



Lameroo Regional Community School and Lameroo and District Kindergarten

2021 annual report to the community

Lameroo Regional Community School Number: 0759

Lameroo and District Kindergarten Number: 6522

Partnership: Coorong & Mallee

Signature

School principal:

Mr Justin Saegenschnitter

Governing council chair:

Mr Chris Mead

Date of endorsement:

21 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

It has been another very rewarding year at LRCS. Another year of COVID-19 interruptions brought many challenges, but the LRCS community found the positives in adversity and certainly worked together to provide the students with the best possible learning opportunities. It made us look and reflect on our current practices and in some cases we have found more effective ways of doing things. In 2021, embarking on my new journey as school Principal with our new look leadership team, we have been overwhelmed by the support we have received from staff, students, parents and the whole school community.

Early Years

This year we ended up with 14 very inquisitive Pre-schoolers learning under the guidance of our newly promoted Deputy Principal Kelli Harvey (Wednesday and Thursday), newly appointed teacher Danielle Keller (Tuesday), and newly appointed support worker Jessica Sparrow. Kelli was able to lead her new team throughout 2021 successfully building upon the sustained shared thinking learning that began in 2020. The pre-schoolers have had many authentic and engaging activities in their first year of their formal education. The students have certainly become confident and involved learners who have demonstrated dispositions such as creativity, curiosity and being connected to the world around them.

Junior Primary

In 2021, we restructured our Junior Primary classes as a straight Foundation class with Miss Branson and a Year 1/2 class with Mrs Zerk. Both classes continued to develop a positive disposition towards learning and this was evidenced by the incredible growth they displayed in their literacy and numeracy skills. All three year levels implemented InitialLit, synthetic phonics, after the successful implementation within the Foundation/Year 1 class of 2020. This has resulted in students grasping a very thorough understanding of phonics within the first two years of their schooling.

Middle/Upper Primary

Our Year 3/4 class with Mrs Jacka and Year 5/6 class with Mrs Kahl all continued to develop as learners under the capable guidance of their teachers and SSO's. Both class teachers worked with the Literacy Guarantee Unit and implement the PLD program with a focus on spelling and vocabulary. This has seen remarkable improvement in students with some students making upwards of three years growth in one year. Our Year 7 class led by Mr Fiebiger continued its transition into Secondary by implementing Technologies, Agriculture and Intensive Literacy in the Secondary school and had significant Numeracy success. Congratulations to both our Year 6 and 7 cohorts as they both move into Secondary schooling next year with the honours of being the first Year 7 Secondary cohort in 2022 and last Year 7 Primary cohort in 2021 respectively.

Secondary/SACE

Our Secondary learners were again in a fortunate position when hit with COVID-19 interruptions with a fully functionable online delivery of programs using the Google Suite. We continued our focus on grade band shift across the Secondary and our Stage 2 SACE learners led the way by smashing our SACE SIP goal of 100% SACE completion and 50% of students achieving at a B grade or higher for all of their subjects. We were fortunate to welcome Miss Brands and Mr O'Driscoll to our Secondary learning team in 2021.

Thank you to the families of LRCS school for your support.

Governing council report

Well another year of covid and school is over, where did it go.

Feels like the year just started and we are at the end already

Firstly I would like to thank Justin for his tireless work this year and I am very happy to say he has one the position for another 3 years.

To all our leadership team, teachers, SSO's and admin staff thankyou for all your efforts in 2021.

To Craig Zerk, our grounds look amazing thankyou for making LRCS a neat and tidy place to work, learn & visit.

A big thankyou goes to Tracy for running the canteen for another year. It has been an interesting time with covid but the canteen has managed to break even so thankyou to all families that have supported it through out the year. As long as we are able to breakeven, we can keep the canteen open.

Thanks to Catherine and her finance team, our spending has stayed close to what was budgeted for the year and the school is still in a healthy financial position.

To all the teachers and staff that are leaving us this year, on behalf of GC I thankyou and wish all the best in your next endeavors.

To my GC team thankyou for giving up your time to help guide the school for another year. With the year ending it also brings great loss to our team. Erika Nassif and Phil Smith are finishing there final year as GC members. Erika has been on GC for many years and has been my Secretary for the past 6 years. Phil has also been my Vice Chair for the past 6 years and been on GC for many years prior to that. The time and effort they have put into GC and this school is priceless. I can not thankyou enough and wish you both a little more relaxed time now your children have finished school.

I wish the LRCS community a safe and happy Christmas and look forward to working with you all next year.

Regards,
Chris Mead
Governing Council Chair

School quality improvement planning

NUMERACY

TARGET

In 2021,

9 out of 10 (90%) of the Year 7 students will achieve SEA in Year 7 PAT-M

9 out of 10 (90%) of the Year 7 students will achieve SEA in Year 7 NAPLAN Numeracy

3 Year 7 students to achieve High Bands in Year 7 Numeracy NAPLAN

CHALLENGE OF PRACTICE

If we systematically teach and follow the developmental sequence of mathematical learning, using the DfE Scope and Sequence, with a focus on visible learning, we will increase student achievement in numeracy across the whole school.

SUCCESS CRITERIA

-students will be able to articulate the "What, Why & How?" of their mathematical thinking through learning intentions and success criteria

-students will demonstrate confidence to identify their next steps of mathematical learning through individual goal setting

-in student conferences they will be articulate the steps in their math's learning, be able to explain their learning to others, including peers

-students able to articulate the purpose of the task

2021 RESULTS

ACHIEVED - 10 out of 10 (100%) of the Year 7 students achieved SEA in Year 7 PAT-M

ACHIEVED - 9 out of 10 (90%) of the Year 7 students achieved SEA in Year 7 NAPLAN Numeracy

DID NOT ACHIEVE - 2 Year 7 students achieved High Bands in Year 7 Numeracy NAPLAN

NOTE: 60% of Year 7 students demonstrated Upper Growth in Year 7 Numeracy NAPLAN.

LITERACY

TARGET

In 2021,

11 out of 13 Year 3 students will achieve SEA in Running Records

11 out of 13 Year 3 students will achieve SEA in Year 3 NAPLAN Reading

CHALLENGE OF PRACTISE

If we develop a rigorous systematic and sequential approach to teaching and assessing using the Big 6 (comprehension, oral language, phonological awareness, phonics, fluency, vocabulary) then we will increase student achievement in reading in years across the school.

SUCCESS CRITERIA

-students will be able to use the principles of phonics and decoding to spell and read unknown words

-students will use tier 2&3 to articulate and elaborate on ideas

-students will be able to identify reading goals and what is required to meet them

-during teacher/ student conferences, students will be bale to articulate their learning and what their next steps will be

-students able to use their oral language skills in all subject areas and school experiences to effectively communicate their ideas.

2021 RESULTS

ACHIEVED - 12 out of 12 (100%) Year 3 students achieved SEA in Running Records

ACHIEVED - 12 out of 12 (100%) Year 3 students achieved SEA in Year 3 NAPLAN Reading

NOTE: 75% of Year 3 students achieved High Bands in Year 3 NAPLAN Reading and 100% of Year 3 students achieved Level 30 Running Records.

SACE

TARGET

In 2021

3 out of 8 (37.5%) of Year 12 students will achieve a B grade or higher across all subject areas

100% SACE completion or designated career pathway for Year 12 students

CHALLENGE OF PRACTISE

If we use the Tfel framework to ensure students know the "What, Why and How" of their learning, then we will maximise successful achievement in SACE

SUCCESS CRITERIA

-after feedback students will adjust their draft and re-draft work to demonstrate a higher level of achievement

-students will show evidence of responding of a range of evidence.

-students will use subject specific terminology effectively in all learning contexts

-when questioned students will be able to articulate what they are learning, why they are learning it and how do they know when they have learnt it (next steps/ goal setting)

-during course counselling students will be able to articulate the skills, and learning opportunities related to their chosen career pathway

2021 RESULTS

ACHIEVED - 4 out of 8 (50%) of Year 12 students achieved a B grade or higher across all subject areas

ACHIEVED - 100% of Year 12 students successfully completed SACE

Preschool quality improvement planning

Preschool Quality Improvement Plan

Goal 1: To enhance children's ability to articulate ideas and thinking so they can engage in the co-construction of knowledge.

Challenge of Practice

If we develop and implement a consistent whole site approach to support sustained shared thinking, then we will improve children's ability to co-construct the knowledge.

Staff worked closely with children to build a strong bank of foundational skills around emotional intelligence, independence, social skills and strong identities. Through this strong foundation we were then able to facilitate and build children's ability to co-construct the knowledge to build a strong inquiry base for learning.

Through a consistent staff team approach where staff used opened ended questioning and sustained serve and return conversations, the children had the opportunity to build sustained shared communication skills where they could challenge each other and their thinking. This was shown through their planning of their play ideas in the sand pit through loose parts play, building rivers, dams and creeks and at bush kindy where they worked as a team to build using natural materials. The children could often be found deep in conversations about their idea's, planning the learning and then recording it in their journals.

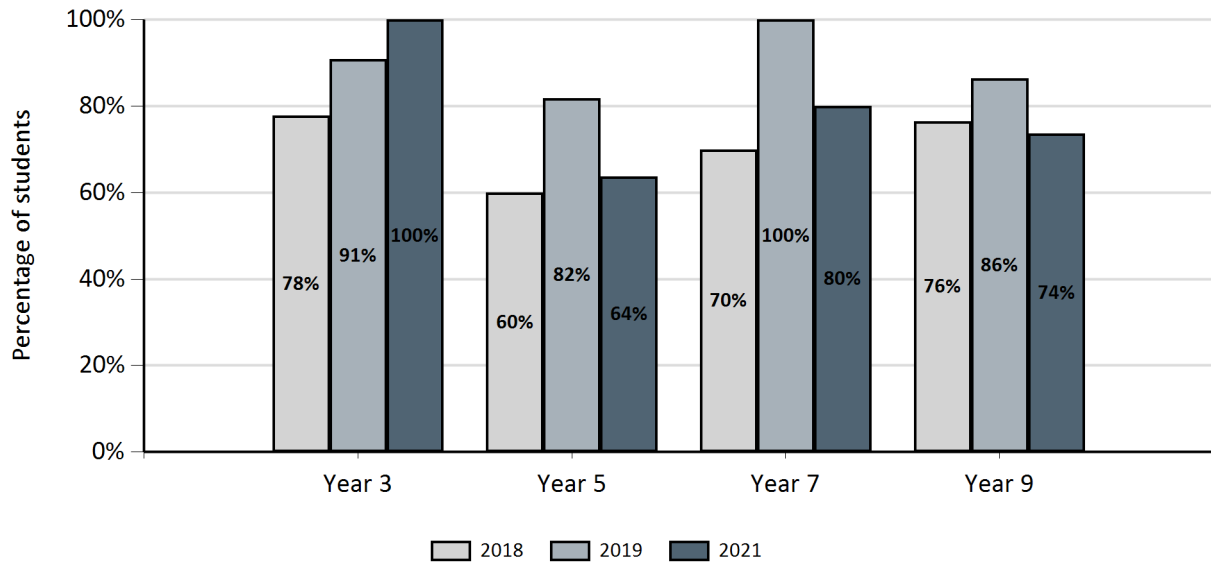
In group time the children developed a strong bank of tier 2 words that enabled them to expand their vocabulary, this learning occurred through targeted intentional teaching that fits very closely with the school learning in story book time. Overall we had a very exciting group of keen learners who engaged and led the learning around our own identity, things that grow, animals and people who can help us in the community.

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

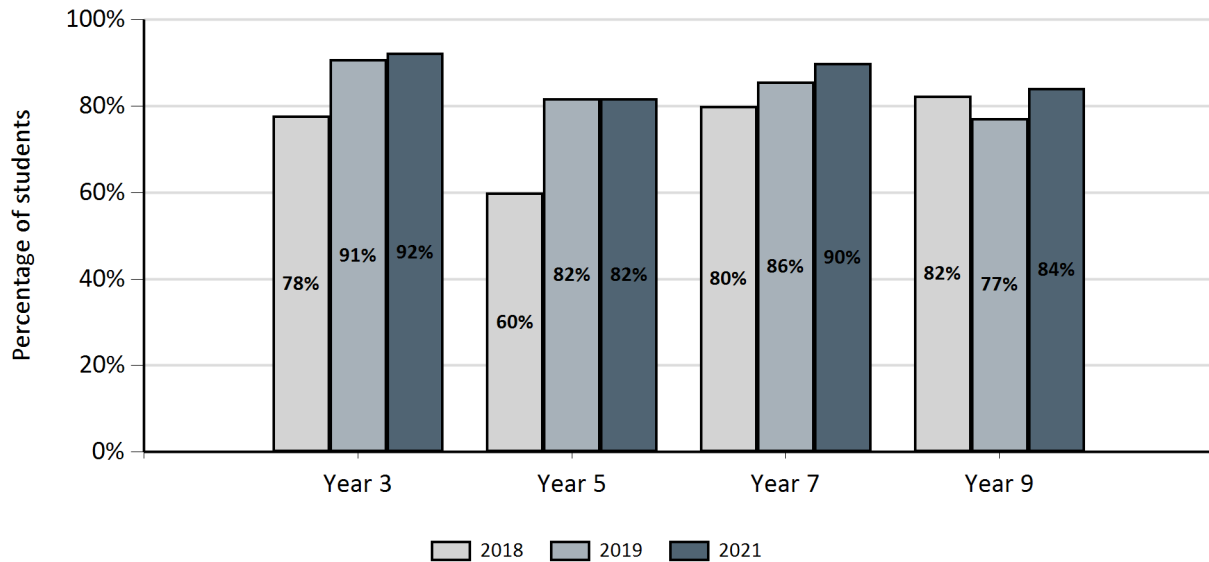


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	64%	*	60%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	40%	34%
Middle progress group	64%	*	47%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021	13	13	9	4	69%	31%
Year 3 2019-2021 Average	12.0	12.0	6.5	3.5	54%	29%
Year 5 2021	11	11	3	2	27%	18%
Year 5 2019-2021 Average	11.0	11.0	3.0	2.5	27%	23%
Year 7 2021	10	10	1	2	10%	20%
Year 7 2019-2021 Average	12.0	12.0	1.5	3.0	13%	25%
Year 9 2021	19	19	2	3	11%	16%
Year 9 2019-2021 Average	20.5	20.5	3.5	3.0	17%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

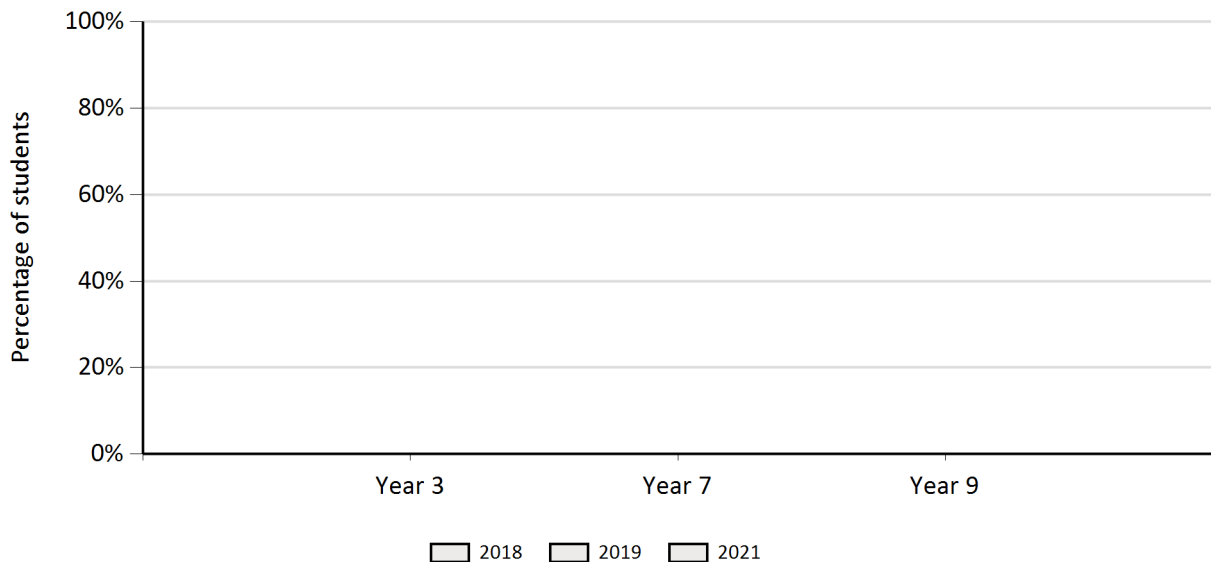
[^]includes absent and withdrawn students.

*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



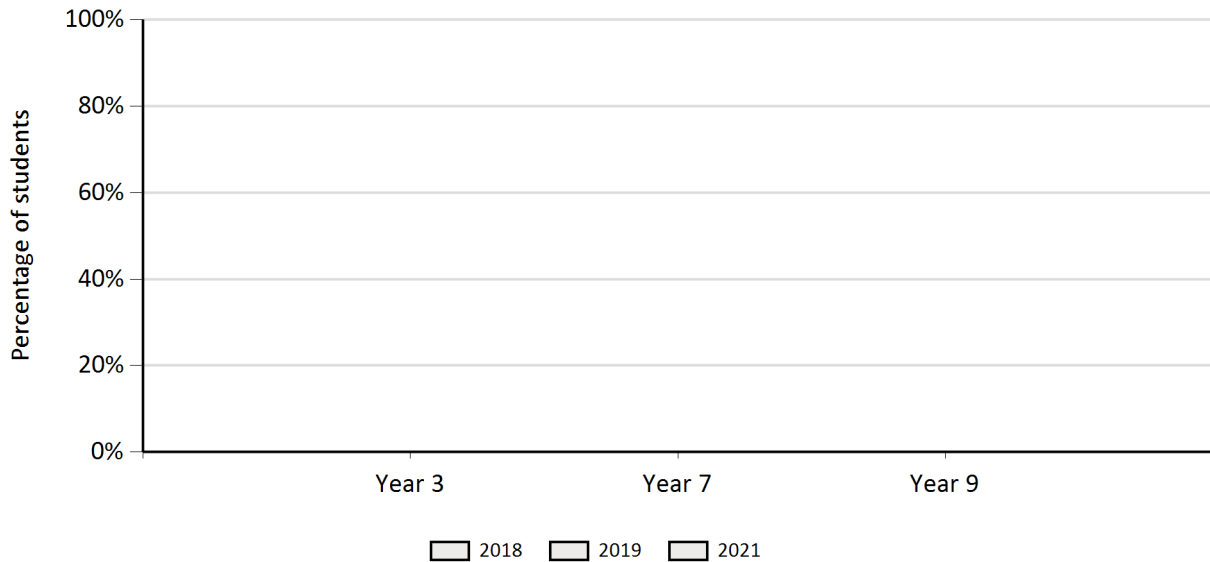
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	29%
Middle progress group	*	48%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 7-9	State (average)
Upper progress group	*	30%
Middle progress group	*	46%
Lower progress group	*	23%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Data Informed Planning

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

A whole site focus on Data Informed Planning. Individual data monitoring of all ATSI students in Running Records, PAT-M, PAT-R, NAPLAN, Attendance, and Wellbeing and Engagement survey. Data informed usage of APAS Tuition with a focus on SACE completion and Intervention and was used extensively in the OnePlan process.

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

Year 1 student achieving 18 levels of growth in Running Records to be well above SEA and achieving 32/40 in Year 1 Phonics Screening (28/40 SEA). Year 12 student successfully completed SACE.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
77%	97%	88%	98%

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	0%	0%	0%	0%
A	6%	5%	6%	9%
A-	10%	5%	4%	9%
B+	0%	13%	20%	0%
B	10%	23%	16%	16%
B-	6%	5%	12%	19%
C+	6%	23%	14%	0%
C	26%	18%	12%	14%
C-	13%	5%	2%	5%
D+	3%	3%	0%	0%
D	13%	0%	10%	2%
D-	0%	0%	0%	0%
E+	6%	0%	2%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
75%	92%	87%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	75%	92%	75%
Percentage of year 12 students undertaking vocational training or trade training	22%	83%	81%	58%

2021
100%
88%

School performance comment

PAT-M

Overall SEA achievement across Year 3-10 was 92.38% (up from 88.99% in 2020).

PAT-R

Overall SEA achievement across Year 3-10 was 94.29% (up from 82.84% in 2020).

NAPLAN

Year 3: Writing, Reading, Grammar and Punctuation, and Spelling averaged two band levels greater than SEA and Numeracy averaged one band level greater than SEA. Year 5 Spelling

Year 5: Spelling and Numeracy averaged one band level greater than SEA, and Writing, Spelling, and Grammar and Punctuation averaged at SEA.

Year 7: Reading, Grammar and Punctuation, Spelling, and Numeracy averaged one band level greater than SEA, and Writing averaged at SEA.

Year 9: Reading, Grammar and Punctuation, and Numeracy averaged one band level greater than SEA, and Writing and Spelling averaged at SEA.

Running Records

Overall SEA achievement across Year 1-3 was 89.66%.

Phonics Screening

7 out of 9 (77.78) students achieved SEA in Phonics Screening.

Grade Band SACE

100% SACE completion from potential October Enrolments. Stage 1 A & B Grade Band achievement 60.67% (State 63.05%) and Stage 2 A and B Grade Band achievement 72.08% (State 73.07%). Considerable closing of the gap between school and state average compared to previous years.

VET and Pathway discussion

Students continuing to enter VET and School Based Apprenticeships during Year 10. 2 Year 11 students completed Certificates and successfully completed the SACE requirements by the end of Year 11. 75% of Year 12's involved in a form of VET throughout schooling career.

Preschool attendance



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	2018	2019	2020	2021
Reception	90.3%	94.4%	93.1%	93.8%
Year 1	92.6%	92.1%	94.1%	92.9%
Year 2	86.2%	93.3%	93.5%	88.0%
Year 3	89.2%	93.9%	92.3%	93.7%
Year 4	90.2%	95.5%	91.3%	92.5%
Year 5	93.8%	86.2%	87.6%	91.7%
Year 6	93.4%	96.2%	82.8%	84.9%
Year 7	89.7%	94.7%	93.6%	89.2%
Year 8	90.7%	91.6%	88.5%	90.8%
Year 9	92.1%	90.3%	89.0%	83.8%
Year 10	85.8%	94.3%	81.0%	89.4%
Year 11	87.7%	87.0%	87.5%	79.7%
Year 12	82.8%	94.7%	92.6%	73.5%
Secondary Other	N/A	64.7%	N/A	N/A
Total	89.8%	92.0%	89.0%	88.9%

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

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

Attendance comment

Our overall attendance was up this year (89%) compared to the previous year (87%). The over attendance is still down to pre COVID-19 numbers due to illnesses and precautions relating to the Global Pandemic.

Families proactively kept their students at home if they showed symptoms of a cold. We also had a small proportion of families that were apprehensive to send their children throughout the year due to Covid 19.

Our Wellbeing Coordinator, Administration Officer and Principal implemented a fortnightly meeting to discuss attendance and chase up any patterns within this data. We were able to establish some disengagement and anxieties from students and then set about parent meetings to address these issues which allowed them to have a more targeted learning experience at school.

Our primary attendance was, on a whole, more consistent than our secondary learners. Our year 10 cohort had the least attendance where as the highest attendance was shared amongst the Foundation, Year 1, Year 3/4, Year 5/6, and Year 7.

Preschool enrolment

Year

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 2021, LRCS has had 3 Internal Suspensions and 60 Office Time Outs. LRCS has decreased in the number of External and Internal Suspensions. In 2021, LRCS has continued working on embedding the use of MYTERN language and concepts throughout the school and all teachers are refreshed in MYTERN yearly. The staff and school community have worked hard at changing the culture of the school, which has been aided by the continued enforcement of the Mobile Phone Policy.

Teachers continue to have positive and proactive relationships with students and parents, which in turn keeps students engaged and on task. Teachers communicate both positive and negative behaviour to parents and this allows interventions before any behaviour escalates.

Parent opinion survey summary

Lameroo Regional Community School
People respect each other at this school
5% 18% 69% 8%
Teachers and students treat each other with respect at the school
5% 21% 59% 15%
I feel like my child is important to the school
3% 21% 64% 13%
I receive enough communication from the school
5% 21% 67% 8%
The school communicates effectively with me
5% 21% 67% 8%
I know what standard of work the school expects of my child
30% 62% 8%
Teachers at this school provide my child with useful feedback about their schoolwork
11% 16% 65% 8%
I have useful discussions with the school about my child's learning
5% 24% 68% 3%

The school encourages parents to help students to learn
3% 43% 49% 6%
The school provides me with useful tips on how to help students learn at home
20% 37% 37% 6%

Positive results of Parent Survey -
High level of respect demonstrated, effective communication, school and home partnership with learning

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
145 - Geranium Primary School	0.0%	0.0%	0.0%	16.7%
759 - Lameroo Regional Community School	100.0%	100.0%	100.0%	83.3%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	13.8%
PE - PAID EMPLOYMENT IN SA	3	10.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	17.2%
U - UNKNOWN	16	55.2%
VI - LEFT SA FOR VIC	1	3.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Our preschool enrolments for 2021 was 12 for the majority of the year increasing to 14 in term 4. Feeder Schools for the Lameroo Kindergarten are Lameroo Regional Community School and Geranium Primary School. The 92.9% of students enrolled at Lameroo moved into Foundation at Lameroo. 7.1% of students moved back to the Geranium Primary School. Lameroo is the designated preschool as Geranium no longer offers this service. Children from surrounding districts of Geranium and Lameroo travel to kindergarten by bus. Our Year 12 students are venturing off to numerous locations including University (50%), Full-time traineeship (12.5%), and into the workforce (37.5%).

Relevant history screening

LRCS diligently follows all screening processes. 100% staff and volunteers screened.

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	30
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	17.7	0.0	9.0
Persons	0	21	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,100,799
Grants: Commonwealth	\$13,000
Parent Contributions	\$78,603
Fund Raising	\$568
Other	\$91,290

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

2021 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.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	PCW and Wellbeing coordinator met regularly to establish student safety plans and provided staff with relevant information about students to help engage and monitor them in classes.	Engaged students, 92% met SEA in Maths PAT-M, 94% in reading PAT-R
	Improved outcomes for students with an additional language or dialect	SSO trained by Support Services speech therapist in how to deliver relevant speech programs. Speech programs implemented. EALD levels used to indicate growth.	All EALD students demonstrated growth in literacy and numeracy diagnostic tests
	Inclusive Education Support Program	Staff proactively engaged in this process and used strategies provided by Support Services within their classrooms. SSO's provided programs both teacher and Support Services led.	Engaged students, 92% met SEA in Maths PAT-M, 94% in reading PAT-R
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>ATSI teacher, Kate Venning, was employed to engage with Aboriginal students and families to update Oneplans, monitor growth and provide scaffolding for learning, SSO time and training was put towards intervention programs for literacy and numeracy; Minilit, multilit and quicksmart.</p> <p>VET & TAFE pathways established as part of SACE completion to help engage students and provide them with programs outside of the school setting.</p> <p>Rural and isolated funding is used to support at an individual, class and site level through the provision of transport to attend learning.</p>	<p>100% met SEA</p> <p>Significant shift from students just under SEA, to meeting SEA in year middle years maths</p>
Program funding for all students	Australian Curriculum	<p>Literacy</p> <p>Increased PD and resources in: the Big 6 of reading, explicit phonics, decodable readers</p> <p>Numeracy</p> <p>Increased PD and resources in: Big ideas of number, unit planning</p>	Engaged students, 92% met SEA in Maths PAT-M, 94% in reading PAT-R
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Targeted students are provided with an individual learning program (not meeting SEA) specific to their needs. SSO support provided in classrooms.	Improved outcomes for literacy and numeracy
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	All students performing in high bands have Targeted Learning Plans to maintain growth.	Consistent retention of students achieving in High Bands

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Focus on Big 6 of Reading and Big Ideas in number Implemented a planning cycle at LRCS Preschool that informs future planning of oral language development. Staff will deliberately use the language of maths. Children will begin to use the language of the numeracy processes in their play at home & Kindergarten	Growth assessed against early years numeracy and literacy indicators
Inclusive Education Support Program	We identified students requiring additional support and worked in partnership with our Regional Office to source and support individual programs. Teacher provided release time to coordinate and support staff with OnePlan development and liaise with support services and families. Referral process documented	Speech and OT programs were successfully implemented
Improved outcomes for non-English speaking children who received bilingual support	Explicit phonics instructions (SPELD) 1-on-1	Improved individual literacy and numeracy outcomes against EALD levels and diagnostic tests

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