

LAKE WINDEMERE

B-6 SCHOOL

The nature of learning

Lake Windemere B-6 School and Lake Windemere B-6 Children's Centre

2022 annual report to the community

Lake Windemere B-6 School Number: 1908

Lake Windemere B-6 Children's Centre Number: 1404

Partnership: Orion

Signature

School principal:

Ms Michelle Lennox

Governing council chair:

Steve Young

Date of endorsement:

28 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Lake Windemere B-6 School is a category 2 school (Children's Centre Category 1) in the Northern Suburbs of Adelaide. With the year 7 children beginning their first year at high school settings our enrolment figures dropped from 495 to 434. The group population includes approximately:

- 24% children with English as an additional language (an increase of 4% from 2021)
- 14.5% children with disabilities
- 14% Aboriginal children

Students were located in 3 special option classes and 20 mainstream classes. The Children's Centre was allocated capacity of 70 with 7 enrolments allocated for the Speech and Language program.

The easing of COVID 19 restrictions enabled us to welcome back our families to some of our significant events.

- Inaugural End of Year Concert- the oval was an amazing place to be at our very first end of year concert. We had a huge attendance from our families for the evening. Classes presented items in a well-organized format. A sausage sizzle helped feed families and raise some funds for student voice.
- Parents were able to attend this year's Book Week parade and the effort put in to the costumes was outstanding.
- The Festival of Music choir performed at The Festival Theatre this year with many of our families attending. It was an amazing evening and a wonderful opportunity for our Choir Students.
- One of the student's biggest highlights for this year was Lake Windemere's Got Talent. Students spent their lunchtimes performing their amazing acts, culminating in the Finale event with staff also performing.

Our Nunga room relocated to its new space in Rm 21. This will enable Kurna lessons, Homework Club and Intervention lessons to happen in the same space as our Aboriginal Education Team. The team worked with students and local artist Harley Agius to design and create amazing artwork on the pots at the entrance to the school and a new Aboriginal Education Team logo. We were very proud to host the annual Us Salisbury Mob Nunga Graduation.

Significant redevelopment works took place in our Library, Science, Digital Technology Room and Room 15. New Ceilings, fresh Paint and furniture have created a modern learning environment. Room 15 has been designed to accommodate the Deputy Principal office and provide a supervised space for external service providers to work with students.

UniSA and the Orion partnership have developed a specialised Occupational Therapy and Speech Pathology program which supports children across the preschool and early years of school. This is the first year the two disciplines have been blended. Final year students complete their placement with a supervisor on our site. It has been mutually benefitting program.

We were incredibly proud of our results in the Year One Phonics Screen Check. We achieved well above the state average with 82% of our year one students achieving the benchmark. This is a testament to the strategic and dedicated work in our Science of Reading journey.

Governing council report

Governing Council worked closely with the leadership team around the new Site Improvement Plan and its implementation. We celebrated along with staff when we received our pleasing results, particularly in the Year One Phonics test. It was fabulous to hear our site was performing above the State average. We reviewed and made recommendations for the new website due to be launched in 2023.

Governing Council oversaw several significant improvements to the grounds including but not limited to

- Refurbishment and Relocation of AFL Goals
- Installation of 2 new sets of soccer goals to Primary Oval
- Drainage works to are behind Blackwood.
- New signage for front of school and front office.
- Approved refurbishment of Digital Technology and Science – furniture, painting
- Reviewed canteen performance and proposed online ordering to increase sales.

At the year 6 Graduation, Council were pleased to sponsor this year's Caryn Turner award and congratulate its recipient – Jezzmond Fizzy. Council were grateful to attend the Us Salisbury Mob Nunga graduation which was held at Lake Windemere this year.

Towards the end of the year Council were involved with approving and providing feedback to the new Department processes to support the External Service Providers working within the school.

Council are keen to expand the school's volunteer numbers now that the COVID 19 restrictions have been eased. On behalf of the Council we would like to thank our Lake Windemere Community for their ongoing support of the school and students. We especially would like to thank our outgoing members, Ms Joanne Clapp and Mr Glenn Harvey. Steven Young Council Chairperson

School quality improvement planning

In 2022 the site identified two goals in Reading including phonics and balanced readers. Due to the previous year having interstate presenters unable to deliver training, the site engaged with SPELD, DfE Curriculum Project Officer and the Literacy Guarantee Unit to provide teachers with the latest evidenced based professional learning. Rigorous analysis of site data through the data wall, Power BI and Phonics Screen check provided clear targets with logical actions to achieve the results. Staff monitored and reviewed the improvement plan twice a term to identify how we were travelling and what needed to occur next. Linking the goals to the implementation of the English Units of Work ensured that all staff had support to implement the new units with a coach by their side.

Strategies implemented

- Extensive Professional Development in the teaching of synthetic phonics
- Continue SPELD consultant /Leadership Jolly Phonics /Jolly Grammar observations.
- Unit program planning with SPELD consultant.
- Jolly Phonics and Jolly Grammar programs being explicitly taught
- Observations by Literacy Coaches
- Dedicated literacy block
- Participation in the Orion Reading Coach program
- Extensive Jolly Phonics resources being purchased across the School
- Implementation R-6 Phonological Awareness Program
- Literacy Guarantee Unit working alongside staff to develop agreements around assessments to be used for reading
- Curriculum Project Officer working with staff to develop scope and sequence of units of work and implementation
- Early Career Teachers have been able to participate in the Orion Partnership reading professional development. This enables them to be able to adhere to the partnership and Lake Windemere agreements. As well as providing in depth knowledge of the Reading Program at Lake Windemere. This knowledge has been reflected in classroom practice through leader observations.
- Literacy Coaches will also participate throughout the year in Professional Development focusing on Reading and the Balanced Reader as well as Guided Reading, Modelled Reading and Phonics. This enables the coaches to work with identified teachers and to support them with high level literacy practices and provide consistency across the site.
- INTERVENTION

Teachers released to conduct phonics screen check across years 1-7 in Term 1. Good growth has also been reported across year levels. Teachers analysed their data to inform their teaching practice for wave 1 and 2 students. Students below benchmark were identified for Intervention. Selected students received intervention support in synthetic phonics in addition to daily classroom instruction. Identified students also received targeted reading support in Literacy Levelled Intervention (LLI)

Curriculum – All teachers became familiar with the new DfE units of work and Primary teachers trialed using Math and English Units in Terms 3 & 4. Junior Primary teachers familiarized themselves with the new documents ready to use in 2023.

Staff mapped a Scope and Sequence and created new planning documents and curriculum overviews to support whole school curriculum mapping. Teachers worked with Department project Officer and Curriculum Lead to support this process. The English units of work were linked closely to Science of Reading and led to us changing our Literacy Block to cater for the research based Science of Reading.

Staff were involved in key change initiatives around levelled and decodable texts. Junior Primary teachers participated in PD from the LGU to implement decodable texts aligned to the sounds introduced. This will be extended to Primary classes in 2023.

New assessments were identified and agreed upon. Staff began training with LGU support around the DIBELS suite and collaboratively supported the roll out of new assessment timeline. All year levels created their own student success criteria for 2023.

Staff participated in professional learning in the creation of robust one plans to support a diverse range of learners. Functional needs were identified and accommodations implemented to support learners. Collaboration between teachers and SSOs around student goals and specific learning needs occurred to deeply embed the practices

An area noted for improvement for 2023 is the inclusion of 5 weekly data checks to ensure we are tracking and monitoring individual student growth and ensuring appropriate next steps in teaching are included in the class program.

Preschool quality improvement planning

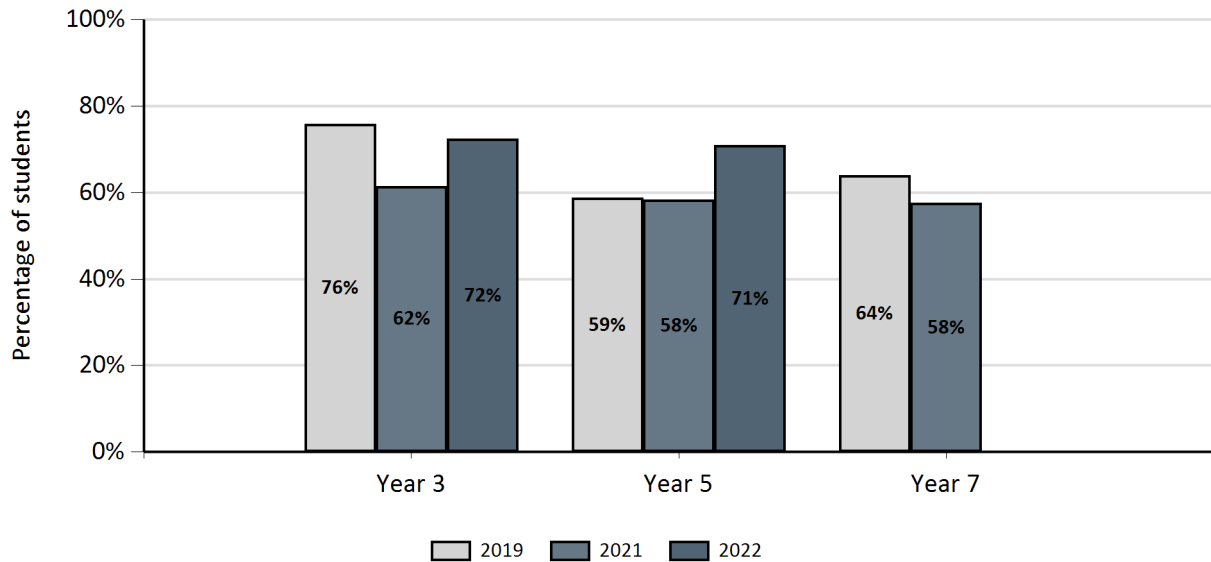
PQIP- Goal 1: 'To strengthen children's ability to hear, recognize and play with sounds in spoken language' Challenge of Practice (CoP) – 'If we develop a consistent whole site approach to the 'intentional teaching' of phonological awareness skills that are both inclusive of developmental differentiation for all children whilst maintaining and embedding our commitment of all educators engaging children in both spontaneous and planned daily phonological awareness experiences then we will see growth in children's ability to hear, recognize and play with the sounds in spoken language. This challenge of practice was designed to continue building the capacity of the staff team to utilise 'intentional teaching' to further develop the children's phonological awareness skills and to use differentiation to target specific support/ intervention groups. Outcomes achieved: Phonological Awareness data (TROLPA) was collected for each child every term and was displayed as a data wall to regularly support critical reflection as whole staff team. The whole staff team engaged in 'sprints' and disciplined dialogue' each term and collaboratively trialled new learning through short, manageable cycles of teaching within the preschool learning environment. Adding to this we used the data wall to identify specific children to provide specific types of intervention in these groups. Identified children participated in 'oral language groups' to target foundational skills. Other groups of children were supported by the use of the Preschool level 'Heggerty Program' taught to small groups of children to provide explicit instruction to target PA development. 2022 overall site data showed an increase of 'average growth' in reflection of our TROLPA data which has continued to demonstrate an increase of growth each year in comparison to previous two years data. All educators had a PDP goal aligned to the site focus on PA, majority of educators demonstrated an increase in their knowledge and understanding of phonological awareness and were able to show evidence of how they were intentionally and spontaneously targeting PA experiences with children. Next steps for 2023 will include a continued targeted focus on strengthening children's phonological awareness skills with the aim of ensuring this is truly embedded within our daily practice. Our planning for this will involve sustaining and maintaining the quality/ effective strategies we are already using and adding an additional layer of strategically planning/ programming for fortnightly PA opportunities based on educator observations taken of children exploring PA during play and linking families to be a part of this journey with children. PQIP Priority: Educational Program and Practice (NQS- QA1)- 'To establish a 'whole site approach' to ensure our programming cycle is 'child centred' and utilises collaborative critical reflection as the foundation of our program'. In 2021 the PLC undertook research and planning to develop what our new cycle and processes would look like. In 2022 we launched our new programming cycle for the first time and made adjustments across the year as needed based on the collaborative critical reflection of the PLC group. Outcomes achieved: Establishment and implementation of a regular planning cycle that utilises critical reflection as a key driver and develop a 'whole-site approach' to ensure our programming cycle is 'child-centred'. All educators now collect daily observations (pink slips) that are reviewed collaboratively as part of daily critical reflection by core staff. A set rotation of 'focus children' are observed by all educators to inform the development of the upcoming programming cycle. These observations drive the child centred focus of the planning

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

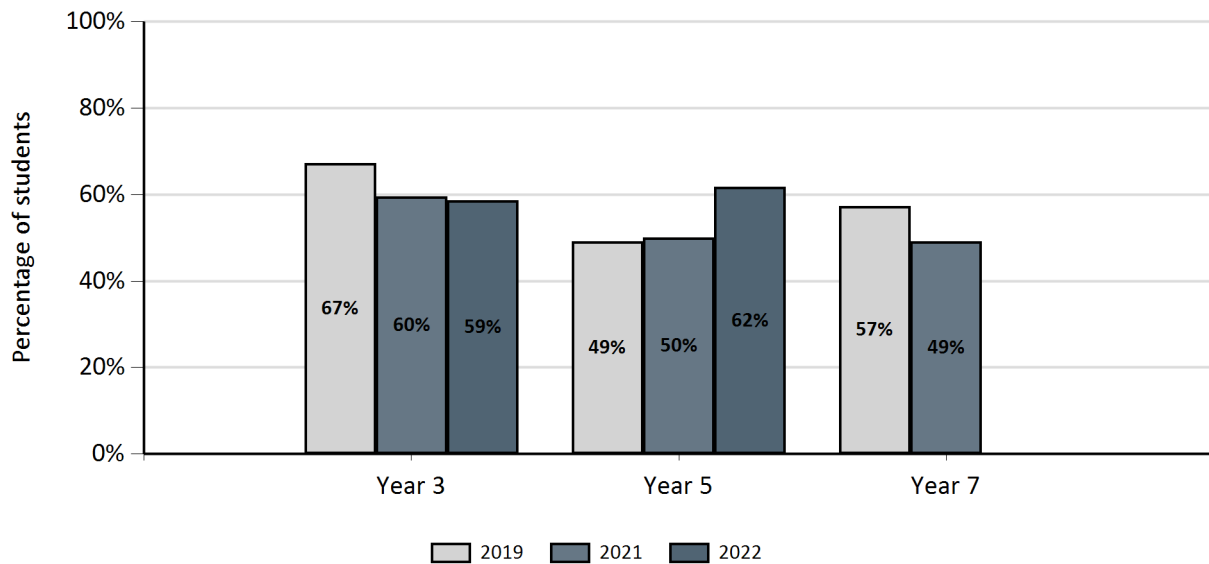


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	58	58	15	6	26%	10%
Year 03 2021-2022 Average	55.0	55.0	13.5	5.0	25%	9%
Year 05 2022	55	55	10	2	18%	4%
Year 05 2021-2022 Average	57.5	57.5	11.0	5.0	19%	9%
Year 07 2021-2022 Average	59.0	59.0	1.0	1.0	2%	2%

*NOTE: No NAPLAN testing was conducted in 2020.

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

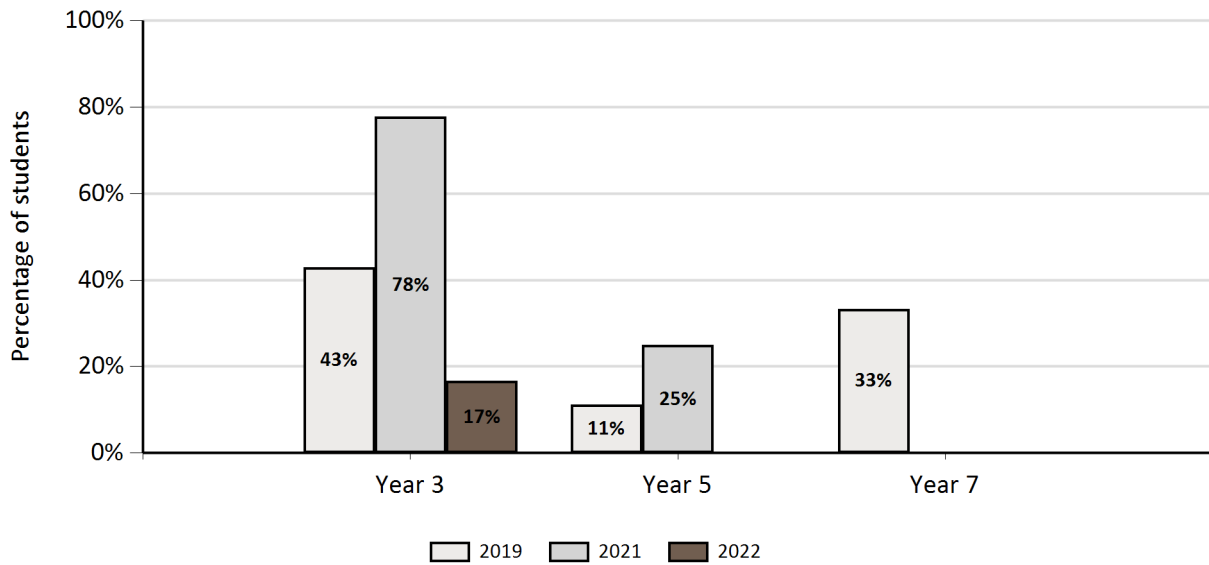
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



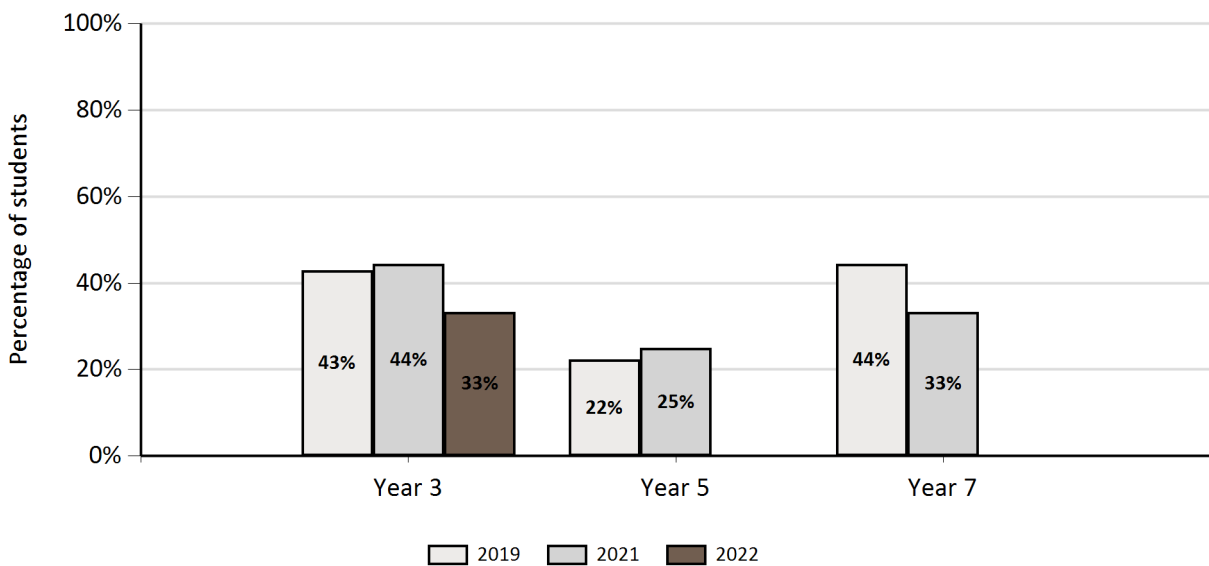
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	6	6	1	0	17%	0%
Year 03 2021-2022 Average	7.5	7.5	0.5	0.5	7%	7%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

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

Phonics Screen Check and Running Records– data collated was analysed and informed intervention groups and learning gaps. Students then participated in lessons that targeted specific learning gaps which resulted in improved phonics knowledge, vocabulary and text structure. As a result, there are less Aboriginal students requiring intervention targeting phonics in 2023. APAS – students and their learning needs were identified and then targeted with specific intervention and monitored. Students significantly below standard worked 1:1 or in small groups with the AET on specific learning needs. Results of the interventions put in place were very pleasi

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

- Year 2 APAS student moved from reader level 5 to level 17
- Each student receiving target support for tricky words/sight words in term 1 improved by an average of 10% with all students achieving between 91% and 100%
- 2022 APAS students moved up an average of 5 reader levels from term 1 to term 4
- Students in years 4 to 6 receiving LLI moved an average of 3 reader levels from term 1 to term 4
- The number of students at Running Record level benchmark increased from 2021 to 2022

School performance comment

Due to COVID 19 there was no NAPLAN conducted in 2020. Therefore we cannot compare growth between Years 3-5 and 5-7. The data shows in reading

- Year 3 10% increase from 2021
- Year 5 13% increase from 2021

In Numeracy

- Year 3 1% decrease from 2021
- Year 5 12% increase from 2021

We are observing higher percentages of students sitting in the upper bands with above average percentage of 26% for our year 3 cohort. 42% of our Aboriginal learners (1 out of 6, year3; 3 out of 4 year 4; 5 out of 11 year 7 students achieved the benchmark in NAPLAN reading. In Numeracy Aboriginal students presented stronger with significantly more year 3's achieving benchmark. Year 3 Aboriginal students did present higher in Upper Bands than the average. Significant, continual improvement was achieved in our Year one Phonics Screen Check.

In 2018 11% of the year one students met the benchmark

In 2019 36% of the year one students met the benchmark

In 2020 66% of the year one students met the benchmark

In 2021 70% of the year one students met the benchmark

In 2022 81% of the year one students met the benchmark

This steady growth is a result of the consistent explicit Synthetic Phonics and Phonemic Awareness programs being delivered with high fidelity. Utilisation of SPELD and Literacy Guarantee Unit personnel to work alongside teachers in the planning and delivery of the programs across the school has yielded consistent, positive results with increased students years 1-6 cracking the code and having increased phonic knowledge.

We are continually reviewing our agreements and purchasing quality resources aligned to the Science of reading.

Intervention provided by specialised teachers supported identified students with significant delays in a withdrawn setting. The learning goals of these students were negotiated with the classroom teacher, ensuring consistency of programming for these students. Professional Learning from SPELD was delivered to all staff and teachers new to Lake Windemere had an intensive session to ensure they were equipped with the same understanding as our current skilled staff.

As this will be the final year that running data is collected and analysed across the school it was pleasing to see growth across all year levels. Students with delayed growth were identified from our data wall to support targeted intervention. Teachers were able to work with students to identify next steps in reading and plan for strategies to be implemented. Early Years teachers implemented decodable readers and in 2023 we will shift to whole school moving away from levelled texts. With the shift from Running Records the site will implement recommended assessments that support the Science of Reading from the DIBELS suite in 2023

Currently year Rec to 6 teachers are using Heggerty Phonemic Awareness program to support learners. From our improved data collected across years 3 -6 the decision has been made to utilise the David Kilpatrick resources and assessments to support teachers and learners in 2023

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	89.2%	82.0%	83.1%	86.2%
2020 centre	80.6%		79.8%	81.4%
2021 centre	78.4%	82.9%	88.7%	88.4%
2022 centre	78.9%	84.3%	80.8%	78.8%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	87.1%	80.9%	90.2%	87.5%
Year 1	90.9%	83.3%	89.3%	85.4%
Year 2	90.2%	84.5%	88.4%	83.0%
Year 3	91.1%	84.2%	91.5%	80.8%
Year 4	92.7%	85.9%	88.4%	85.1%
Year 5	91.7%	83.3%	90.7%	82.5%
Year 6	91.4%	84.7%	87.8%	84.1%
Year 7	90.8%	82.5%	88.5%	N/A
Primary Other	94.7%	83.2%	87.4%	80.0%
Total	90.9%	83.6%	89.2%	83.8%

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

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

Attendance comment

LWB-6's overall attendance rate was 83.8% in 2022, a decrease of 5.4% from 2021. Parents were cautious to send their children to school due to ongoing COVID concerns. SWL worked closely with families allocated to SW-T, SFS and DCP. Extensive case management was provided to support chronic and habitual non-attendance and regular consults were held with SWDL. In collaboration with relevant stakeholders/families, Attendance Improvement Plans were developed. Additionally; the SWL and Aboriginal Education Team sent communication to increase attendance, regular home visits conducted, conducted meetings and regular phone calls/messages provided. The SWL and CPCW connected with families to provide emergency relief.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	83	84	78	79
2020	72	N/A	74	80
2022	70	70	70	70
2021	72	75	76	70

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

In 2022 the staff at Lake Windemere have continued to use their Berry Street training to provide an inclusive and supportive learning environment. In consultation with the engagement committee leaders introduced a proactive support for co-regulation for students across the site with new processes implemented for requesting this support. It has been pleasing to see a decrease in suspensions with 68 recorded in 2022 compared to 91 in 2021. There has also been a decrease in take homes and exclusions. Schools Plus provided a grant which enabled an SSO 2 to be employed to deliver a Social Emotional Literacy program using 'What's The Buzz' resources in withdrawn groups and in classes four days a week. Staff have developed a whole class 'Ready to Learn Plan' which was displayed and referred to regularly.

Parent opinion survey summary

Our parent engagement survey was pleasing. It was clear that our school values were represented strongly and positively in the results. In 2022 we had the highest number of returned surveys with the online format with 81 parents providing their responses.

Our families strongly believe that education at school is important to their child's future and feel equipped to help their children what they will do after school. Very strong responses were received around parents knowing the standard of work expected and having useful discussions about children's learning and effective feedback. Parents did want more assistance with how to help their child with their learning. There was also several comments about the need to provide our students with outside school experiences through camps and excursions, now that the COVID restrictions have lifted.

With the school year beginning with online learning it was clearly shown that parents acknowledged the wide range of platforms used to communicate home. Very positive responses support the shift in school culture with the majority of parents indicating respect and communication have improved.

Twelve families completed the Preschool Parent Survey through a combination of formats including online and hard copy paper format. Majority of the responses were positive falling in the 'agree and strongly agree' feedback areas. Written feedback from families indicated that families felt their child had a positive preschool experience " My son's relationship with staff has grown through the year, excellent communication from all staff" & "Kindy has been an amazing experience for my son"

Two parents provided written feedback that supported they felt positively about the support of learning for their child. "Support has been great for my child in preschool" & "The support my son receives is fantastic". One family identified they felt they wouldn't receive support for special needs for their child and highlighted they would have liked their child to receive support for "baking and healthy eating". In response to this, the centre provided healthy snacks for the 2023 term 1 intake 'transition play program' (that occurred in late 2022) and talked with families and modelled the types of food they can pack and provide to help support with our centre healthy eating focus.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1908 - Lake Windemere B-6 School	188.4%	168.3%	182.9%	174.3%
1099 - Paralowie School	2.9%	3.2%	2.9%	11.4%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	20.7%
NT - LEFT SA FOR NT	1	3.4%
QL - LEFT SA FOR QLD	1	3.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	58.6%
U - UNKNOWN	3	10.3%
VI - LEFT SA FOR VIC	1	3.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

There was a decline in enrolments since the beginning of 2022 consisting of 14 less students compared 2021. During 2022, 39 students left LW B-6 School. This is 11 less students than in 2020. Of these several families had more than one children move schools. Reasons for leaving include; families relocating interstate/overseas, home schooling, families changing residential addresses (e.g. leases expiring or needing to access emergency accommodation, homelessness). Changes in accommodation and lack of transportation has resulted in students being enrolled at schools within their zone to be within walking distance to their new school. Changes in custody care arrangements for families saw some families relocating to different suburbs further away from LWB-6. The majority of Senior Students enrolled in the two local Public Schools, Salisbury and Paralowie R-12. Overall, LWB-6 has seen high transience in enrolments.

Relevant history screening

Due to COVID-19 there was a continued reduction in the number of volunteers and agencies working at the site. Kylie Bennett was recognised as Volunteer of the Year for her service to the school's canteen. Consistent reviewed practices are in place for submitting and collecting relevant history screens. The screening is used for employees, volunteers, work placement and outside agency providers. Data is held securely on site. Volunteers register interest at reception and are met by leadership to complete induction process to site and WH&S obligations. Teachers are provided with up to date lists of volunteers for excursion, classroom support etc. The majority of our volunteers can be found in our school canteen. Responding to Abuse and Neglect for Volunteers training is offered annually. Admin staff, responsible for the management of volunteers undertook new departmental training in the last part of the year.

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	54
Post Graduate Qualifications	20

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	39.9	1.4	17.7
Persons	0	43	2	24

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

Financial statement

Funding Source	Amount
Grants: State	\$7,165,047
Grants: Commonwealth	\$33,949
Parent Contributions	\$112,886
Fund Raising	\$4,751
Other	\$39,080

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Consult days with Berry St facilitators and engagement team to design the professional learning for the site. Provided release for teachers for National day of Bullying committee to plan and	Reduction of behavioural consequences. Consistent practice across the school with trauma informed practice.
Targeted funding for improved outcomes for numeracy and literacy	Improved outcomes for students with emotional development. A team of 7 educators attended 6 days of training across Terms 3 & 4 which included analysis of video recordings of the educators with children to further build educator knowledge and skills to support children with developmental	Implement a school approach to involve student action teams and knowledge to activate children's communication skills through their social and phonics and phonics awareness in JP. Providing withdrawn support in small groups and in class support, providing modelling and curriculum differentiation strategies to class	The 7 educators worked together to share this professional learning with the other educators back at site, including specific examples and new learnings of how the professional learning had been used. Specific child this will continue with educators
Inclusive Education Support Program	Inclusive Education Support Program	Funding was used to provide additional SSO cover for individual children or targeted small group interventions based on analysis and one plans provided to teachers. Classroom support provided to individual students and small groups to support engagement in learning, social development and academic progression. Purchased resources and support materials for individual students as identified.	The site identified differentiated learning support plans for those children who required an extensive level of funding and evaluated. Applications were automatically provided for those children starting school in 2023. Some children achieved their goals with the identified adjustments put in place and only required a term of funding allocation, others required funding for adjustments all year.
Targeted funding for improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Children's Phonological Awareness skills by running small intervention groups. The site funding was also used to provide an extensive level of support. Provision of 30 hours to dedicated reception speech and language program. Additional funding provided to AET to provide targeted reading support to Aboriginal learners benchmark through the LLI intervention program. 0.6 Intervention teacher employed to provide small group intervention of phonics. Bilingual funding was obtained for one child to support their understanding of English in the Preschool Program but unfortunately a bilingual worker was not able to be employed for the specific hours that were required. The child was provided with 1:1 funding through the Inclusive Education Support Program as extensive adjustments were required.	N/A
Program funding for all students	Aboriginal languages programs Initiatives	Professional Development for all teaching staff on new units of work to support Australian Curriculum implementation. Resourcing of texts required for year levels to undertake new units of work. Resourcing of IT hardware for all teacher to support planning, programming, implementation, assessment, reporting and evaluation of the Australian Curriculum in class.	All teachers able to access required curriculum materials at school and at home. All resources for units of work available for class instruction.
		Up to 30 students engaged in Kurna language. Cultural workshops establishing the new Indigenous garden and creation of painted pots with local Aboriginal artist. Kurna dictionaries purchased for each class.	ACEO on site trained in Kurna language through Tauondi College. Kurna language being used in morning circles and meetings regularly. Indigenous garden commenced with 6 large planters painted by students prominently displayed. Nunga graduation held on site for all Salisbury Aboriginal students.

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

Other discretionary funding	Better schools funding	Provision of additional Literacy intervention through 1.2 FTE teacher salary. LLI (Levelled Literacy Intervention) and explicit phonics instruction provided to R-6 students to bridge gaps in learning. Release for classroom teachers to analyse phonics data sets and plan for next teaching steps.	Significant increase in phonics sound knowledge across the site. Reduction of students in years 3 -6 with missing sound knowledge. Bridging the gap in literacy, particularly in year 3-6.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	A targeted 'Baby Playgroup' was provided for the community; this was facilitated by the Children's Centre Allied Health Speech Pathologist & Occupational Therapist. The Allied Health Team also facilitated a 'fussy eaters' program for parents of young children. Additional programs and courses were also provided and organised by the Community Development Coordinator such as 'Infant First Aid' & Baby Massage.	COVID19 restrictions had less on an impact on these programs this year, at times one off sessions of programs were cancelled to Covid but this was a rare occurrence. The attendance for the programs increased across the year as relationships & connections strengthened for several families attending these programs
Children's Centres for Early Childhood Development and Parenting Grants	Funding was use to deliver small group intervention to support children with their Phonological Awareness Skill Development in line with our 2022 Preschool Quality Improvement Plan Goal. Children were identified for groups through Teacher Rating of Oral Language and Phonological Awareness Data (TROL- PA). The Heggerty Program and other teacher directed activities were used to support the target groups of children.	Majority of children who accessed the intervention groups for two terms or more, demonstrated growth in their individual TROL- PA data (syllables, rhyme and initial sounds).
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> • Playgroup • Parent support • Transition to and from preschool • Any new programs or services not previously offered. 	Preschool to School Transition: Our Children's Centre and Reception Classes worked collaboratively to deliver 'shared play' experiences on a weekly basis. This supported the children to build their confidence and connection to school prior to their 'orientation visits' in term 4. Funding was also used to employ Preschool educators to support the orientation visits at school as part of the continuity focus for transition program. Observational data demonstrated a high level of confidence and emotional maturity of a large number of children during orientation visits and when starting school in 2022.	

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