



One Tree Hill Primary School and One Tree Hill Preschool

2022 annual report to the community

One Tree Hill Primary School Number: 322

One Tree Hill Preschool Number: 1785

Partnership: Uleybury

Signature

School principal:

Ms Krystal Keogh

Governing council chair:

Emma Repacholli

Date of endorsement:

8 March 2023



Government
of South Australia
Department for Education

Context and highlights for the combined site

In 2022 there were 9 classes across the school and two group sessions running in the Preschool. Japanese, Science and PE were the specialist lessons provided. There was a total of 236 students in the school and 55 in the preschool. In 2023 we will take in our biggest reception intake of 52 students.

As a staff we undertook an intensive two day training course run by Berry Street trauma informed practice, this course will be completed in 2023 with days 3 and 4. This training is of high importance to understand the young minds of young people who have mental health issues. It was invaluable in the way staff approach students and allow them time and space to ensure they are ready to learn. It supported us to understand the way children need to support to regulate themselves.

We continued our improvement work in the school and preschool and focussed on the best learning outcomes for our students with high impact teaching strategies and skills. The staff were involved in professional learning during staff meetings in relation to our site improvement plan areas of reading, initialit and maths in the 3-6 year levels. Students, staff and families did well again to cope with the many changes and cancellations after a tricky start to the year with Covid.

Whole school highlights included camp to Arbury Park outdoor school, Sports Day and graduation. It was lovely to have parents and some volunteers back on site by term 4.

Governing council report

It has been an honour and privilege to hold the Chairperson position at One Tree Hill Primary School over the last two years. This year I will be stepping down to give someone else the opportunity.

2022 started back with a staggered start due to high cases of Covid-19 in the community. Reception & Year 1's returned as normal, while the remainder of year levels were learning from home. The school accommodated for students who required to be at school. While not always easy staff, students and parents did their best. It was nice to welcome all students back by Week 3. Throughout the year the school was impacted with outbreaks of Covid-19 throughout the year, but the staff and students showed resilience to their ever changing learning environments.

Governing council were updated and the success of Initialit and how it had evolved from 2021. Students were placed into groups that matched their learning abilities rather than class groups. Learning outcomes were achieved and more children who were struggling had earlier access to early intervention programs.

Governing Council approved funding for new carpets to be laid in the Administration building and library. The first time new carpet has been laid since the administration building was opened. Outside of buildings have been washed down and some repainted throughout the year while students were on holidays. It has given the school a refreshed feel.

The OSHC building was demolished in mid 2022 and OSHC has moved into Room 16. In place of the old OSHC room a new toilet block has been installed and opened by the end of 2022.

By the end of 2022 parents were allowed back onto the school site for school assemblies, classroom help, collecting students from outside classrooms and helping out on excursions.

The students enjoyed another year of excursions, sports day was held after the need for it to be rescheduled, Japanese Cultural Day, Indigenous workshop, trade fair, and the fun filled school camp.

Tabatha arranged a very successful 'End of Year Raffle'. With the help of other Governing Council members she approached local businesses for donations. Thank you so much Tabatha in coordinating this.

It was nice to see an increase of parent support on Governing Council and there is always room for more parents to join. I would like to thank all our parents that have been involved with Governing Council.

I would also like to take this opportunity to thank the leadership, teachers, SSO staff and volunteers at One Tree Hill for doing an amazing job and always having the needs of our children at the forefront.

Thank you.

Emma Repacholi

School quality improvement planning

Goal1: Mathematics: students master year level content knowledge, increasing the number of students in the higher bands.

Challenge of Practice:

If we implement a challenging, well sequenced curriculum in mathematics, providing frequent opportunities for students to reason and explain their thinking, the proportion of students achieving highly in mathematics will increase.

Teachers in grades 3-6 have used the Mathematics units of work as a basis for their Maths lessons. This has been most consistent in the 5/6 classes.

They have collaboratively planned and moderated student work more than previous years, with the 5/6 classes delivering consistent Mathematics units across the entire year.

Teachers 3-6 are very focused on delivering consistent and robust curriculum at year level standard. This is evident in book looks and student chats.

Teachers have used PLC and planning day time to focus on curriculum mapping, planning and moderation.

There is evidence of sustainability in this area as teachers are already collaboratively mapping out 2023 using the units of work.

Collaborative Moderation has become an embedded practice at the school, At least twice a year. Teachers are involved in a formal process of sharing books at different levels and moderating using achievement standards. This action was consistently highlighted as embedded in a traffic light process.

Teachers have highlighted to need to continue improvement work on productive struggle and more consistent Mathematics talks in daily Maths lessons. Teachers have begun this work but wish to focus on these two areas to drive improvement work forward.

Goal2: Students use their phonic knowledge to fluently read, and spell accurately when writing words, sentences and short texts.

Challenge of Practice:

If we embed a consistent synthetic phonics program, that is underpinned by tracking and monitoring, and allows for fluid grouping across the F-2 reading program, students will increase their achievement in reading.

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Preschool quality improvement planning

Our 2022 Preschool Quality Improvement agenda centred on developing children's phonological awareness skills to support and secure literacy foundations. This work is a continuation from 2021 and consolidating. We have been committed to the implementation of the PreLit program to scaffold this work with children. This works in relation and coordination with the school implementation of the Initialit Program.

Yakka Trakka was used again each term to track, monitor and reflect upon children's growing proficiency as communicators. The staff have worked collaboratively to understand the term proficient as a collective and set clear criteria to have a balanced collection of data for the Proficient Communicator band. Improved clarity allowed opportunities for intervention based on reliable data.

Parents were involved in the work of their children over the year with shared pieces of work from the educators and specialists to help support and understand the importance of phonological awareness and language development. Parents commented this was very helpful to them for at home learning.

There was significant growth within the Phonological Awareness data. There was growth in the understanding of the concept of a word, growth in the ability to break words into syllables, growth in the ability to demonstrate onset and rime and also growth in the ability to sort letters from numerals.

From the previous years data we acknowledged and found that our children were not strong in their understanding of the Alphabetic Principle which led to improvement work this year.

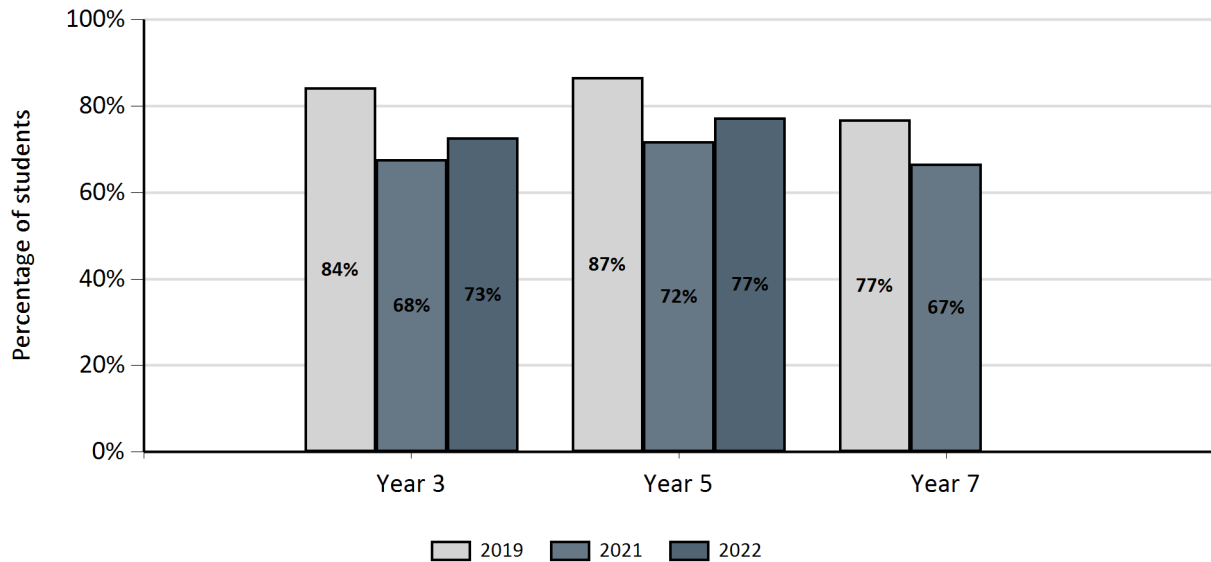
This year our Social Responsibility research focused on applying the Connection Continuum and support materials as well exploring to ensure children are supported to become increasingly RESPECCTFUL citizens.

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

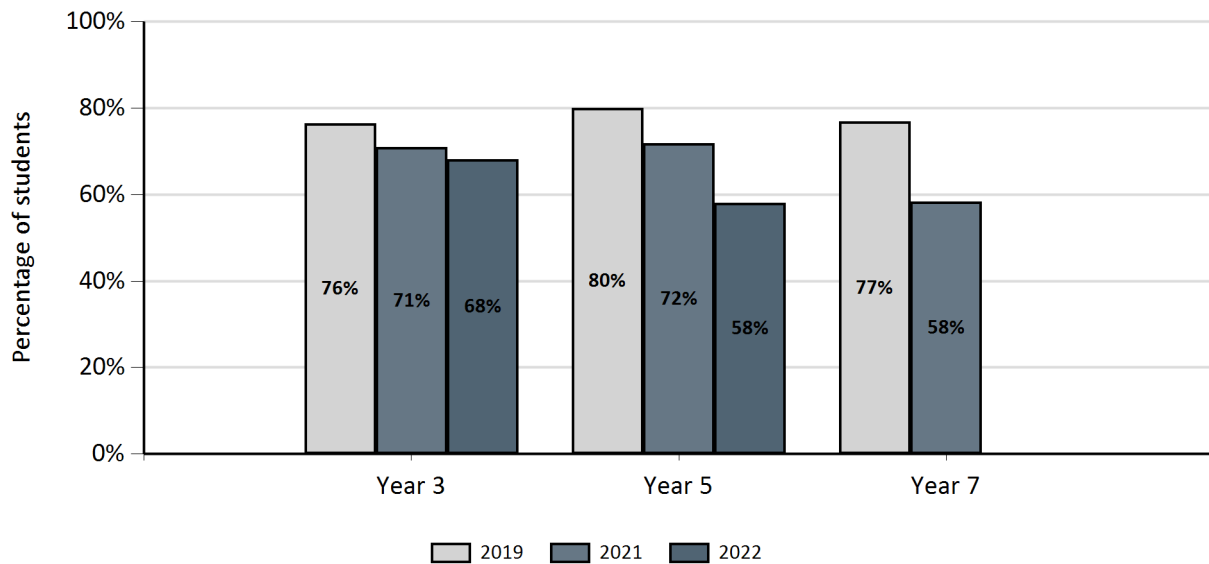


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	44	44	14	7	32%	16%
Year 03 2021-2022 Average	37.5	37.5	14.0	6.5	37%	17%
Year 05 2022	31	31	9	3	29%	10%
Year 05 2021-2022 Average	31.5	31.5	6.0	3.0	19%	10%
Year 07 2021-2022 Average	12.0	12.0	4.0	2.0	33%	17%

*NOTE: No NAPLAN testing was conducted in 2020.

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

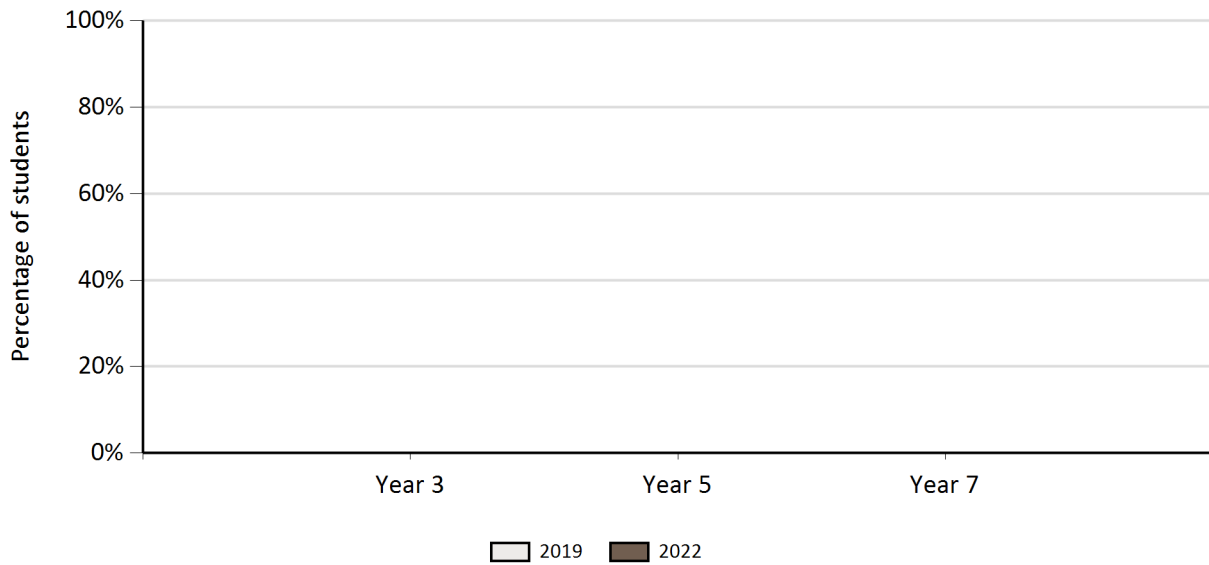
[^]includes absent and withdrawn students.

*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



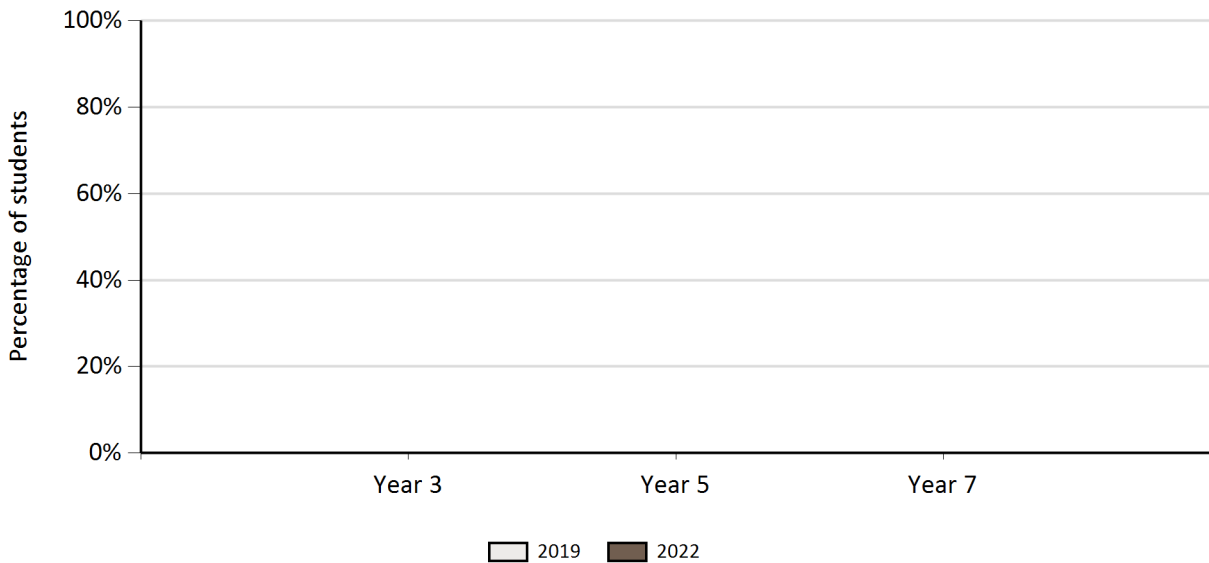
*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Tracking & Monitoring

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

Aboriginal learners have continued to be highlighted within whole school data and their achievement is now monitored by our Aboriginal Education Teacher.

Students who were highlighted throughout the data as not achieving received support from SSO's, intervention programs or our site AET or ACEO.

Teachers were asked to bring work samples of their Aboriginal Learners to PLC meetings twice a year and worked in year level teams to moderate these.

This year staff worked more closely with the families of Aboriginal learners to gather information, share achievements and/or express concerns.

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

Our junior primary cohort, 4 of 6 of our Aboriginal learners were able to achieve an above average score on their final Initialit assessment. Half of our Indigenous year 1 students were also able to achieve at a higher level by end of year. The other half have been identified as students with disabilities and will be given detailed One Plans in 2023 to assist in better catering to and meeting their goals.

1 of 1 Aboriginal year 2 student was able to improve from a B to an A grade in English by end of year.

Half of our Indigenous middle/upper primary students were able to achieve at benchmark, one with the support of a One Plan, while the other half showed improvement in literacy but did not manage to meet all of their goals.

33% of our Aboriginal learners exceeded year level expectation on the NAPLAN reading test, while 33% achieved at the appropriate year level and 1 student achieved well below. In Numeracy, 3 out of 5 students who took part in the PAT-M testing achieved at benchmark, while the 2 who achieved below have been identified as students with disabilities and will be given clear and specific learning goals next year created by educators working closely with these families

School performance comment

Targets2022:

83%of year 1 students (36 out of 43 students) to achieve SEA (28/40) or better in Phonics Screening Check in Term 3.

63%(7 out of 11) of year 2 students who didn't make SEA in year 1, will achieve 28/40 in PSC recheck in term 3.

Achieved 28/40 (70%) year 1 students > 28 PSC

A consistent synthetic phonics program has been embedded across all R2 classrooms.

All students R2 are regularly tracked and monitored in this area.

All teachers in this area regularly meet in PLC groups to look at tracking and monitoring and make decisions about teaching and fluid groupings.

Invention programs are run as short bursts and are responsive to data.

Evidence (intervention testing and PSC testing) shows that short burst of invention are successful in improving student learning in this area.

While we did not achieve our target of 83% benchmark in PSC, we did meet our predictions in this area from early 2022 and are maintaining improvement over the past few years.

Evidence - did we improve student learning? how do we know?

Evidence in InitialLit testing Cumulative and summative reviews show that students are regular demonstrating all skills, except for tricky words.

57%of students in reception can read tricky words in October testing.

Evidence from walkthroughs and student conversations shows that students are successfully showing these criteria.

We have identified the need for more formal processes to link directly to the success criteria.

END OF YEAR A-E GRADES

- 84% of year 6 students (22/26) achieved C or higher in their end of year report.
- 38% of year 6 students (10/26) achieved higher band grades in their end of year report.
- 70% of year 5 students (22/31) achieved C or higher in their end of year report.
- 22% of year 5 students (7/31) achieved higher band grades in their end of year report.
- 95% of year 4 students (21/22) achieved C or higher in their end of year report.
- 50% of year 4 students (7/22) achieved higher band grades in their end of year report.
- 65% of year 3 students (29/43) achieved C or higher in their end of year report.
- 30% of year 3 students (12/43) achieved higher band grades in their end of year report.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	95.9%	90.1%	72.0%	83.5%
2020 centre	82.4%		83.8%	91.2%
2021 centre	87.5%	80.1%	85.2%	87.2%
2022 centre	89.5%	74.9%	67.4%	74%
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	89.5%	89.1%	87.4%	86.6%
Year 1	91.7%	87.8%	91.8%	84.3%
Year 2	90.5%	87.9%	90.7%	87.4%
Year 3	90.9%	88.4%	90.4%	87.7%
Year 4	91.9%	87.2%	88.1%	85.4%
Year 5	90.9%	88.6%	88.4%	84.9%
Year 6	87.4%	91.6%	90.1%	83.6%
Year 7	84.9%	87.8%	92.0%	N/A
Total	90.2%	88.3%	89.7%	85.9%

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

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

Attendance comment

Last year our attendance was heavily impacted by Covid and illness. There were 10 families that chose to home school by the end of the year, while other families undertook part time schooling.

Our attendance was being tracked by teacher and leadership and phone calls were made home if needed. Most families always made contact and were able to explain reasons for absences.

Overall our attendance not related to covid or illness was good. Our school community was able to contact the school, through, phone, email, dojo or written form. Parents have become well educated in understanding the importance of reporting their child's absences. Teachers understand their legal obligation to ensure attendance is daily, up to date and correct.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	42	43	43	41
2020	51	N/A	48	49
2022	54	53	52	50
2021	40	44	42	53

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

This year we have continued to consolidate and work through the trauma informed practices within the Berry Street format. This year we heavily focused on the ready to learn plan with individuals in each classroom. This has allowed educators to identify the students who may need a check - in to allow students to get back on track to continue their learning.

Restorative conversations has given the power to the students to have guidance from educators to help resolve problems, this has proven very beneficial especially with our older students.

AS a whole school we have developed school values, with staff, parents and students. Our values are Community, kindness, resilience, High expectations and Curiosity.

Each classroom uses the Play is the Way social and emotional program as a learning tool, the life rafts are focused upon over a fortnight. Positive behaviours and achievements are celebrated at assembly, news;etter and display in the front office.

We have heavily focused on developing a culture in the school that is inclusive and has a comfortable and welcoming feel for everyone.

Parent opinion survey summary

The Preschool parent opinion survey was very positive and received high results in all areas of questioning, the written feedback was positive with one comment asking for more parent involvement. This is understandable due to the restrictions covid caused.

Positive response that teachers were positive in their teaching and interactions, that children were expected to learn and receive high quality teaching at the preschool.

Only a 8 parents out of 53 completed the survey.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8000 - Catherine McAuley School	0.0%	0.0%	0.0%	3.9%
322 - One Tree Hill Primary School	97.6%	95.8%	87.2%	82.7%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	0.0%	3.9%

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	4	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	66.7%

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

A high percentage (80%) of preschool student have enrolled as reception students at One Tree Hill Primary as we have the preschool on site. The transition processes between the school and preschool are thorough and seamless. Each year the number of our year 6 students enrolling in non-government high schools is increasing. This is largely due to our academic achievements and great reputation in the community. Our main feeder private high schools are Hope Christian College, Tyndale and Trinity College. Currently, the main high schools our students transition into are Craigmore and Birdwood. We do have a wide range of schools that students transition to, however. These include, Golden Grove, Banksia, Mark Oliphant and Playford International. It has become a trend in recent years also, that our high achieving year 5 students transition into non-government schools going into their year 6 schooling to fit in with their middle schooling model.

Relevant history screening

An up to date data base is collected and all staff members are aware of DCSI compliant volunteers in their rooms. The importance of completing this training is highlighted to all interested members of the school community. Documentation for preservice teachers, contractors, external service providers, staff and volunteers are current and consistently reviewed. RAN training is also available online to all volunteers.

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	26
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	16.1	0.0	11.0
Persons	0	18	0	16

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$61,040
Fund Raising	\$3,843
Other	\$0

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	The funding was used in the way of the Assistant Principal of wellbeing and engagement. This role allows the tracking and monitoring of students, family meetings, organising social workers and councillors on site, providing training for staff in Berry Street taruma	Students have been able to access small groups to work on self regulation, social skills in the yard, provided with
Improved outcomes for numeracy and literacy	The funding was used to improve numeracy and literacy activities provided and social emotional groups	What's the Buzz and small group to reach individual goals of the children.	Such as goal setting activities. Students have access to social workers for 1:1 sessions in language, and small group work towards Staff have worked collaboratively to develop a whole school focus to
Inclusive Education Support Program	Children allocated IESP were supported with their emotional regulation, toileting, language and speech development and settling into preschool. Children with IESP funding were allocated 1:1 time and work in small groups. Children were exposed and undertook yoga to support emotional regulation.	Children learn to understand and implement strategies to support learners who are struggling due to trauma. Handwritten visuals for students specifically placed in the school timetable for circle time and brain breaks.	
Targeted funding for Improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for students with additional language or dialect support	We currently have two identified students, the students have been given support 1:1 in the classrooms during morning learning time with initialit.	The students have been able to learn their single letter sounds and begin reading decodable texts.
* 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 were able to be given the time and clear explanation and support at work at their level to be successful. Students were in the classroom learning or in a small intervention group to focus on their learning needs.	Inclusive Education Support Program	Students with IESP finding were allocated a 1:1 support person to help with their functional needs and meet the goals set for them. This may be academic or social.	Students were able to reach their set goals with a continual working goal documentation through tracking and monitoring. Students were able to feel successful and achieve their goals and celebrated. Students are placed in small group intervention for academics, social interactions and break times for emotional regulation.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students had access to targeted intervention in literacy and numeracy which was funded by the school and topped up with the APAS funding and IESP.	Students were tracked and monitored and their OCOPI's were adapted each term or when their targets were met.

Program funding for all students	Australian Curriculum	The funding was used to allow teachers release time to work collaboratively in a learning teams and PLC's. The teams were made up of like year levels and in an area of improvement from the SIP. Teachers were able to work towards a common goals and work on collaborative moderation.	Teachers work collaboratively while sharing their best practice and planning for a more cohesive curriculum across the year levels. Teachers were able to take the time to plan and prepare high impact teaching design lessons. The collaborative moderation ensured a concident approach to assessing and find differences in triangulation of data.
Other discretionary funding	Aboriginal languages programs Initiatives	We were able to employ our first ACEO and have an AET .2. The two specialists worked in collaboration to support attendance and literacy and numeracy outcomes.	Worked with teachers, students and families for better outcomes and connections. 1:1 support was given in classes for students and ensure specific individual goals were met.
	Better schools funding	The money supported the learners with interevntion programs in literacy, small group support in class during literacy and numeracy lessons. New up to date resources purchased. Time for teachers	Intervention programs run across the school for literacy
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A