

# The Pines School and The Pines Child Parent Centre

## 2017 Annual Report to the Community



Government  
of South Australia  

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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:

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Name of Governing Council Chair:

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Date of Endorsement:

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## Site Context and Highlights



## Governing Council Report

## Quality Improvement Planning (Preschool)



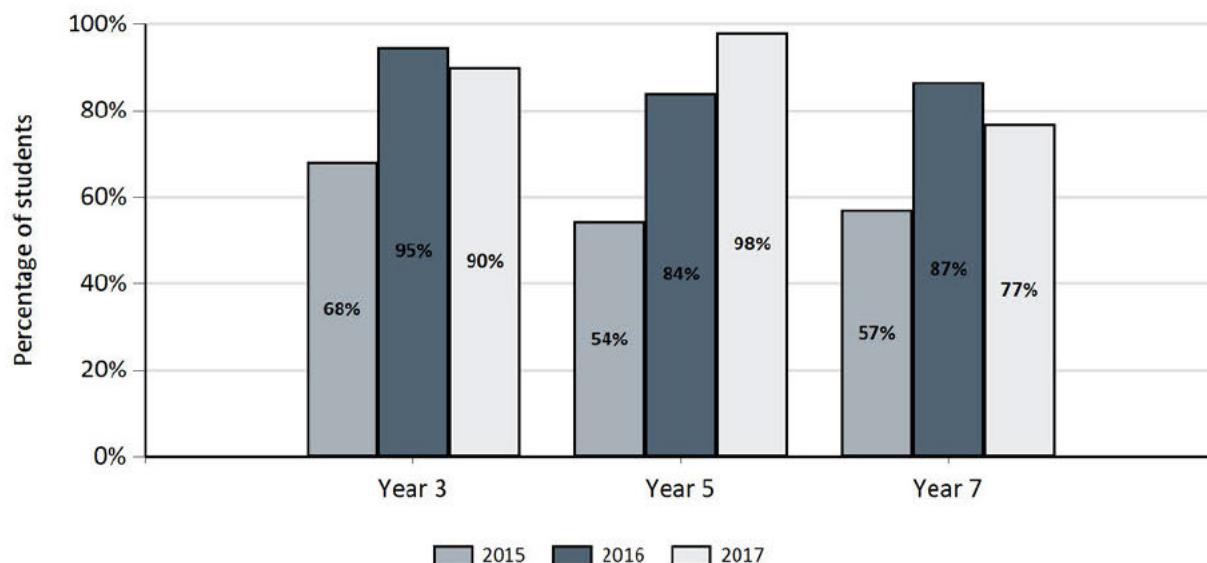
## Improvement Planning and Outcomes (School)

# 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.

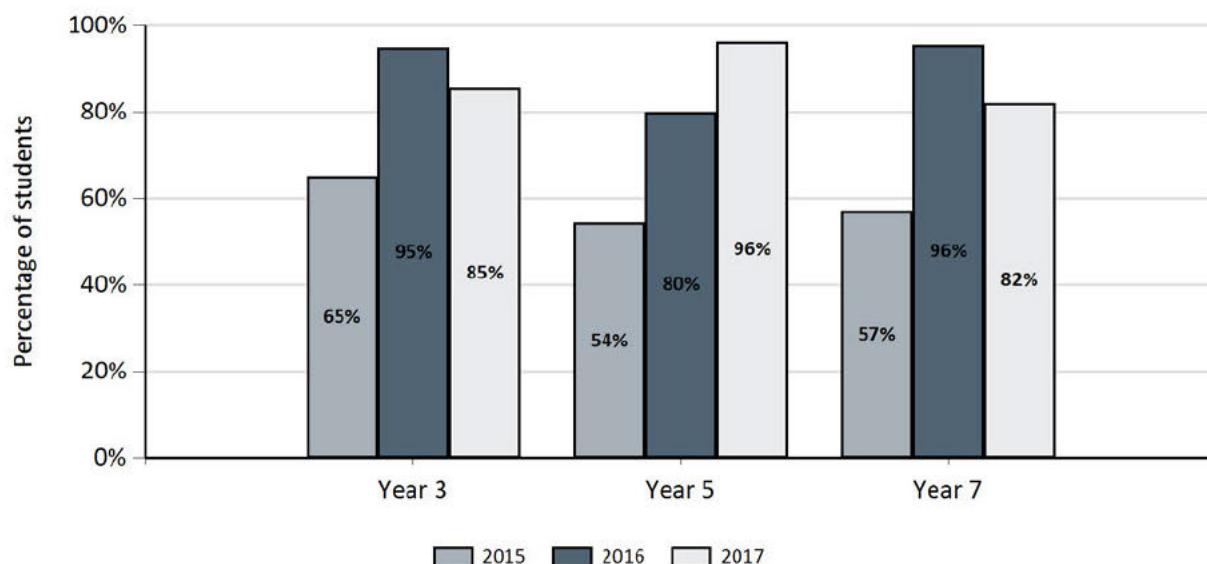
### Reading



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	7%	10%	25%
Middle progress group	60%	59%	50%
Upper progress group	33%	31%	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	10%	18%	25%
Middle progress group	50%	50%	50%
Upper progress group	40%	32%	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	61	62	38	30	62%	48%
Year 3 2015-17 Average	63.0	63.7	34.3	23.0	54%	36%
Year 5 2017	54	55	22	16	41%	29%
Year 5 2015-17 Average	48.0	48.7	12.0	7.3	25%	15%
Year 7 2017	39	39	5	8	13%	21%
Year 7 2015-17 Average	49.0	49.3	4.3	5.7	9%	11%

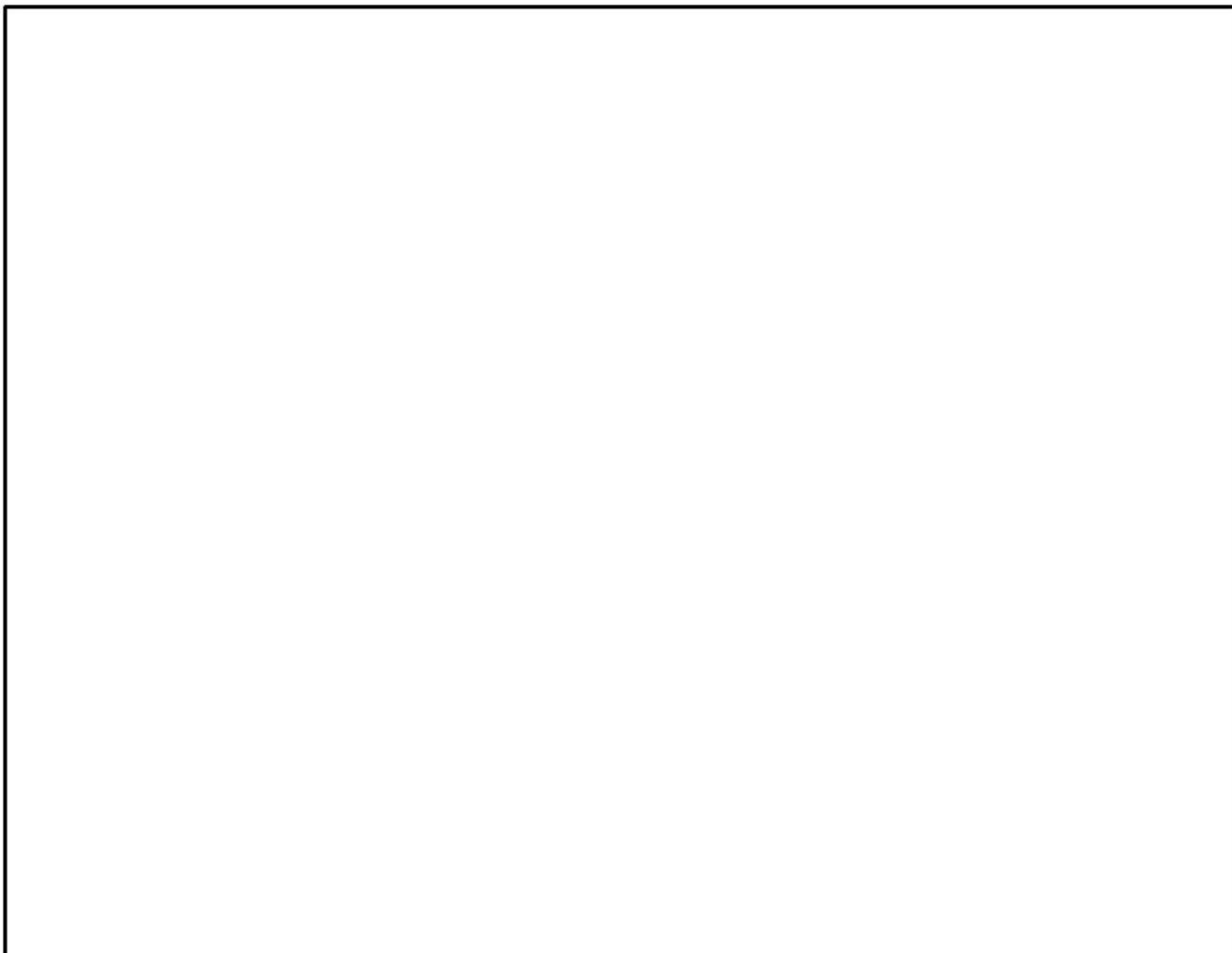
Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

^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



## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	94.0%	90.9%	90.4%	85.6%
2016 Centre	90.7%	91.7%	87.9%	88.2%
2017 Centre	87.6%	87.8%	83.8%	
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	89.0%	89.0%	91.3%	90.7%
Year 1	91.9%	90.8%	89.8%	92.6%
Year 2	91.8%	92.2%	92.0%	91.5%
Year 3	93.4%	91.6%	93.0%	93.2%
Year 4	91.2%	91.7%	92.9%	94.7%
Year 5	94.0%	91.5%	92.4%	94.5%
Year 6	89.5%	93.7%	92.1%	91.8%
Year 7	94.0%	92.5%	94.7%	93.0%
Primary Other	96.1%	95.8%	95.8%	93.5%
Total	92.2%	92.3%	92.7%	92.8%

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

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

## Attendance Comment

## Preschool Enrolment

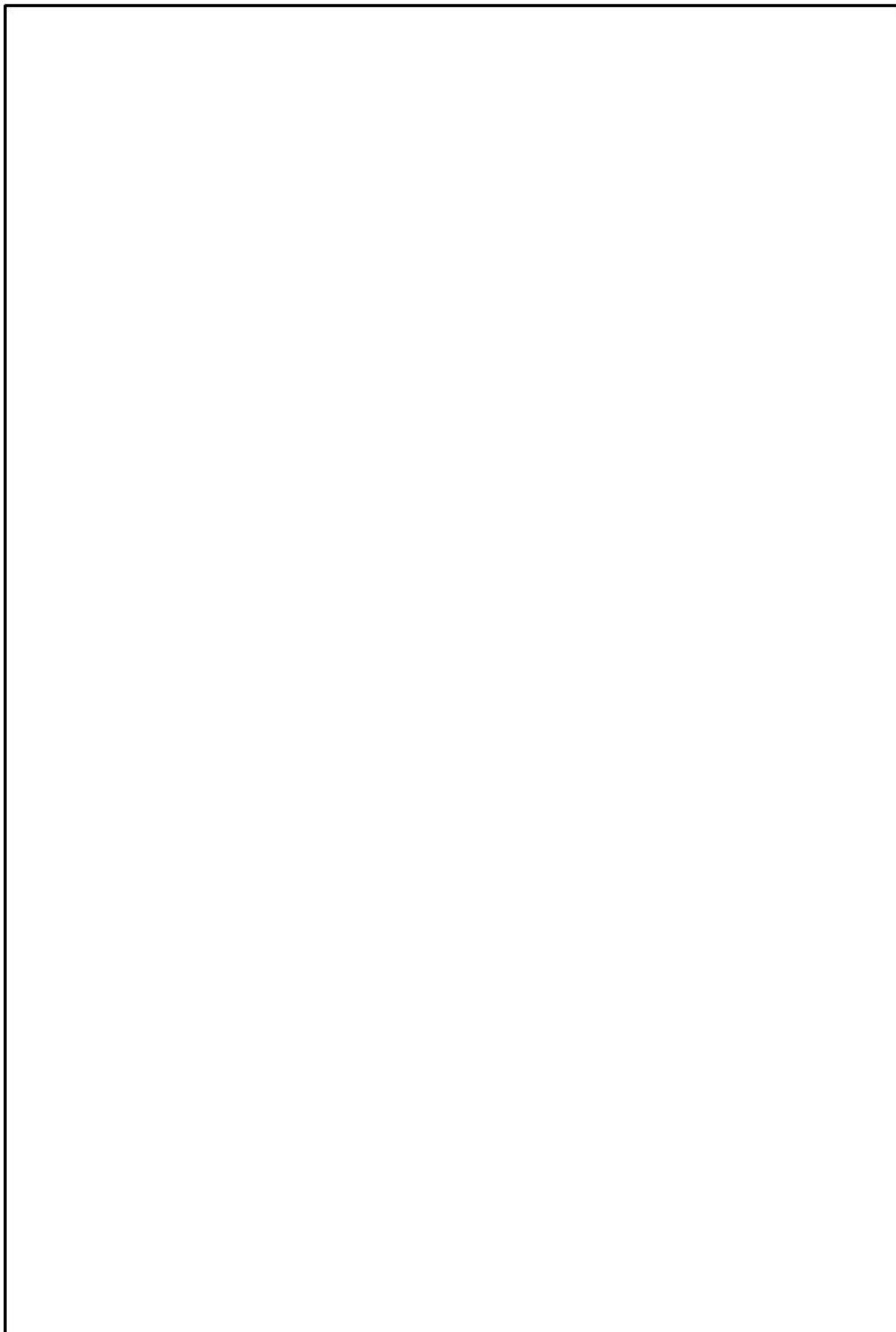
Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	83	87	93	91
2016	90	95	90	87
2017	99	99	100	100

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

## School Behaviour Management Comment

## Client Opinion Summary



## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0537 - Parafield Gardens R-7 School	0.0%	1.4%	1.1%
0987 - Mawson Lakes School	0.0%	0.0%	2.2%
1041 - Salisbury Primary School	0.0%	1.4%	0.0%
1043 - East Marden Primary School	1.2%	0.0%	0.0%
1045 - Para Hills West Primary School	0.0%	1.4%	1.1%
1099 - Paralowie School	0.0%	1.4%	1.1%
1135 - Karrendi Primary School	0.0%	0.0%	1.1%
1777 - The Pines School	83.5%	73.6%	83.9%
1844 - Burton Primary School	0.0%	1.4%	0.0%
1851 - Settlers Farm Campus R-7	0.0%	0.0%	1.1%
1908 - Lake Windemere B-7 School	0.0%	1.4%	0.0%
8033 - St Columba College	1.2%	0.0%	1.1%
8202 - Trinity College Gawler River School	1.2%	1.4%	0.0%
8399 - Holy Family Catholic School	9.4%	9.7%	3.2%
8424 - Bethany Christian School Inc	2.4%	2.8%	1.1%
8439 - Tyndale Christian School	0.0%	0.0%	1.1%
9030 - St Thomas' School	0.0%	0.0%	1.1%
9072 - St Augustine's Parish School	1.2%	0.0%	0.0%
9083 - St Monica's Parish School	0.0%	0.0%	1.1%
9155 - Garden College	0.0%	4.2%	0.0%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

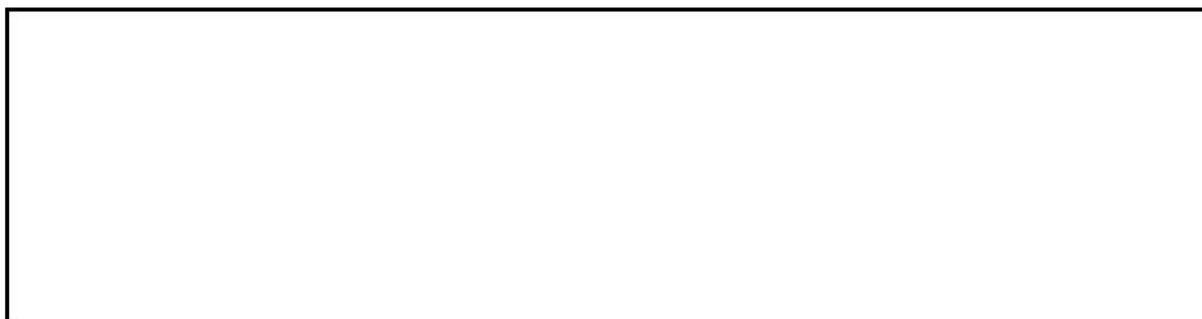
Source: Preschool Data Collection, Data Management and Information Systems.

## Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	19	12.4%
Other	2	1.3%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	9.2%
Transfer to SA Govt School	117	76.5%
Unknown	1	0.7%
Unknown (TG - Not Found)	0	NA

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

## Destination Comment



## DECD Relevant History Screening



## 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	10

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	1.0	41.4	0.7	14.0
Persons	1	47	1	19

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

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

## 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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities		
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy  First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		

\*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		
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities		
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.