



Littlehampton Primary & Preschool

Littlehampton Primary School and Littlehampton Preschool

2021 annual report to the community

Littlehampton Primary School Number: 0225

Littlehampton Preschool Number: 1829

Partnership: Heysen

Signature

School principal:

Mrs Renee Lynn

Governing council chair:

Lea Hague

Date of endorsement:

25 February 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Littlehampton Primary School caters for students from reception to year 7. It is situated 35kms from the Adelaide CBD. The enrolment in 2021, as at the February census, is 440. Enrolment at the time of the previous review was 470. The local partnership is Heysen.

The school has a 2020 ICSEA score of 1045 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage.

The school population includes less than 5% Aboriginal students, less than 5% students with disabilities, less than 5% students with English as an additional language or dialect (EALD) background, no children/young people in care and 15% of students eligible for School Card assistance.

The school leadership team consists of a Principal in the 1st year of tenure, a Deputy Principal and an Assistant Principal also in the 1st year of tenure.

There are 26 teachers including 2 in the early years of their career and 15 Step 9 Teachers. The majority of classes are straight classes.

Strong links are fostered with the primary school by - implementing programs that align with school foci, implementing informal transition visits to classrooms in term 4 to familiarise children with teachers, new learning spaces and to participate in a variety of school based activities

Highlights for 2022 are completing ESR, having parents on site for Sports Day, the number of students who represented Littlehampton at sport, holding a SALA event and winning a prize for the work and display.

Programs to support students: Our EALD (English as an Additional Language or Dialect) program was again implemented by Narelle Thomas, supporting 35 students. Joey Traeger began working as our new Pastoral Care Worker (PCW). Joey has fitted in seamlessly and the students warmed to her immediately. She continued to run 'What's the Buzz' with our year 3 classes, organised lunch time activities and supported students and teachers in the classroom.

Barb O'Connor implemented another successful year of Inquiry, working alongside teachers and students to promote curiosity and engagement in learning. Suyin McDonald (DP) continued to work in the role as Student Well Being Officer as well as taking a lead role in Student Disability Support. Suyin worked with Mandy Betts and Pauline Bolto (our SSO leader) in planning and implementing our intervention and enrichment programs for our students. We implement a wide range of programs to ensure all our students' needs are catered for.

Governing council report

In 2021 LPS Governing Council welcomed some new members and new office bearers, but also welcomed back many long-serving and valued existing GC members. The balance of new ideas and fresh perspectives, alongside dedicated experience is a strength of our GC and ensures its ongoing success.

I would like to thank all serving members of the GC. This year has been a year of many “think on our feet” and “let’s modify this process” moments and all members have been supportive, responsive and thoughtful in their reactions to our changing times.

Staffing changes have also been part of the LPS landscape this year, with a new leadership team stepping up and doing a spectacular job in some challenging times. We can see this theme continuing in 2022 but are confident that LPS has an excellent team of education professionals who will see our school and children succeed again.

A highlight of the GC year was the commencement of works on our new OSHC facility. Once again, challenging times put many obstacles in our way with this project, but a huge congratulations and thanks should go to all GC members and staff who have finally made this happen. The desire to build a new OSHC facility has been a GC goal for many years, and it is very exciting to finally see it nearing completion. Thanks should also go to the OSHC staff team who have “camped” in alternative facilities whilst the build has been ongoing. 2022 will be an exciting year for all users of the OSHC service.

Kate Hill left the OSHC team at the end of 2021 and staff, students and GC members thank her for her service to the school. GC members will participate in forming the panel for recruitment of the Assistant Director of the OSHC early in 2022.

COVID issues continue to affect the operations of our school in many ways. Several policies and procedures have been reviewed and modified by GC to accommodate never before imagined scenarios presented to us in our COVID environment. All staff (teachers, support staff, admin staff, OSHC staff, cleaners, and others) are appreciated by the GC and wider school community for their flexible, innovative solution-finding and absolute resilience during the COVID pandemic.

The finance committee are to be thanked for their absolute vigilance of school and OSHC budgets during a challenging year. COVID issues such as additional unfunded cleaning and the OSHC build have meant they have needed to keep an even closer eye on expenses and cost control measures to ensure the ongoing success of our school.

Dale Schmidt leaves the finance committee this year after many years of service and we thank him for his contribution to our school. Dale received the Education Department Service Award in recognition of his service.

This year the GC reviewed and approved several policies for the school and OSHC. These included:

- School - Uniform, Sunsmart and Mobile Phone and Devices policies
- OSHC - Supervision of Children, Roll Call and Supervision, Delivery and Collection of Children, Fee Collection policies

Several members of the GC participated in the External School Review, and congratulations go to staff and students of the school for the excellent report received.

The GC have also been kept informed about many additional projects and programs occurring through-out the school, including

- Site Improvement Plan
- NAPLAN results
- Play Area Audit
- Staff Professional Development
- Children’s University
- SALA

The GC members would like to thank the staff reps on GC for patiently outlining all of these areas and answering numerous GC member questions on all of the above. It is a great testament to the quality of our school that so many extra projects are undertaken so successfully.

We were fortunate to have visitors from the student leadership group at GC meetings this year, and it was a pleasure to hear their thoughts and ideas, and gain the opportunity to ask them questions. We all look forward to seeing these future leaders grow and excel in our community in the years to come.

It was also a honour to attend the graduation ceremonies for both year 6 and 7 students at the end of 2021. The ceremonies were professionally coordinated and conducted, and it was exciting to hear the aspirations and great memories of these two amazing groups of young people.

The P&F committee operate as a sub-committee of the GC and we have been well informed of P&F activities in 2021.

We thank the dedicated members of this committee for their service to the school in making possible many great activities for our children. School beautification projects, Lapathon, School Disco, end of year Fun Day, and Sports Day sausage sizzles have added fun and special experiences to our school community.

Thankyou to all GC members for your service in 2021. This year was my first year as GC chair and I am grateful for your support through-out the year. We look forward to continuing success in all areas of GC and the LPS wider community in 2022. Lea Hague, Chairperson

School quality improvement planning

At the end of Terms 1-3 teachers reflected on the actions in the Site Improvement Plan through Learning Teams using Step 4 Improve Practice & Monitor Impact. All Learning Team responses are collaborated and then reflected upon. Next steps are then written and shared with staff to plan to address.

The process will continue for 2022 with the challenge of practice being highlighted to keep at the forefront of planning each term.

Goal 1: To increase student achievement in literacy, with a focus on Reading and Writing R-7.

Our priority was to unpack and then embed the Literacy Agreement, undertake moderation using Brightpath and share next steps for learning with students by setting goals, teachers undertake an impact cycle and to know where students were at with their learning.

Outcomes: Teachers identified their Impact Cycle using Visible Learning tools to reflect on their practice and make any appropriate changes to their pedagogy. Teachers who used Brightpath as their Impact Cycle were able to work with students individually to set literacy goals. We shared pre and post data for Brightpath moderation and discussed the changes students had made to their work. Using Read, Write Inc across Junior Primary classes teachers were able to look at individual student growth. We introduced FreshStart as an intervention program for literacy. The Curriculum Lead, Lee Carter, came to a staff meeting to show the Curriculum units of work and Scope and Sequences. Staff were able to engage with the documents and ask questions about using them. Some staff are looking at how they can implement them in 2022. Working with Ella Blake, PAT Team, to analyse our PAT data and know the next steps for our students. We have been able to not only look at individual students but year levels and whole school to plan for areas to improve for 2022.

Goal 2: To increase student achievement in mathematics, particularly in the number strand R-7.

Our priority was to unpack and embed the Numeracy Agreement, teachers undertake an Impact Cycle with a Numeracy focus and to know where students were at with their learning.

Outcomes: Teachers identified their Impact Cycle using Visible Learning tools to reflect on their practice and make any appropriate changes to their pedagogy. The Curriculum Lead, Lee Carter, came to a staff meeting to show the Curriculum units of work and Scope and Sequences. Staff were able to engage with the documents and ask questions about using them. Some staff are looking at how they can implement them in 2022. Working with Sarah Centofanti, PAT Team, to analyse our PAT data and know the next steps for our students. We have been able to not only look at individual students but year levels and whole school to plan for areas to improve for 2022. Two staff members and one leadership attended Be Brave and Lead Numeracy with Sarah Centofanti to deepen their knowledge and then share with staff at staff meetings. This was very useful when analyzing the data and we were able to make directions for 2022.

In Term 4, Littlehampton was part of an External School Review (ESR). The directions from the ESR were used in the development of the 2022 Site Improvement Plan.

Preschool quality improvement planning

In 2021 we continued to improve learning outcomes for literacy and numeracy and managing the ever changing COVID situation. Through the use of Seesaw, we have been working on streamlining communication and provide clarity around children's learning. This has proven to be quite a challenge with parents no longer allowed on site for most of the year. Other highlights included parents returning on site to be part of the preschool community, internal and external excursions, musical incursion and end of year celebrations including concert and graduations.

Our QIP goals and review of outcomes are as follows:

Goal One: Strengthen children's ability to communicate numeracy and mathematical ideas, language and concepts. Our priority was to implement a consistent site-based approach to supporting engagement in numeracy, looking to strengthen children's skills to communicate numeracy and mathematical ideas, languages and concepts.

Outcomes: Educators used a multipronged approach (e.g. numeracy specific spaces, daily dialog, current mathematical research for early years) to immerse children in a range of mathematical ideas. Our senior teacher engaged in training (ORBIS) to build strong numeracy foundations that specifically improved leader practice and enhance student learning. This was shared across the preschool site and specific knowledge and skills to increase children's mathematical proficiencies was implemented.

Children have been able to describe numeracy concepts such as numbers, patterns, and shown a stronger awareness through continuing conversations in their daily routines and play. Children are able to make predictions and generalisations about their daily activities using mathematical language and symbols. The focus for 2022 will be to increase children's proficiencies in mathematical language through collaborative learning.

Goal Two: Strengthen children's abilities to use and understand the language of their world and represent this symbolically. Our priority was to implement a consistent site-based approach to supporting engagement in literacy looking to strengthen children's skills to use and understand the language of their world and represent this symbolically.

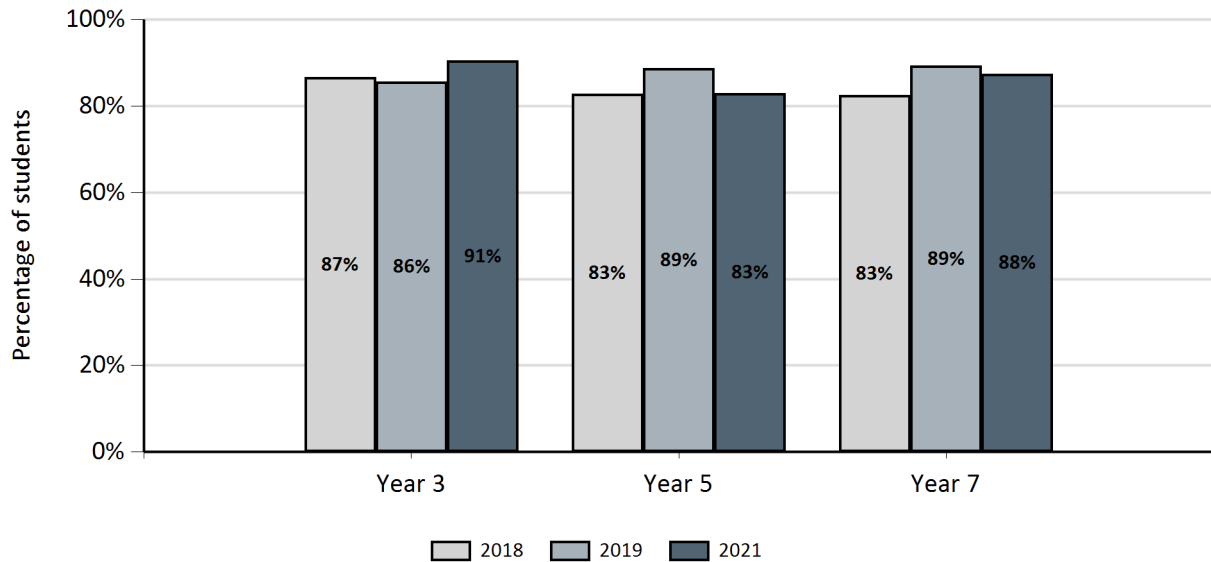
Outcomes: Educators delivered a literacy rich environment that provided multiple opportunities for children to be exposed to, explore and experiment with print, words and symbols. Access to a range of materials, resources, peer/educator interactions to share their ideas and views visually and orally. Data was collected to track their development across the year. Children have been utilising their developing skills in everyday activities with a higher level of frequency. They are now able to exchange ideas, feelings and understandings using language and representation through play. Children have been able to convey meaning through foundational writing such as letters and symbols. The focus for 2022 will be to increase children's oral language capabilities through intention.

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

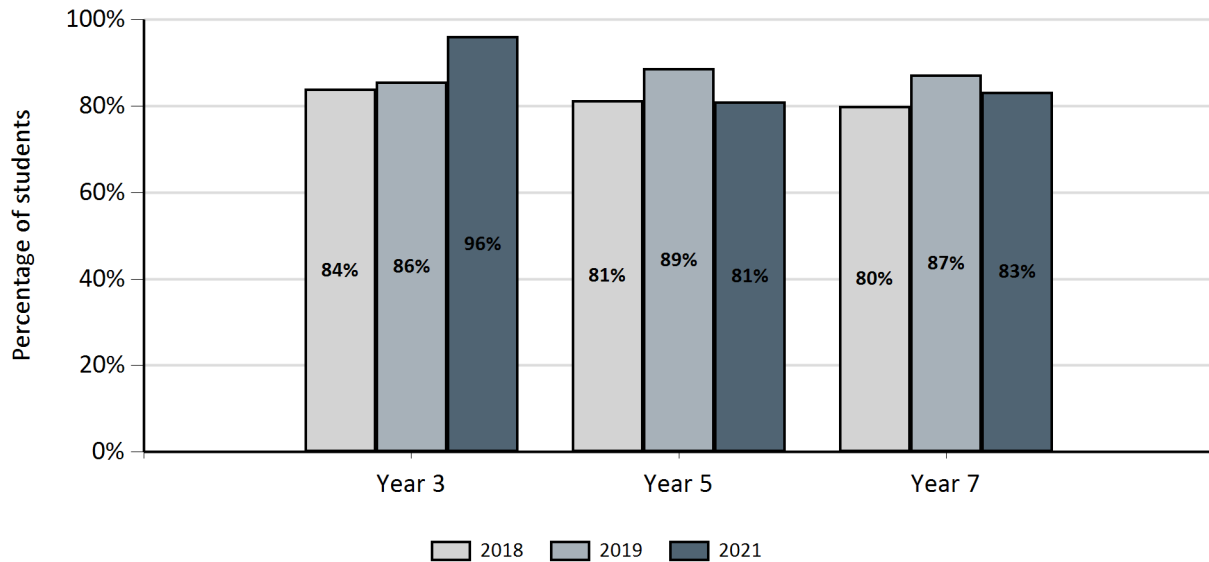


*NOTE: No NAPLAN testing was conducted in 2020.

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	State (average)
Upper progress group	42%	41%	33%
Middle progress group	40%	45%	48%
Lower progress group	18%	14%	19%

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	State (average)
Upper progress group	23%	53%	33%
Middle progress group	43%	42%	48%
Lower progress group	34%	*	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	53	53	31	24	58%	45%
Year 3 2019-2021 Average	51.0	51.0	27.5	21.5	54%	42%
Year 5 2021	53	53	20	11	38%	21%
Year 5 2019-2021 Average	57.5	57.5	21.5	12.5	37%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

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

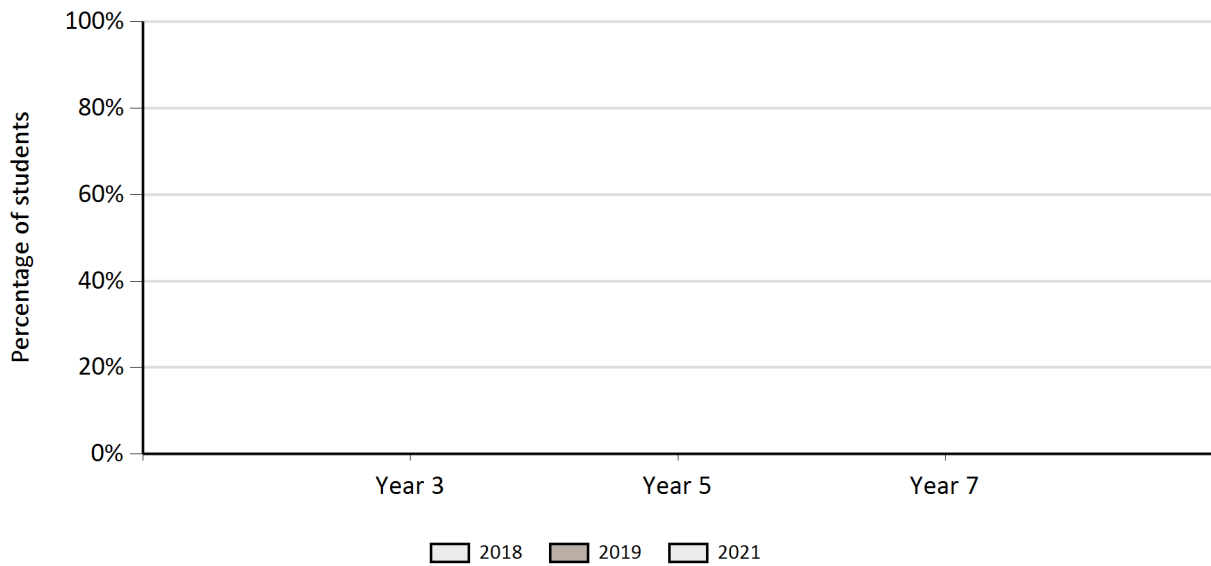
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



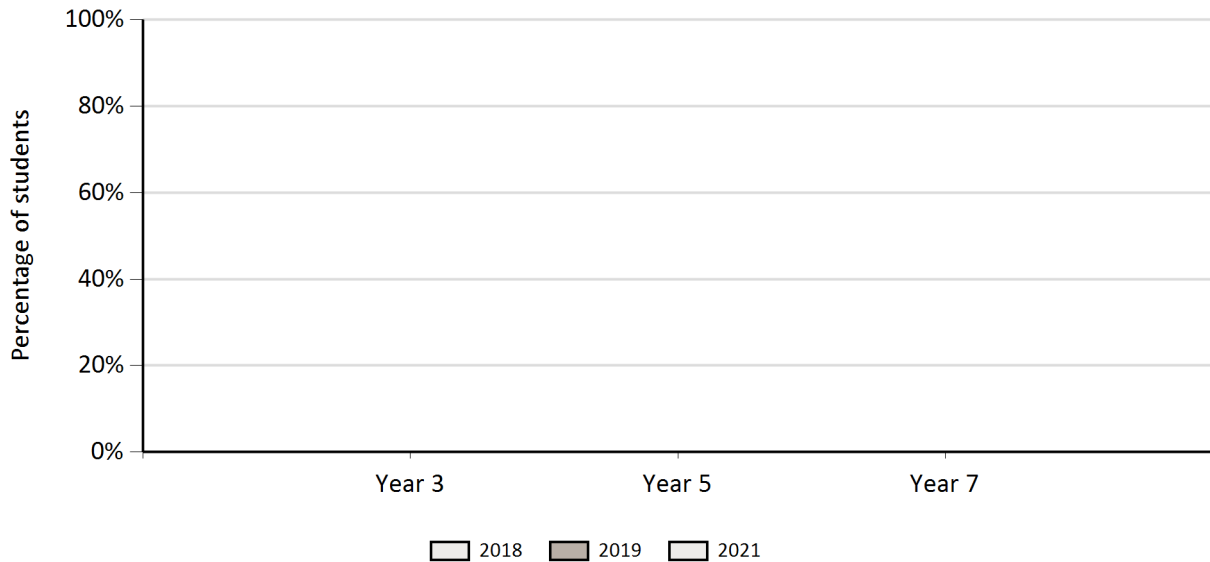
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

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

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

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

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

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

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*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: Tracking & Monitoring

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

Data Disaggregation Aboriginal Learners participate in all Department for Education mandated testing eg Running Records, PAT
 Targeted teaching to put a face to the data and knowing the next steps for learning for each Aboriginal Learner.
 Tracking and Monitoring student progress teachers were able to write a One Plan with SMARTAR goals for students to achieve. The goals were achieved by examining the data in depth. Collected data is recorded on class data sheets and NAPTRACKER and PATRACKER. Data is passed onto next year's teacher.

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

Teachers are aware of who the Aboriginal Learners are at Littlehampton Primary and Preschool have been able to put a face to the data and share with NIT providers to help with learning.
 Intervention/extension programs have been implemented where needed.
 Data is collected and analysed according to Littlehampton Primary Schools data schedule.

School performance comment

Our Pat M data reflects a strong growth across the school with most cohorts showing growth. The Year 3 cohort showed the highest achievement of 96% above SEA. From Year 3 to Year 7 we had 92% of students at SEA. In PAT R our data has fluctuated across the school and cohorts. The Year 4 cohort had 91.1% achieve SEA, the Year 6 cohort had 93.2% achieve SEA. From Year 3 to Year 7 we had 87% of students achieve SEA. As a school we have reflected on this and have made a decision to focus on those students that are at SEA and coasting to make sure these students achieve significantly above SEA and or move into growth. As a site we have also agreed upon a focus on reading stamina/reading inferences across the site. Big ideas in Number (trusting the count/Place value). Problem solving in the proficiencies. Test time stamina- 20 mins before recess/20 mins after recess (depth and speed). Flagging students to be reassigned for 2022 an example for some students to revisit the same test the following year. Reassign students for students above SEA. Covering across building foundations/ shift gear/stretch/maintain momentum/ inspire and builds on what we are doing.

Our Targets for 2022 are:

83% of Year 2 students 34/41 to achieve significantly above SEA in Maths.

57% of Year 3 students 28/49 to achieve significantly above SEA in Maths.

72% of Year 4 students 36/50 to achieve significantly above SEA in Maths.

63% of Year 5 students 29/46 to achieve significantly above SEA in Maths.

65% of Year 6 students 31/48 to achieve significantly above SEA in Maths.

47% of Year 2 students 20/43 to achieve significantly above SEA in Reading.

74% Year 3 students 37/50 to achieve significantly above SEA in Reading

74% of Year 4 students 37/50 to achieve significantly above SEA in Reading.

80% of Year 5 students 36/45 to achieve significantly above SEA in Reading.

62% of Year 6 students 31/50 to achieve significantly above SEA in Reading.

Phonics Screening has increased over the years, especially since starting the RWI program in 2019. Last year we had a 90% pass rate with 84% this year.

Running record data has been steady with some higher numbers below expectation in the middle years which can be because of the increased difficulty in comprehension. All year levels from Reception to Year 1 are 75% and above in year level expectations, with Year 6s at 92% and the Year 3s at 87%.

Brightpath moderation and visible impact cycles has been a focus over the past few years and we believe this has successfully impacted our writing results in NAPLAN. Teachers have moderated narratives, procedures and information reports. We feel we need to do some more work on information reports so we have decided to continue with this next year. We did an impact cycle on this moderation and the teachers gave feedback to students on their learning. This was valuable to both staff and students.

Our school academic reports are reviewed and our A-E grades have been collated from Semester 1 and Semester 2 with a high percentage of students achieving satisfactory to high achievement of a C or above. Teachers assess against the Australian Curriculum achievement standards with 95% of our students from Year 1-7 at a C or above. Our strongest cohort are the Year 6s with 98.5 at a C or above.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	98.8%	94.1%	94.1%	91.7%
2019 centre	94.9%	91.8%	96.0%	94.4%
2020 centre	95.1%		86.8%	88.6%
2021 centre	91.0%	88.3%	91.3%	89%
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	94.3%	93.1%	91.5%	93.3%
Year 1	95.3%	92.9%	92.8%	91.9%
Year 2	94.6%	94.1%	92.2%	94.2%
Year 3	96.0%	94.3%	91.5%	94.3%
Year 4	95.7%	94.7%	90.8%	93.6%
Year 5	94.3%	93.8%	92.5%	92.2%
Year 6	92.6%	92.4%	91.1%	94.0%
Year 7	93.7%	92.0%	89.8%	92.6%
Total	94.6%	93.5%	91.6%	93.3%

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

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

Attendance comment

Our overall school attendance in 2021 was over 94% with our Reception classes at 99% attendance. This has improved from last year which we had an overall attendance of 91.6%, with our Year 1s having the highest attendance of 93%.

The majority of absences across all year levels across the school have been due to "Illness without a certificate", "Family reasons" and or "Unexplained".

We had 1.5% of absences requiring school follow up due to "Unexplained" over long periods or over weeks. Our lowest attendee was at 58.5% attendance and this was reflected in their report and the school had many conversations with parents.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	47	47	47	48
2019	44	43	41	42
2020	55	N/A	54	55
2021	55	55	54	55

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

Our new Behaviour Policy was introduced this year to staff, students and the school community. As a site we implemented this using the Sentral Wellbeing module. By using this we were able to keep records on all incidents, "Green room" counselling sessions and follow up emails to parents. In Term Four we set up an Excel sheet to record reflection notes and students that had frequent incidents. We then introduced a taking responsibility chart to show students the steps we would take if they were frequently needing to do reflection sheets. This had a huge impact in Term Four on students in the "Green room" with a huge drop of incidents. In Term Three we had over 97 incidents at 30% of the years incidents. In Term Four we had 67 incidents with only 20% of the years incidents, this term has had the lowest incidents. This year we only had 1 suspension compared to 7 last year.

Parent opinion survey summary

The parent opinion survey had 106 parent responses from 440 students enrolled at Littlehampton Primary School. School climate - over 70% over responses agreed or strongly agreed that people at the school respected each other. Communication - Over 50% of the responses indicated that communication was the right amount and effective. As we move to 2022 we are looking at streamlining this even more. Learning at school – a majority of parents felt that teachers knew their child and felt that the feedback was helpful. A number of parents felt they would like more support around helping their child at home with learning. Learning at home – Over 80% of responses indicated that there was regular discussions about school at home and that there were good routines in place to support learning at home. Future plans and pathways – a majority of respondents felt that their child’s education is important and that their child was equipped to enter further study or work after they finished their education. The 2021 results were very similar to the results of 2020.

From the text responses there was some level of frustration around behaviour and how it was dealt with. 2021 saw a decline in high level behaviours across the school. In 2021 we implemented a new behaviour policy which needed time for all to understand. Another concern was the lack of parental presence on site. This was due to COVID and the restrictions that were in place. Parents felt that they were missing out on being part of their child’s education and extra activities that occurred. Parents reported they were glad to be back on site for Sports Day.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
225 - Littlehampton Primary School	97.0%	100.0%	92.6%	96.3%

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	%
NG - ATTENDING NON-GOV SCHOOL IN SA	21	28.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	51	68.0%
U - UNKNOWN	2	2.7%
VI - LEFT SA FOR VIC	1	1.3%

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

Majority of our leaving students attended government high schools, Mount Barker, Heathfield and Urrbrae Agricultural School beign the main high schools. Oakbank Area School, Unley High School, Glenunga International High School, Birdwood High School and Victor Harbor High School were other government schools our leavers attended. Cornerstone College, St Francis de Sales, and Tyndale were the main non government schools.

Relevant history screening

Working with Children's Check:

They contact the school and ask for them to start an online application for them. The school will need to ask them their:

- Full Name
- Email Address
- Date of Birth

Then the school can start the online application for them. Once it has been started by the school the volunteer will receive

an email from the screening department informing them that an application has been started.

The volunteer will then need to click on the link in the email to initiate the application. From here there will be another email

Sent to the volunteer with the log on details (usually their email address and a password) and a link to start the application.

This password will need to be copied and pasted in when the volunteer logs on.

They then work through the form and when they get to the 100 point check tick the ON LINE OPTION and ensure that they have paperwork (eg: birth certificate/Drivers Licence/Passport)

to add up to the 100 point check required as they will need to enter the reference numbers from these documents.

Then submit their application.

We as a school can then track where an application is up to and also get notification when it has been approved.

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	40
Post Graduate Qualifications	14

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	24.2	0.1	9.7
Persons	0	28	1	16

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

Financial statement

Funding Source	Amount
Grants: State	\$4,468,704
Grants: Commonwealth	\$9,981
Parent Contributions	\$256,052
Fund Raising	\$32,583
Other	\$54,847

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	We received funding to support specific students with behaviour needs. This money provided SSO hours to enable staff to work with these students on specific programs, or to provide additional supervision.	Progress made in ensuring inclusion of students within classroom activities.
	Improved outcomes for students with an additional language or dialect	Due to EALD funding we were able to employ a EALD teacher for 0.2 FTE, and implement EALD groups to support students in areas of need.	Students received small group instruction to improve literacy skills
	Inclusive Education Support Program	Our IESP grant was used to support children through small group interventions. The main ones were through Literacy, Numeracy and Social Skill. QuickSmart and TooSmart (Numeracy) and FreshStart, Levelled Literacy.	Progress was made towards our Site Improvement Plan Goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	This funding was utilised to release staff to attend training in literacy and Numeracy (Read,Write, Inc., Brightpath, and STEM Mathematics) as well as in areas targeted to their teaching specialisation. Release was also provided to teachers for collaborative planning in maths, literacy and science. We also participated in moderation of students work, with a focus on writing. Targeted support for Aboriginal students in Literacy & Numeracy.	<p>Progress was made towards our Site Improvement Plan Goals.</p> <p>Improvement was made in the Running Records reading</p>
Program funding for all students	Australian Curriculum	Funding utilised to release teachers to plan curriculum units together in year levels teams and to attend professional development. We also purchased relevant curriculum resources.	Progress was made towards our Site Improvement Plan Goals.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to connect our Aboriginal students to culture.	Students felt belonging and pride
	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 utilised to release a staff member to be part of the Numeracy project "Orbis". Staff also attended 2 other preschool sites "Hahndorf and Willows" on pupil free days and a government funded music training course to increase their knowledge and explore different pedagogies in Literacy and Numeracy.	The Orbis project helped staff focus on developing their knowledge and teaching pedagogy around a specific numeracy topic, supporting and focusing children's understanding.
Inclusive Education Support Program	One preschool child received 1:1 SSO support on the 2 full days they attended preschool. The support was provided to give physical, social and cognitive learning support in all areas of the preschool day. Training was also provided by Kilparrin to support and inform educators.	Various physical and cognitive support was implemented and small goals achieved following recommendations from Kilparrin who continue to provide advice and support.
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.