



# The Pines School and The Pines Child Parent Centre

## 2022 annual report to the community

The Pines School Number: 1777

The Pines Child Parent Centre Number: 1789

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Mrs Cherie Collings

Governing council chair:

Paul Williamson

Date of endorsement:

15 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights for the combined site

The Pines School is a multicultural Category 3 School. Our school fosters an inclusive culture that values diversity. We aim to develop children with powerful learning dispositions, so that they make continual growth and achieve their personal best.

This year our students wrote and recorded a new song about our school and our Aboriginal team of students, the AET and ACEO developed our school Acknowledgement of Country. Both the school song and Acknowledgment of Country are on our website.

Wellbeing, Literacy and Numeracy are high priorities in our school every year.

The Pines had many highlights throughout the year.

A very exciting highlight was our school winning the state Tournament of the Minds STEM Primary Award. Our winning team of students travelled to Canberra to represent our State in the International competition. This was a great experience for the students involved, who did very well in the international competition.

Another exciting activity included our school play Jack and the Beanstalk with a Twist, performed for our community with two performances at the Shedley Theatre. Our instrumental students performed in the foyer prior to the play. Our students and staff worked very hard to make this a successful performance.

Our students had great academic results and many sporting achievements. The Pines School was recognized as a "High Achiever School" in The Premier's Be-Active Challenge. Students participated in SAPSASA District Competitions throughout the year, highlighted by our boys and girls football teams reaching the State knockout finals.

Sports Day was again a highlight on the school calendar, providing children with a combination of fun challenges and competitive events.

The senior school were lucky enough to go on a school camp at Arbury Park although the weather was not kind, the organizers, teachers and children were able to enjoy different engaging activities.

The Pines Intensive English Program saw a major drop in enrolment in 2020 and 2021, due to border restrictions put in place by the government. In 2022, the border restrictions were removed, which led to a sharp increase in student enrolment to six classes.

In line with The Pines mainstream Site Improvement Plan, the IELC continued to focus on improving reading outcomes for new arrivals students. Year 2-6 IELC teachers were trained in the OG approach to implement explicit instruction routines to teach word recognition and decoding strategies in an explicit and systematic manner.

Many of our students were also involved in Instrumental Music. In 2022, the third year of our instrumental music program, we had just over ninety students learning twelve different instruments. Students received one group instrumental music lesson per week and participated in a band, orchestra or ensemble to develop their music playing.

Students performed regularly at school assemblies, special events and at an annual music concert. The Adelaide Youth Orchestra continued to support our school and instrumental music students, by providing workshops and performances throughout the year. Congratulations to our two students who were selected to join the Adelaide Youth orchestra.

In 2022, we began The Pines School three-year Musica Viva Residency Program. This included the provision of a music mentor to work with our Year 3-6 classroom teachers develop their skills, to teach a quality class music program. Musica Viva also provided our students with a music performance during the year. To connect this performance to music learning in classrooms, teachers were provided with online resources to use with their class leading up to the performance. We were also fortunate to have Musica Viva support our instrumental music program. This included the purchase of some musical instruments and an instrumental music teacher to work with our string students and run our orchestra and string ensemble.

# Governing council report

Firstly, I would like to thank all council members, parents, students and staff for another successful school year in 2022. Thankfully, we have managed to regain some normality with the lifting of COVID restrictions and it was great to see the children flourish over the year while interacting with the world again. The Pines students excelled in many sporting activities which included Grand finals in both boys and girls SAPSASA football as well as SAPSASA cricket, netball, soccer and athletics.

The school continued its involvement in Music and the Arts through the Music Viva, Orchestra, Band, Choir and Eisteddfod. We were treated to an amazing experience at the school play where students took us on the journey of Jack and the Beanstalk, but with some interesting twists! A few of our amazing children were involved in the learning program, Maths Olympiad and other activities to extend their learning. Throughout the year, the new Taiko Drums featured in many school events, where students demonstrated the power of the drums to captivate audiences and celebrate school success.

A true highlight this year was the Pines Tournament of the Minds team who successfully won the state STEM final. This honour has only been achieved by only two other public schools in the history of the tournament. This team travelled to Canberra to compete in the International Tournament of the Minds finals, where they represented the school with excellence and were supported by Cherie and Sonia on their trip.

I would personally thank Cherie, Sam and Tola for their great leadership throughout 2022. The Pines has a team of truly inspirational teachers, and I would like to thank Sonia, Rae and Liam for going beyond with their never wavering efforts for all of the different activities they lead.

As a council, we were extremely excited to see that we have been provided with a grant from the state government to help us to build a Gymnasium. When complete, it will ensure that we can all gather as one community to celebrate events, no matter the weather. As we move into 2023, I hope that our work to upgrade the school gymnasium will not linger as long as the fence upgrades a few years ago. A new gym facility will be a significant asset to the school and allow many different activities occur.

Over the year, the council deliberated, consulted, authorised and provided feedback on many items including Principal's Report, Student Voice, OSHC Report, Canteen Reports, Financial Reports, Pre School Reports, Naplan Results and Site Improvement Plans. I would sincerely like to thank all involved in making 2022 a successful school year given all of the challenges put in front of us. Hopefully 2023 will allow us to further celebrate the successes of the school.

Finally, I would like to thank all the parents and staff that have volunteered their time, skills and expertise that contribute to the long term school improvements being delivered through the School Governing Council.

Paul Williamson  
Chairperson

# School quality improvement planning

The Pines School continues to work hard to improve all areas of Literacy. Spelling Mastery, an explicit spelling program is being taught from year 2-5. This year we had improvement in the number of children achieving the expected target in the Year 1 Phonics Screen. We had 78 percent of students achieve above 28/40. Many students achieved 35 or above which is outstanding. The improved phonics instruction in classrooms using the methodology of Explicit Direct Instruction in the Orton Gillingham style, has definitely contributed to this improvement.

NAPLAN Online sometimes provides extra challenges for our students, especially when there is a crash in the department's internet system during a test.

Year 3 Numeracy 76% of students achieved S.E.A. or above. (Standard of Educational Achievement).

Year 3 Reading 83% of students achieved S.E.A. or above.

Year 5 Numeracy 76% of students achieved S.E.A. or above

Year 5 Reading 87% achieved S.E.A. or above.

It was pleasing that our school was able to achieve our Site Improvement goals for NAPLAN that are always set at a high level.

42% of our year 3's achieved in the top two bands in Reading and 28% of year 3's achieved in the top two bands in Numeracy, which was a 10% increase from the previous year.

In year 5, 35% of students achieved in the top 2 bands in Reading and 23 % of year 5 achieved in the top two bands in Numeracy.

The Site Improvement Plan focused on using Explicit Direct Instruction (EDI) teaching in Mathematics, to improve student achievement of SEA and High Bands. Teachers focused on the development of student problem solving skills to ensure students could engage in collaborative learning based on trusting the count, place value, multiplicative thinking and partitioning. (Big Ideas in Number). Especially developing students' ability in using critical and creative thinking to solve problems using the school problem-solving model. Teachers also focused on developing students' abilities to make choices, interpret, formulate, model and investigate problem situations and communicate solutions effectively. Important work included students developing and using mathematical vocabulary to articulate their reasoning and learning and discuss assessment and how they will achieve the goals they have set in partnership with their teachers.

Targets 2022: -Our targets were to increase the number of students achieving SEA and High Bands in NAPLAN. We aimed to increase Year 3 SEA to 73/86 students (85%), and increase students in year 3 in Numeracy high bands to 22/86 (26%). In Year 5 we aimed to increase students above SEA in Numeracy to 75/94 students (78%) and Year 5 students in Higher bands to 24/94 (25%). In 2022, we met almost all targets.

## Pre-School Numeracy

### Four top five

After reflecting on data from Ann Baker's 4 top 5 of numeracy for children, and the preschool team's confidence and skill self-assessment in teaching numeracy, our PQIP goals from 2020 to 2022 focussed on number vocab and concepts. The school senior maths leader worked with children to develop their number concepts and vocab through visiting the preschool twice a week to play maths games with groups of children, tracking their skills and growth. The senior maths leader mentored and supported preschool teachers and educators to develop their knowledge and skills in numeracy and teaching techniques by teaching, co-teaching, observing, holding workshops and engaging in reflective discussions. The senior maths leader hosted numeracy workshops for families to support children in continuing their learning at home. The preschool shared numeracy learning and ideas to support learning at home through Class Dojo posts, displays and conversations. The senior maths leader and preschool leader collaborated to develop a '4 Top 5' site-specific scope and sequence for number learning at preschool, based on preschool curriculum documents and Big Ideas in Number, which is used in the school. The preschool team then developed a tracking sheet to collect data on children's growth, identifying children who may need further support or intervention, as well as stretch.

# Preschool quality improvement planning

Our PQIP goal for the last 3 years focussed on improving number vocabulary. We have noticed children using number vocab and concepts more during free play, due to the number rich experiences we set up and the conversations all educators have with children during play, adding to and extending their learning. We created play, learning experiences that are open ended, using loose parts, and that are numeracy rich. We made and used word cards to highlight the number vocab for educators, as well as families, that children can use in different learning areas. We have seen families sit at our numeracy table, as it is close to the bag lockers, using the vocab cards during play with their child.

After reflecting on the last 3 years, we feel the most high impact strategies we have used are:

1. Intervention: Providing intervention during Term 3 that targets children who need extra support and learning in different ways to grasp number concepts and vocabulary.
  2. Monitoring data: We have fine-tuned our tracking sheet with the number vocab highlighted, noticing that all educators have become experienced and confident using the words both during small groups and play. All educators now use the tracking sheet consistently as well as keep notes on children's learning styles and how they participate during small groups. The tracking sheet is also a rich source of information, where we can easily identify what concepts and vocab children are stuck on, or who has been away or late when particular concepts and vocab has been taught. This data also supported our conversations with families on children's learning and growth. The tracking sheet also includes vocab and concepts taught during Reception, therefore identifying a 'benchmark' to aim for all Preschool children, as well as providing stretch where needed.
  3. Up skilling and supporting all educators in their confidence and ability to teach and use number concepts and vocab, both during small groups and play.
  4. The numeracy data supports our reflections, with 41 out of 90 children grasping above the preschool 'benchmark' in numeracy. Only 9 children were below the 'benchmark', these children had additional needs, poor attendance or started later in the year. Tracking the numeracy data in the Junior Primary in Big Ideas in Number (what our number vocab and tracking sheet is based on) showed growth from 2020, with over 60% of students grasping all the Trust the Count concepts by the end of Year 2 in 2022. Observations and comments from the Reception teachers has indicated children from The Pines Preschool now start Reception with a greater understanding of number vocab and concepts.
- 2023: The AECD data shows the number of children at risk or vulnerable in the areas of social competence, emotional competence, language and cognitive skills and communications are increasing. Lack of skills to communicate in English at Preschool and school is likely to affect children's social and emotional competence. This reflects our diverse community and our category 1 rating as a preschool. This is also supported by the Preschool team who reflected that "When observing and talking to children with challenging behaviours, at the core was a lack of social skills, and the ability to express themselves, their emotions and thoughts during play."
- It has therefore been decided that our 2023 PQIP will focus on literacy, in particular, initiating and maintaining conversations. The School and Preschool will also have a buy in Speech Pathologist, with the option to upskill educators in areas of need.

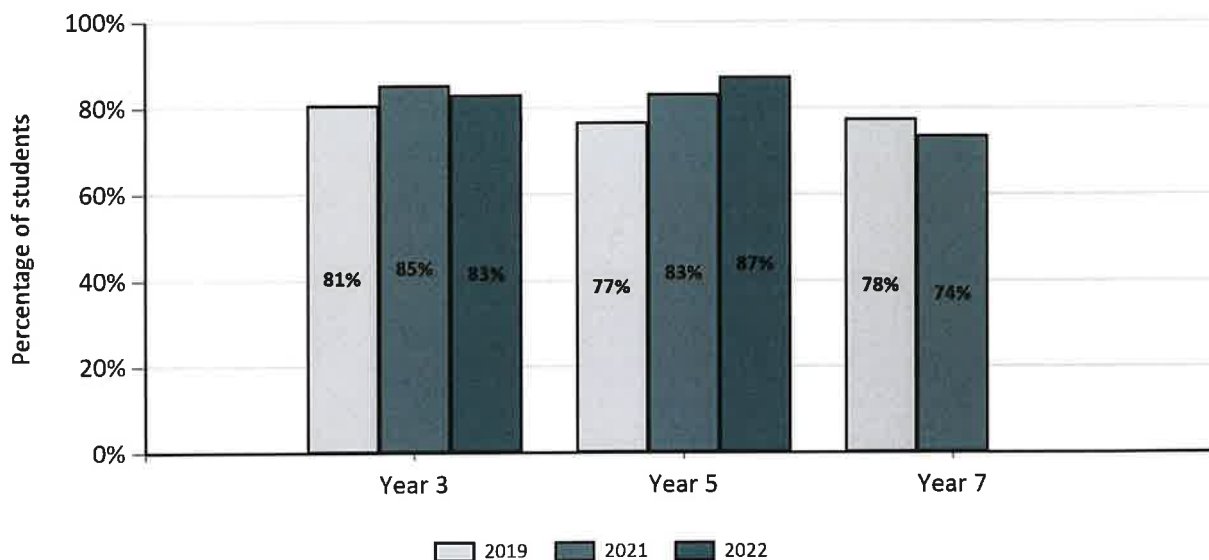


# Performance Summary

## 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

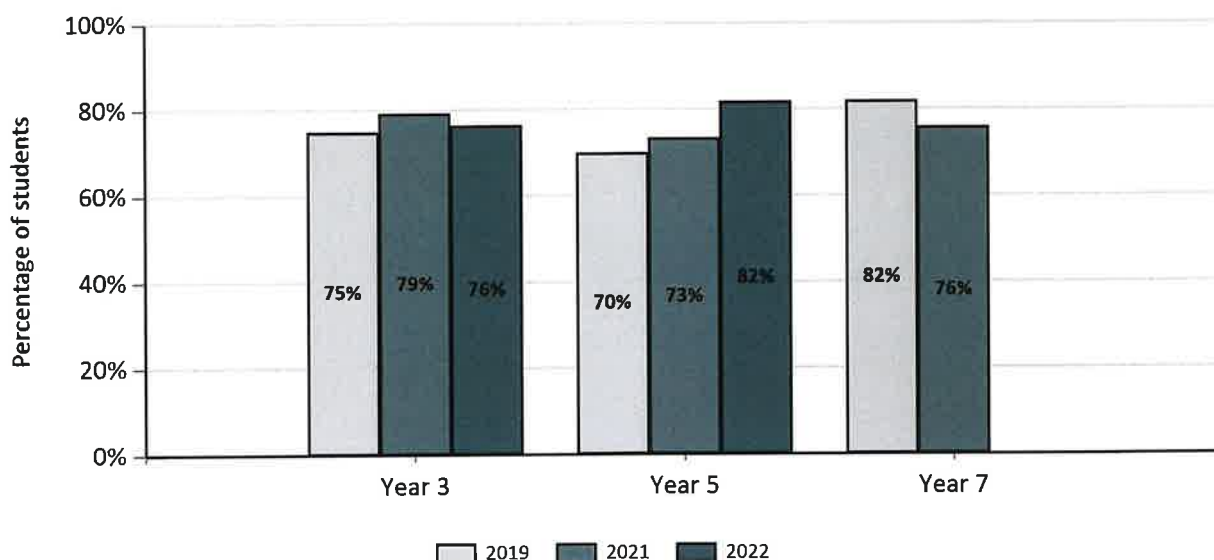


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	83	85	35	24	42%	28%
Year 03 2021-2022 Average	82.5	83.5	36.5	19.5	44%	23%
Year 05 2022	87	88	30	20	35%	23%
Year 05 2021-2022 Average	88.5	89.0	29.0	18.5	33%	21%
Year 07 2021-2022 Average	57.0	58.0	10.0	11.0	18%	19%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

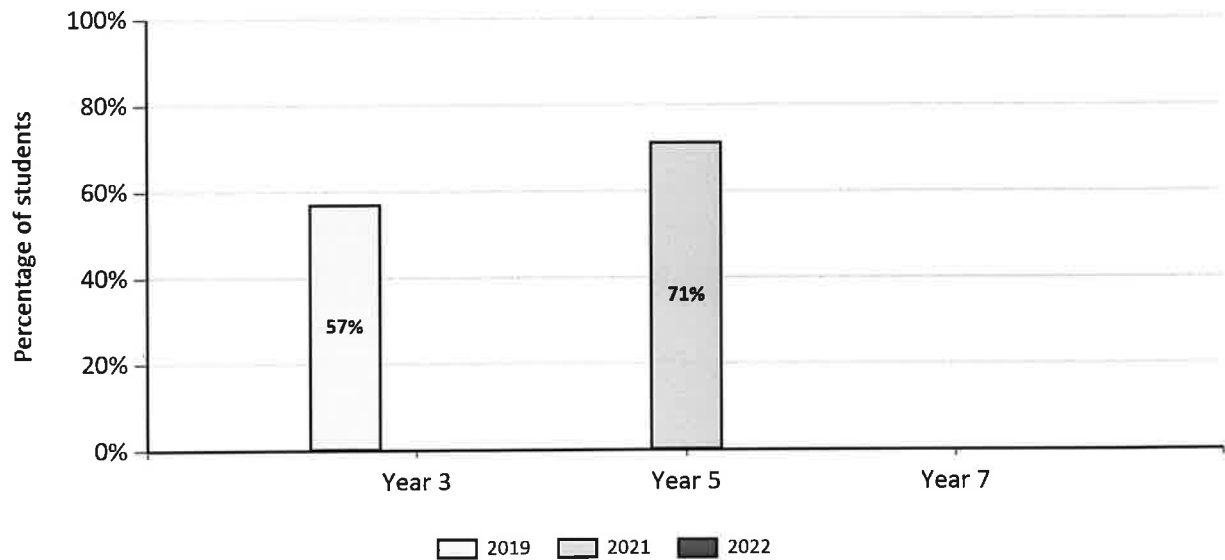
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



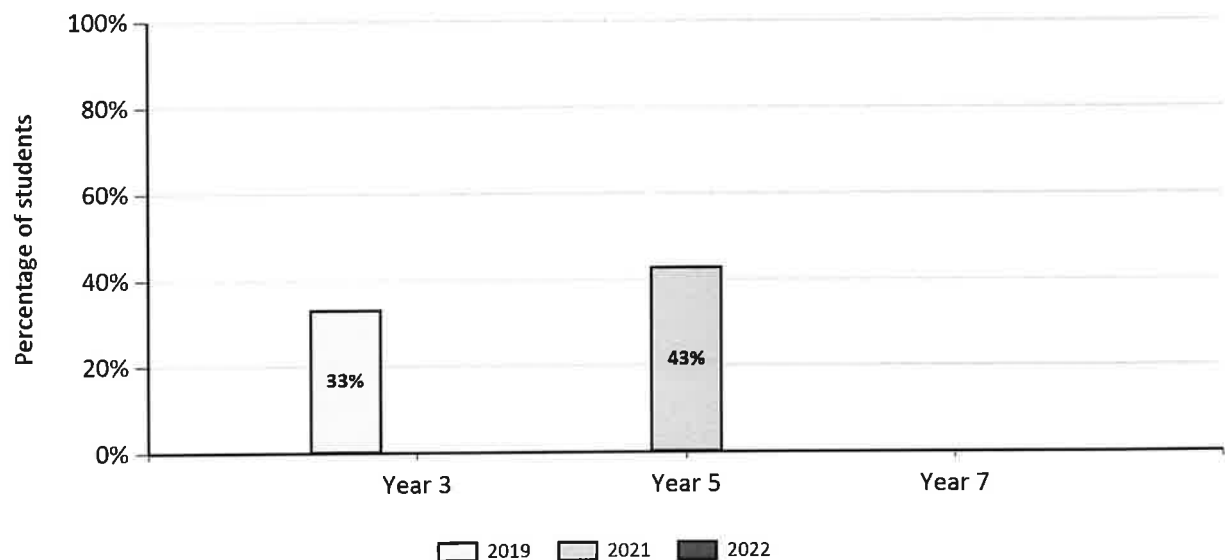
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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: Tracking & Monitoring

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

2022 - Element 2 – Tracking and Monitoring Growth and Achievement  
 Reading data (Dibels) collected 3 times per year  
 The Aboriginal Education Leader to report to leadership team each term how students are tracking and to identify students of concern, review of strategies being used and making plans moving forward  
 The Aboriginal Education Leader to meet with ACEO twice per term to analyse data and progress (reading, spelling, phonics, PAT, Big Ideas in Number, NAPLAN, attendance) and plan for intervention and for differentiated Learning Community activities.  
 Aboriginal Education Leader to meet with Senior Leader each term to analyse data and plan for intervention.  
 Class teachers analyse data each term to inform new goals for One Plans and differentiated learning, with senior leaders as needed.

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

What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved?  
 In 2019 and 2020, 58% of Aboriginal students were below benchmark for reading. However, in 2022, we now only have 44% below the Running Record benchmark.  
 Most pleasing has been that 50% of our ATSI students (Year 1-6) are in the Blue and Purple level for reading, which indicates achieving well above the benchmark for their year level. This is in comparison with 45% in the Blue and Purple in 2021.  
 Almost all Aboriginal students participating in NAPLAN testing (6 students) achieved above SEA in all 5 tests, with the exception of 1 student just below in Numeracy and 1 student just below in Language Conventions. This was an extremely positive result overall.

# School performance comment

NAPLAN reading results for 2022 indicate that 77% of all Year 3 students achieved at or above SEA and 80% of all Year 5 students achieved at or above SEA.

PAT-R results indicate that all Year 3, 4, 5 and 6 students achieved at or above national average with years 3, 4 and 6 achieving above the national average. Guided Reading, Spelling Mastery and Explicit Direct Instruction continue to be used to improve pedagogy, student understanding, and achievement.

Our students have learnt a variety of strategies to help them become more resilient and engaged in their learning. Some strategies include the Learning Pit and developing powerful learners.

## Mathematics

In 2022, we continued our work on Numeracy improvement. Teachers have continued to follow the 'Whole School Mathematics Agreement,' which is updated annually. This has ensured that teachers have used Big Ideas in Number strategies, Problem Solving, and have planned and developed class programs using the four Proficiencies outlined in the Australian Curriculum (fluency, understanding, problem solving and reasoning). We have introduced a school wide 'Problem Solving Model' for students to use as a guide through the steps of problem solving. We have also worked through some of the strategies students can use to solve mathematical problems.

We have provided training to teachers in problem solving and the proficiencies, real world tasks and Mathematical language/vocabulary.

Teachers new to the school have been mentored in using Big ideas in Number strategies in their class by the Numeracy Senior Leader. Many teachers have also worked collaboratively on Learning Design, learning intentions and 'Bump it up Walls' with the Senior Leader in School Improvement. The Deputy Principal has worked with teachers on Learning Talk, which teaches students to articulate their thinking and learning. SSOs have provided a range of Numeracy interventions, including Big Ideas in Number for Years 3-6, QuickSmart for Year 6s, and Smart Lite for Years 4-6.

We have seen steady results in Numeracy in PAT-Math assessments. Levels of growth were higher than the expected level of growth for Year 4 and 5. Year 6 was just slightly below the expected growth, however still higher than in 2021.

In PAT-Maths years 3, 4, 5 and 6 all achieved higher than the Australian mean scores, which is significant, as most schools of a similar demographic and category are typically below the Australian mean. Mean scores were also at a higher level than 2020 and 2021, which suggests that our Site Improvement strategies are making a positive difference.

Results in every year level 3 – 7, were significantly above Department for Education (DfE) Benchmarks.

Mathematics interventions were highly successful, as students in Year 4 and 5 who participated in intervention, achieved higher levels of growth in PAT-Maths assessments and DfE Benchmarks. Students in Year 5 and 6 showed higher levels of growth than other students who did not participate in any Maths interventions.

In our upper primary, we have seen an increase of students achieving in the high bands in PAT-Maths. In 2022 45% of Year 6 students achieved in the high bands, which is well above the usual bell curve. It was also a significant increase from 2021, where we had 30% of students achieve in the high bands.

Mathematics interventions were highly successful, as the majority of students who participated in intervention, achieved significantly higher levels of growth in PAT-Maths assessments than DfE Benchmarks, and generally higher levels of growth than other students who did not participate in any Maths intervention.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	87.2%	84.5%	86.4%	86.6%
2020 centre	85.1%		85.2%	91.4%
2021 centre	90.0%	85.4%	88.2%	88.8%
2022 centre	82.4%	77.6%	79.9%	81%
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	91.7%	89.3%	90.2%	84.9%
Year 1	90.3%	90.8%	93.6%	84.4%
Year 2	91.1%	89.1%	94.1%	88.2%
Year 3	92.0%	90.8%	91.1%	87.6%
Year 4	91.4%	90.6%	92.4%	85.4%
Year 5	91.6%	89.3%	92.5%	87.4%
Year 6	92.9%	89.9%	92.1%	87.3%
Year 7	90.6%	90.4%	90.9%	N/A
Primary Other	93.8%	91.3%	93.5%	93.2%
Total	91.7%	90.2%	92.3%	87.0%

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

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

## Attendance comment

In 2022, our whole-school attendance rate was 87%. There has been a decrease in the attendance rate at The Pines School this year, largely due to many of our families visiting their home countries overseas (for extended periods) post COVID, which has significantly impacted our attendance rate. Teachers continue to follow our attendance policy and procedures diligently to ensure all student attendance is monitored and recorded. Using the text messaging system has improved communication with families, allowing them to connect more easily to explain absences. We continue to strive towards achieving the department goal of 95%.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	90	91	90	89
2020	90	N/A	90	89
2022	89	88	87	88
2021	89	90	90	90

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

Our school has continued to grow and incidents of serious violent behaviour has continued to decrease.

Overall behaviour incidents from 2021 to 2022 increased. Suspensions have increased by 23%, returning to pre-COVID levels. Many incidents stem from 'play fighting' in the yard. Data is reviewed and utilised to refine our practices in supporting staff, to create positive class culture and to closely monitor students' wellbeing. Social emotional learning skills are included in everyday teaching. Our staff explicitly teach social skills using 'What's the Buzz' in Years 2-7 and 'Kimochois' in R-1 classes. Staff use our Interception/Self-Regulation Room to support high needs students with emotional regulation. We use the Positive Education and Berry Street Education Models with a focus on Growth Mindset. In 2022, staff were trained in Strategies to Manage Abuse Related Trauma. Our student wellbeing survey from Year 4-6 students showed in comparison to all other Category 3 schools, that our students rated more positively in all areas. Examples of our positive students' ratings for this year at The Pines are Cognitive Engagement: 93% and Academic Self-Concept: 96%.

## Parent opinion survey summary

The Department for Education surveys families each year using an online survey- here are the results of the 2022 survey.

Our 2022 Parent/ caregiver survey had 136 responses. Of those who completed the survey 86% of families indicated that people overall at our school were respectful. 89% indicated that staff and students were respectful.

78% replied that our school communicated effectively and that they had enough communication.

74% indicated that the feedback they received was useful and that teachers have useful discussions with them.

99% believed education was important for them at our school.

87% indicated that their child was talked to and considered at school.

81% indicated that their children had a good home learning routine.

The lowest response was in regards to wanting more help for their children. 32% did not want any additional help for their children, however 51% did want more help for their child and 25% wanted help at home to help families to address their children's needs.

School climate comments included with the survey-

Some people had concerns about COVID, including students missing learning time due to COVID. This also included a concern about staff illness and absences.

Another suggestion was that students use technology to upload and communicate their learning goals to promote student agency.

Some positive comments noted that teacher communication to parents/caregivers was very good and responsive.

One parent thought that communication needed to be always in advance, so not last minute.

One parent commented on the need for more homework for their child.

Positive comments about communication also were about all areas of the school using DOJO to communicate.

One parent commented on the positive values work being taught in the school.

The school QKR APP was also positively mentioned.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1777 - The Pines School	90.5%	87.1%	90.7%	86.4%

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	13	11.9%
NT - LEFT SA FOR NT	2	1.8%
OV - LEFT SA FOR OVERSEAS	4	3.7%
QL - LEFT SA FOR QLD	3	2.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	85	78.0%
VI - LEFT SA FOR VIC	2	1.8%

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

Our local high school and school of right is Parafield Gardens High School. 37% of our year 6's transitioned to that school and a few of our students transitioned to Paralowie High, Riverbanks College and Salisbury High school. 18% of our students chose Thomas More College. In addition, four students transitioned to Temple Christian College.

## Relevant history screening

All our staff have the required screening and registration to work at our school. The school is compliant and follows the Department for Education requirements. To work in SA government education sites and services (including Department for Education corporate offices) staff must have a current working with children check (WWCC). Some volunteers in public schools, preschools and early childhood services also need a WWCC. The WWCC is a checking process undertaken by the Department of Human Services (DHS) Screening Unit. It involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening Unit. The check can include information from the police, courts, prosecuting authorities, child protection and professional registration bodies.





# 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	75
Post Graduate Qualifications	14

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	1.0	45.0	0.9	19.3
Persons	1	52	1	27

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

## Financial statement

Funding Source	Amount
Grants: State	\$8,319,188
Grants: Commonwealth	\$0
Parent Contributions	\$146,864
Fund Raising	\$16,933
Other	\$15,476

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.

Tier 2 funding section	Tier 2 category (where applicable to the school)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
Targeted funding for individual students	Improved wellbeing and engagement	The school is funded for a Wellbeing Leader who works in partnership with all leadership including our extra Student Engagement Leader and school staff to ensure support and special social skills programs for our students.	Outcomes include wellbeing prioritized and increased student engagement.
	Improved outcomes for students with an additional language or dialect	Our School employs a specialist EALD teacher to work in classes coaching and modelling best practice for teachers. The EALD teacher also provides assistance/intervention for EALD students either 1:1 or in groups as required.	Outcomes - teacher best practice development, improved student achievement.
	Inclusive Education Support Program	Inclusive support for our students and families is provided by our school Engagement Leader and other Leadership. The Smith Family provides a Homework Club and sponsorship for nominated students.	Improved student and family support
	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy</li> </ul> including early years support First language maintenance and development Students taking alternative pathways IESP support	<p>APAS funding was used to provide all Aboriginal students with access to our Aboriginal Learning Community:</p> <p>This included a Junior Primary lesson (50 Minutes) with 12 students focusing on Phonemic Awareness, Phonics, Literacy and Numeracy – Big Ideas in Number. Also a Primary Lesson (50 minutes) with 19 students focusing on Reading and Numeracy – Big Ideas in Number.</p> <p>APAS also funded an extra intervention session for Year 1 - 4 students below SEA (6 students either in pairs or individually). This included 1 intervention lesson per week with a Senior Leader with a focus on Phonics and reading.</p>	<p>In 2019 and 2020, 58% of Aboriginal students were below benchmark for reading. However, in 2022, we now only have 44% below the Running Record benchmark. Most pleasing has been that 50% of our ATSI students (Year 1-6) are in the Blue and Purple level, which indicates achieving well above the benchmark for their year level. This is in comparison with 45% in the Blue and Purple in 2021.</p> <p>Almost all Aboriginal students participating in NAPLAN testing (6 students) achieved above SEA in all 5 tests, with the exception of 1 student just below in Numeracy and 1 student just below in Language Conventions. This was a positive result overall.</p>
Program funding for all students	Australian Curriculum	Teachers were trained and mentored to ensure the Australian Curriculum was programmed and delivered in all classes. Training in the Units of Work had also been facilitated in staff meetings and at Pupil Free Day training sessions.	In 2022 all teachers were planning and teaching the Australian Curriculum to classes across the school. Some teachers were also

				using the Units of Work, as a guide
Other discretionary funding	Aboriginal languages programs initiatives	NA		
	Better schools funding		Class sizes have been reduced by using some resources from the Better School grant for an extra teacher. SSO support for intervention across the school for identified students. Continual development of teacher practice has been supported by this grant.	Explicit teaching in both Reading and Number has supported students' achievement. Extensive intervention programs have supported student growth in Wellbeing, Literacy and Numeracy
	Specialist school reporting (as required)			
	Improved outcomes for gifted students		No funding has been provided for gifted children; however, we have a number of programs that assist and extend students with high learning skills and potential.	Students involved in our targeted programs have demonstrated high growth and achievement and the development of problem solving skills.

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable) (650 characters)	Outcomes achieved or progress towards these outcomes (650 characters)
Improved outcomes for numeracy and literacy	<p>All educators are more confident in planning and teaching numeracy experiences.</p> <p>The Preschool teachers and School Numeracy Leader revised the 4 top 5, to reflect the focus on Big Ideas in Number in the Preschool and School.</p> <p>An SSO was employed to support children identified as needing a more individualized program using PASM and 4 top 5 data. This SSO worked 1:1 and in small groups with children to provide further explicit teaching and practice.</p>	All children showed growth in their PASM and 4 top 5 data

Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	39 children were supported through the IESP funding. A roster was created for support workers to spend time with each child. From ½ hour a week to support speech and language, to 1 hour a week to support children with a range of needs such as social and behavioural. These followed individualised learning programs as arranged by the Special Ed teacher in consultation with DfE Special Support Staff. We applied for additional funding for 2 children with extensive needs; this was approved, with one child receiving 12 hours and another child receiving 10 hours of support every week.	All children demonstrated growth in observations, assessments and reporting.
Improved outcomes for non-English speaking children who received bilingual support	54 children were referred for bilingual support in 17 languages. Bilingual workers were allocated and a roster created to ensure each child was supported. BSSOs supported each child's home language and English, as well as contributing to the curriculum and helping to build relationships with families.	All children showed growth in their English language and learning. Cultural celebrations were included in planning.