



Reynella South Primary School and Reynella South Preschool

2022 annual report to the community

Reynella South Primary School Number: 1044

Reynella South Preschool Number: 1615

Partnership: Panalatinga

Signature

School principal:

Karen Knox

Governing council chair:

Elle Young

Date of endorsement:

20 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Each year at Reynella South Preschool and School we have a word that focuses us within all learning experiences. In 2022 our word was CONNECTING. Throughout the year we ensured that we kept our word at the forefront of our planning.

Reynella South Preschool highlights for the year included the Lions Club installing a storage area for our outdoors loose parts play, new surfacing under the swings and participation in the Henny Penny Hatching Program to deepen our understandings of life cycles and our connection with our preschool chickens. A potted orchard space was also established with donations of fruit trees from a family and Bunnings.

We continued to mentor preservice teachers from Uni SA as part of their 'Leadership and Advocacy' studies, and this year the children were supported to develop a fairy garden. These collaborative experiences with our broader community have further supported the children's engagement in learning and connection with nature. Our ongoing connection with UniSA extended further with their students delivering the OT SMILE program to 6 children over a 12 week timeframe.

This program has now become part of the fabric of support in the RSS Preschool and has helped children to progress in this area and families to develop knowledge about how to support children at home and how to access support privately.

Our Transition Program continues to develop with our involvement in Preschool specific Technologies, Physical Education and Music Specialist sessions. We continue to join in with Junior Choir on a Friday afternoon in the school's Fisher Activity Room and the children very much enjoyed participating in Sports Day, the Colour Run and a science/chemistry incursion with Nitro Nat. These opportunities have strengthened the connections between preschool and school experiences and the staff and children that are in both areas of the school.

The Reynella South School F-6 community have enjoyed many highlights across the year that demonstrates our ability to provide all children and young people with a variety of experiences both within and outside of the school site, even with the overhanging threat of covid. All RSS staff believe and action that RSS children and young people deserve every opportunity that can possibly be organized. Our Annual Camp Program lead us to Arbury Park in 2022 where there was a strong connection with nature, and learning the skills to be positively social across Years 3-6. The learning at Arbury Park also supported our 'One Child One Seedling-Growth for Both' project where all children and young people planted a seedling on the Community Oval and front of school. The Year 2 sleepover held in Term Four will support their transition into the 2023 camp to Monarto Safari Park as their first school camping experience.

There were many opportunities for the RSS young people to be involved in performing including the talented School Choirs (Junior Choir, Festival Choir, Christmas Choir), amazing Book Week performance where we also had staff performing for the first time, and our fabulous Whole School Musical 'Rock to Rap'. F1 and F3 were also involved in designing and making the birds for the OZAsia Festival.

We were also successful in our applications for Sporting Schools Grants which enabled specialized coaching in softball, gymnastics, rugby, Frisbee and Hockey. After school Rugby sessions were also offered as part of this program. We also held our popular Annual Sports Day in Term Four as COVID paused our regular timing of last day of Term One. Our House Cross Country was a huge success with all children and young people participating from Preschool to Year 6. The mathematical conversation occurring on the day was brilliant and a reflection of what was happening in classrooms. Once again our RSS Markets were an outstanding community event. The first one aligned with Election Day and the second mid November.

Governing council report

Despite a disrupted start to 2022, and an inability to hold meetings, 2022 has blossomed into a positive year for the Reynella South Governing Council. The Governing Council has been able to complete some goals, and start some projects around Reynella South School.

A main goal for the Governing Council this year was to grow in size. We have had a small but dedicated group of parents for the last few years and we focused at the beginning of the year on increasing the number of parents. We have achieved this goal, and now the Governing Council has 7 members. This has given us a larger representation of the school community and given us greater ability to support the school and the students, and help improve the school site.

The Governing Council has begun the development of the Parent Hub, with a successful working bee of removing the old library furniture and decorations, and preparing this area to be painted. The goal of this space is to become a dedicated space for parents and volunteers to use for workshops and other types learning, meetings, volunteering work, and to become a place to go for resources.

Another project driven by members of the Governing Council was to move the lunch order program to a local business. This lessened the pressure of having to have members of staff, or parent volunteers, collect the lunch orders, as they are now delivered to our gate. We also are proud to support a local business and continue connecting and building our relationships with the local community. Despite not having a canteen, Reynella South School offers lunch orders three days a week from two local businesses.

The repainting of the Fisher Poles is a project that will be worked on in 2023. Due to the connections to local businesses and their willingness to help Reynella South School, the paint and other needed items have already been donated. This will allow us to begin the project early next year.

We continued to focus on the learning area of Maths, with an emphasis on reasoning. Due to the time change of Governing Council meetings, we were able to ask students to come into our meeting and show us their learning in Maths. This was an excellent experience for the members of Governing Council, as well as the children and young people of Reynella South School. It was remarkable to see the learning presented by the children and see how their Maths reasoning grew over the year.

We also continued to focus on the operations area of Car Movement around the school. It was discovered that a Kiss N Drop would not be possible so the focus has moved to Reynella South School becoming a Way 2 Go school, and focus on safer ways to travel to school. In 2023 we will focus on encouraging walking and riding to school, and promoting the back of the school as another way into the school.

In 2022, the Fundraising Committee raised funds to buy a new portable sound system. This goal was achieved thanks to the volunteers and school community putting massive efforts into all our fundraising events for the year. The events that occurred this year include, Easter raffles, lunch meal deals, cake stalls, election BBQs, market BBQs, and Colour Explosion Fun Run.

In 2023, the Governing Council has many exciting projects to continue working hard on. Our learning focus will be Literacy, with a focus on writing. It will be great to see how the children and young people of Reynella South improve on this during the year.

We encourage any members of our school community to join our Governing Council and help us complete our exciting projects. We look forward to having a successful 2023.

School quality improvement planning

Our Site Improvement Plan is developed through an annual review and analysis of our achievements in terms of identified targets. Our plans are based on educational research about how children and young people learn best, how our teaching modes impact on learning (pedagogical practices) and building knowledge of content to allow the best achievement and progress for all children and young people at Reynella South School. The structures we have in place for professional development and learning include weekly Teacher Meetings, Data Review meetings and Year Level shared planning time. As a site we have also engaged with outside projects that support our knowledge and build our skills to further enhance the learning program across Preschool to Year Six. In 2022 we engaged in a Partnership project: Curriculum in Action which supported specific planning in Mathematics with a focus on using learning progressions as a basis for planning for differentiation. We also engaged in training for all Foundation to Year 6 teachers in LEAP (Learning English: Achievement and Proficiency) levels enabling the more specific teaching of writing and associated skills consistently across the school.

In 2022 our Numeracy goal was the first year of a three goal plan focused on developing understanding of fluency (number/operations/vocabulary) and independent strategies so that children and young people apply both of these efficiently and effectively in Mathematics. This focus was to support achievement in NAPLAN in the Higher Bands. We continued to focus on ensuring that all children and young people were confident in the foundation skills of Number (trusting the count and number operations) and this was tracked across the year from F-6. Children and young people were also tracked using a rubric to ensure the continuous development of their reasoning skills. We continued our whole school approach to Mathematics concept teaching where for five weeks each class from F-6 were learning about the same or similar concepts in five week blocks, with the Preschool offering similar concept experiences in play and group time. This learning also permeated with families and at home with siblings talking about their Mathematics learning with each other. Our outcomes were that the tracking and monitoring of the Trusting the Count skills across the school were embedded practice and we had more children moving through the school with these basic skills. The use of mathematical vocabulary and 'maths chatting' increased in events outside of the Mathematics learning classroom. Our next step is to track and monitor number and place value knowledge with a common year level assessment task against year level expectation.

Our Literacy goal was also the first of a three year goal plan focused on children and young people understanding the impact and influence of sentence structure, expanded vocabulary and text structure to improve the complexity of their writing. The use of the LEAP level and common text to teach writing in more consistent and specific ways, supported children and young people to develop their skills when writing specific texts. Their understanding and use of vocabulary and elements of writing such as noun groups, verb groups and conjunctions improved across the year and in some classes children and young people were able to identify their next step in improving the complexity of their writing. The use of the Inference rubric to support children and young people to develop thinking skills further was helpful in supporting their deeper thinking. Our next step is to track the achievement and progress of each child's writing with specific attention to sentences, verbs and noun groups for identified texts and to use this to provide feedback to each child and young person.

Preschool quality improvement planning

Goal: Children will increase their understanding and use of Tier 2 vocab and their ability to comprehend and make inferences from fiction and non-fiction texts.

With the exception of children who received preschool support for severe expressive and receptive language delays, every child has been observed increasingly using Tier 2 vocabulary in an appropriate context within the play setting. This is evident through questions asked by children and documented by educators, as well as through vocabulary children have used while at play and that has been regularly documented through the year by educators. Ours educator delivering the preschool support program have also assisted children to consolidate their Tier 1 vocabulary knowledge and use, and to support them in developing their ability to ask and respond to questions. Screening assessments indicate the emergence of some Tier 2 vocabulary with this cohort of children. All children have demonstrated growth in their ability to infer in a variety of play spaces. Next steps include continuing with a focus next year on encouraging children to ask questions as a strategy to communicate their thinking and express their curiosity. Employing an inquiry-based approach, we will draw on a variety of resources including the texts *Creating Cultures of Thinking*, *Picture Magic*, the TROLL assessment tool and the use of a 'mystery object' each fortnight to stimulate curiosity and questioning.

Goal: Children will increase their use of accurate mathematical positional and directional vocabulary in a range of learning environments including block play, socio dramatic and through technology including beebots.

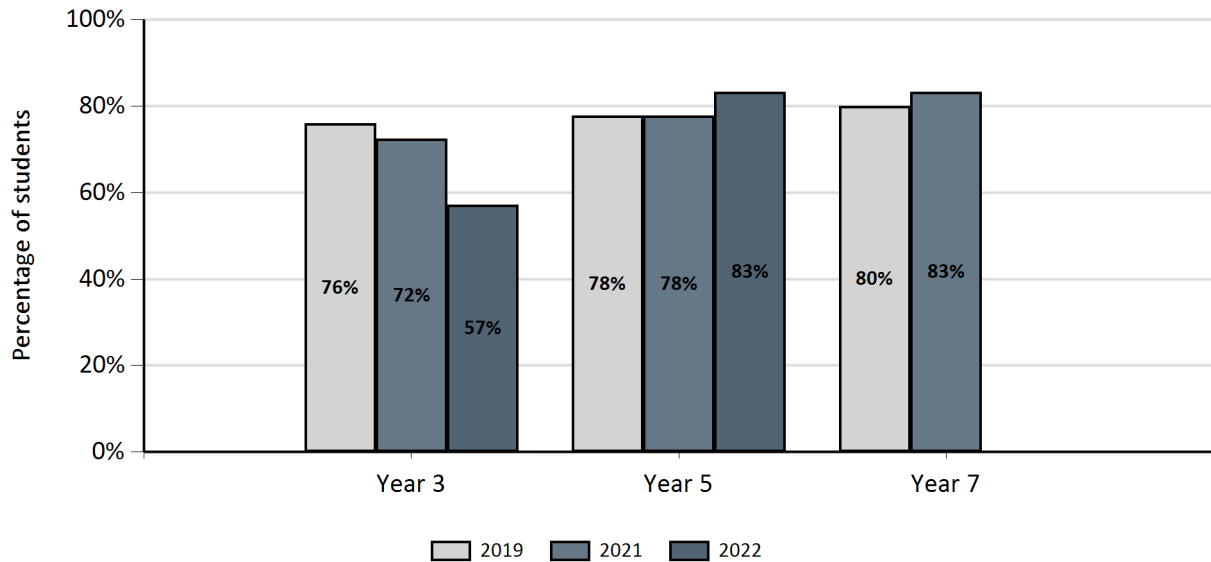
Every child increasingly used accurate mathematical vocabulary when talking about what they were noticing, wondering and doing. This was particularly evident in Term 4 through questions of a mathematical nature that children asked which were recorded and analysed, as well as through vocabulary documented when children were at play and participating in extended reciprocal conversations with educators. The educator providing preschool support also provided evidence of the use of mathematical vocabulary while supporting her group of children with additional needs. Next steps for our journey include reflecting further on how to encourage children to ask questions of a mathematical nature through intentional teaching. We will focus on exploring a variety of selected texts that support questioning of a mathematical nature. In addition to this, we will further develop our skills and understandings as practitioners in facilitating and promoting a questioning culture, with particular focus on inquiry, conversation and critical thinking.

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

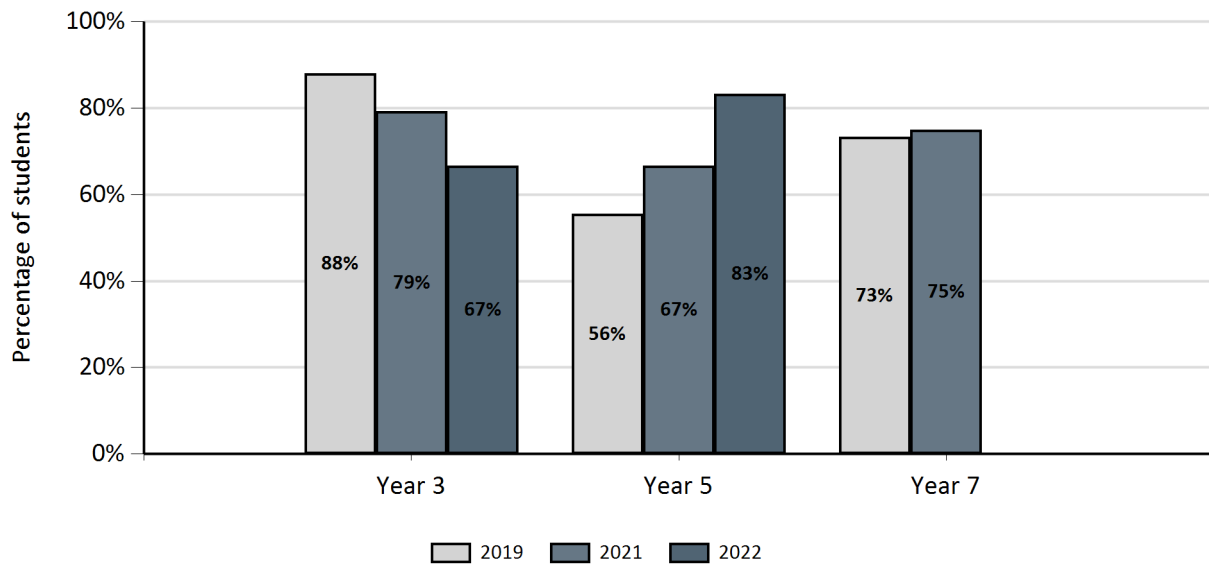


*NOTE: No NAPLAN testing was conducted in 2020.

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	21	21	6	3	29%	14%
Year 03 2021-2022 Average	25.0	25.0	5.0	5.0	20%	20%
Year 05 2022	12	12	4	2	33%	17%
Year 05 2021-2022 Average	15.0	15.0	2.5	2.0	17%	13%
Year 07 2021-2022 Average	12.0	12.0	3.0	1.0	25%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

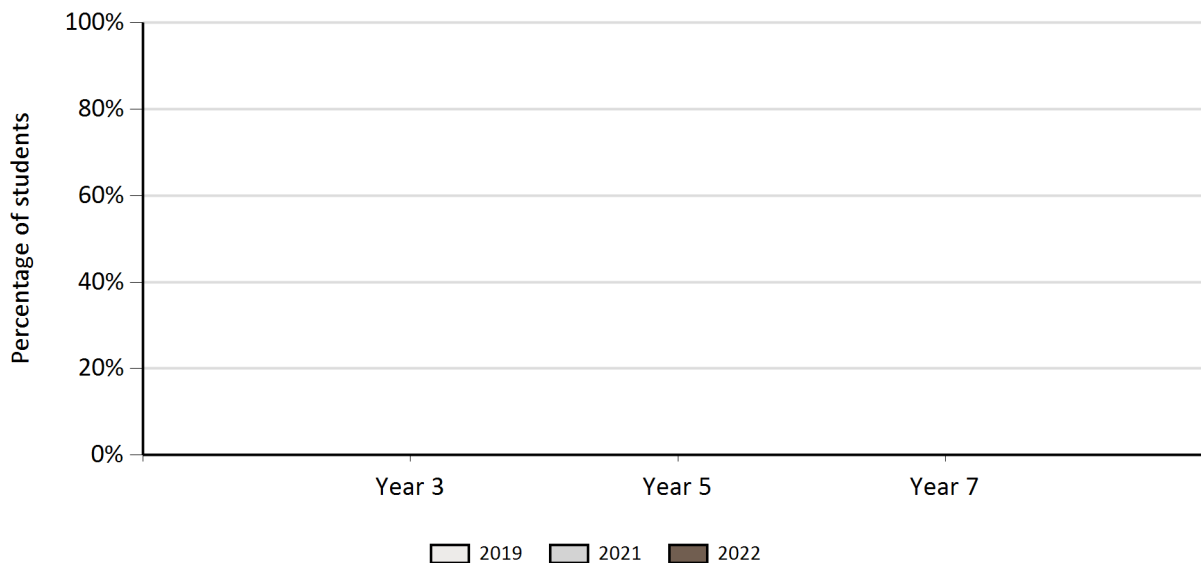
[^]includes absent and withdrawn students.

*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



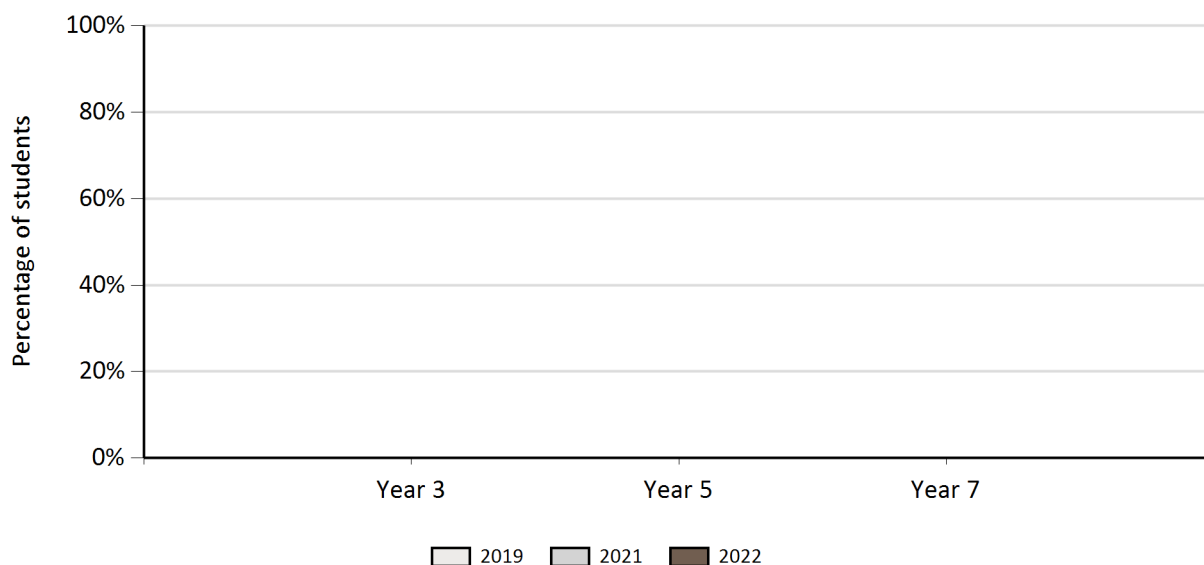
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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:

Our rigorous focus on collecting, tracking and monitoring achievement and progress data supports growth for all children and young people including Aboriginal learners. Teachers track data regularly individually and in Year Level teams. Across Reynella South School in Week 8 of Terms 1, 2 and 3 we review progress and achievement in Numeracy and Literacy. This is where we reflect on intervention programs and their effectiveness and discuss goal setting and connections with families as well as map where children and young people are in terms of achievement standards and rates of progress. We were also able to all connect with culture across the site by engaging a local Aboriginal artist who took all classes through a process of identifying connections that were represented by each young person as a symbol and painted as a class mural. All 8 murals were put together and connected through the common theme and displayed on our front fence. The ACEO also organized another local Aboriginal person who took all of us through a journey of weaving with textiles. Our ACEO also worked with our Aboriginal learners developing connections with culture.

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

As a result of these actions our Aboriginal learners felt safe in the learning community as well deeply connected with it. As learners all Aboriginal learners progressed with their achievement, their families felt more connected and they felt that they were valued as community members. Our Aboriginal learners also now have representation on our Governing Council. The Numeracy and Literacy levels of our Aboriginal students improved and they achieved their goals through targeted support including APAS funding.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. In 2022 we had 21 Year Three children participating in NAPLAN and in Year 5 we had 12 young people participating in NAPLAN.

Our learning progress and achievement are tracked annually through many school based assessment tools as well as DfE expected testing. NAPLAN and the Year One Phonics Screen are two of these. The Year One Phonics Screen this year showed a lower than expected result. After much discussion we have noted that this group is the group who has had the most spasmodic attendance at preschool and school due to COVID circumstances. This means that the rigorous face to face programs and the tracking of progress has been unable to be as consistent as possible, despite the best efforts by all concerned. Since August, teachers have been working hard to improve this result through their Literacy lessons. In November the children were tested again and now 45% have now met the screen benchmark. We anticipate with continued focussed effort and we will be able to improve even more and set up the children to be confident readers. Our NAPLAN results show some great shift into the higher bands (two bands above expected year level) section in Writing, Reading and Numeracy. However we do note the impact of attendance due to covid over the formative years of schooling, on some of the Year 3 results.

Across Years 3 and 5 most if not all students participate in NAPLAN. What has been noted has been the resilient way, particularly those doing NAPLAN for the first time, that RSS children and young people approach the series of tests. All RSS children and young people met the challenge of NAPLAN with positivity and confidence.

The Year 3 cohort of 21 children demonstrated results that reflected the strength in the foundation years of schooling at RSS. 86% of Year 3 students reached or performed above the National Minimum Standard in Reading and 95% in Numeracy. In terms of DfE Standards of Achievement (SEA), 57% Year Threes met SEA with 29% in the higher bands. In Writing 100% of children reached or performed above the National Minimum Standard with 29% achieving higher bands according to SEA. In Spelling 24% achieved in the higher bands with 57% achieving SEA. In Numeracy 67% achieved SEA with 15% in the higher bands.

Of the Year Five cohort of 12 young people, 92% achieved at or above National Minimum Standard in Numeracy. In terms of SEA, 83% achieved at standard and 17% in the higher bands for Numeracy. In Reading the Year Five young people had 83% achieved SEA with 33% in the higher bands. This is a fantastic achievement. The biggest rate of progress for Year Five young people occurred in Writing with 83% achieving National Minimum Standard. In Spelling 83% of Year Five young people achieved at standard or above.

Across the school there has been an increase in the amount of children and young people achieving above standard and in the higher bands. Our challenge is to ensure that these children and young people retain their achievement in the higher bands and progress accordingly.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	93.3%	88.5%	89.6%	93.4%
2020 centre	96.9%		85.7%	89.7%
2021 centre	87.4%	75.9%	91.9%	79.3%
2022 centre	76.4%	74.6%	75.4%	85%
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	91.8%	89.0%	91.5%	90.4%
Year 1	89.4%	84.5%	92.4%	84.7%
Year 2	93.5%	84.3%	93.4%	90.5%
Year 3	96.4%	88.8%	85.1%	88.3%
Year 4	87.9%	90.5%	92.4%	84.7%
Year 5	93.4%	85.4%	86.5%	88.9%
Year 6	93.5%	86.0%	84.5%	89.1%
Year 7	95.3%	84.3%	93.2%	N/A
Total	92.4%	86.7%	89.7%	87.9%

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

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

Attendance comment

Every child at our preschool is enrolled to access 15 hours of preschool each week. Our attendance records show that 90% of children enrolled have attended 90-100% of days open. Children considered at risk due to limited attendance are identified through data collection systems. These children are supported to have increased attendance through conversations between families and preschool staff and leadership. The purpose of these conversations is to identify any limiting factors which preschool and school staff may be able to support families to overcome.

At Reynella South School our average attendance in 2022 was 85% from Foundation to Year 6. The impact of more families choosing to take holidays in response to a number of covid impacted years of not being able to do so has impacted on the data. Families who are exempted from school to engage in holidays are included. Parents/carers are required to contact the school for any absence. Absences greater than three days require parents/carers to provide a doctor's certificate to the school. Children and young people considered at risk due to limited attendance are identified through data collection systems. Once identified, children a

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	30	29	29	29
2020	23	N/A	23	23
2022	25	24	24	24
2021	27	27	27	24

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

At Reynella South School there are clear behaviour guidelines based on Department for Education policies and the principles of Restorative Practices. These form the basis of our Student Self-Management Agreement that teachers explore with students within the first 2 weeks of Term 1 each year. Through exploring these agreements, children and young people develop a clear understanding of the expected behaviours that are helpful and appropriate at school. As a nurturing community our focus is on having a team approach to develop student self-management based on these principles of restorative practices which are embedded in all communications between staff, students and families. Our data shows that 92% of students reported an emotional engagement with teachers at Reynella South School and 87% of students reported a positive connection to the school community. These results show an improvement from 2021. Our learning readiness support and building, including perseverance, cognitive engagement and academic self concept was reported by 84% of our young people to be medium to high.

Parent opinion survey summary

Responses from the online Preschool Survey reflected that Reynella South School was a school of high choice across the local community. The relationships that parents developed with their child's educator supported families to feel well informed and welcomed. The use of the Seesaw app as a means of communication was highly appreciated. Families felt that there was a high level of intentional learning through play and that their children were well supported to move through into school successfully. The learning environment was safe for all and they felt that their educators were highly skilled and knowledgeable about the needs of preschool aged children.

Reynella South School parent survey reflected the success in our school values: care, learning, respect. Families reported that teachers were respectful and that each child was important. This element was rated higher at RSS than the average across schools in the state. Families felt that they knew the standard of work that was expected and that they received useful feedback. It was noted that the teachers are knowledgeable and committed and that they do their best to maximise student learning outcomes and the whole school staff worked towards RSS being the best it could be for the benefit of the families. Education is important to the RSS families and they willingly work with school staff to enable the best outcomes for their child. Communication was noted as improving with events, information and timely communicated through Seesaw and emails as well as promoted through the Facebook page. The survey reflected a high level of engagement by families. The next step would be to provide more opportunities for parents to attend workshops to support learning at home.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1044 - Reynella South Primary School	88.0%	71.4%	73.7%	95.5%
1056 - Woodend Primary School	0.0%	0.0%	0.0%	4.6%

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	%
OV - LEFT SA FOR OVERSEAS	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	77.8%
U - UNKNOWN	1	11.1%

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

22 of the 24 children who completed their preschool year will continue their education at our site. One child leaving our site at the end of the year is enrolled in a Special School and the other is enrolled to attend school in the Adelaide Hills. In 2022 most young people will transition into their secondary schooling at Reynella East College and Wirreanda Secondary School. A smaller group of students will attend Christies Beach High School and as well as various independent secondary schools including Cardijn College..

Relevant history screening

At Reynella South School we have thorough and identified processes to ensure that we are compliant with Department for Education expectations around relevant history screening. These processes are outlined with the parent community through Acquaintance Night, Volunteer Induction sessions, Governing Council and through newsletters. If history screening is required details are provided to the Front Office and the application is commenced online. The communication then proceeds between the applicant and the department. Verification can be done online or copies of the documentation can then be presented to the Front Office for verification.

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	20
Post Graduate Qualifications	5

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	9.6	0.0	5.8
Persons	0	11	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$5,220
Grants: Commonwealth	\$1,100
Parent Contributions	\$64,309
Fund Raising	\$2,604
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	SSO support in class and yard that targeted safe play funding was used to improve the relevant department's standard of educational achievement (SEA) outcomes	Improved active involvement and engagement with learning/yard activities building connections with
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Community Sport support to support the development of their area of oral language, and in particular mathematical vocabulary and the role of questioning. In particular, a number of resources were purchased to support our focus on the selected text, The Rainbow Fish.	Improved and enhanced staff and each other language, questioning and Tier 2 vocabulary.
Improved outcomes for numeracy and literacy	Improved outcomes for students with an additional language or dialect	Teachers provided with LEAP level training. Educators participated in professional learning as a team to develop their knowledge and skills in the area of questioning and inferring and tools to track children's progress.	The TROLL assessment tool has been reviewed and adapted to better meet needs in documenting children's progress and sharing progress with families.
	Inclusive Education Support Program	Educators trialed and developed progress in numeracy and literacy that are then shared with parents/carers.	Appropriate in providing in developing skills of transitions, a pilot targeted with transition to school.
	Improved outcomes for rural & isolated students	SSO support and engagement of an ACEO - support cultural learning and community programs as required for identified children with the ongoing progress	Improved engagement with school
Inclusive Education Support Program	Targeted funding for groups of students	SSO support at transition points throughout the day and year	Developing individual goals for targeted interventions with improved knowledge and skills, with increasing attendance at home. Improved engagement and progress with Literacy
Improved outcomes for non-English speaking children who received bilingual support	First language maintenance & development	A bilingual support worker was employed in Term 1 to provide support for one child to increase their engagement in the program and their social and emotional wellbeing.	Targeted and explicit intervention through some transition, some shared understandings with the family were achieved about the child's needs. The child's culture was acknowledged and celebrated within the preschool.
Program funding for the department's standard of educational achievement	Australian Curriculum	Release for teachers to plan, analyse data in Learning Teams	Improved understanding of progress and achievement
		Purchase of resources to support teaching of writing appropriate year level.	Consistent approaches to teaching of writing
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Support smaller class sizes SSO support	Improved engagement with targeted learning, improved attendance Improved connections
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
--	---------------------------------------	-----	-----