

Hallett Cove South Primary School and Hallett Cove South Preschool

2017 Annual Report to the Community



**Government
of South Australia**
Department for Education
and Child Development

Hallett Cove South Primary School Number: 1054

Hallett Cove South Preschool Number: 1584

Partnership: Marion Coast

Name of School Principal:

Lyn Ferenci

Name of Governing Council Chair:

Kelly Peterson

Date of Endorsement:

16/2/2018

Site Context and Highlights

2017 was a year of further consolidation of student learning opportunities, as well as some frustration awaiting the completion of the administration building following the fire in July 2016. We continued to operate from the Resource Centre which came with its challenges, and finally at the end of November we were able to relocate with the support of staff and the community. This lifted everyone's spirits with a modern new office space and allowed us to prepare for a fresh start in 2018. Despite the challenges, the staff, students and community banded together and most of our Site Improvement goals and priorities were achieved. This Annual Report is an opportunity to reflect upon and celebrate our accomplishments and determine some future improvement goals.

Hallett Cove South Primary School and on site Preschool is an outer metropolitan Preschool to Year 7 site, which also hosts two regional special classes (R-2 and 3-7) and is a member of the Marion Coast Partnership. It is located in a historic southern coastal area near modern facilities and amenities. The school was built in 1976 as an integral part of the Hallett Cove urban development. Current regional developments have included new housing estates, the electrification of the Seaford railway line and connection to the National Broadband Network.

The 2017 school year commenced with 130 students P-7. The students were grouped into 1 Preschool class, 5 mainstream classes (all composite) and 2 Special Small classes in 3 teaching units and the Preschool building.

The student body was predominantly anglo-Australian, including a number of English migrants. There were a small number of students representing other cultural groups including Chinese, Hungarian, Filipino, Spanish and Serbian backgrounds. As well we had a Chinese international student join us for a short period throughout the year. Total numbers in each year level varied with the average being 12-13 students per year level. Of the student population in 2017, 23.8% had a verified disability (including special classes, 12.1% mainstream) and 3% were of Aboriginal or Torres Strait Islander background. Approximately 33% were eligible for School Card assistance. The school has a Level 6 index of disadvantage.

The 'family like', welcoming and supportive nature of the school is highly valued by students, staff and parents. This aspect of the school's culture where everyone is known is what attracts many families to the school as it offers closer monitoring of students and social networks than what many larger schools are able to offer. SRC, Buddy Class and elective type programs also see older students mentoring and supporting younger students allowing them to form close bonds.

There were a number of highlights in 2017 for students in particular the introduction of the Spheros (spherical robots designed to inspire creativity, curiosity and invention through connected play and coding) and Google Chrome Books. The upper primary students experimented with the spheros and then modelled them to other classes and the community in an after school activity. The 6/7 classroom was transformed into a replica Adelaide 500 race track, the hall into an obstacle course and the withdrawal room into an art gallery! The adults had as much fun as the students.

Over the last few years several students have entered the ScreenIt competition to demonstrate coding skills, and due to this interest we were invited to have students feature on the ABC's Behind The News program which was a highlight for the students and staff involved.

The Blue Unit also implemented a STEM focused elective program where students could select from a range of activities in cross year level groups - these included a Garage Band which performed at assembly, gaming group and art group who designed and painted a mural on one of the planter boxes in the yard.

For many students the new 'digging patch' established in a corner of the yard near the car park became a great place to play at recess and lunch time.

Other events/ activities that value added to the curriculum included the primary choir, who performed at the Festival of Music at the Entertainment Centre, Footsteps Dance, tennis clinics, SAPSASA events, Book Week, Japanese Festivals, disco and swimming and aquatics. Specialist teaching included Japanese, Health & Physical Education and the Arts.

Staff extended their skills in Learning Design, Assessment and Moderation through Partnership training and development opportunities and this learning is being transferred to classroom teaching practices. A strong emphasis has been on providing intellectually challenging activities and increasing student voice in planning and assessment. 5 students participated in a student voice in learning project within the Partnership and confidently presented information to staff and conducted a student voice audit within the school further influencing classroom practice.

Governing Council Report

The Governing Council met twice per term throughout 2017 (8 meetings including the AGM) and comprised the Principal (ex officio) and 10 members, including one staff representative and one community representative (local MP Mr David Speirs). Attendance and involvement of members at meetings was high with a strong focus on school improvement (fundraising, education and facilities) and the rebuild after the fire.

The Governing Council influenced a number of decisions throughout the year and discussed many key areas of the school's operational plans including:

Ratification of the 2017 Site Improvement plan and operational Budget

Monitoring of school finances, including canteen and OSHC

Monitoring canteen and OSHC operations and finances, particularly whilst having another year of a temporary canteen with a limited menu. We again needed to advertise for a new OSHC Director late in the year following the resignation of Matt Holmes for family reasons. Satisfyingly OSHC numbers had grown, as had profits in 2017.

Behaviour Policy was reviewed, amended and ratified

Supported major new fundraising initiative - a Ladies Day, inviting local businesses to participate.

SAPSASA student attending interstate Rugby carnival was supported financially by council

Ongoing support of Hourly Paid Instructor for music education to improve our Arts program

Bullying report was presented and strategies discussed for management of this issue in schools

The Governing Council continued to support the Principal in expediting the rebuilding of the administration building following the fire which was very slow to progress.

As well, several sub-committees operated including Fundraising, Education, Grounds, Sports and Finance with each group contributing to a successful year.

Fundraising – a number of events were held including Mother's and Father's Day stalls, xmas raffle, Krsip Kreme donut drive, Sports Day coffee and cake stall and Ladies Day

Finance – approved and monitored school, canteen and OSHC budget, discussed relevant fees and charges for successful operation. Followed up on bad debts as required.

Grounds – tasks included replacing mulch, sand and soft fill in areas needed, tree audit was conducted, yard lighting was followed up with DPTI, improvements to soccer pitch were explored.

Education – organized parent forum on Cybersafety with SAPOL, newsletter and APP items on relevant educational issues such as growth mindset, building resilience

Sports - school based coordinator arranged out of hours school sports including soccer, cricket and basketball with support from parents

The Governing Council members made valuable contributions in 2017 with particular thanks to the Office Bearers – Chairperson Kelly Peterson, Treasurer Maree Askell, Secretary Jasmine Aitken

Quality Improvement Planning (Preschool)

The Preschool increased to 15 student enrolments with high attendance shown throughout the year. The preschool operated from Monday to Wednesday (1/2 day) each week and offered 15 hours of preschool to meet Universal Access requirements. The centre was staffed by a registered teacher and 2 ancillary staff members, one part time.

The preschool has continued to work closely with the school on its priorities to ensure for smooth transitions and a common vision and staff development. In particular a focus has been on developing intellectual stretch and enhancing the use of the literacy and numeracy indicators for evaluating the children's progress.

Feedback from families, NQS requirements, EYLF, RRR and DECD priorities influenced the goals set in the 2017 Quality Improvement Plan.

Areas for improvement included:

- * exploring authentic student voice to gather a greater understanding of the children's ideas and interest. QA1
- * extending the sharing of information and communication with families, including digital platforms QA1
- * adding more examples of learning experiences to individual portfolios, tracking and monitoring literacy and numeracy progress QA1
- * communicating vaccination policy with families and ensuring follow up QA2
- * developing strategies to encourage healthy lunch box items QA2
- * children's knowledge of sustainability improvement through reusing and recycling QA3
- * outdoor spaces to be improved with establishment of a garden bed for growing vegetables QA3
- * building networks within Partnership for teaching staff to further develop skills and practice QA4
- * providing intentional, planned collaborative learning opportunities for students QA5
- * providing current information to parents via floor books, communication boards QA6
- * reviewing policies, practices and resources to improve service delivery is continued QA7

Key outcomes from the 2017 year included:

Pre-School Teacher, Annette Orsborn joined a Professional Learning Community with other Marion Coast Partnership preschool leaders whose focus was to build capacity in capturing student voice and to further the understanding and application of the preschool literacy and numeracy indicators. This had a strong connection to school priorities as well.

As a result of this networking the teacher initiated new ways of recording student voice and interactions, including through video and an observation recording board.

New experiences were offered to students including tending the vegetable garden, a wheels day, pre-school breakfast and a visit from the police.

The preschool children were able to access all areas of the school such as the nature play space, ovals, fixed play equipment and library. Increasing preschool participation in whole school events such as Book Week and Sports Day has also benefited the children and their families.

Adding new stimulating indoor and outdoor equipment remains a focus as funds become available.

Improvement Planning and Outcomes (School)

The 2017 Site Improvement Plan was developed through self review processes and by including DECD, Partnership and Site priorities such as focusing on intellectual stretch, helping students move from fixed to growth mindsets, developing critical and creative thinking skills and building on students emotional intelligence and self -regulation skills.

Key improvement goals included:

- * Continuing high yield programs such as Multi-Lit, Reading Doctor, Jolly Phonics, Guided Reading and Quicksmart to decrease the learning gap
- * Utilizing data (formative and summative) to plan for more personalized and differentiated learning - including PATR, PATM, NAPLAN, Running Records
- * Professional Development to build staff capacity- including Partnership staff meetings, learning design and assessment workshops, student management and Play is the Way workshops
- * Increasing student participation in co - designing and providing feedback on learning, including student involvement in Partnership Student Voice in Learning project and student voice audit
- * Further embed Play is the Way language and games, reinforcement of school values and agreements and strategies to help students self-regulate
- * Building on staff skills in use of IT as communication and creative tools - use of blogs, see saw app, Facebook, use of spheros, chrome books

The outcomes as a result of these directions in 2017 included:

The majority of our SMARTA targets were met, particularly in regard to NAPLAN results.

The second year of the Quicksmart numeracy program saw 7 middle primary students show strong to substantial improvement (effect sizes of 0.6 or higher) in basic addition (speed and accuracy), subtraction (speed and accuracy), multiplication (speed and accuracy) with the greatest improvement being shown in division (effect sizes of 2 and 3). This improvement has been reflected in the confidence being shown to progress in the classroom by these students.

The multi-lit program continued with 10 students and all students made progress in word attack, fluency and sight word recall with 3 finishing the program and 2 almost completed. Several students also worked simultaneously on the Reading Doctor program to improve literacy skills.

Achievement in the higher bands for NAPLAN again produced some solid results - Year 3 - 20% of students in highest bands for numeracy, 30% for reading, 50% for grammar and punctuation. Year 5 -12% of students in highest band for spelling, Year 7 - 10% of students in highest bands for reading, 20% for grammar and punctuation.

2 teachers again attended Maths workshops with other Partnership teachers led by Deb Lasscock from Flinders University. During these sessions they continued to build on their capacity to plan challenging maths tasks and strategies to help children process their thinking. This knowledge was then shared with other staff at staff meetings and in mentoring opportunities.

5 Year 6/7 students participated in a Partnership 'Student Voice in Learning' project where they developed the skills to work within their schools to have a greater say in learning design. As a result, the Year 6/7 class teacher and some students were involved in the production of a short video on how students can be involved in co-designing learning and assessing their own progress and this was shared at a Partnership training day and is now available on the DECD website. Several students also initiated a student voice audit and then presented the findings to staff at a staff meeting which will guide future discussion.

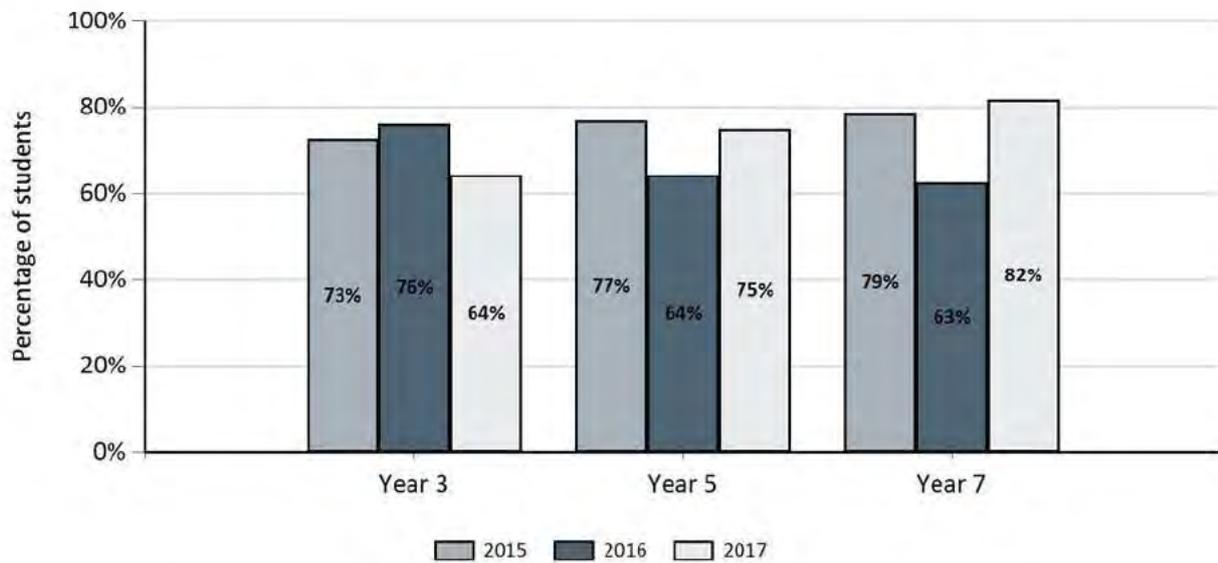
Wilson McCaskill again ran a workshop for all staff, including support staff, on furthering our understanding of building social and emotional intelligence through the Play is the Way program.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

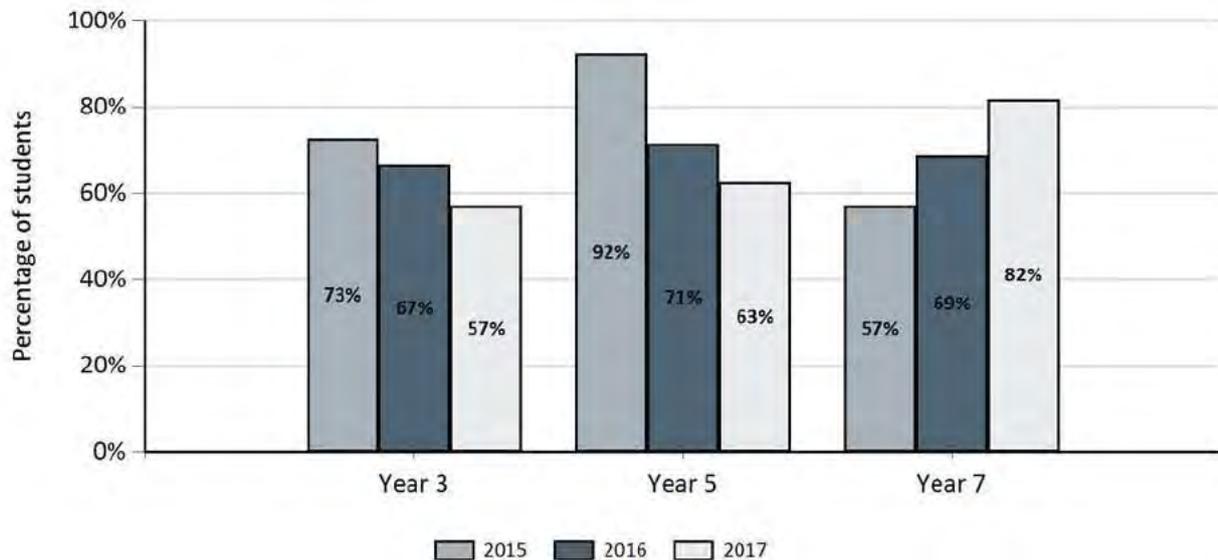
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

*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 2015 to 2017 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)
Lower progress group	25%	30%	25%
Middle progress group	75%	50%	50%
Upper progress group	0%	20%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	38%	10%	25%
Middle progress group	38%	70%	50%
Upper progress group	25%	20%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

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

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 2017	14	14	5	2	36%	14%
Year 3 2015-17 Average	15.3	15.3	5.3	2.3	35%	15%
Year 5 2017	8	8	0	0	0%	0%
Year 5 2015-17 Average	11.7	11.7	2.3	0.3	20%	3%
Year 7 2017	11	11	2	0	18%	0%
Year 7 2015-17 Average	13.7	13.7	3.7	1.0	27%	7%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

Reading proficiency - Year 3 results dipped slightly in 2017 with improvements shown in Year 5 and 7 by greater than 10%. The Year 5 cohort was small, however the Year 7 results were commendable, coming from a wider sample. Reading trends have continued improving with Jolly Phonics/Jolly Grammar, Guided Reading and explicit teaching of comprehensions skills in fiction and non-fiction texts embedded in practice. As a school that in general has fewer than 20 students in each year level eligible to sit NAPLAN testing, a variation in numbers of 1-2 students can cause fluctuations in the percentages shown in the previous graphs. Using these percentages to draw reliable conclusions about changes in performance from year to year is not always the most effective way to analyse our data. There are also several students across year levels who have an identified disability or learning difficulty, who attempt one or all tests so it is not realistic to expect they will all achieve the Standard of Educational Achievement. Analysing individual results rather than group results allows us to track growth and enact intervention strategies such as the multi-lit, and Reading Doctor Programs.

Numeracy Proficiency - The Year 7 improvement continued with these students working collaboratively with their teacher on learning design and assessment throughout the year. 5 students were again involved in a student voice in learning project further embedding stretch thinking in their classroom and across the school. Dan Meyer and One Act Maths problems increased their reasoning skills. Year 3 and 5 numeracy results can be improved upon and the Too Smart maths program has been introduced in the Junior Primary and Quicksmart Numeracy program continues for identified Primary students.

Comparisons in reading progression show that progress for some Year 5 to 7 students can be improved and for Year 3-5 we need to aim for more students having upper level progress. Many students show reading fluency and can decode texts and we need to build on their capacity to infer and make predictions from both fiction and non-fiction texts.

The pattern for numeracy progress is more in line with state averages, however between Year 3 and 5 the focus still needs to be on ensuring students make middle to high progress. Continuing a focus on big ideas in number, natural maths and problem solving can support this. This will be an ongoing focus in 2018.

For upper band achievement in Reading in 2017, Year 3 has been stable, Year 5 has declined although only 8 students sat the tests and Year 7 showed good improvement. In numeracy upper band achievement Year 3 has again been stable and Year 5 and 7 declined, though the percentages have been small. Aiming for more students to achieve in the higher NAPLAN bands continues to be a focus which requires that students can apply fluency, reasoning and problem solving by being presented with complex and complicated problems and given time to 'productively struggle' and work with peers.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	74.2%	93.6%	95.0%	80.9%
2016 Centre	97.8%	97.8%	97.2%	93.3%
2017 Centre	94.5%	84.8%	87.5%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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	2014	2015	2016	2017
Reception	92.7%	91.2%	95.0%	88.3%
Year 1	90.9%	88.8%	90.4%	91.2%
Year 2	88.1%	92.2%	92.1%	82.9%
Year 3	91.8%	92.8%	92.3%	83.8%
Year 4	91.5%	91.4%	88.6%	93.7%
Year 5	89.6%	86.0%	92.8%	86.4%
Year 6	90.1%	87.7%	94.0%	94.4%
Year 7	91.8%	87.6%	86.2%	92.3%
Primary Other	93.1%	91.1%	86.3%	90.3%
Total	91.2%	89.9%	90.6%	89.5%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

The attendance rate at preschool was lower in 2017, although the figures for 2016 were different in this report than the previous one which is not explained. Attendance was higher in Term 1 and 3 than the state figures. The children and their families greatly value the opportunities provided at the preschool and develop positive relationships with the staff, so are generally eager to attend. 1/2 days of instruction on a Wednesday, can at times create difficulties for working families, especially if care cannot be arranged. This leads to more absences on the shorter days. Some families also went on extended holidays during the year.

School attendance did not meet our target rate of 95%, with similar results to 2016. The situation continues where some students, particularly from the special classes are absent from school for medical appointments and private therapy sessions on a regular basis affecting attendance rates. Such absences have increased since the introduction of the NDIS and is difficult to address. Several families also had extended holidays during term time. Attendance rates in the early years can be improved as this is where Foundation skills are being developed. Year 4 & Year 7 achieved increases in attendance, partly through proactive strategies shown by teachers to engage families. Strategies to improve attendance have included newsletter items about impact of absence and irregular attendance on social relationships and future learning, intervention approaches with Counsellor, Pastoral Care Worker and Attendance Officer involvement, prompt follow up by teachers and the wellbeing of some students and families being monitored. Influencing some families to value the importance of the day to day continuity of learning is ongoing.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	12	11	12	11
2016	10	9	9	9
2017	11	14	14	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool enrolment increased in 2017 which also resulted in some additional staffing. The increases were partially due to new geographic areas aligned to preschools and more proactive promotion by staff. There are a number of Preschools in the surrounding area that provide choice, although the word has been spreading that the HCSPS preschool can provide greater individual attention in a smaller, family like centre which can have significant benefits for learning outcomes. Some local families are also not aware that the school has an on-site preschool and we have been looking at ways to spread this information more widely. We offer tours of the service at any time and a very effective preschool to school transition program is in place. A playgroup on Fridays also allows the centre to be promoted and encourages these families to then enrol at the preschool and bring friends and neighbours along. Size appears to be a factor for many recently enrolling families.

School Behaviour Management Comment

Whole school agreements, the Play is the Way and Way to A programs continue to form the basis for supporting students to develop responsible behaviours. Staff workshops throughout the year on the Play is the Way program, SMART trauma training and behaviour strategies provided further ideas to assist students to self-manage and minimise challenging behaviours. Acts threatening safety and bullying are low in the data collected with reported incidents generally being attributed to less than 5% of the student population, some of whom have disabilities where a different level of response is required. Most students involved in incidents were male. A range of proactive measures are in place such as calm corners and the digging patch.

Client Opinion Summary

School - Year 3-7 students, staff (teaching and ancillary) and parents/carers were invited to complete an online ACARA school survey sent via email incorporating a range of multiple choice questions (agree, disagree, neutral etc) and short answer responses. Questions related to areas such as student expectations, resourcing, communication, student progress, teacher and leadership support, school environment and safety. On a scale of 0-5 on collation, '3' related to an average score with higher scores showing satisfaction and agreement with the multiple choice style questions.

Student responses- 45 students from Year 3-7 completed the survey, higher than 2017 but only 56% with teachers asked to ensure students completed the survey. All but 2 questions had aggregates higher than 4 showing that student satisfaction was high in most areas of their schooling. The highest ranking was 4.5 /5 : that the school provides them with a wide variety of resources like IT to help them learn, with understanding of school values and agreements and teachers providing them with helpful feedback about learning also being high. Although still above average the school being well cared for and people treating each other with respect were below 4.

Highlights of the year for students included sphero racing, Japanese and Art, student learning rounds, the digging pit, project based learning, swimming lessons, Sports Day, tennis clinics and using IT equipment. Areas that students think could be improved included more student voice, shade for the digging pit, cleaner yard and more recess and lunch time activities and play equipment.

Staff - 11 staff completed the survey (only 39%) which is a smaller sample than expected and difficult to use as reliable data. Most responses were in the average range 3.0- 4.2 with highest rankings being that students feel safe and cared for, students feel they can talk to staff and that staff motivate them to learn. Lower rankings related to adequate resourcing and maintaining facilities and staff sharing the workload, and working in teams which was also raised in 2016. Highlights of the year for staff included smaller classes, focus on Maths pedagogies, training and development within the Partnership on moderation and staff support. Areas for improvement included more strategies and support for managing children with learning and behavioural needs, improvements to grounds and facilities such as new carpet, teachers working more collaboratively in teams and access to efficient IT hardware & training.

Parents - 16 parents/carers responded to the survey which was a small representation of the total families who received the online survey (<20%) and therefore may not encompass all views and opinions. Most responses were in the average or above average range with the greatest satisfaction being that their children felt safe and cared for at the school (4.5) . Other high responses were that teachers treated students fairly and respectfully and that students and parents have someone they can talk to if they have a concern. Areas once again that parents thought could be improved included school maintenance and using outside support services to assist students experiencing difficulties. Both require extensive resourcing and support from outside the school to be most effective.

Highlights of the year as viewed by parents included Sports Day, maintaining small classes, welcoming and friendly staff, continued focus on numeracy and literacy, and continuous, open communication. Areas noted that could be improved mainly related to grounds and facilities maintenance and homework.

As a result of client feedback, staff working towards a shared vision and including greater student agency will be a focus in 2018. Grounds and facilities maintenance is an ongoing concern in an aging school and relies on funding becoming available to complete significant works such as replacing carpets and upgrading play spaces. This needs to be done in consultation with Governing Council and Facilities Managers.

Preschool

All parents are asked to complete an exit survey at the end of the Preschool Year.

Responses from families at the end of 2017 included:

What do you like about HCSPS preschool?-all children feel included, the educators are great, teaching style supported my child, intimate environment, small community

What have been some highlights of the year? - friendly environment, family events, child's language has improved, emotional development, positive attitude of school students to pre-schoolers on Sports Day, watching the children learn and grow

Comments about child's portfolio and summative report? - great to see how they are developing, shows accurate level of achievement, very detailed with strengths as well as weaknesses

Constructive comments - great interaction with the school, all the hard work from staff is appreciated, information given to families in ample time for planning

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
1054 - Hallett Cove South Primary School	81.8%	100.0%	100.0%
1776 - Woodcroft Primary School	9.1%	0.0%	0.0%
8091 - Westminster School	9.1%	0.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	8.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	52	91.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

Destination Comment

Generally all preschool students have moved from the Preschool to Reception in the Primary School in the last two years.

We aim for this 100% result by providing an extensive full year transition to school program and access to school facilities and events such as Sports Days, Book Week and concert which other preschools can rarely provide.

Student movement from the primary school has generally been Year 7 students moving to government high schools - more than 90%. 8% of students moved overseas or interstate for family reasons. Students generally move to government rather than non-government schools.

DECD Relevant History Screening

The relevant DECD history screening was complied with for volunteers who were not parents/carers volunteering with their own child in the classroom or on excursions. This included Governing Council employees (OSHC, canteen), private providers, pre-service teachers and Governing Council members. Information on the requirements and the process for seeking a clearance was provided in the newsletter and by front office staff if inquiries were made. Information on clearances was recorded in EDSAS and copies of screenings kept on file.

All ancillary staff clearances were also kept up to date, following email reminders of expiry dates.

Teacher Qualifications 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	24
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	9.0	0.0	7.5
Persons	0	13	0	13

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	1 843 014
Grants: Commonwealth	5000
Parent Contributions	58 043
Fund Raising	4728
Other	9556

2017 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Identified students supported with SSO support in the classroom and yard with clear goals set in partnership with support services, teachers and parents. One student with intensive teacher time to help child self-regulate	Significant reduction in inappropriate behaviors and learning improved.
	Improved Outcomes for Students with an Additional Language or Dialect	Two teachers reviewed levels of EALD students and where applicable students were supported through funded programs including Multi-Lit and Reading Doctor.	Student progress monitored for EALD students and most achieving SEA outcomes
	Improved Outcomes for Students with Disabilities	Funding was in general used for SSO support 1:1 or small group with identified students including speech, literacy & numeracy and scaffolding learning. Some funding was used for team meetings & preparation of NEPs.	All NEPs documented and supports in place in classrooms depending on need
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Learning difficulties grant - Funding was used in variety of ways including smaller class sizes and partial funding of staffing and resources for high yield programs including multi-lit, quicksmart, Too Smart. 1:1 or small group support provided by SSOs for children in classrooms. Teacher and ancillary staff training as required eg Too Smart program	All identified students able to access intervention programs 2-3 times per week with trained teacher/SSO. All students included in programs showed improvement
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum funding used to support training of staff and resourcing - learning design, assessment and moderation strategies, general capabilities. Funding also used to further embed digital technologies - coding software, robotics etc	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Better schools funding was used to partially fund training and intervention programs and staffing including Quicksmart, Multi-Lit, Reading Doctor and Too Smart which all focus on literacy and numeracy improvement.	Intervention programs achieving success for students who participate regularly
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Funding used for inclusion and well-being of all students including classroom and lunch time programs, working with individuals and groups of students such as girls only/boys only programs, what's the buzz.	What's the Buzz and other programs run. Bully audit conducted.

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

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used to enable the teacher and other educators to be released to attend training with other preschool leaders in the partnership and in site based pre-schools. A Professional Learning Community was established. It was also used to purchase resources which would provide more challenges for the children to demonstrate the literacy and numeracy indicators.	Teacher confidence & competency further increased in utilizing the literacy and numeracy indicators. The children's progress was reported against these at end of year.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Speech support was provided to identified students and this included reviews by the DECD Speech Pathologist and a program implemented by the preschool teacher and ancillary staff.	Student goals were monitored by educators and the speech pathologist with regular reviews.
Improved outcomes for children with additional language or dialect		

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.