

The Pines School and The Pines Child Parent Centre 2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

The Pines School Number: 1777

The Pines Child Parent Centre Number: 1789

Partnership: Hollywood Lakes & Gardens

Name of School Principal:

Cherie Collings

Name of Governing Council Chair:

Kylie Grenfell

Date of Endorsement:

15/2/2017

Site Context and Highlights

The Pines School is in the Northern suburbs of Adelaide.
We are a category 3 school.
Our values are belonging, respect and engagement in learning/fun.

The Pines School operates as a cooperative campus: CPC/Pre-School, Reception to Year 7 and an R-7 New Arrivals program (IELC).
Before and after school care, OSHC is provided on site by a private OSHC provider, Happy Haven.
The Pines School is enriched by our diverse cultural student population, of over 50 cultures and has a strong commitment to the development of an inclusive learning environment.
Strong relationships with our community are a high priority.
The Pines School is an innovative site with a focus on developing powerful learners with growth mindsets and high achievement.

Throughout the year literacy and numeracy improvement was a major focus in the school. It was good to see lots of improvement in academics and student confidence. Students set their own goals and teachers worked collaboratively with students to achieve these goals. Literacy block with an emphasis on guided reading and writing, as well as Big Ideas in Number were high priorities in all classes.

Data tracks each child's progress and informs teaching and learning programs.

Intervention including Multilit, Minilit, Big Ideas, Quicksmart, Quicksmart Lite assisted students accelerate their learning across the school. The focus in 2016 was assisting every child achieve their potential with continuous improvement.

The Pines School was once again recognised as a "High Achiever School" in The Premier's Be-Active Challenge. A small group of children travelled to ETSA Park to receive the \$1000 prize, two students had their photo taken with The Premier Mr Weatherill and the Minister of Education Susan Close. Thank you to Kylie Grenfell for transporting our children to Santos Stadium.

Children from year 4 onwards were provided with sporting opportunities to compete in SAPSASA events such as Athletics, Soccer, Football, Netball, Cricket and Tennis.

The Girls Basketball Team also competed in the local division of the SAPSASA Knock -Out Competition. The girls performed admirably once again. Many thanks must go to Kylie Gilmour and Brenton Mitch for organising training and coaching the girls and driving them to the stadium.

The Big Splash was very popular with all students and we were lucky to have a beautiful day weather wise, making it an unforgettable day for the whole school community.

In 2016 our Bike Ed. Program included children from the I.E.L.C focusing on Safe Bike Riding and Road Rules.

Another highlight, as identified by the exiting year 7 students in their graduation speeches was Sports Day. We were supported by Adelaide United Soccer Club and Rugby S.A. who provided development offices to help run some of the activities.

Environmental programs in the school include recycling and the wonderful school gardens. Produce from the garden is used in the school canteen and enjoyed by the students.

Grandparent's Day is always a highlight on The Pines School calendar and was well supported by many grandparents and friends. The children particularly enjoyed performing to the grandparents and showing their school work, making it a memorable day for all. We also raised a significant amount of money for our school through the "Book Fair "on this day.

School concerts concluded the year. Junior Primary and Primary concerts were well attended and enjoyed by families. The CPC had 2 concerts in the school hall enjoyed by all.

In 2017 we will continue this consistency across the school. The growth from the last 4 years has been continual and we are expecting to grow by over 100 students to begin the 2017 year.

In 2016 the IELC continued to grow despite the transient nature of the program. At its peak in 2016 the IELC comprised 98 students, representing 20 cultures and 21 languages, over 7 classes.

Internationally renowned Language and Literacy consultant, Brian Dare, visited The Pines IELC and was so impressed with our structure and curriculum delivery that he has been sharing some of our teaching methods and pedagogy with teachers interstate and overseas. He concluded by saying "The work at The Pines IELC is truly outstanding and he hoped we get the recognition we deserve."

Governing Council Report

The Governing Council for 2016 has worked hard together. We started the year off with 10 members due to 2 retirements at our Annual General Meeting. We were lucky to have been joined by new parents with a fresh outlook and ideas for the school.

The community has been actively involved with feedback given to governing council members and discussions have progressed with lots of ideas for fundraising, spending and development around the school.

Our Governing Council members have also been actively involved in other committees within the school also.

The Canteen committee has discussed adding new menu items and actively using more produce that has been gathered from our expanding vegetable gardens as well as pricing up a shade extension to the front of the canteen to give the children more undercover shade for summer and winter.

The Fundraising Committee had ideas flowing for new items to use to raise money as well as running our known successful items such as the End of Year Raffle and our sausage sizzle on Sports Day.

Governing Council approves all new and updated policies and financial reports during meetings.

Two members of Governing Council attend the Site Improvement Team meetings. Site Improvement Plan has included priorities for improvement in student growth in Running Records. Targets including growth between Naplan and PAT tests are closely monitored by the SIT. Many targets on the Site Improvement Plan have been achieved.

Over time targets have changed from Targets to improve the percentage of students over the National Minimum Standard to targets to improve the percentage of students reaching high bands in Naplan and higher scores in PAT tests.

Attendance improvement is another priority on the Site Improvement Plan. As attendance has improved over years targets have been raised.

The Governing Council are really happy with how much support the students are receiving and that extensive intervention takes place for students that are struggling and those that require extension.

The external school review took place in 2016, Governing Council members were interviewed. Governing Council members were pleased to be part of the process and have their opinions valued and taken into consideration. The external review report was very pleasing and a vast improvement on the previous external review.

It was nice to be acknowledged for all of our time and hard work that is put in by being an active member of The Pines school community by being able to attend a dinner at The Whitehorse Inn at the end of the year as well as the Volunteer Morning Tea.

Thank you again to all of our volunteers and our Governing Council members for committing your time towards making The Pines the successful school that we have.

We look forward to seeing those returning members as well as new members in 2017.

Quality Improvement Planning (Preschool)

The CPC had an excellent year in 2016. Special events were held and many parents involved. The CPC continued to grow and many positive comments were received about the preschool program. Playgroup was held weekly. Upgrades inside the centre reflected positive atmosphere.

During 2016, one main priority was to review the QIP, highlight and set appropriate/achievable goals. Through open and healthy discussions, we reviewed and critiqued our Preschool's philosophy. We explored the positives and areas which we felt as a team required further strengthening.

2016 QIP key improvements:

Quality Area 1: Educational program and practice

Goal: From the beginning of 2016, all Educators were required to use indicators to guide and inform their planning and monitor children's literacy and numeracy development. This information is also used to inform the statement of learning.

2016 - all staff attended Professional Development sessions about the Indicators of Numeracy and Literacy.

During 2016, we provided a small "nook" for children to have accessibility to their portfolio, which included their learning/art works/creations. This nook also had a comments book for parents to freely contribute to our learning program and for feedback. We had our curriculum journal on display for children and parents to look at.

Goal: 2016 - the Hollywood, Lakes & Gardens Partnership agreed for Preschools to administer the Phonological Awareness and Skill Mapping (PASM) assessment tool for children. All Educators administered the PASM in Terms 1 and 4 and reviewed students progress. The data informed programming to meet the needs of individual children.

During 2016, all Educators attended PASM Professional sessions for familiarity. Children were identified and intervention strategies were implemented, including individual and group work.

During 2016, regularly Educators discussed programming, learning and observations. Educators were involved in staff meeting discussions every Wednesday.

Quality Area 2: Children's health and safety

Goal: All Educators must be aware of children's health needs.

During 2016, we ensured that information in regards to children's health needs was displayed on the whiteboard in the office, in the kitchen area and in the roll book. We also ensured that all staff members were informed with relevant information through staff meetings and workshops.

Other goals that were worked on during 2016 included:

*That all policies and records are consistent with DECD and NQS and are reflective of the context of the Centre.

*Families provide food/drink that supports the Centre's Nutrition Policy.

*The outdoor learning environment would benefit from a more nature play based area. During 2016, we consulted with our Groundsman, Facility Manager and a planner to improve areas of the outdoor learning environment. The Groundsman established a vegetable garden and provided us with various "loose parts" which children used in their imaginative play. This work will continue in 2017.

*More sustainable practices need to be undertaken and promoted at the Centre. During 2016, we implemented a worm farm, vegetable garden and recycling/compost bins.

*Educator to child ratios are maintained at 1:10 as determined by DECD at all times.

*For all Educators to be familiar with and follow the DECD Code of Conduct.

*Relationships with children.

*Collaborative partnerships with families and communities.

*Leadership and service management.

Improvement Planning and Outcomes (School)

Improvement planning included self review, extensive data analysis discussion, reflection and target setting. The Site Improvement Team and staff establish and monitor targets. Targets on the 2016 plan include:

Running Record Targets

Reception Target - 55% of students will achieve at or above SEA (Standard Educational Achievement).

*66% of students achieved this target so it was exceeded.

In Year 1 - 55% at or above SEA was set.

*62% achieved this so this one was exceeded.

It was pleasing to see that both receptions and year 1's achieved over the target that was set. Intervention in the early years in reading is a high priority in the school.

In Year 2 we set a target of 75% at or above SEA.

*We did not achieve this target with 56% of students at or above SEA. The reading development teacher worked with Junior Primary classes and identified students to assist reading development. Minilit was mainly used in Year 1 intervention. In 2017 students not achieving SEA in 2016, will be included in the Minilit intervention program.

2016 PAT-R Targets - as our achievement had been rising over years in PAT-R the Site Improvement Team set higher targets in 2016.

The 2016 target set for all students from year 3 - 7 was that 80% of students would achieve at or above SEA.

SEA results included - Yr 3 88% achieved, Yr 4 93% achieved, Yr 5 81% achieved, Yr 6 87% achieved, Yr 7 84%.

This showed that all year levels achieved the target, which was very pleasing. The Site Improvement Team will examine data from 2016 to set new targets for 2017. Improving results over years has demonstrated that our teaching and learning programs, including intensive intervention (Minilit, Multilit) are effective and important to maintain in the school.

Literacy Report prepared by Toulia Girgolas. (Senior Leader: Literacy Improvement)

Literacy continued to be a major focus at The Pines School. The Literacy Blocks were refined and supported by school based funding via the employment of SSO staff to support guided reading and writing in all classrooms.

Training and development included a refresher on Guided Reading Practices and many sessions on writing underpinned by The Gradual Release of Responsibility model for explicitly teaching skills, supporting students to further develop them. The result was excellent that all students in the school achieved PAT-R SEA targets. Reading mileage and comprehension were a major focus throughout the year.

Recommendation: Continue with the foci of improving reading mileage and comprehension through a supported and dedicated Literacy Block. Training and development in writing to continue during 2017 through the Seven Steps to Writing Success.

PAT-M Targets - Yr 3, 64% above SEA, 83% achieved SEA. Yr 4, 64% above SEA, 84% achieved SEA.

Yr 5, 74% above SEA, 78% achieved SEA, Yr 6, 53% above SEA, 74% achieved SEA, Yr 7, 64% above SEA, 82% achieved SEA.

In every year level targets were exceeded. Numeracy improvement work in the school included numeracy training for teachers including Big Ideas in Number. Consistency of numeracy practice in all classes has assisted our results improve yearly. Extra intervention for students not achieving at appropriate age year level has also contributed to improved results. It has been very pleasing to see students confidence and enjoyment in maths improve.

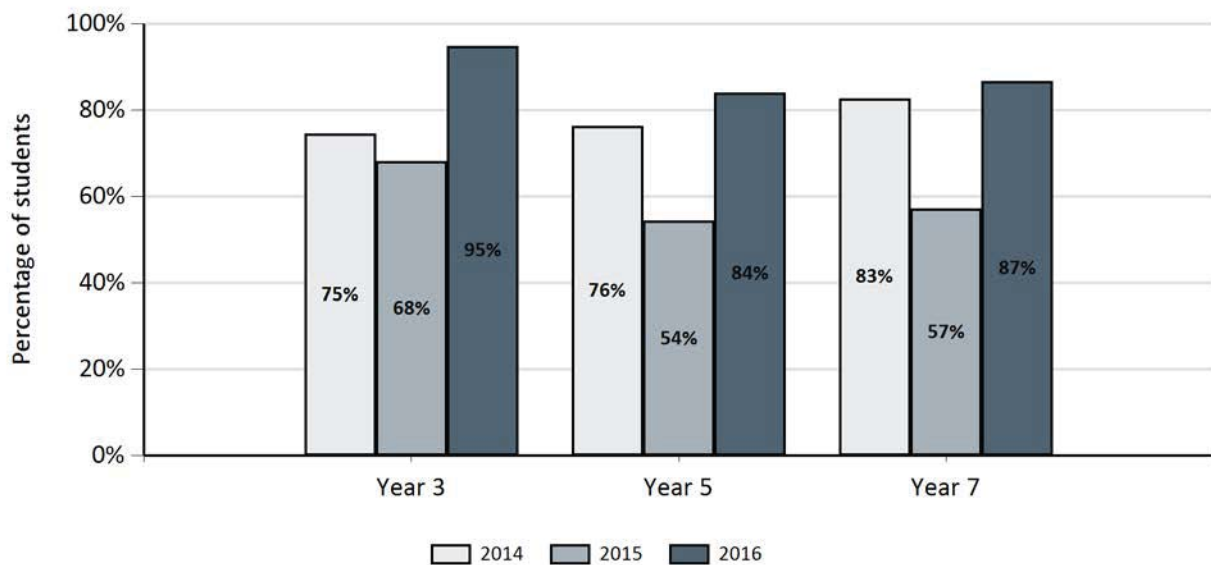
In 2017 we will continue with proven improvement strategies and training across the school.

Performance Summary

NAPLAN Proficiency

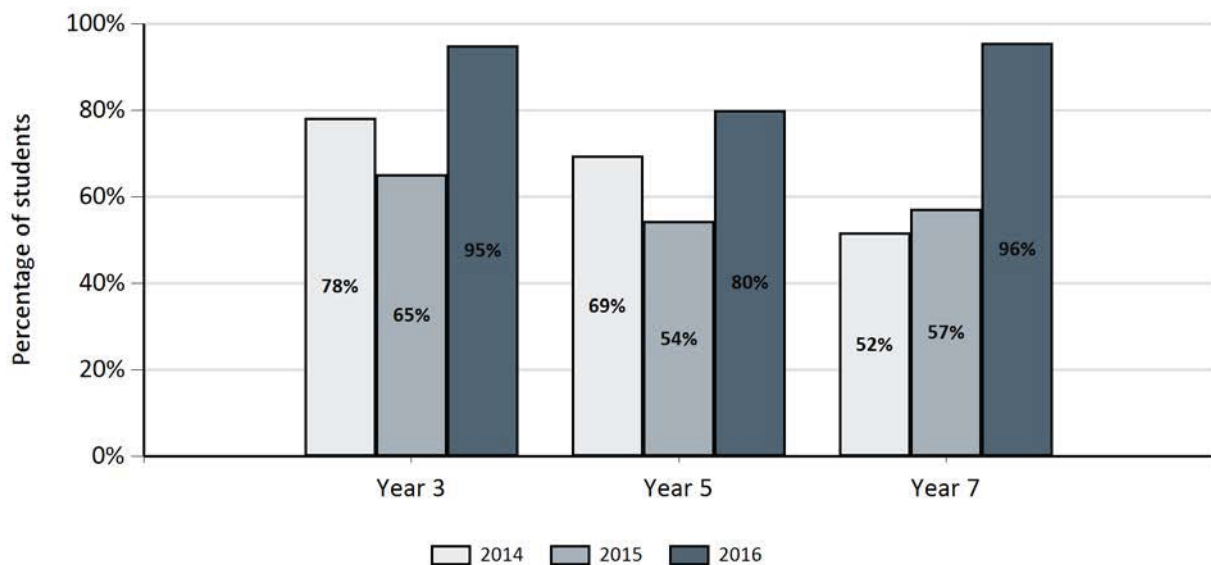
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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	20%	29%	25%
Middle progress group	54%	53%	50%
Upper progress group	26%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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	31%	8%	25%
Middle progress group	47%	50%	50%
Upper progress group	22%	42%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	59	60	38	22	64%	37%
Year 3 2014-16 Average	61.0	61.3	28.7	19.3	47%	32%
Year 5 2016	44	45	10	4	23%	9%
Year 5 2014-16 Average	49.7	50.0	8.0	3.0	16%	6%
Year 7 2016	45	46	4	7	9%	15%
Year 7 2014-16 Average	45.7	46.0	4.0	4.0	9%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

In year 3 our school results in every area - Reading, Writing, Grammar, Numeracy and Spelling were above the DECD and Australian means. In year 5 we were above the DECD and Australian means in Grammar. In year 7 this was the best result for many years, as we were above the DECD mean in numeracy and 1 point below the Australian mean.

Site Improvement Plan Targets 2016:

Numeracy

Naplan Numeracy Growth Targets - Yr 3-5 and Yr 5-7, low 25%, medium 50%, high 25%,

Year 5 target was not achieved with 31% of students in low progress, M 47%, H 22%. The children not achieving expected growth were placed in intervention.

Yr 7 achieved L 8%, M 50%, H 42%. It was pleasing to see such an improvement in the growth in comparison to other years.

Naplan Numeracy Targets:

In Yr 3 we maintained 37% of students in the top 2 bands. This is an area for improvement.

In Yr 5 we improved the percentage of students in the top 2 bands from 6% to 9%.

In Yr 7 it was pleasing to see an increase from 5% in 2015 to 15% in the top 2 bands in 2016.

A continuing priority is to improve the percentage of students in the school in the top 2 bands.

Reading

Naplan Growth Targets - Growth Yr 3-5 and Yr 5-7, low 25%, medium 50%, high 25%.

In Year 5 our results showed less children with low progress and more with high. L 20%, M 51%, H 29%.

In Year 7 growth achieved was 4% more in low and 7% less in high. L 29%, M 53%, H 18%.

We continued extra intervention in reading in year 7 for those whose growth was not as expected.

Naplan Reading Targets:

In Yr 3 we increased our students in the top 3 bands from 70% to 86%.

In Yr 5 we increased students in the top 3 bands from 42% to 56%.

In Yr 7 we increased students in the top 3 bands by 3%.

Increasing students in the top 2-3 bands, as well as maintaining students in high bands between tests is a high priority.

Naplan Writing Targets:

Writing in 2016 was a priority for improvement.

In Yr 3 we increased from 67% to 81% in top 3 bands.

In Yr 5 we had 7% in the top 2 bands, this is an area we aim to improve.

In Yr 7 we had 7% in the top 2 bands. Guided writing was introduced in 2016, as results had demonstrated that this was an area for improvement. Further training for teachers and consistency in school practice in writing will continue in 2017.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	90.0%	93.9%	90.2%	89.5%
2015 Centre	94.0%	90.8%	89.2%	84.6%
2016 Centre	90.0%	90.5%	84.4%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	89.0%	89.0%	91.3%
Year 1	91.9%	90.8%	89.8%
Year 2	91.8%	92.2%	92.0%
Year 3	93.4%	91.6%	93.0%
Year 4	91.2%	91.7%	92.9%
Year 5	94.0%	91.5%	92.4%
Year 6	89.5%	93.7%	92.1%
Year 7	94.0%	92.5%	94.7%
Primary Other	96.1%	95.8%	95.8%
Total	92.2%	92.3%	92.7%

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

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

Attendance Comment

In 2016 the staff at The Pines School continued to work on increasing parent understanding and commitment to improve student attendance for all children. This saw an increase in attendance from 92.1% in 2015 to 92.7%. An improvement of 0.5% and an improvement of 2.1% over the past 3 years.

All classroom teachers followed the Attendance Policy, following up unexplained absences by connecting with parents regularly and communicating effectively.

Students considered to be 'at risk' were monitored by the School Counsellor alongside classroom teachers throughout the year. These students' progress was formally monitored in order for staff to implement and record strategies trialled, to improve student attendance. Staff worked closely to support children and families by building positive and trusting relationships, contacting families regularly, having face-to-face meetings and doing home visits where necessary.

Our target for 2017 is to reach 95% whole-school attendance, in line with DECD target.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	80	82	82	86
2015	83	87	93	91
2016	90	95	90	

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

Over the last four years the CPC has been growing steadily. 2016 had the largest preschool enrolment experienced at The Pines for many years.

Increasing enrolments meant that the CPC started at the beginning of the year to capacity of 90 students. Throughout term 1 due to community demand, the preschool received waivers from DECD to increase to 95 and then to 100 students.

For 2 terms of 2016 we were above state level for attendance.

Behaviour Management Comment

A number of improvements can be seen in our data in regards to student behaviour. Despite a 7% increase in student enrolments from 2015, there was a notable decrease in the number of incidences under 'Threatened Good Order', 'Threatened Safety and Well-Being' and 'Violence – Threatened or Actual'. Children with multiple incidences remained similar to previous years, while the number of students causing the incidences was reduced. We have been working hard to engage students in their learning. We have continued to maintain a strong focus on Growth Mindset, Powerful Learners, Transforming Tasks and implementing effective pedagogies in both Literacy and Numeracy. Staff also used Restorative Practices, Program Achieve, Student Voice and SMART Strategies.

Client Opinion Summary

Parents and Caregivers Survey - Building on positive feedback from 2015, the 2016 survey showed improved confidence in every question of the survey with the percentage of parents increasing in the strongly agree category. It's been pleasing to see parent feedback each year positively reflecting improvements. 71% of parents surveyed strongly agreed that:

*Teachers at this school expect my child to do their best.

*This school is well maintained.

*My child likes being at this school.

*This school works with me to support my child's learning.

Staff Survey Results 2016 was very similar to 2015. Areas where staff highly agreed over 80% included:

*81% Our school makes a difference to improving student learning outcomes.

*88% Making time to get to know students is important to me.

*90% The English Block has been successful in my class.

There was an improvement of 17% of people that felt acknowledged for their work with 83% in 2015 and 100% in 2016.

How Students Feel At School 2016

Year	Sad	Happy & Safe	OK
2014	5%	65%	30%
2015	3%	64%	33%
2016	3%	66%	31%

Bullying Survey - Student Voice

462 students surveyed

The majority of our students feel safe and happy at The Pines School, with 97% feeling either happy and safe or OK, with a 2% increase in 'happy' (66%).

Teachers and friends continue to make our students feel the safest, followed by leadership with another increase of 4% (18%).

The classroom is still the place where our students feel the safest overall, increasing from 72% of students to 79% of students.

The toilets are where our students feel the least safe, with similar results to last year.

61% of students feel that they have not been bullied. This is a 8% improvement over the last 2 years.

Of the 39% who believe they have been bullied at The Pines, 42% of the children who said they had been bullied also said they have been bullies this year too. This is 73 students out of the 446 students surveyed.

Out of the students that had been bullied, the majority had been bullied by a male student (56% boys, 37% girls, 7% adults).

The number of students that reported that no-one had bullied them, increased by 23% over the last 2 years, which is pleasing.

Informing a teacher is still the most popular option for students to report to if they are being bullied (35%), followed by their friends (28%) and parents (27%).

They were much more likely to tell a teacher if others were being bullied (62%) - compared to only 26% if they were being bullied themselves.

The results from the survey demonstrated the strong correlation between teachers and friends making students feel safe and the importance of parent involvement.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0537 - Parafield Gardens R-7 School	1.4%	0.0%	1.4%
1041 - Salisbury Primary School	0.0%	0.0%	1.4%
1043 - East Marden Primary School	0.0%	1.2%	0.0%
1045 - Para Hills West Primary School	0.0%	0.0%	1.4%
1099 - Paralowie School	0.0%	0.0%	1.4%
1777 - The Pines School	70.8%	83.5%	73.6%
1844 - Burton Primary School	0.0%	0.0%	1.4%
1908 - Lake Windemere B-7 School	0.0%	0.0%	1.4%
8033 - St Columba College	0.0%	1.2%	0.0%
8202 - Trinity College Gawler River School	0.0%	1.2%	1.4%
8313 - St Dominic's Priory College	1.4%	0.0%	0.0%
8399 - Holy Family Catholic School	16.7%	9.4%	9.7%
8424 - Bethany Christian School Inc	5.6%	2.4%	2.8%
9072 - St Augustine's Parish School	4.2%	1.2%	0.0%
9155 - Garden College	0.0%	0.0%	4.2%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	16	10.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	5.7%
Transfer to SA Govt School	130	81.8%
Unknown	4	2.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

Destination information was similar to previous years. Most children exiting The Pines, moved to other areas to live and enrolled at SA Government schools.

10.1% of students moved interstate.

2.5% who were unknown were students who transferred originally to a government high school and did not start at that school, moving to a private school instead without notifying us.

Although there was a small percentage 5.7% transferring to non-government schools, a higher percentage transferred from local non-government schools to The Pines in 2016.

The Pines continued to grow in enrolments with many more students enrolling than existing the school.

DECD Relevant History Screening

The School follows the DECD requirements. It is a DECD requirement that all Governing Council members, volunteers in both the school & canteen, SSO's, other support personnel and teachers have a current Child Related Employment Screening.

Approved screening clearances are valid for three years from notification of approval. Teacher screening is done as part of their yearly registration. SSO's and Volunteers are required to submit an application form to the school, along with the original copies of their proof of identification, for the verifying officer to site and sign the application form, so it can be forwarded to the Dept. of Communities and Social Inclusion for processing. The school and the applicants are notified of the outcome. If the applicant has been approved this information is then recorded onto Eduportal (DECD) for staff or onto EDSAS (school based) for a Volunteer. The school monitors that all criminal history checks are kept up to date.

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	59
Post Graduate Qualifications	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	1.0	37.6	0.7	14.8
Persons	1	43	1	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$6,079,376
Grants: Commonwealth	\$12,000
Parent Contributions	\$179,219
Fund Raising	\$4,105
Other	\$568,160

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 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	<p>2016 funding was used to improve outcomes for numeracy and literacy -</p> <ul style="list-style-type: none"> *Professional Development - Hollywood, Lakes & Gardens Partnership on Literacy and Numeracy indicators. *Training in and implementation of PASM (Phonological Awareness Skill Mapping) for all children. *Lisa Jane O'Conner's numeracy training *Ann Baker's training and introduction of Four Top 5 of Numeracy. *Release for staff to plan together and investigate practice. *Special programs to develop literacy and numeracy concepts to play based learning. 	<ul style="list-style-type: none"> *Improved staff confidence in tracking and monitoring students development. *Further staff collaboration and development of tailored literacy and numeracy learning.
Improved ECD and Parenting Outcomes (Children's Centres only)		<ul style="list-style-type: none"> • Support in language and speech skills. • Supporting children to access the preschool learning environment. • Social skills and group entry skills.
Improved outcomes for children with disabilities	<p>During 2016, eleven children were referred to DECD Student Support and Disability Services for Preschool. Three of the children had significant needs, including Autism and Global Delay, which resulted in high levels of support. Nine children were referred for communication difficulties, and four of those children had severe language delay. The Preschool used the DECD Early Learning Assistance Grant to top up Preschool Support.</p>	
Improved outcomes for children with additional language or dialect	<p>In 2016 sixteen children were referred for bilingual support, reflecting our diverse community, of the sixteen children referred four children were only able to access support due to funding and the availability of workers. The languages supported included Gujarati and Arabic.</p>	<p>Our bilingual workers support children in the preschool by fostering their home language and English understanding. Support for additional language/dialects.</p>

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

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	Targeted students received 1:1 support to relationship building and re engage in learning in the classroom environment. Individual plans detailed support. Support was also provided in the yard.	Most students who received support re engaged in learning in the classroom.
	Improved Outcomes for Students with an Additional Language or Dialect	EALD funding was used to support individual and groups of EALD students. As well classroom teachers received training in best practice. EALD support in classrooms involved EALD teacher working in the room.	Language and Literacy levels and R Records data demonstrated progress.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Students were supported according to the needs on their NEP plans. The special Ed teacher and SSO supported teachers to differentiate for SWD. Training for staff and 1: 1 support for students was provided.	Growth in learning was mapped termly. NEPs recorded progress.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	The AET and ACEO with the Leadership team, monitor all Aboriginal students progress termly. Every ATSI child receives support for their Literacy learning. APAS tutoring supported students. An ATSI Learning Community supports culture development and collaborative work with all Aboriginal students from R-7. The school supports learning with intervention, Multi Lit, Mini Lit plus individualised strategies on IELPs . In Numeracy the Big Ideas, Quick smart and Quicksmart Lite are used for intervention.	SEA achieved for a high number of our students. Data indicates that interventions accelerate students' progress greater than 12 months in one year.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Students with learning difficulties are provided with 1: 1 or group intervention. Teachers received training to implement the Aust Curriculum.	
	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding Specialist School Reporting (as required)	School funded an extra class. Whole school support and Intervention programs were funded across the school. Training for staff to differentiate effectively for students needs was a priority.	School results showed 11 improved areas on the 2016 school improvement report.
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The Primary School Counsellor's role supported students and their families across the school. Support for students included working with teachers and inter-agencies to support students.	Improved wellbeing. Improved student behaviour and engagement.

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