for all students. This work will continue as a priority in 2023 as we review the Student Behaviour Code and common expectations for all staff and students.

We put a lens on student social and emotional development with a focus on Kimochis (Preschool-Year 2); Interoception Intensives and daily Interoception activities in classes to support self-regulation; introducing Welcome circles and movement breaks into classrooms. We ran student-led assemblies, class meetings and updated opportunities for student participation. Across our site, we continue to build the capacity of all staff, building consistency of practice and language and clear expectations of respect and unconditional positive regard for staff and students alike.

# Preschool quality improvement planning

2022 began with many challenges, with the global pandemic continuing to impact our planning around daily routines and special events. Our COVID-19 Response Plan aimed to provide an atmosphere that promoted both safety and as normal a learning environment as possible.

Watching the children grow over the year, with every one of them engaging in purposeful play, connecting with, and feeling a sense of belonging in our preschool community has been a highlight for us as educators. The children embraced the learning programme and grew into independent learners and caring community members.

Our Quality Improvement Plan goals for 2022 included developing an environment which supported rich literacy and numeracy experiences ensuring inclusion of all children. We specifically focused on the Early Years Learning Framework: Literacy and Numeracy Indicators and have intentionally planned for a numerate and literate rich environment.

Our literacy goal has built on our previous year's goals with the intention of providing an environment rich in oral language experiences, including linking oral language to text and supporting and mapping children's growth. We provided the children with many diverse experiences including storytelling, group guided reading sessions, book making, scribing and modelled writing literacy tables. We also provided intensive support to children who needed this within our inclusive speech programme.

Our numeracy goal focused on strengthening children's confidence and understanding of making predictions and generalisations about their daily experiences. We have provided numerate experiences and sustained thinking sessions supporting problem solving skills, developing their sorting, patterning, and comparative thinking skills. We have modelled for and provided provocations which encourage counting, comparative language, spatial awareness, sorting and classifying, making sense of data and problem solving.

We have critically reflected on our practices and learning environment, including our cyclic planning model. We have embedded opportunities for our children to link oral language to symbolic representations including mathematical notations, signs, books, and child generated text.

Our staff are instrumental in creating a warm and caring learning environment where children are supported in their development, embedding our strong philosophy of play in all that we do. Our children are well versed in working together as a team and have embraced our "Acts of Kindness" developing empathy and social skills. We have embraced the Zones of Regulation and our children were supported when they have big feelings.

We have redeveloped our cyclic programming processes embedding formative assessment and risk assessments. We have ensured community partnership through our parent committee. We continued our commitment to Seesaw as a communication tool and updated our philosophy statement, policies, and many procedures. Throughout the year our children experienced many quality play opportunities including cooking sessions, campfire days, visiting Monarto Zoo, celebrating birthdays and special days, clay work, Library and Critter Club visits, frog pond, child led projects and water play days.

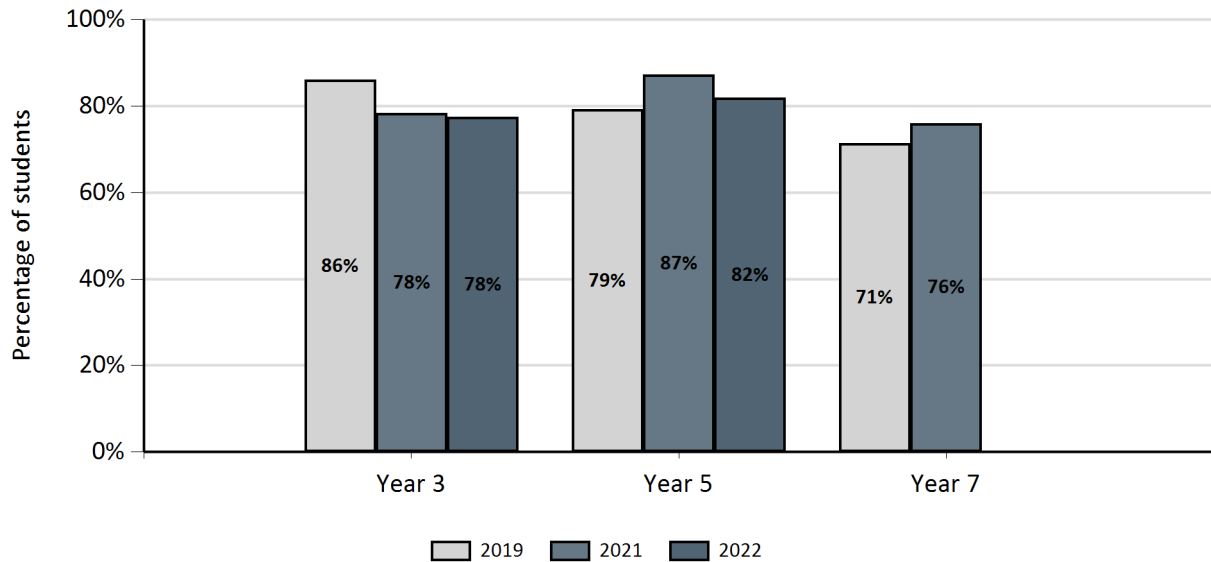
In 2023 we aim to further immerse children in rich, meaningful, and engaging numerate and literacy experiences to develop their love and competencies in numerate thinking and conventions and a variety of language genres.

# 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



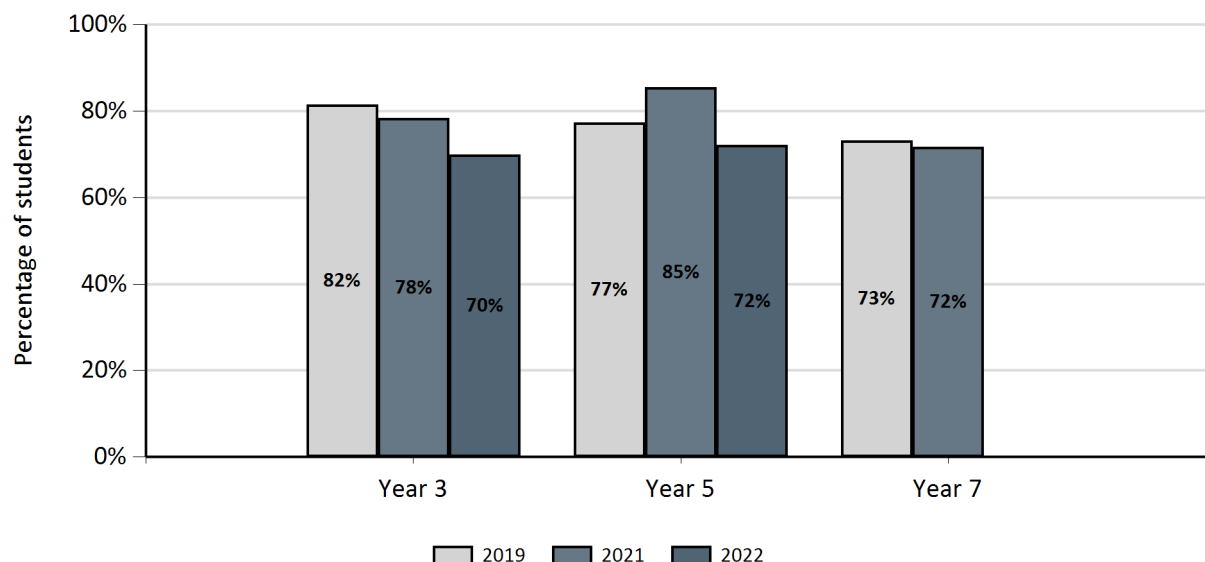
\*NOTE: No NAPLAN testing was conducted in 2020.

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	40	40	14	5	35%	13%
Year 03 2021-2022 Average	50.0	50.0	17.0	12.0	34%	24%
Year 05 2022	61	61	24	10	39%	16%
Year 05 2021-2022 Average	58.0	58.0	23.5	9.5	41%	16%
Year 07 2021-2022 Average	46.0	46.0	13.0	13.0	28%	28%

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

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

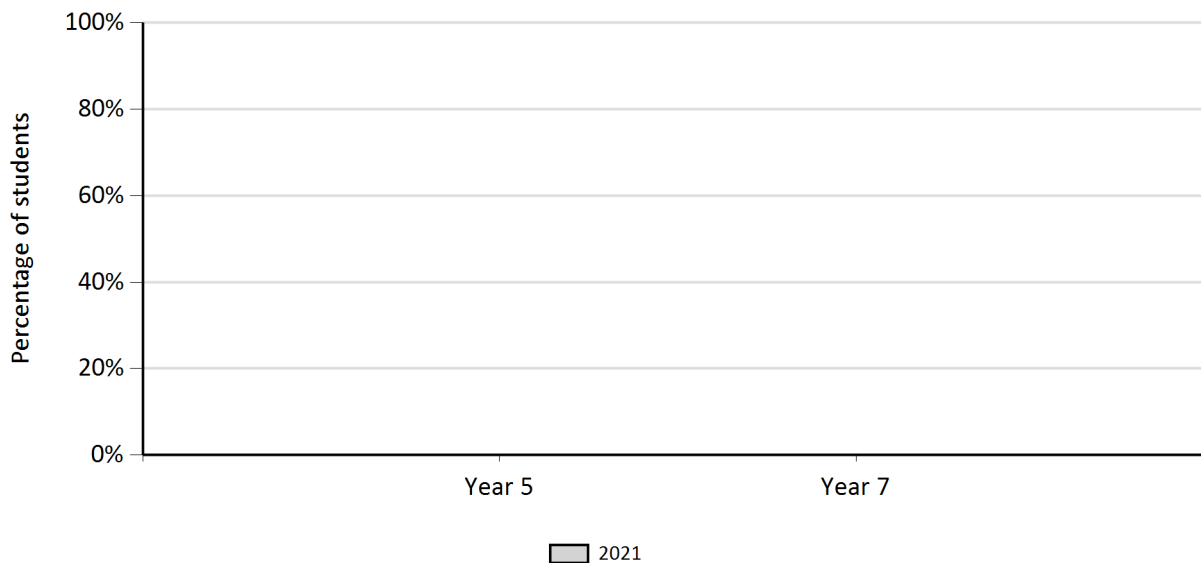
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



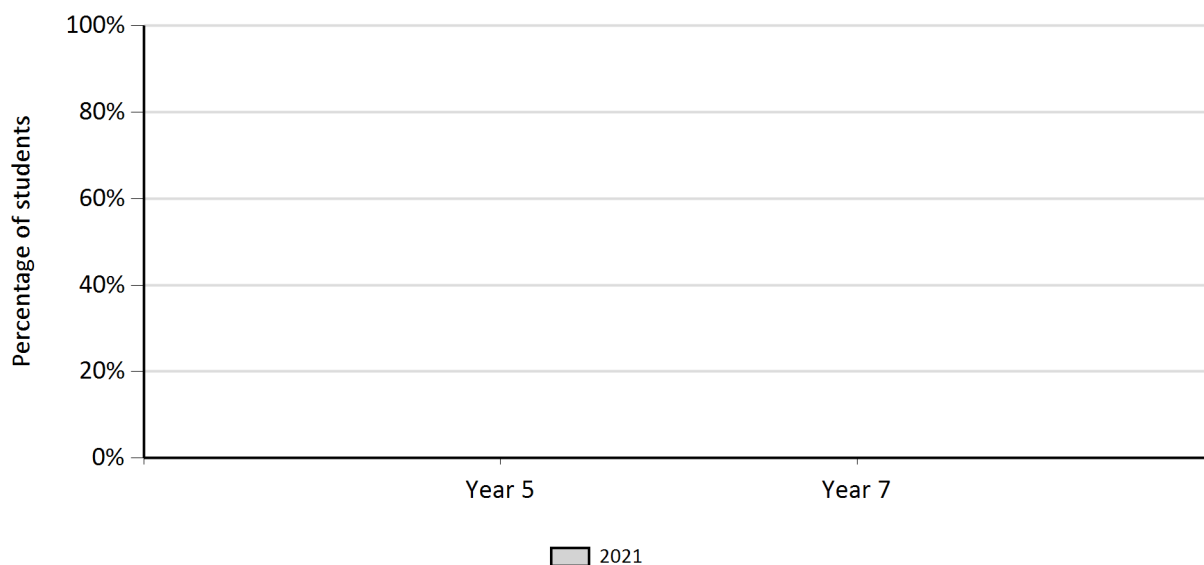
\*NOTE: No NAPLAN testing was conducted in 2020.

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 05 2021-2021 Average	*	*	*	*	*	*
Year 07 2021-2021 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: Data Informed Planning

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

We focused on Key Elements 1 and 5 and ensured all staff were aware of Aboriginal students within their classes and across our site, acknowledging them as a priority group. We focused on Aboriginal students' individual learning goals, documenting One Plans. Using quality differentiated teaching practices (QDTP), staff actively promoted engagement of Aboriginal students by monitoring and reviewing learning outcomes and celebrating achievements to assist the building of positive self-esteem. Teachers analysed data using PAT/NAP tracker tools. The collection of anecdotal records is critical to supplying a detailed picture around learning successes. Building relationships between staff, students and families is critical. An ACEO was employed for 10 hours per week providing small group intervention to develop students' literacy skills, with an AET providing further support. This included building on literacy and numeracy skills, with a focus on traditional art, developing identity and Dreaming stories. A highlight was the collaborative work by students with the AET to design and create a Meeting Place canvas to represent their special spaces and connections to their school.

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

7 Aboriginal students attended our school in 2023, predominantly in Preschool-Yr 2. All students received support from our ACEO and AET with identified students receiving extra support through intervention programs and QDTP from classroom and specialist staff. The Yr 2 student who accessed reading intervention made significant gains, shifting 13 reading levels in 6 months. The Yr 6 student made optimal growth in reading and Maths as measured by PAT testing. This student achieved outstanding results with effect sizes of 1.5 for Reading (equivalent to 2-3 years growth) and 0.8 for Maths (equivalent to 2 years growth) within 12 months. The same student was a positive role model and representative on Student Voice and school tours.

Improvement planning for 2023 includes prioritizing Element 2 (Tracking and monitoring growth and achievement) and Element 5 (Engaging Aboriginal Families as partners in Literacy and Numeracy learning). The AET will support school leaders to raise the prominence of Aboriginal learners and contribute to school processes and actions for improving learning outcomes. A team of Nairne educators will start the work to develop a Reconciliation Action Plan.



# School performance comment

We interpret student data trends through our PAT/NAP Tracker data system and other collected data to then search for ways to engage students and promote students to strive for greater growth with their academic and social and emotional learning.

Our NAPLAN results show more students are moving into higher bands of Reading than Numeracy. Students in Years 3 and 5 have consistently achieved modest results in the upper two bands of NAPLAN Reading, (Year 3 35%; Year 5 39 %) indicating they can read and interpret more sophisticated texts. In recent years, the % of students in higher bands for reading has not increased significantly, which suggests that there is more intentional teaching and challenge for learners required.

Most children are achieving State Education Achievement (SEA) standard or above. However, as the benchmark is low, we have work to do to improve the performance and achievement of students across all year levels. More aspirational targets against the SEA have been set for 2023, to increase the numbers of students with strong foundational skills and reading confidence from 70% to 80 % for Year 3 NAPLAN Reading and 82% to 90% for Year 5 NAPLAN Reading. The work planned with the Literacy Guarantee Unit for 2023 and targeted phonics instruction in R-2 is intended to be the catalyst for strong improvement.

Our NAPLAN Numeracy results against SEA have decreased over the past 2 years, particularly in Year 3. This means students must work extra hard to maintain progress and achieve essential skills by Year 5 and beyond. In recent years, PAT Maths tests in year 5 & 7 show increased numbers of students are in the Optimal Growth Quadrant, which means they are achieving strong academic progress in 12 months. Site improvement planning for 2023 includes a consistent focus on developing a deep understanding of number sense R-6; teaching Maths using a developmental sequence and ensuring tasks offer rigour, with opportunities to discuss problem solving strategies. The priority will be for all staff to understand the Big ideas in Number and use consistent language and approaches.

Over the last 3 years we have seen an increase from 13% to 23% of children who are vulnerable on one or more domains of concern and remained steady at around 6.3% of children who are vulnerable on two or more domains shown through the Australian Early Years Development Census. Significant domains of concern include Language & Cognitive Skills and Communication & General Knowledge.

The past four years have proved to be a challenge for students in the early years in literacy. Against other schools with the same level of disadvantage, we have far fewer students achieving reading benchmarks in Year 1 and 2. A phonics intensive intervention program was trialed in Semester 1 with limited success. The Read-Up intervention program along with the implementation of Jolly Phonics across all R-2 classes will be reviewed in 2023, and instructional coaching provided to early years staff. The revised timetable and allocation of support staff in 2023 is intended to support teachers to have uninterrupted time to prioritise daily reading and phonics instruction.

Site wide data stories highlight the steady student academic improvement across our site as we head towards achieving the Department for Education ten-year aspirational goal of 0.68 by 2028. We had moved from a performance score of 0.47 in 2015 up to 0.55 in 2021 which indicated a substantial positive and consistent growth in student achievement. Like many schools in SA, our growth was not sustained from 2021-2022 (0.50). We have further work to do to regain our focus and maintain momentum.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	95.2%	87.4%	91.5%	92.6%
2020 centre	97.9%	84.0%	93.6%	89.9%
2021 centre	94.2%	93.6%	92.1%	90.2%
2022 centre	91.7%	79.9%	87.6%	90.6%
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	91.5%	88.8%	92.6%	88.4%
Year 1	91.2%	90.1%	91.8%	89.8%
Year 2	92.9%	90.5%	91.6%	88.0%
Year 3	93.7%	90.9%	91.4%	88.0%
Year 4	93.7%	92.6%	93.0%	87.9%
Year 5	94.0%	89.5%	93.0%	89.3%
Year 6	93.0%	91.4%	90.2%	85.6%
Year 7	92.2%	89.9%	90.5%	N/A
Total	92.8%	90.4%	91.7%	88.1%

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

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

## Attendance comment

Nairne School has an automated system which will SMS families when students are away to seek an explanation. We regularly review attendance data and make verbal contact with families if the student is away for more than 3 days without explanation. Since 2020 we have noticed an increase in the number of days absent for many students. This is due to illness and students being asked to stay home if they are unwell or being required to isolate due to being a COVID-19 close contact. Since the onset of COVID, we have also had an increase in children presenting with anxiety and missing school. When this occurs, we work with the families and tailor a plan to re-engage the student with learning. This may include a structured re-entry to school, with connection points with friends and teachers. It may also include modified work depending on student needs.

We may also refer to the Department for Education Truancy team if school efforts to reconnect with families are unsuccessful to gain further advice on next steps.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	79	77	73	72
2020	52	52	52	53
2022	63	65	67	66
2021	65	70	71	66

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

Our school places an emphasis on the wellbeing of our students. We have completed the first 2 modules of the Berry Street Education Model training and have prioritised the implementation of trauma-informed practices. Our school implements several interventions to support student behaviour. We run an Interoception room with spontaneous self-access, alongside a semester intensive program for targeted students based on "The Zones of Regulation." Classes also run Interoception activities twice daily. In 2022, we introduced the Check-in/Check-out intervention for targeted students and have seen positive results with most participants. We have a dedicated space for a Sensory Room to support students seeking sensory input to regulate. We are implementing a social skills intervention program to support targeted students and their specific needs in this space. Data from the Wellbeing & Engagement Collection (WEC) shows a slight decline in high wellbeing across the bullying categories, with low wellbeing remaining stable, below 10%.

## Parent opinion survey summary

**Primary School**  
 Participation in our School Survey was positive with 90 responses received. We received positive feedback regarding continued improvement in the area of effective communication. Most respondents (60%) indicated they receive enough communication from the school and it is easy to access. The use of Seesaw and regular updates has helped to quickly distribute information and keep families informed.

Nairne families rated the importance of education highly (97 %) and support children at home with good home learning routines (60%) and conversations about learning (89%). They appreciate knowing the standard of work expected and feedback about their child's learning and development at school. The survey results indicate that a significant number of respondents (46 %) want more help about their child's learning, to receive more information about the standard of work (19 %) and to receive advice and tips about learning (24%). There was continued positive shift of parent views that they are receiving useful feedback and having useful discussions with staff. This aspect still remains an area for staff to address.

Aspects for improvement include providing students and their parents/carers more input into learning and providing regular feedback beyond student reports. Parents indicated they would like more opportunities to meet with teachers informally and check ins regarding their children/s progress.

Comments received provided further feedback for us to consider regarding student wellbeing and past responses to bullying and persistent mean behaviour experienced by some students in the yard. This will shape our work as we review the Student Behaviour policy and expectations.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
306 - Nairne Primary School	93.2%	78.6%	95.2%	98.3%

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	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	41.7%
QL - LEFT SA FOR QLD	2	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	41.7%

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

Nairne School continues to be the destination for the majority of our preschool students. The majority of our graduating year 6 students go to Mount Barker High School. We have strong links with Mount Barker High and have a strong transition program for students starting in year 7 there. The remainder of our students go to Heathfield High and Urrbrae Agricultural High School or private schools. For students who leave prior to year 6, the greater part of them have families that have moved out of the area, with a handful of students leaving to enter the private education system.

## Relevant history screening

All teachers at Nairne School, including TRT (Temporary Relieving Teachers) (Relief Teachers) are qualified and registered with the SA Teachers Registration Board. Confirmation of registration is collected and documented by the school before employment. All support staff are required to meet Relevant History Screening requirements to be employed by the Department for Education and provide proof via the Department's Employee Information Kiosk (EIK). Applicable volunteers are required to obtain a Working with Children Check. Induction processes are established which collect and document records with our Administration personnel. Allied Health Professions who work onsite also undergo an additional induction process collecting required documentation ensuring compliance.



# 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	41
Post Graduate Qualifications	14

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	24.9	0.3	16.3
Persons	0	28	1	28

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,804,046
Grants: Commonwealth	\$28,600
Parent Contributions	\$172,485
Fund Raising	\$46,802
Other	\$299,363

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	N/A	N/A
Improved outcomes for numeracy and literacy	Improved outcomes for numeracy and literacy	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):* Funding used to provide ongoing training and development, classroom workshops and modeling. Resources developed.	Outcomes achieved or progress towards these outcomes: All staff use maths content overview in planning. N/A
Targeted funding for Improved outcomes for numeracy and literacy	Improved outcomes for numeracy and literacy	Funding used to provide ongoing training and development, classroom workshops and modeling. Resources developed.	All staff use maths content overview in planning. N/A
Inclusive Education Support Program	Inclusive Education Support Program	All funding allocated to students was converted to SSO time. Specific funding converted to SSO support for a students with needs.	Staff continue towards more comprehensive One Plans for each child. Teachers & SSOs collaborate with the process of working strategies to provide a consistent approach.
Improved outcomes for non-English speaking children who received bilingual groups of students	Improved outcomes for non-English speaking children who received bilingual groups of students	Focus on improved reading for Aboriginal students including phonics intervention program. ACFO1 employed to support Aboriginal student learning.	R-2 Aboriginal students participating in Phonics Intensive intervention program.
Improved outcomes for non-English speaking children who received bilingual groups of students	Improved outcomes for non-English speaking children who received bilingual groups of students	SSO hours allocated from Literacy and Numeracy grant to support identified students SSO hours allocated to support students identified through the IESP program	N/A Improved growth for children including effect sizes greater than 1.0.
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	All funding allocated to SSO hours to support identified students.	Review and reallocate SSO hours to support identified students.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Staff training and development in numeracy and literacy.	Greater extension for students with more emphasis on reasoning in numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.