



Trinity Gardens School and Trinity Gardens Children's Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Trinity Gardens School Number: 474

Trinity Gardens Children's Centre Number: 1625

Partnership: Morialta

Name of school principal:

Marg Erwin

Name of governing council chairperson:

Tammy Harrington

Date of endorsement:

13 December 2019

Site context and highlights

Trinity Gardens School is a welcoming and safe learning environment founded on respectful relationships, inclusion and a sense of belonging. We provide expert care and education for children from birth to Year 7. Our vision is to recognise and develop the individual qualities of the whole child. We aim to foster their growth, development and love of learning so that children can become positive contributors to the global community.

Trinity Gardens School is situated in the eastern suburbs of Adelaide with a student population R-7 of 860 and Early Learning Centre of 88 children. This growth reflects confidence in the diversity of curriculum offered, standards of excellence and the commitment of the staff in nurturing the unique gifts of each child. The school embraces diversity and offers Mainstream and Steiner Education from Reception to Year 7, Education and Care programs from birth to 5 years of age through the Children's Centre and Early Learning Centre and the St Morris Unit which caters for students with severe and multiple disabilities. The school also offers Outside of School Hours Care (OSHC) and Vacation Care services.

We are very proud of our cultural diversity. Trinity Gardens School has a strong, active and involved community. Evidence of this is seen in involvement in Governing Council committees, support in classrooms and other areas of the school.

Key Highlights of 2019 included:

- Harmony Day Celebrating the diversity of our school
- STEM Showcase morning
- * Musical Evening and Festival of Music
- Sports Day
- Book Week Parade
- Steiner Education festivals
- End of Year Celebration.

The eight Steiner Education stream classes from Reception to Class 7 benefited from the rich, arts based curriculum as set out in the Australian Steiner Curriculum Framework. Music is integral to the experience of learning with each child having the daily opportunity to sing, play recorder, stringed instrument or other orchestral instruments at appropriate times in their 8 year journey. Connection with the natural world is built with stories, activities and nature play in Portrush Forest. Students and their families look forward to the Festivals, which mark the movement of the seasons with festive celebration.

Trinity Gardens Children's Centre (TGCC) is a Department for Education Children's Centre with a preschool program. The Centre is situated within the Trinity Gardens School site. It has two buildings; the Children's Centre building is the home to Occasional Care and the community programs offered for parents, families and their children and the preschool program runs exclusively out of the other building. The staff team consists of the Director, an administration Officer, four teachers and nine School Service Offices. Partnerships currently exist with the Women's and Children's Hospital, a private psychologist, MyTime, Multiple Births Association, Uniting Communities, Perinatal Health; links to wellbeing and CaFHS. Universal programs offered in the Children's Centre include community, Steiner, cultural focus playgroups and a music session during the week. Targeted programs include Bringing up Great Kids and Circle of Security. As of July 1, the Community Development Coordinator (CDC) and Family Practitioner (FP) roles moved to The Department of Human Services (DHS). This has created a need to redefine roles, leadership responsibilities and working relationships in order to support new expectations and directives from the DHS. The CDC and FP continue to work within the Centre and in partnership with our staff team towards their realigned goals for families. A highlight for the year was the integration of a financial counsellor from United Communities joining our Centre in Term 4. The financial counsellor can provide support, information and advocacy for people in financial difficulty. It has already been a valued service provided to our community.

Thank you to our Governing Council and its sub-committees for their wonderful efforts and support. In particular I would like to express our gratitude to Tammy Harrington, Governing Council Chairperson for her leadership and support of the school.

Marg Erwin
Principal

Catherine Day
Director, Children's Centre

Governing council report

In 2019, the TGS Governing Council continued to involve the school community in the governance of the school and strengthen and support public education in the community. It has maintained a high level of interest and participation from parents across all year levels from both Steiner and Mainstream schooling.

I would like to thank all the teaching, support and front office staff for all their hard work they do for the school every day and in helping our children grow and learn.

In November 2019, a Capacity Management Plan was formally approved and is being implemented. The number of reception students is now capped and children seeking enrolment from years 1-7 are placed according to availability and meeting required criteria. This will allow better planning for classroom spaces, teachers and resources going forward.

2019 has been a very productive year with the following items having been discussed, implemented or supported:

- Appointment of Pastoral Care worker to assist with student wellbeing
 - Site Improvement Plan has focused on literacy, in particular, writing. Teachers have used the Brightpath tool to moderate and analyse student's writing. This targeted approach to writing, has seen promising improvements across the entire range of students.
 - Whilst TGS is still awaiting further guidance from the State Government on the promised infrastructure spending, the school has limited its capital spending in 2019. However, the school has upgraded the waiting area at the Portrush Road pedestrian crossing to make it safer when waiting to cross the busy road.
 - The school continues to be in a positive financial position, with resources allocated with great consideration of department policies, staff and student wellbeing and needs.
 - St Morris Unit has expanded from 2 to 3 classrooms with a new reception class beginning this year. A small part of outdoor area adjacent to the unit has been fenced, to allow students more outside play.
 - The Children's Centre introduced several new services for the local community to access, including CAFHS nurses, family practitioner, legal services and financial counselling. Playgroups have been expanded to reduce the large wait lists. The ELC continued its great work with our youngest students, with almost 100% transitioning to TGS reception in 2020.
 - Steiner festivals have continued to be a pivotal celebration of the class's learnings at the end of each season. The community engagement at the Winter lantern festival and Spring picnic, highlights the spirit of TGS.
 - The Sports committee has made positive changes with more parent sports coordinators now involved in supporting school sports. Future options for new sports are being considered.
 - Fundraising continued its great success with the Sports Day BBQ & Cake Stall. The money raised has purchased two new drinking fountains in the school. The after-school markets popularity has increased, with stalls being at capacity for the November market.
 - Community connections successfully introduced a food produce and uniform swap, to encourage members of the school community to trade excess produce and uniforms.
 - Grounds committee and "Friends of Portrush Forest" continued their great work maintaining the school grounds and Portrush forest. The continued growth in the nursery has been so successful there is an overflow of plants ready for planting.
- I would like to thank everyone who volunteers to help our school have a great community feel. Everyone's contribution, be it big or small, allows our children to understand the importance of giving back to their community, to help make it a better place for all.

Tammy Harrington
Governing Council, Chairperson

Out of School Hours Care

- Care provided to over 440 children with average attendances: Before School Care 30, After School Care 76, Vacation Care 66 with some ASC & VAC days reaching 90 children with waiting lists.
- Our Children's Clubs have continued to enable small groups of children to learn life skills and engage with peers and educators.
- Vacation Care Program: Successful throughout the year. Split excursions between older/younger children or different venues for children to choose their preferred one has improved flexibility and provides better supervision of children. Relocation to the Resource Centre in July to enable a new ceiling in the OSHC building went well with minimal disruption to the planned activities.
- 10+ yrs Club: This has continued to be a positive milestone for older children attending OSHC. It enables them to engage in safe, self-initiated play.
- Maintained high standards (5 star rating) in Food Safety Inspection by the Eastern Health Authority.
- The Electronic Sign In (ESI) tracking system for families to sign their children in/out has had significant upgrades by our software provider.
- Improved communication and information sharing through our monthly newsletters, Face Book page and messaging.

Edwina Guidolin
Director, OSHC

Quality improvement planning (Preschool)

Main focus areas in 2019:

Goal 1: Documentation evidences children's growth and development in the area of mathematics by using the language of the Numeracy Indicators with a focus on number sense.

Goal 2: Improve children's identity and skills in literacy with a focus on writing.

Goal 3: Increase meaningful family and community engagement in children's learning and development; birth to 8 years of age.

Key Achievements and Outcomes

Goal 1: The pedagogical documentation that Educators are writing has improved greatly over the year. There has been a focus on building educators understanding of and capacity to create pedagogical documentation that informs a cycle of planning for every individual child in order to develop their numeracy skills. Data collected shows a significant increase in the amount of times Educators wrote about a numeracy indicator in their documentation which therefore provides evidence of teachers observing children engaged in numeracy play as well as their intentional teaching in this area.

Goal 2: The ELC team were involved in a year-long project; Playful literacies: Book Making in the Early Years. The project included 3 full days of training and development and 3 follow up site visits by the facilitator. This project focussed the Educators attention on supporting children to become authors of their own books. The intentional teaching supported children to have a go at 4/5 year old writing and reading to instil a love of literacy in children for lifelong enjoyment of learning. Data collected shows a significant improvement in documenting and planning for literacy development based on the Literacy indicators.

Goal 3: There was a focus on community building and engaging families in the Children's Centre, this manifested in several ways across the year including social events in the ELC such as a play-date in the forest, a cheese and wine night for parents and a working bee. The Children's Centre also held a parent talk with Madhavi Parker as well as engaging parents to give feedback on all programs in the centre.

Direction for 2020

The direction for 2020 will focus on a continuation on pedagogical documentation and the literacy book making project in order to embed the processes and practices that the team have worked on this year.

When analysing the feedback given by families regarding the Children's Centre programs we found that there was a pattern of responses that suggest families would like more focus and structure to our playgroups. There is also a need for a playgroup for older children. Planning ahead to 2020 we are excited to make some changes to our timetable.

We will provide:

- A play group for babies (0-2years)
- A playgroup for preschoolers (3 -5 years)
- An open community playgroup
- An open community playgroup with a multicultural focus
- Specific programmed playgroups such as Steiner, multiple births & My time

Term 1 will be a time to transition to this new look Centre timetable.

Improvement planning - review and evaluate (School)

Through the implementation of Professional Learning Communities, a culture of professional and pedagogical growth continued to develop. Student assessment drove professional conversations and enabled teachers to conduct independent and collaborative changes to practice to improve student outcomes. A review of this process has proven successful and will continue in 2020.

Literacy Key Achievements

- *Whole school writing assessment 'Brightpath' implemented in terms 1 and 3
- *Whole Day training for all teaching staff on '7 Steps to Writing Success' program
- *Running Record training for staff
- *Reading training session for Reception parents/caregivers
- *Formation of Students At Risk leadership group to monitor and track students below benchmark through the analysis of a range of student achievement data
- *Literacy intervention for identified students in years 2 - 7 below benchmark
- *Minilit intervention for 16 year 1 students
- *Oral comprehension intervention for Reception students developed by Michelle Moody (Speech Pathologist)*

Numeracy Key Achievements

- *Upon review of the 2018/19 Numeracy intervention, support has been and will be provided to identified students in classrooms with an SSO.
- *As a member of the Students at Risk Team we tracked, monitored and reviewed students not meeting departmental benchmarks through the analysis of data.
- *Numeracy Coordinator coached teachers R-7 (mainstream and Steiner Stream) to consolidate their understanding and knowledge of the curriculum and the whole school numeracy agreement.
- *All year levels exceeded the previous NAPLAN targets with a potential for more students not maintaining in the upper bands. (in years 3 and 5)
- *Key resources in the departments Numeracy Guide Books (Maintaining the Momentum) have been procured to drive the Site Improvement challenge of practice.

Learner Well Being and Engagement Key Achievements

- Restorative practice training undertaken by all staff and implemented across school
- Revitalisation of the Play Is The Way program through 'spotlight session' in staff meetings
- Consistency in documentation of tracking students around wellbeing, behaviour and attendance through Sentral platform
 - Introduction of wellbeing diaries in classes across Years 3-7 to guide classes in mindfulness and positive reflection
 - All areas in emotional wellbeing improved from 2018-2019 WEC survey
 - Year 7 partnership group established to work with schools in our partnership around WEC survey and student voice.

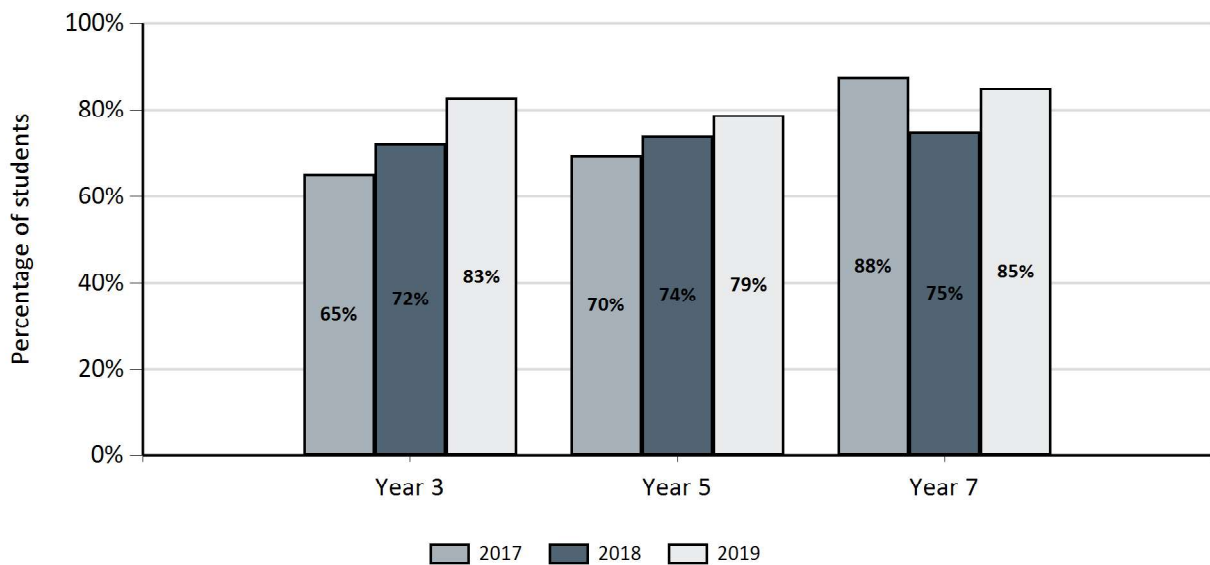
Key focus areas for 2019 in the St Morris Unit have been; developing the Alternative and Augmentative Communication capacity of our educators to deliver highly intensive communication opportunities and interventions for all students, implementation of the Ability Based Learning and Education Support framework for data collection and individualised goal setting and the implementation of play based literacy and numeracy learning that incorporates Multi- Sensory learning and Nature Play opportunities. These focus areas align with the St Morris Unit SIP and have lead to improved learning outcomes for all students in 2019.

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.

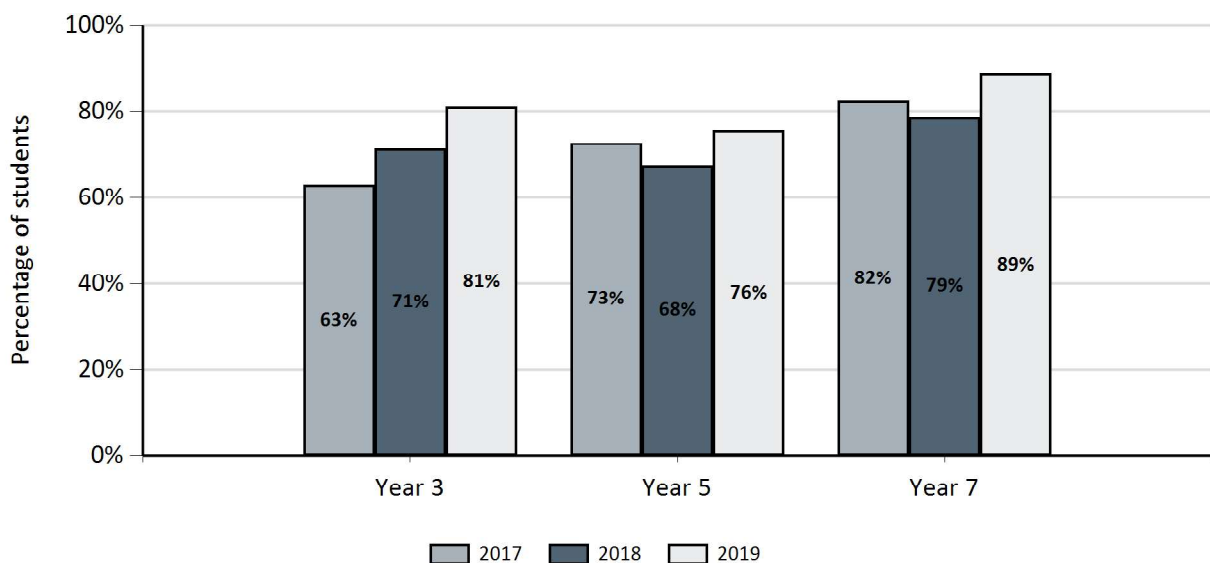
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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%	37%	25%
Middle progress group	46%	46%	50%
Lower progress group	29%	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	30%	27%	25%
Middle progress group	51%	46%	50%
Lower progress group	19%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 2019	99	100	55	47	56%	47%
Year 3 2014-16 Average	97.7	98.0	49.0	44.7	50%	46%
Year 5 2019	99	99	39	26	39%	26%
Year 5 2014-16 Average	99.7	99.7	36.7	26.3	37%	26%
Year 7 2019	81	80	27	31	33%	39%
Year 7 2014-16 Average	72.7	72.3	26.0	24.7	36%	34%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

The Education Dashboard, School Improvement, OARS and Brightpath data have assisted teachers to inform teaching and learning. Following state and national trends, writing was the primary foci for improvement, outlined in the SIP. Brightpath, SevenSteps PD, Literacy coordinator, PLCs and resource allocation were key to this year's vast improvements in writing.

Writing:

- Year 3

- o highest percentage of students in Higher Bands 57% (last 10 years)

- o highest percentage of students above NMS 87% (last 10 years)

- Year 5

- o fifth highest percentage of students in Higher Bands 19% (last 10 years)

- o second highest percentage of students above NMS 77% (last 10 years)

- Year 7

- o fourth highest percentage of students in Higher Bands 28% (last 6 years)

- o fourth percentage of students achieving NMS 77% (last 8 years)

Numeracy:

- Year 3

- o second highest percentage of students in Higher Bands 47% (last 10 years)

- o second highest percentage of students above SEA 83% (last 10 years)

- Year 5

- o forth highest percentage of students in Higher Bands 26% (last 10 years)

- o second highest percentage of students above SEA 76% (last 10 years)

- Year 7

- o Second highest percentage of students in Higher Bands 39% (last 10 years)

- o highest percentage of students achieving SEA 89% (last 10 years)

The percentage of students not maintaining Higher Bands from years 3-5 continues to be an area of growth in all aspects of NAPLAN. Future work in these year levels include resource allocation, professional learning in guided reading and the number strand.

The number of students withdrawn by parents in the Steiner stream continues to reduce. A possible reason for this is the school communicating with parents how funding is distributed amongst the school, targeting students below benchmarks and in Higher Bands (students whom have undertaken the departmental tests).

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	93.4%	87.4%	88.9%	90.2%
2018 centre	93.5%	92.0%	90.1%	92.7%
2019 centre	95.4%	94.0%	92.7%	
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%	86.9%

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.

School attendance

Year level	2016	2017	2018	2019
Reception	90.5%	91.6%	88.6%	91.8%
Year 1	90.2%	94.3%	94.0%	93.0%
Year 2	92.4%	92.0%	94.0%	94.8%
Year 3	92.0%	92.4%	94.4%	95.1%
Year 4	90.5%	92.8%	94.8%	94.9%
Year 5	94.6%	93.7%	94.5%	94.4%
Year 6	92.8%	94.9%	92.2%	94.0%
Year 7	91.2%	94.9%	93.1%	93.6%
Primary Other	77.7%	80.6%	82.8%	80.2%
Total	91.5%	93.0%	93.0%	93.6%

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

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

Attendance comment

The families at Trinity Gardens Early Learning Centre value continuity of learning and are committed to ensuring their child attends regularly. Term 3 attendance data is slightly lower than terms 1 and 2, due to children being absent with illness.

Total school attendance rates have increased in 2019 to 93.6% up 0.6 from in 2018. Attendance rates have improved across the majority of year levels. We continue to be pro-active in our approach to improving attendance, working together with families through SMS, teacher communication and leadership follow up when needed.

The Sentral system gives us a platform to monitor and assess trends in absences. This provides us the data to set goals to try and improve on these trends. We have worked with families and the Department for Education Support Services when needed, and this has contributed to our higher attendance rate in 2019. Sickness & family holidays both interstate and overseas are the two main reasons for absences.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	88	88	88	88
2017	83	85	83	84
2018	84	88	86	86
2019	83	84	87	

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.

Preschool enrolment comment

The Centre's capacity for 2019 was capped at 88. The year commenced with 40 children enrolled in the Blue group and 44 in the Gold group. We had small fluctuations in enrolments over the year. The Director gained special permission for 1 child to cease their enrolment in 2019 and return in 2020 due to family circumstances and another child finished in term 3 to attend their local Steiner preschool programme. With more enrolments gained in term 3 the ELC finished the year with 44 in the Blue group and 44 in the Gold group giving us a total of 88. In alignment with the school the preschool has now implemented a Capacity Management Plan which will see our capacity change to 77 in 2020.

Behaviour support comment

The year began with staff taking part in a Restorative practice professional learning with Bill Hansberry, who also presented at the AGM to our community around the same philosophy. This training gave staff the tools to apply restorative justice to situations involving our students. This enabled students to learn and develop ways to reflect on their actions, formulate strategies of how to work through problems and work on not repeating the same behaviour, rather than just being given a consequence. This approach also parallels our work with PITW using the concepts and self- mastery checklist to guide students in reflection of their behaviour choices. If restorative practices have been used and behaviour has been on going and or high level, our behaviour education policy has then been followed.

Client opinion summary

PARENT SURVEYS

Overall, responses from parents indicated very high levels of satisfaction in school programs and provision of care and education for their child. Mid-term 3 2019, The Parent Opinion Survey was distributed to ELC families. The feedback was very positive in all 4 areas of the survey. Most families who responded to the survey, answered with "agree or strongly agree" to each question, with only a few responses answered in the "neutral" column. An area for improvement in 2020 would be to ensure the preschool has information available about other support agencies within the community and this had a number of responses in the neutral category. Parent written comments were very positive in all 4 areas including:

"My child has come on leaps and bounds since starting Kindy. Her confidence; imagination and behaviour have all come a long way"

"Couldn't be happier. My Child transitioned into Kindy very well. He can be unsure about new environments; so I think how quickly he felt safe and happy to go speaks volumes about the care he receives".

"Look forward to getting feedback via learning stories etc. The ELC has great ways to involve/inform parents (student pockets; folders; bulletin board)"

"The communication is brilliant. I always know what is happening. The skoolbag app and emails are very thorough."

The parent opinion survey was distributed to school families in term 4. There were 155 respondents. Strengths identified included students feeling safe, high teacher expectations and teachers treating students fairly. Areas for growth which saw improvement from 2018 included students being involved in decision making, teachers providing students with valuable feedback and responses to student inappropriate behaviour. Parents identified the value of See Saw in some classes and indicated a preference for it to be used more widely. The staff in partnership with the Governing Council will explore these survey results further to consider in more detail any areas of concern and plan for improvements.

STUDENT ENGAGEMENT & WELL BEING SURVEY - YEAR 4-7 STUDENTS 2019

Well being indicators are aligned to the general capabilities of the Australian Curriculum with all areas improving from 2018.

Strengths identified included:

- Belonging, climate and connectedness

Areas identified for continued growth included:

- Satisfaction with life
- Emotional regulation
- Being able to deal with worries and having an important adult at school.

Year 7 leaders worked with other schools to focus on the 'Satisfaction with Life' area. They are gathering further information from students for actioning in 2020.

The DE Staff Perspective survey will be completed again in 2020.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
474 - Trinity Gardens School	93.0%	98.0%	98.0%	98.8%

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 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	3.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	40	26.0%
Transfer to SA Govt School	105	68.2%
Unknown	3	1.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

Trinity Gardens School continues to attract a high percentage (98,8%) of the ELC children transitioning to school. Over the past three years, only one other school, East Adelaide has attracted enrolments from the ELC. After year 7, the majority of Trinity Gardens School students transferred to Norwood Morialta HS, followed by Marryatville HS and Glenunga International HS. Small numbers went to the new Adelaide Botanic HS, and Urbræ. Approximately 12 students went to non-government high schools, including Mt Barker Waldorf School.

Relevant history screening

Volunteers are an integral part of our site. Their participation in the work of the site is greatly appreciated and valued. All site staff members have a current DCSI clearance and have completed Reporting Abuse & Neglect (RAN) training.

In 2016 the Governing Council agreed that Trinity Gardens School would continue with existing 2015 screening requirements – clearance checks, mandatory notification training for all volunteers where “regular, ongoing support” is provided by the volunteer. If sleepover events or helping in classes/coaching on a regular basis then full checks are still required.

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	91
Post Graduate Qualifications	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	51.0	0.0	25.9
Persons	0	57	0	39

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$9 055 538
Grants: Commonwealth	\$2 900
Parent Contributions	\$703 606
Fund Raising	\$3 614
Other	NIL

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

2019 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 2019 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 behaviour management and engagement	Students who have difficulty interacting with peers were supervised in the yard to develop appropriate social skills. What's the Buzz? was implemented. Support provided by Autism SA and the District Behaviour Coach.	Reduction in number of high level behaviours
	Improved outcomes for students with an additional language or dialect	Funding used for a combination leaders support and SSO hours targeted to high needs students identified through literacy levelling. Staff training occurred when required.	All EALD students levelled. Successful moderation audit of student leveling.
	Improved outcomes for students with disabilities	All students with a disability have a Negotiated Education Plan and are provided with their identified level of support using SSO hours. Training provided for staff eg Autism SA, Novita.	Student learning, physical and social needs enable access to the curriculum.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	FLM implemented for Chinese students. Teachers supported to moderate student work in literacy & numeracy. Teams of teachers continued together to plan units of work with the Partnership Senior Leader, Learning Improvement Primary. ILPs continued to be developed for students recognised with a learning difficulty. Goals were set each term. Some students required group support or in class adjustments. Training was provided for Quality differentiated teaching practices. Aboriginal learners were identified and supported through intervention programs.	Whole school Literacy and Numeracy Agreements were developed. Intervention programs for literacy and numeracy occurred to support identified students.
Program funding for all students	Australian Curriculum	Release time for teachers to meet in year level teams	Consistency of teaching practice in writing - improved student outcomes
Other discretionary funding	Aboriginal languages programs initiatives	N/A	
	Better schools funding	The focus was on increasing the number of students retaining achievement in the top two bands of NAPLAN numeracy and increasing numbers of students achieving above benchmark DE SEA.	Teacher training and intervention programs for identified students.
	Specialist school reporting (as required)	STEM funding used for specialist teacher and grounds staff salaries and purchase of resources.	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	0.2 salary combined into Senior Leader, Student Engagement and Well Being role	Higher integration of services and support provided to identified families

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Numeracy: Attendance at Pedagogical documentation lecture, Pupil free day x2 LDAR strategy, resources for STEAM provocations, participation in meetings with Reception teachers Literacy: • 3x days at playful literacies workshop for the whole team, resources for story tables and small word play	Educators have made significant progress in their knowledge of the literacy and numeracy indicators and the planning cycle.
Improved ECD and parenting outcomes (children's centres only)	The Director, CDC and FSC together with the other Allied Health professionals have worked together to ensure that families specific needs are being met across a range of areas. In the wider context AEDC data has been used to identify areas of need and to develop programs.	Positive Parenting programs Play group surveys for families and reflective practice has allowed for a new look CC timetable for 2020.
Improved outcomes for children with disabilities	Funding was used to provide support for children to access the curriculum. A variety of strategies were used; 1:1 support to model and scaffold group and social skills, individual social stories were written and produced for several children, small group work focusing on the needs of the child being supported.	All children progressed significantly. They took a greater degree of responsibility for their own learning and self regulation.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to provide BSSO's. Using social play as a base the educators provided the English vocabulary to describe the play; they modelled social skills and advocated for the child amongst their peers; they sourced resources that were culturally appropriate and provide with information of their child's learning.	All children progressed well. Families were happy to approach educators, children were deeply engaged in the programme.

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