

# Elizabeth Downs Primary School and Elizabeth Downs Child Parent Centre

## 2020 annual report to the community

Elizabeth Downs Primary School Number: 947

Elizabeth Downs Child Parent Centre Number: 1571

Partnership: Uleybury

Signature

School principal:

Ms Teresa Harriott

Governing council chair:

Sonia Mason

Date of endorsement:

17 February 2021



Government  
of South Australia  
Department for Education

# Context and highlights for the combined site

Elizabeth Downs Primary School and Preschool are Category 1 sites located in the Northern Suburbs of Adelaide. Our school / Preschool community is complex with cultural, educational and social diversities. On site there is also an Intensive English Learning Program (IELP) comprising 7 classes.

Overall we have we have 345 students and 18 classes... there are

School card holders 267

Students with English as an additional dialect 170

Students with a disability 43

Aboriginal students 48

There are over 26 different cultural groups represented at our school.

In the preschool we have 44 children enrolled. There are 25% English as a second language or dialect, with 7 cultural groups represented 16% Aboriginal or Torres Strait Islander (ATSI) 3 year old and 15% ATSI 4 year olds 21% children have received support hours. Occasional Care enrolments have totalled 35.

Sporting highlights: • Year 4/5 Mixed Rugby Tackle Team winning the Regional competition

• Year 6/7 boys and girls teams coming 3rd in the Rugby Tag State Titles

• 8 Week after school Rugby clinic organized with Rugby SA on our newly developed oval with new goals

• House Captains Leadership system off the ground with Year 6/7 Leaders being given House Leader colored shirts and EDPS caps so that their peers know who to assist them...

• the ever-changing Sports Day that finally went ahead with a few format changes and with House Leaders playing a much bigger role than previous years. This event was students only due to COVID restrictions.

• Continuing to work closely with Tennis SA/Playford Tennis Centre to give our students more opportunity's in this great sport!

• Lunch times basketball, soccer and rugby tag matches organized with the House Leaders (yr 7s) so that the teams in the Primary and Junior Primary are well organized, fairly played and fun.

Highlights for STEM 2020

• Robotics club consisted of 43 students ranging from a year two to year sevens students. They worked on designing, building and programming LEGO Mindstorms robots to compete in RoboCup Junior (RCJ) competitions. Unfortunately with COVID-19 majority of competitions and workshops were cancelled. However, students were able to compete at RCJSA state competition. A planned Robotic Sumo competition that was going to be held at school, with 150 students entered from public and private schools had to be cancelled the day before due to the Covid-19 second wave. We ended having a school sumo competition running over a few lunchtimes.

• We purchase a set of 30 VR/AR Headset and devices, allowing students to visit different parts of the world virtually, get close to Gorilla's in their natural environment (a 360-degree video).

• The year five, six and seven classes learnt to create their own 3D, 360-degree environments using the Co-Spaces program. They designed and made their own dream homes in a 3D environment; with coding were able to have Virtual tours of their house. Also, they could Augment their house with real-life using an iPad. Their fantastic work lead to our school being chosen for a pilot program, with DfE and a SA based company; Lumination. Only one other school in the state was also selected, to create VR/AR content that other schools could replicate in 2022 and beyond.

The Arts highlights include:

\*Participation in the annual Primary Schools Festival of Music. Due to COVID we were unable to perform this year EDPS had a big Choir cohort and participated in lunch time activities and performed at assemblies.

\*Celebration of Learning with performances from all classes including the Preschool.

Other Special Events

\*Leading Learning Leadership Course for Year 7 students at Belair

\*Meet the Teacher Meeting/ Acquaintance evening

\*Harmony Day

\*Book Week events and Reconciliation week

# Governing council report

Due to COVID we were disappointed that we were unable to support staff with regular events such as Sports Day etc and missed being part of those events with our children.  
We did appreciate the regular updates from staff re COVID in the newsletters and on skoolbag app.  
As well families appreciated the preparation by teachers of home learning packs when school was in closure.  
We had a slightly higher number of members on Gov Council than 2020 with the addition of 2 IELP families .Fortunately we have been able to access one of our Site based BSSOS as an interpreter for these parents.  
This has brought a special quality and community feel to our meetings and we are appreciative that although Fariba has now won another role outside of then school she has still time tabled in visits to each of our Governing Council meetings.  
This year at meetings we have been paying closer attention to the Site Improvement plan and are able to discuss all the goals – in particular the reading and Phonics focus.  
Council members really enjoyed the session where the phonics test data was unpacked and explained and we could see how teachers have been differentiating for individual learner needs.  
Some highlights were having our PE teacher bring a rep from SACHPAA to talk about healthy eating for children and how to read food labels on packaging.  
This was a bit of an eye opener in terms of how much sugar is hidden in most packaged products.  
It was also great to have Anna visit from Angicare to let us know about the various services they provide for the community.  
We look forward to the new ICT upgrade across the school and the installation of automated gates around the school.  
We acknowledge that next year our year 6 and 7 cohort will be transitioning to middle school. We wish the year 7 Leaders this year all the best for the future.

Sonia Mason (Chairperson)

## School quality improvement planning

2020 Site Improvement Plan had 3 Goals that each had a challenge of practice to improve educator practice with a number of actions and success criteria with which to measure student growth. Learning Sprints were developed particularly with a focus on reading strategies to further define the improvement agenda and the work of leaders and teacher

The Site Improvement Team (SIT) has continued to be a very successful leadership structure with a strong consultative and decision making focus. Stage 4 Site Improvement Plan monitoring occurred with the Site Improvement Team twice each term and then with the whole school staff.

Review of Improvement Goals Targets (Stage 5):

Goal 1: Improve student achievement in mathematics:Y3: 3 (7%) students will achieve HB, 13 (30%) will achieve SEA NAPLAN R and PAT M. If move students of concern into SEA will by45%  
Y5: 3 (14%) students will achieve HB and 6 (28%) will achieve SEA NAPLAN R and PAT M. If we move students of concern into SEA will be 56%  
Y7: 4 (15%) students will achieve HB and 8 (30%) students will achieve SEA NAPLAN R and PATM. If we move students of concern into SEA will be 45. Comprehensive data analysis and tracking is evident in the school. Leaders and teachers have detailed information about student progress and information from PAT assessments which helps them to make excellent decisions about what to focus on next. Big Ideas in Number with a focus on Trusting the Count and Place Value has been explored with a group of staff after school and many teachers and SSOs have participated in this training. Maths bookwork was looked at in SIT with a focus on Aboriginal learners and evidenced a focus on number.

Goal 2:Improve student achievement in phonological awareness and phonics. R-7:70% reach 28 words or more in Year 1 Phonics Screening  
65%work within Phase 5 Letters and Sounds in Year 2.  
There is strong evidence of systematic improvement in phonics and early reading over time with 54% at standard in Year 1 this year and the majority of students now at the Y1 benchmark if they didn't meet the standard last year. Leaders have been involved in the teaching of systematic synthetic phonics and teachers have really taken on board the improvement agenda in this area. There is a wealth of evidence that as a result of consistently improving quality teaching in this area more children are being taught how to read. Hegarty testing is used across all classrooms and there was evidence that students were less confident with segmentation and encoding.

Goal 3:All students progress as capable and balanced readers R-7.  
Y3: 1 (3%) student will achieve HB and 11 (33%) students will achieve SEA in NAPLAN and PAT R. If students (of concern move into SEA will be 45%  
Y5: 1 (5%) student achieve HB and 11 (52%) achieve SEA NAPLAN R and PAT R. If we are able to move students of concern into SEA will be 71%  
Y7: 6 (23%) students will achieve HB and 6 (23%) will achieve SEA and NAPLAN R PAT R. If we move students of concern into SEA will be 30%

2 learning walks focussed on Guided reading and phonics. Staff were upskilled with PD throughout the year on Guided, Shared and Independent reading. Results from PAT data analysis suggest there has been a significant improvement in reading results this year with almost all classes improving their PAT performance from the previous year some by striking proportions.  
Leaders discussed some evidence about effective practice in Guided reading and shared reading. These area should remain the focus of the SIP with further exploration of getting better consistency in teaching through literature.

# Preschool improvement planning - review and evaluate

Priority 1 - Accelerate children's emergent phonological and phonemic development

Key actions

- Improve and deepen Staff knowledge and skills in the key aspects of literacy learning with a focus on Phonological and Phonemic awareness linked to phase one letters and sounds
- Provide effective literacy learning environments and experiences including music, and role play with opportunities for children to engage with, use and apply their emerging phonological and phonemic (alphabetic) knowledge
- Use agreed upon assessments such as PASM, to identify current levels of development and to track and monitor learning
- Engage in Professional development with Primary site staff and commit to developing a deeper understanding of phonological awareness & links to oral language development & vocabulary skills in order to improve outcomes for children in early literacy.

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Priority 2 - Children engage in meaningful early reading experiences to develop strong foundational literacy and emergent reading skills and dispositions.

- Audit and improve children's access and engagement with a wide variety of rich texts and stories so they can play, interact, explore and tune into language, texts and develop reading dispositions
- Explicitly teach concepts of print, vocabulary and story structure and make multi-sensory activities available for children to interact with books, stories and print. Set up play areas where children can explore the meaning and characteristics of print.
- Engage in Professional development and TLCs with Primary staff around a balanced reading program, teaching strategies and use agreed upon observations, reflections, assessments and monitoring and tracking of children's progress.
- Use focus texts & intentional practices (e.g. read-alouds, story tables, explicit teaching, deep-mapping, multi-sensory & theory of mind practices) to extend children's oral language, build knowledge, vocabulary, inferential reading comprehension & story structure.

Priority 3 - To develop children's numeracy skills with a focus on number sense

- Improve and deepen educators knowledge and understanding in the EYLF Out

## Improvement: Aboriginal learners

The Aboriginal learners matrix was used to plan for student learning improvement and used in SIT meetings to audit and drive evidence based discussions. Targets for Aboriginal Students 2020; Improve student achievement in phonetic knowledge in Reception to Year 2

- a) 50% reach 28 words or more in Year 1 Phonics Screening
- b) 65% working within Phase 5 Letters and Sounds in Year 2

All YR1'S reached goal. b) Yr 2 – No Year 2 students receiving APAS reached Phase 5 Letters and Sounds in 2020. 1 student (33%) is a verified SWD and is in Phase 3, while the remaining 2 students (64%) are working in Phase 4.

Target 2; Improve student achievement in early literacy in Reception to Year 2. 50% make a gain in reading levels of equal to/greater than 12 months growth. 1 student reached above benchmark.

Target 3 - reading improvement:

Numeracy: APAS was very effective overall.

14 students sat the PAT tests, of which 9 achieved SEA (64%).

Of the 5 students not achieving SEA; 2 students are verified SWD, 2 are in the process of being identified as SWD and 1 student has chronic attendance.

Literacy: APAS was moderately effective overall. All students showed some growth, with exception of SWD students.

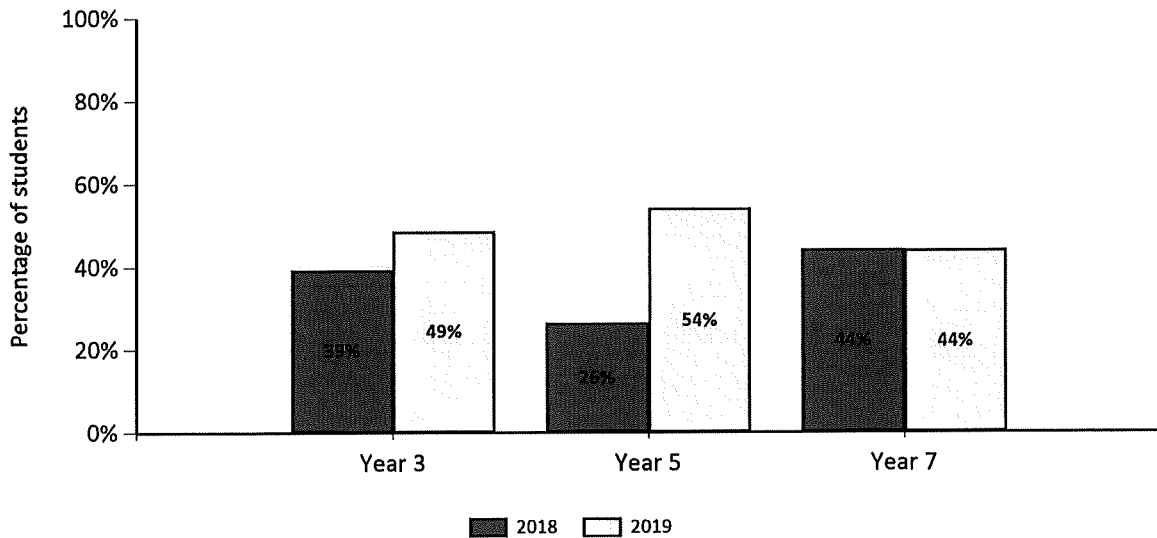
In reading, 28% of all students in Years 1 and 2 achieved a growth of greater than 12 months in their reading levels. 57% of students achieved a growth of 9-12 months and 14% achieved a growth of 3 months. One student (SWD) did not show any growth. Attendance is a key issue for many of these students who are not achieving as well as we would have liked. Results of Aboriginal students data 2020 saw most work focussed in the low or medium range for each element and there will be a more purposeful attention in 2021 to element 1 initially to drive further improvements in elements 2, 3 and 4.

# 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

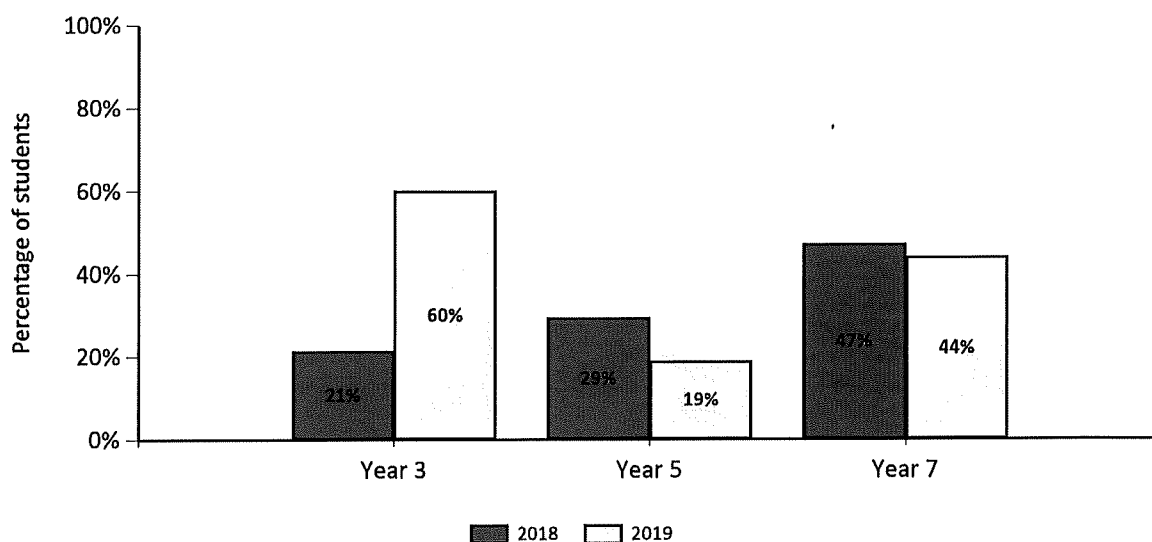


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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.

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## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	65%	57%	50%
Lower progress group	23%	36%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	State (average)
Upper progress group	*	*	25%
Middle progress group	46%	41%	50%
Lower progress group	54%	44%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	35	35	3	1	9%	3%
Year 3 2017-2019 Average	32.7	32.7	1.3	0.7	4%	2%
Year 5 2019	37	37	0	0	0%	0%
Year 5 2017-2019 Average	35.7	35.7	1.7	0.7	5%	2%
Year 7 2019	41	41	0	1	0%	2%
Year 7 2017-2019 Average	35.7	35.7	1.0	0.7	3%	2%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

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

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

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

# School performance comment

## MATHS

Overall we experienced a 12.7% improvement in maths Yrs 3-7.

In 2019, 55% achieved SEA with 2% students sitting adjusted tests in line with their OnePlan.

In 2020, 68% achieved SEA with 28% students sitting adjusted tests.

## READING

Overall, we experienced a 6% improvement in reading Yrs 3-7.

In 2019, 60% achieved SEA with 5% students sitting adjusted tests in line with their OnePlan.

In 2020, 66% achieved SEA with 13% students sitting adjusted tests.

Improvement in both could be attributed to targeted intervention throughout 2020 and an increase of students sitting adjusted tests according to their OnePlans.

of the 44 students who participated in the Phonics test 62% achieved a score of 28 or over compared to 44% in 2019.

Goal 1 Maths -Question level analysis indicates that place value, regrouping and manipulating of number should be a focus for 2021. This is also reinforced from Big Ideas in Numbers assessment. This issue grows over time and seems to impact other areas of the curriculum e.g. measure and data. .

Significant improvement in some cohort results seem in part as a result of better of improved student relationships with teachers and very high expectations of performance.

There is strong evidence of systematic improvement in phonics and early reading over time with 54% at standard in Year 1 this year and the majority of students now at the Y1 benchmark if they didn't meet the standard last year.17. Results from PAT data analysis suggest there has been a significant improvement in reading results this year with almost all classes improving their PAT performance from the previous year some by striking proportions.

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PAT analysis suggests that inference, comparing within and between texts and understanding of vocabulary continues to be an area of focus.



## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	80.7%	77.8%	70.9%	77.5%
2018 centre	85.3%	81.5%	88.3%	85.2%
2019 centre	87.3%	83.8%	79.0%	85.8%
2020 centre	87.1%	70.3%	78.2%	71.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	90.1%	86.2%	85.5%	79.1%
Year 1	91.1%	91.3%	83.5%	80.9%
Year 2	88.4%	85.0%	88.6%	77.6%
Year 3	87.6%	85.0%	84.6%	84.8%
Year 4	89.6%	84.8%	84.4%	78.3%
Year 5	89.9%	91.2%	86.4%	80.6%
Year 6	90.9%	87.6%	89.9%	81.7%
Year 7	91.0%	88.0%	85.6%	88.3%
Primary Other	92.7%	94.0%	93.7%	89.1%
Year 8	N/A	0.0%	N/A	N/A
Total	90.7%	88.9%	87.7%	83.6%

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

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

## Attendance comment

Despite a rigorous Attendance Improvement Plan that takes a vigilant stance, around monitoring student attendance/lateness incidences, we have a number of students who have chronic non-attendance. Persistent phone calls, messages, home visits and engaging Social Work Duty Line staff, Aboriginal Services Engagement Officer Learning Improvement Division, ACEO and consultant we were unable to establish consistent attendance.

During COVID lock down in March and April we did manage to gain contact with at least 95% of families and could track reasons for absences.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	38	38	43	38
2018	40	46	53	54
2019	37	40	44	48
2020	40	44	42	37

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.

## Preschool enrolment comment

Of the other 13 children; 3 entered Intensive English Learning Programs at school, 1 went to childcare as a convenience to the family, 3 into Guardianship care arrangements, 4 transferred due to house moves and 2 withdrew enrolments for family reasons.  
 Enrolment figures have decreased slightly from 2019 although are looking positive for 2021.  
 Term 4 enrolment breakdown  
 5 Aboriginal enrolments= 13% of our preschool community.  
 4 Aboriginal children are 3 year old enrolments representing 10% of our preschool community.  
 1 Child in care representing 2% of our preschool community.  
 6 Children with English as a second language = 16% of our preschool community

10 Children referred for Preschool Support (some multiple services) = 27% of our Preschool community.  
 Speech Psychology Behaviour Special Ed  
 6            2            4            4

## Behaviour support comment

EDPS Behaviour Code documents processes that are consistent and restorative across the school. Processes are clearly stated in order for staff and students alike to understand and follow the correct procedures in managing inappropriate behaviours. Regular review of data ensures constant tracking of individual or groups of student's choices. Parent involvement in the reconnection process ensures all parties have ownership of the behaviour plan. Some students have required different placements and we have continued with the Highly Structured Teaching class. Students have attended ACCEPT and Beafield Education Centre. Staff have completed BSEM with two other schools in our partnership and this training is refining our behaviour management processes.

## Client opinion summary

In the perspective survey this year unfortunately only 52% of all staff participated. Despite this there was generally a marked increase in results in terms of site climate and site participation. The results for the IELP staff were particularly positive with an increase of 15% from the previous survey in 2018 in terms of how employees perceive their climate. Areas to focus on would be leaders seeking feedback and ensuring we routinely check in on student progress. The pre School also had an increase of results in terms of climate index. Again there could be improvement in how leaders seek feedback from staff but there was positivity in terms of staff working collaboratively in supporting student learning outcomes. The Primary school responses from staff were generally positive and the climate index improved by 16% from the previous survey. Main areas for focus were to improve communication processes, however there was a general sense of a cultural shift in terms of school culture. This will be a focus for us going forward. We aim to ensure higher participation in the next survey as 52% does not give a clear or realistic snapshot of staff overall opinion. In reviewing the survey results staff felt it was important to participate and would do so the next time.

The parent opinion survey for Primary school was not conducted this year as COVID seemed to intervene as many parents did not come on site. The Pre school however still had parent Involvement as they bring children into the Pre School for pick up and drop off and staff took advantage of this time to form relationships and keep parents involved. This survey has highly positive results. In the survey most responses were in the "strongly Agree" category in response to the bulk of questions. Parents were satisfied with school planning and decision making processes. Comments showed they felt opportunities to be involved in the Pre school educational activities and parent opinions were highly valued. Of all the 4 areas of opinions looked at it would appear that the questions relating to effective leadership and organisational management were all ranging with positive responses in the 93- to 100% strongly agree category. Parent comments included mentioning that their child enjoyed being in the Pre school and parents were very thankful to the staff for their support, direction and hard work. These results are highly pleasing and a credit to our wonderful hard working staff in the pre school. We are hoping that the Primary school parents will be able to complete the survey in 2021.

In the students well being survey results were similar to 2019 in the highest areas identified by students were the areas of teachers expecting me to do my best (94%) and teachers providing useful feedback (84%) Improvement areas identified by students were behaviour management. Most students believed they are always encouraged to go beyond their best and are getting more useful formative assessment feedback from teachers. One of the Caring Agreements is going beyond your best. Teacher feedback has been a major focus this year. Most students think the caring agreement of the right to pass or participate is too easy an out for some students and most do not see it as useful. Most students appreciate that their teachers care for them have a belief of well being for learning and do believe that students will do well.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1854 - Blakeview Primary School	2.0%	13.0%	2.9%	3.5%
947 - Elizabeth Downs Primary School	79.0%	79.0%	85.7%	82.8%
8235 - St Brigid's Catholic Primary School	0.0%	0.0%	0.0%	3.5%
9022 - St Mary Magdalene's School	0.0%	0.0%	0.0%	3.5%
9023 - St Thomas More School	0.0%	4.0%	2.9%	3.5%
8165 - Trinity College Blakeview School	0.0%	0.0%	0.0%	3.5%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	4.6%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	13.8%
Transfer to SA Govt School	105	80.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Destination comment

IELP began with 6 classes at the beginning of 2020. In term 2 we began the 7th class and were able to maintain 7 for the remainder of the year. Throughout the year there were 47 enrolments. Changes to immigration due to COVID-19 will see the decline in future enrolments. There is moderate transience of students in the Primary and Pre school cohort due to a percentage of students under care of DCP. 19 exiting yr 7 students went to Craigmare High School, 8 to Playford International College, 6 to Mark Oliphant College, 1 to Adelaide Secondary School of English and 5 to private schools. 2 students haven't yet turned up anywhere. 41 in total

## Relevant history screening

Processes for screenings changed this year with a more rigorous process for volunteers in particular to be able to apply to work on Site. Our well being leader took on this role and held interviews and review processes with all volunteers who currently work on site or who have applied to work on site. With COVID being a part of our lives now it appeared this was a necessary process as well as ensuring all workers have police checks for the safety of students and staff. Our main volunteers are in our Stephanie Alexander Kitchen Garden program and we certainly find we struggle without this support. It is very much valued by staff and students. All staff who work in the preschool and school hold current screenings. Volunteers who work in the school also have current and up to date screenings.

# 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	49
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	28.8	1.6	19.5
Persons	0	32	2	28

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$5,866
Grants: Commonwealth	\$35,008
Parent Contributions	\$99,528
Fund Raising	\$2,530
Other	\$20,344

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

## 2020 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 2020 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	IESP funding enabled the Highly Structured Teaching class with 1.0 teacher and full time SSO1 to continue to support access, engagement and learning success for targeted students. 'What's the buzz' program continued.	Students have all made progress against One-Plan targets.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	We have maintained 7 IELP classes for students newly arrived in Australia. EALD teacher works with identified students; BSSO support hours in IELP classes and for exited students.	Students are exiting from IELP classes into mainstream at expected levels.
Targeted funding for individual students	Inclusive Education Support Program	IESP funding has provided SSO support for identified students to support their learning achievements.	Students have all made progress against OnePlan targets.
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	Aboriginal students have been involved in regular reading intervention programs with AET and through APAS SSO support. As per SIP, mathematics and reading, synthetic phonics and oral language have been priorities. These programs have utilised SSO support hours. A regular speech intervention program for targeted students was introduced. Intervention through Lit Smart as well as Too Smart; Too Quick, nand Quick Smart - to include extension groups; using SSOs support and Band 1 Leader and EALD/AET teacher. We have employed a BSSO for FLMD.	Aboriginal student progress has been closely monitored against targets in their One Plan. Intervention data closely monitored , significant improvements.
Program funding for all students	Australian Curriculum	Professional learning including staff expertise, consultancy and resources. Release for staff collaborative planning with SLLIP and LET team	Deeper knowledge ,understanding and use of Australian Curriculum Achievement st
	Aboriginal languages programs Initiatives	N/A	N/a
	Better schools funding	Learning Walks release time for all teachers. Stephanie Alexander Kitchen Garden SSO2 Specialist.	Embedded Learning Walks as a successful monitoring of achievement practice.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Resources to support Letters and Sounds, oral language. .Resources bought for Guided reading improvement. Releasing an educator to facilitate playgroup.	The synthetic phonics, Letters and Sounds program has become an embedded practice. New reading resources supporting teacher practice.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	IESP funding funded SSO1 hours and used to support access, engagement and learning, Additional IESP funding was successfully applied for.	Identified children have worked to meet their OnePlan Goals.
Improved outcomes for non-English speaking children who received bilingual support	BSSOs employed in IELP and some able to support outgoing students in mainstream classes to better access the curriculum. BSSOs also worked with all language groups in one of the preschool groups. BSSO funding from the school was used to support the playgroup parents. BSSOS accessed any relevant PD to support reading	Children gaining increased proficiency in English, spelling and reading comprehension skills .

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