



TINTINARA AREA SCHOOL

ANNUAL REPORT

Together Achieve Success



Tintinara Area School and Tintinara Preschool

2021 annual report to the community

Tintinara Area School Number: 0438

Tintinara Preschool Number: 1624

Partnership: Coorong & Mallee

Signature

School principal:

Mrs Jacqui Vandeleur

Governing council chair:

Adrian Wait

Date of endorsement:

14 February 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Tintinara Area School is a small rural Area School located along the Dukes Highway approximately 190kms from Adelaide. Our school includes a site based Preschool and Occasional Care, and offers classes Foundation through to Year 12. We have an enrolment of 144 including Preschool. These enrolment numbers are stable thanks to a vibrant community with many young families. Most community members work in agriculture and related service industries. We enjoy strong participation in sporting and service related clubs. I have been a member of the Tintinara Area School staff for 7 years, and the school has a truly unique feel. We have strong connections with our families and one of our 2021 goals was to set high expectations for our students, staff and families. High expectations for students is paramount amongst staff and parents and this is seen through consistent results and low behaviour management issues. All classes are significantly smaller than the South Australian average, allowing teachers to have more quality and effective relationships with their students. Our average class size in 2021 were; Early Years: 16 Primary: 15 and Secondary: 5. A goal for classes this year was for students to become independent learners who plan goals and achieve these through support and building strong foundations with self, others and their teachers. As a result, we had strong academic growth in all year levels. Covid-19 saw us with many restrictions throughout 2021, however this did not impede our drive, enthusiasm and commitment to involve our students and community as much as we could.

Site Works: Many projects commenced and finished up throughout 2021. A new 'spider' – climbing frame was erected in the Adventure Playground, new roofing on the Science and Home Ec buildings and storage shed, new aluminum windows in the Preschool and the primary classes were all painted a softer grey colour. An artist from Adelaide spent a week with secondary students creating a bright mural on the boys and girls toilet block which depicts local flora and fauna. New blinds were erected in the majority of the school ensuring more cooling and heating in summer and winter. Garden beds were rejuvenated with automatic drippers and the nature reserve was cleared of excess debris. New IWB's were placed in all classrooms with older versions taken down. The stadium had new basketball rings erected which have been a welcomed asset to both the school and community.

Intervention: MiniLit, MacqLit and Quicksmart continued to take place as our targeted Literacy and Numeracy intervention and we continued to graduate the majority of students who participated in these programs. Student wellbeing was also a high focus with students starting the 'What's the Buzz' program – a social and emotional wellbeing program. We employed a Wellbeing Coordinator at the start of the year and feedback from staff, students and parents has shown that having our wellbeing coordinator on site 5 days per week has played a pivotal role in improving children's mental health and wellbeing.

Site Improvement Plan: Our focus on Early Years Reading, Writing and Numeracy continued to drive our school improvement throughout 2021. Our External School Review also took place in Week 7 of Term 4 and allowed the site to showcase its improvement journey over the past 3yrs. Many positive elements were taken away from this review with staff now using key levers over the next 3yr cycle to allow for continued growth.

Governing council report

Welcome to the end of the 2021 school year.

2021 has seen a return to a more normal school year with only a brief disruption to school and students able to be involved in most activities although visitors to the school have been restricted for much of the year, hopefully next year will be fully normal.

The Governing Council this year consisted of Kylie Schilling (secretary), Hannah Zacker (Treasurer), Michelle Agars, Carolyn Perkins, Jake Birchmore, Ali Vowles, Kelly Nankivell, Josh Richardson, Andrew Makin, Tara Vandeleur, Lidia Keller (student rep), Jacqui Vandeleur (Principal) Myself (chairperson). I would like to thank them and the people on the sub committees for the time they put in making TAS an even better place.

The start of the school year was once again a busy one with swimming carnival and sports day going off well. Nargkat was victorious at the swimming while Messent cleaned up on the oval, well done to both teams. Congratulations to all the students for competing in good spirit. Thanks to Jake for the organisation and the staff and parents who helped to make the days a big success

This year school camps were allowed, and I was lucky to have the privilege of accompanying the year 2/3 to the zoo as a parent helper. The staff done a great job and the students were well behaved and represented their school well. One of the highlights for me was when a lady walking down North Terrace in front of the Museum commented to me "What a well-behaved bunch of students you have there". A great time was had by all. Well done to all the students who represented the school both on and off site this year in events such as Interschool and SAPSASA sports and Wether expo (hopefully the show will go ahead next year). Also to the staff and the parents for putting in the time and effort organising the activities and leading our students by good example.

Congratulations to Mrs Jacqui Vandeleur for being appointed the position of full time Principal mid-way through the year I trust that her time in the role will be both productive and enjoyable. There are some exciting projects in the pipeline for our school and I know that Jacqui will do her best to turn them into a reality.

The SRC has done a great job this with breakfast club being run for most of the year and been greatly appreciated by many students. As well as breakfast the SRC has been running lunchtime library games, organising dress up days and raising money for different causes

The nature reserve is being used more and more by teachers and student and a much-needed working bee was held during the year to tidy it up. Thanks to the parents and staff who attended this working bee. The assets committee has been meeting regularly and working with the Principal to try to help keep our buildings up to scratch and see some new major projects come to life so the community can be even more proud of our facilities.

The Finance committee has been meeting with Finance officer and Principal during the year and are grateful for the work they do accounting for all money coming and going as well as the budgeting work they do. The 2022 budget is looking good and should provide some exciting opportunities for the school for in both staffing and assets. Our school is in a solid financial position due to good financial management over many years.

As the year draws to a close, I hope that all the students feel they have received just reward for the effort they have put in during the school year and congratulate all the award winners for 2021. I would like to wish those Teachers and Students leaving us this year all the best and hope they have good memories from their time spent at TAS. Thank you to all the Teachers Students and Parents that have helped to make TAS the school that it is in 2021. I wish you all a safe and happy holidays and hope that 2022 will be a fantastic year for us all.

School quality improvement planning

Our mission at Tintinara Area School is to encourage and develop independent learners, support and foster an understanding of growth mindsets and develop student confidence in applying skills in a variety of new and varied contexts. Staff were encouraged to attend professional development that would enhance their teaching so that quality educational programs were delivered.

Our Site Improvement Plan continued to be a focus in teaching plans, staff meetings and conversations within the site, with all staff actively engaging in all 3 areas of improvement. At our review cycle of the SIP, staff were able to identify that our Early Years Reading was embedded and providing growth and success in our earliest readers. The implementation of Initia-Lit at the beginning of 2021, along with Heggerty allowed for staff, students, parents and the LGU to see the amazing growth that our Early Years were having. New decodable readers were purchased and utilised on a daily basis by our students. The direct, explicit teaching of Initia-Lit in our Early Years allowed our students to settle into the school day and we saw a decrease in student behavioural issues. Secondary staff and students continued to focus on Literacy acceleration with a focus on 'tactical writing' with secondary teachers using joint plans across multiple year levels.

Staff were trained in the Spelling Mastery program which will be implemented across Yrs 3-10 in 2022. All students within these year levels have now been tested with students placed in correlating groups according to test results. As writing was a goal within our SIP, it was identified that students needed further work on sentence structure. With support from the Curriculum Lead the site identified VCOP as a tool to improve writing skills. Staff are excited to undertake training early in 2022 in readiness to implement this into classes.

Two 'Champion Teachers' were identified early in 2021 to lead the implementation of the new curriculum documents. These teachers attended Portfolio and Partnership PLC meetings each term and fed information back to staff at TAS.

This allowed for continuity across the portfolio, however, also allowed the champion teachers to demonstrate competently how to utilise the new curriculum documents in each year level at our site. It is now a site expectation that staff are using the documents and the progressions of learning in those curriculum areas where available.

The Number strand in Mathematics was also a major focus for each class with staff undertaking further training in the Big Ideas in Number. Diagnostic test kits were completed and all children in Foundation to Yr 7 were tested using these kits. The information these tests provided has allowed for students to be grouped according to their misconceptions in mathematics in readiness for the 2022 school year.

Preschool quality improvement planning

The PQIP 2021 Goal was: 'For children to develop their mathematical knowledge, language and use of symbols to describe quantity.' Challenge of Practice: 'If educators intentionally introduce mathematical language and symbols that describe attributes of quantity, children's mathematical thinking and sharing of ideas will become increasingly complex.'

Success Criteria: Children will show increased knowledge of the numeracy concepts of quantity. Pedagogical documentation will provide evidence of their growth.

Documentation will show children:

- *building on their discoveries
- *using numeracy language
- *sharing their ideas and thinking
- *recording their learning

The Early Years Learning Framework for Australia is the Preschool Curriculum which is used for planning, implementing, reporting and reviewing. The children are effective recorders of their own learning by documenting in the Thinking and Talking Floorbook with photographs, illustrations and scribed comments. The Floorbook captures children's voices and learning in an authentic way. Families received feedback about their child's learning through 'Learning Snapshots', Parent Teacher Interviews twice a year, Preschool Newsletters, comments in their child's Communication folder, emails, conversations and a Statement of Learning at the end of their child's Preschool year. All children had Individual Learning Plans with personal goals to achieve student success. Preschool Support was provided for 4 children in the form of speech support and additional staffing.

The Preschool children benefited from learning with the Foundation class, Year 2/3 class and Year 5/6 class. Regular cooking lessons with the Year 5/6 class and Mrs Wandel were a highlight for both the Preschoolers and Miss Binney's class. Formal Transition to Foundation visits were held in Term 4. Fortnightly visits to the library, participating in 'Splash Day' at the School Swimming Carnival, Sports Day and the end of year Presentation Celebration were enriching activities for the Preschool children. These shared experiences are a very positive addition to the children's learning and preparation for the children's transition to school.

There was a high level of family connection in the Preschool program through weekend visits from Seemore the persona doll. Families documented, firstly, safety practices in the home (eg wearing bike helmets), and then Numeracy learning in the areas of quantity and measurement. This aligned closely to our PQIP goal. Photos of Seemore helping to count farm paddocks, measure the pool temperature, check the car odometer for distance, showed the wide variety of data children engaged in for home Numeracy activities.

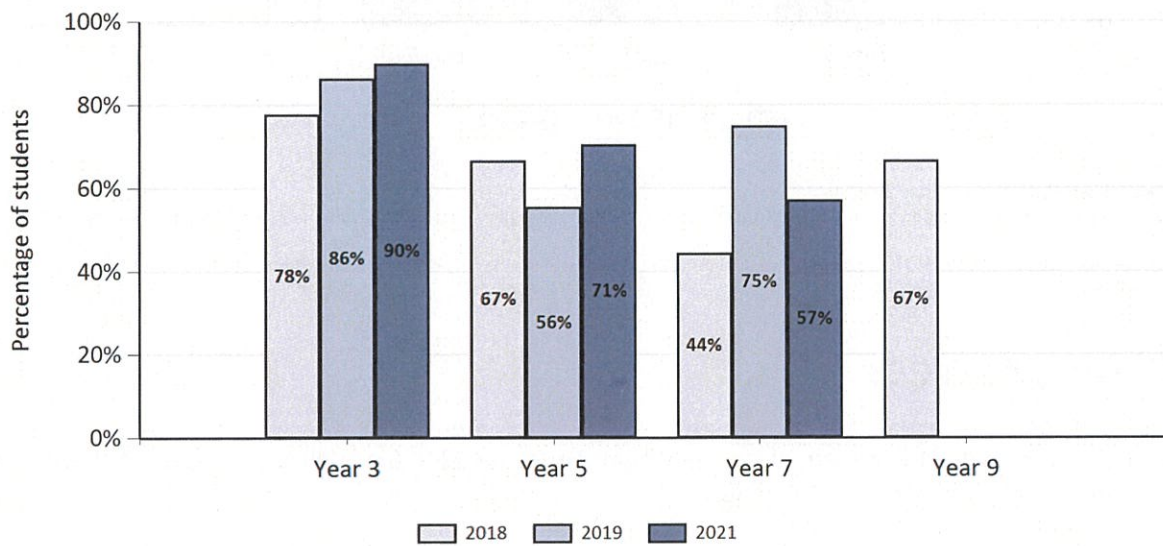
The Preschoolers were very engaged in their community. We investigated many work roles in our dramatic play and took our research out into the community by visiting 5266 Caf , Penny Freeman Physiotherapy, the Post Office and Vandeleur's Farm.

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

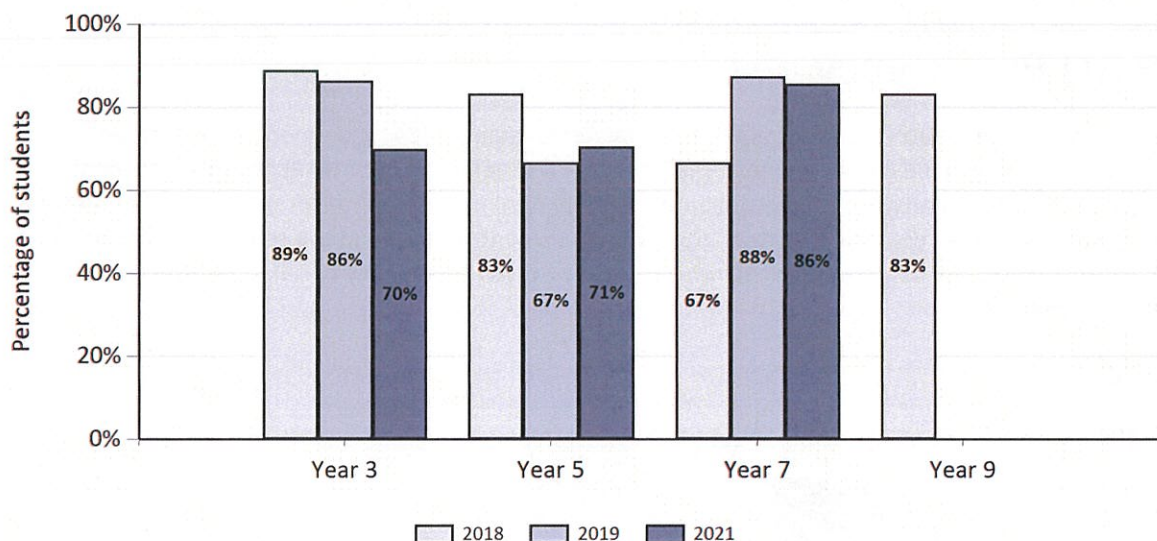


*NOTE: No NAPLAN testing was conducted in 2020.

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	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	53%	*	*	48%
Lower progress group	40%	*	*	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	10	10	4	3	40%	30%
Year 3 2019-2021 Average	16.0	16.0	7.5	5.0	47%	31%
Year 5 2021	17	17	6	3	35%	18%
Year 5 2019-2021 Average	13.0	13.0	3.5	2.0	27%	15%
Year 7 2021	7	7	1	0	14%	0%
Year 7 2019-2021 Average	7.5	7.5	1.5	0.0	20%	0%
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: Intervention & Support

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

Targeted learner interventions which supported our small cohort of Aboriginal learners were 1:1 lessons with key teachers in the areas of Literacy and Numeracy. Students were able to access intervention such as MiniLit or further support to access SACE requirements. Outside agencies such as Head Space were engaged for some of our senior Aboriginal Learners to support their mental health and wellbeing.

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

Engagement and attendance at school was evidenced over the 2021 school year for our Aboriginal learners. One of our senior students undertook several weeks of work experience in a variety of fields of work to expose them of potential options. This led to the offer of part time work for one, who is now working on enrolling in a Certificate 3 in automotive.

South Australian Certificate of Education - SACE

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

2019	2020	
*	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	
A+	*	*	*	0%
A	*	*	*	0%
A-	*	*	*	0%
B+	*	*	*	0%
B	*	*	*	0%
B-	*	*	*	0%
C+	*	*	*	0%
C	*	*	*	0%
C-	*	*	*	0%
D+	*	*	*	0%
D	*	*	*	0%
D-	*	*	*	0%
E+	*	*	*	0%
E	*	*	*	0%
E-	*	*	*	0%
N	*	*	*	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%

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%	#Error	#Error	100%
Percentage of year 12 students undertaking vocational training or trade training	43%	#Error	#Error	0%

2021
75%
75%

School performance comment

Our SACE achievement continues to be strong at Tintinara Area School with 75% completion rate in 2021. We have one student who is returning to TAS in 2021 to complete Year 13 in order to achieve improved grades to ensure they enter the work force accordingly.

NAPLAN data is cohort specific with students tested biannually. Depending on the cohort of students, data and results can sway considerably. Much work has been done to use direct, explicit teaching, particularly in the areas of Literacy and Numeracy with a focus on the Big Ideas in Number and Kathy Palmer's math support. In 2021, along with NAPLAN, the Phonics Screening tests, Running Records, PAT R and M and SACE results are used by teachers to inform their teaching and assessment. Misconceptions are noted and then explicitly taught to smaller groups of targeted students through intervention.

The use of data remained a priority with all teachers using PAT, the Australian Curriculum and the new Curriculum documents, notably the English, Mathematics and Science documents to determine student misconceptions and plan targeted teaching programs to address these needs. A continual focus on personalised intervention every 5 weeks for each student and class ensures all students are on track in the areas of Literacy, Numeracy and Wellbeing. Students at risk are then involved in intervention programs to ensure their mental health and wellbeing is addressed. As a result, we have seen an increase in attendance and improvement in all areas of the curriculum.

SACE will continue to be an important focus at Tintinara Area School. The school will continue to deliver excellent senior secondary programs with a wide range of subject choices and learning options catering for all individual pathways. These include, VET, SACE, SBA's, Tertiary pathway and entering into the workforce. Students in Yrs 10-12 are offered their Senior First Aid and other training and development courses such as Barristers, Shearing and Chainsaw that all count towards their SACE points. In 2021 the leadership team met with all individual families of students from Yr 9 to offer course counselling and work experience options. These individualised meetings have allowed some students the opportunity to re-explore their options and students now have a diverse range of subjects which will allow them to explore both tertiary and VET courses.

Our Phonics Screening checks continued to show impressive trajectory with over 93% of Year 1's reaching benchmark. This allows staff and leadership to see the positive impact our Early Years programs are having on our students. Our Year 5 Reading results also show an improvement with 71% of students reaching SEA or above compared with 56% in 2020. Our Year 9 cohort has achieved SEA at 100% for the past few years, however is very dependent upon student's attendance and commitment to studies.

Our NAPLAN writing in 2021 saw a 40% increase of Year 3 students achieving in the High Bands. An area of focus moving forward is to focus our attention on writing skills in the middle years, namely Yrs 5-9. Moving forward staff are continuing to upskill, particularly in the areas of Numeracy and Writing to allow more students to achieve in the high bands.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	78.2%	93.1%	84.5%	92.7%
2019 centre	82.1%	94.0%	88.8%	88.0%
2020 centre	82.1%		78.7%	83.8%
2021 centre	81.7%	84.5%	74.3%	82.6%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	90.8%	91.8%	89.2%	87.6%
Year 1	92.3%	93.4%	92.7%	89.2%
Year 2	91.3%	91.4%	89.8%	90.2%
Year 3	95.0%	91.6%	90.4%	95.4%
Year 4	93.1%	90.6%	91.6%	85.7%
Year 5	92.9%	91.3%	91.4%	92.5%
Year 6	81.2%	92.5%	89.6%	84.5%
Year 7	86.8%	87.7%	92.8%	92.3%
Year 8	95.5%	80.6%	90.0%	93.1%
Year 9	89.9%	92.6%	86.4%	82.9%
Year 10	93.1%	86.0%	89.8%	79.3%
Year 11	N/A	96.6%	87.4%	66.7%
Year 12	94.8%	N/A	95.4%	98.5%
Total	91.0%	90.3%	90.4%	89.0%

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

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

Attendance comment

The school, Governing Council and the community who access Tintinara Area School acknowledges that our location and distance from services severely impacts our attendance rate on occasion. An example of this is if a child is required to attend a medical appointment in Adelaide it is not uncommon for the family to take all children to the appointment as they cannot return in time for school dismissal. A return trip to a specialist in Adelaide is 5 hours of travel time. With no after school care and limited day care for older children in Tintinara, whole families often have to attend for 1 child due to the length of time it takes to attend an appointment in Adelaide. Regular correspondence is sent home via newsletters and class letters to parents with statistics informing them of the impact repeated days off have on a child's education and learning. In 2021, Primary teachers used Class Dojo as a means of communication for families and we received excellent feedback around this tool for communication.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	18	18	18	18
2019	17	17	17	18
2020	23	N/A	22	21
2021	13	15	15	16

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

Behaviour support at TAS is based on mutual respect and positive relationships amongst staff, students, parents and the wider community. Time was given in 2021 for a Wellbeing Coordinator to work closely with students at risk, who are vulnerable and/or who needed extra support in some classes. Wellbeing days each term allowed students to have a real sense of belonging at our site. Marbles charts were implemented across the school with students working towards a prize at the completion of their charts. As our mix of students changes we occasionally come across challenging behaviours, however staff are pro active in contacting families straight away to arrange mutually agreeable times to resolve any conflict. During 2021, our percentage of suspensions reduced dramatically.

Parent opinion survey summary

In 2020 we conducted the Parent Survey and had our External School Review in Term 4. This provided the site with valuable insight into what our school community, parents, staff and students had noted as successful and areas for improvement.

The Parent Survey allowed us to see that overall parents reported that the school was well organised, with effective leadership who had clear direction. Parents commented on the improved communication between school and home and found that Class Dojo and Sentral had been beneficial in communicating electronically. 70% of respondents agreed that this communication was a major improvement compared to 54% the previous year. 86% of respondents felt that the staff were respectful towards their students and that generally all people on site were respectful - 72% of respondents.

The External School Review found that Tintinara Area School had a positive school culture that it was evident as soon as you enter the front office. They noted that strong communication exists to provide effective communication between home and school and that the school is continually improving its expectations of its learners.

The Review team noted that 'There has been a concerted effort by leadership and staff to engage in professional learning to introduce evidence-based strategies and programs that improve learning outcomes for students. Teacher professional development plans are clearly aligned to the SIP actions with self-reflection and leadership meetings related to professional progress and student improvement'.

As with the Parent Survey, the Review team noted that communication and decision making processes are clear, intentional and inclusive. The school has continued to work hard over the past year to lift the positive school culture which involves everyone coming together to work as a team.

Much work was done around the Resilience Project during 2021 and this was evident with students, staff and families using common language around resilience, empathy and mindfulness. As a result, it was noted that behaviour management issues reduced dramatically (52%) in Semester 2 of 2021. The site will continue to focus on this area in 2022.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
438 - Tintinara Area School	100.0%	100.0%	90.9%	100.0%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
SM - SEEKING EMPLOYMENT IN SA	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.3%

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

The majority of our students remain at Tintinara Area School for the duration of their learning. Historically students have left Tintinara Area School from Year 10 and headed to Adelaide where they attend boarding school at a private collage. Some students have also in recent times been leaving TAS to head to Unity College located in Murray Bridge. In 2020 we had 2 students leave to attend Lucindale School to undertake the agriculture program. Small class sizes and diverse curriculum offerings to all students, particularly in the secondary sector enable students to complete Yr 12 at Tintinara Area School.

Relevant history screening

The school continues to meet the Education Department requirements for staff, volunteers and third party providers in accordance with the South Australian Children's Protection Act 1993. We ensure that all volunteers engaged at Tintinara Area School undergo National Criminal History checks prior to commencing any work on site. Volunteers, other than parent, including third party providers are registered in school records electronically. The Business Manager ensures that its EDSAS registers are current and up to date and have been entered into the Human Resources System on Eduportal. Since Covid-19, all contractors and staff are required by law to have their full Covid-19 vaccinations to work on our site. QR check ins are located at the front of the school and in the school library. Clear signage to encourage mask wearing is also visible in all classrooms, offices and at the front and rear of the school.

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	23
Post Graduate Qualifications	6

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	12.2	0.0	8.9
Persons	0	13	0	14

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

Financial statement

Funding Source	Amount
Grants: State	\$2,844,314
Grants: Commonwealth	\$5,000
Parent Contributions	\$57,303
Fund Raising	\$0
Other	\$0

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	A Wellbeing Coordinator was employed 5 days per week to monitor student issues and wellbeing. This saw an increase in student attendance and engagement increasing student's ability to reach SEA or above.	Student engagement and increased attendance.
	Improved outcomes for students with an additional language or dialect	n/a	n/a
	Inclusive Education Support Program	Classroom support provided to those students identified with IESP funding. Extra support for Literacy and Numeracy intervention for students who are funded.	1:1 individual support allowing for explicit and direct teaching.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Students are supported towards alternative pathways such as SBA's and VET. Substantial intervention programs such as MiniLit, MacqLit, QuickSmart and What's the Buzz to support students in Numeracy, Literacy and Wellbeing. For Rural and Isolated students the use of funding was accessed to supplement excursions and incursions. This enables learning opportunities which could otherwise not be provided without this funding.	Greater opportunities for our students who are isolated from their city counterparts who have further exposure to extra curricula activities.
	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Champion teachers were identified to participate in Portfolio and Partnership PLC's around the new curriculum documents. Sharing of resources between staff allowed for improved student outcomes in all curriculum areas.	Consistent programs across F-12 with a cohesive approach to teaching/assessment.
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	Funding specifically used to provide SSO support for QuickSmart, MiniLit, MacqLit and What's the Buzz programs to support individual student progress.	Data indicates significant growth and improvement for all targeted students.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

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	Funding was used to access, train and begin implementation of the Big Ideas in Number diagnostic tool kits to be used across the site. Support was provided by the Curriculum Lead and staff attending other sites to have training. Resources in Spelling Mastery were purchased in readiness for the 2022 school year to implement this program. Further resources were purchased for Initial-lit and decodable books.	Staff were trained to deliver the program ready for implementation in 2022. Staff managed resources and reporting to SSO's and like teachers. Access to LGU and Curriculum lead
Inclusive Education Support Program	IESP students with disabilities identified for support were provided with 1:1 SSO support within the mainstream class. Teachers attended training to upskill in the areas of Autism to cater for targeted students. Sensory packs were purchased along with furniture such as rocking pod chairs and weighed toys to further support these students.	Improved wellbeing and learning outcomes specific to individual student goals.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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

