



# Renmark North School and Renmark North Preschool

## 2021 annual report to the community

Renmark North School Number: 0377

Renmark North Preschool Number: 1786

Partnership: Renmark Loxton

Signature

School principal:

Ms Mary Shannon

Governing council chair:

Mrs Emma Mullin

Date of endorsement:

16 February 2022



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Renmark North Primary School is located approximately 6mins from the town of Renmark and is nestled amongst vineyards and fruit properties.

Our curriculum is focused upon developing independent lifelong learners with a major focus on literacy and numeracy. Renmark North Primary School demonstrated once again what great results can be achieved when staff, students and parents work together as a team to achieve identified goals.

The support of parents and the significant impact that they have on the school cannot be underestimated.

2021 will go down as another year of uncertainty due to the continuing COVID-19 world pandemic. We continue to work through extremely tricky situations and the inevitable 'Lockdown'. Hopefully 2022 we will start to come through the pandemic and get back to some type of normal!

There were many events that had to be cancelled, postponed or modified. The school's Continental, which has been running for 61 years, had to be cancelled, for the second year in a row.

I have to acknowledge the Governing Council and Community for their amazing contributions to fundraising this year. A very successful Quiz night and end of year raffle. The students also raised an incredible amount of money from the Slime Run. The money raised this year will go towards construction of some new playground equipment installed early 2022.

Teachers continue to encourage students to be the best learner they can be. Dispositions to learning are collectively owned by students and staff with awards presented at assemblies, and visible processes used by the school to support learning.

2021 saw many staff changes with 6 staff members taking maternity leave and Kiria Patty Panagiotopoulos seconded to work with the curriculum team, writing English curriculum units of work.

Renmark North continued to support Early Career Teachers employing 2 ECT's for 2021. The continuation of the ECT program resourced through the Berri Portfolio is a valuable assets promoting ECT's to the region and future teaching opportunities.

SAPSASA events were back on this year with multiple students attending events and a number going on to compete at events in Adelaide at a State level.

2021 has been about showcasing and promoting Renmark North School. A highlight for many was when 'Scout' our Wellbeing Dog started working at Renmark North. Everyday Mr Jack Rucioch (year 1 teacher) brought Scout to school. She would work with individual students and groups helping to regulate behaviour. She also visited classrooms and the Preschool bringing smiles on the students and teachers faces. Scout has been a huge asset to our school community and we look forward to her returning in 2022.

There were multiple facilities upgrades completed this year. Department funded works included: completion of the fence across the front of the school and Preschool; Asbestos removal throughout Junior Primary building and outside eaves of brick building; painting and carpeting of Junior Primary building.

Grant works included a corridor built into the main building closing in classrooms to improve student concentration and noise volume. This has been received positively by all stakeholders.

# Governing council report

Following the year that 2020 was, the bar was set high for 2021 and although the ongoing challenges associated with the pandemic continued to influence our daily lives, Governing Council were committed to achieving some clear goals.

At the Annual General Meeting in 2021, we welcomed some new faces to Governing Council and also farewelled Rachel Morrison, Sookyeong Park and Tegan Moldovan. Several meetings during late term 1 / early Term 2 had to be cancelled because of being unable to meet quorum. In May, an additional recruitment drive was undertaken, and this saw our members increase by an additional five parents which positively assisted in ensuring meetings could continue to proceed. Meetings were held twice each term, with exception of the state-wide lockdown in July which resulted in Covid-19 restrictions preventing parents on site. The fundraising sub-committee also met on a similar timeframe with additional meetings in the lead up to major events.

We decided early in Term 1, improved communication between Governing Council, School Leadership Team & relevant staff was paramount to success. While communication between meetings via email had worked well in the past, it was challenging to monitor given the number of members. A closed private Facebook group was established and has been positively productive in streamlining communication and engagement between Governing Council and staff.

During 2021, Governing Council continued to work closely with the Leadership Team and staff. We discussed a variety of topics and provided constructive feedback where necessary, with our decisions based on positively improving the direction of the school and enhancing the learning environment.

Some of the major achievements and strategies implemented included:

- Review and monitor the school improvement plan.
- Monitor & provide input (where applicable) to school finances, along with the approval of the 2022 school budget.
- Advocated for funding to support the installation of fencing along the front of the school (project completed early 2021)
- Successful application for the Woolworths Junior Landcare Grant – value \$1619.09 (inc GST)
- Strong fundraising goals established and actioned accordingly
- Organising and undertaking regular fundraising raffle opportunities at the Renmark Club (raising a total of \$702)
- Farewelled & acknowledged long standing staff member, Leona Rover, for her commitment to the school and students
- Congratulated Patty Panagiotopoulos on her successful extended secondment writing the Australian Curriculum
- Motivated the reintroduction of a robust social media presence to enhance school promotion and pride
- Investigated and commenced the process to establish an OSHC service at the school (third party provider)
- Reviewed and provided feedback on the updated Behaviour Management Policy, including consultation strategy suggestions
- Maintained steady communication with school community through newsletter articles
- Attended information session with Renmark High School representatives to gain better insight into the school
- Submitted an application for the 2021 Schools Plus Smart Giving Round Grant
- Encouraged an ongoing strong communication ethic between staff and parents/caregivers
- Contributed to the project design & allocation for State Governments Infrastructure upgrades & maintenance funding, which saw the internal wall built in the Upper Primary unit (works completed term 3 2021) and Preschool Grounds upgrades (stage 1 – commencing term 1 2022)
- Undertook a clean out of the grounds sheds and held a yard sale (funds went into fundraising account)
- Chairperson actively participated as a panellist in the Principal recruitment (merit selection) process and the reappointment of Principal, Mary Shannon
- Supported the introduction of an End of Year Celebration (in lieu of traditional Continental event)
- Accepted STARR Value - Teamwork Award at School Assembly for giving up our time to clear out the shed & raise money for the school

External funding and fundraising played a major role in successfully achieving the key project goals set by Governing Council in Term 1 2021. These projects were identified in 2020 through the results of an online survey initiative undertaken by Governing Council to determine the priorities of the greater school community.

The main projects identified as a focus for 2021 included:

1. Installation of a fence across the front of the school to improve student safety & security
2. Refurbishment of the Junior Primary building
3. Purchase of additional learning resources
4. Additional new outdoor playground equipment

As a result of a positive team approach between Governing Council & Leadership, we are proud to report all four priorities were achieved in 2021.

We were grateful to receive funding for the first two major projects which fast tracked our ability to focus on achieving 3 & 4. In Term 1 2021, 50 new student laptops were a w

# School quality improvement planning

## Goal 1:

Increase student achievement in reading, years R to 2.

### Challenge of Practice:

If we map individual student growth data (Running Records, Phonics Screening, Initialit), strengthening targeted differentiated learning design, we will maintain/increase students currently in higher bands of assessment for reading.

### Success Criteria:

When we listen to students read and confer with them about their reading, they will be able to:

- Read an increasing number of taught high-frequency words in decodable texts and different contexts
- Orally blend 2 and 3 Phonemes together to make words
- Read taught high-frequency words accurately

### Targets:

2 students of Year 1 will achieve 21 or above on the Running Records broadband scale.

4 students of Year 2 will achieve 28 or above on the Running Records broadband scale maintaining higher bands.

### Achievements:

3 students of Year 1 achieved 21 or above RR scale score from the Term 3 data collection, 1 student was at level 20. By the end of the 2021 school year 5 students achieved above RR 21.

2 students of Year 2 achieved 28 or above RR scale from the Term 3 data collection, 4 students at level 27. By the end of the 2021 school year 6 students achieved above RR 28.

## Goal 2:

Increase students achievement in reading, years 3-7

### Challenge of Practice:

If we focus on oral language, expanding vocabulary, the grammatical structure of language as well as our existing reading strategies we will deepen reading comprehension, year 3-7.

### Success Criteria:

When we listen to students read and confer with them about their reading, they will be able to:

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources
- Students can articulate strategy they are working on
- Take on the role of summariser, predictor, questioner, clarifier (Reciprocal Reading)
- Students can identify and use Tier 2 and 3 words in oral language and writing

### Targets:

41 students of Year 3-7 will achieve above SEA scale score in PAT-R maintaining higher bands

### Achievements:

53/73 students = 73% achieved SEA or above in PAT-R

## Goal 3:

Increase students achievement in Mathematics in years 3-7

### Challenge of Practice:

If we consistently implement the Big Ideas in Number strategies, with a particular focus on problematised questions and student mind frames, then we will increase student's achievement in mathematics year 3-7.

### Success Criteria:

In observations and on work samples we will see 3-7 students increasing their ability to demonstrate relevant elements of the Australian Curriculum.

When working mathematically students demonstrate the appropriate application of number to solve problems or conduct inquiry.

Students can articulate where they are at and next learning steps in problem solving and number.

### Targets:

32 students of Year 3 – 7 in will achieve above SEA scale score in PAT- M maintaining higher bands

### Achievements:

58/76 students = 76% achieved SEA or above in PAT-M

# Preschool quality improvement planning

For Terms 1 and 2 Mrs Elisha Hill was the Educator/Teacher appointed to the position for the 2021 school year. In term 3 Elisha was asked to become the Director of Barmera Kindergarten, which she accepted for the remainder of the year. Mrs Judith Howie was appointed as the Educator/Teacher for Terms 3 and 4 2021. School Principal, Mary Shannon is the service's nominated supervisor. There were 2 SSO's appointed to the Preschool, Mrs Barb Chamberlain and Bilingual Support Ajit Grewal (working with 2 Punjabi children).

Regular meetings throughout 2021, were scheduled with the Early Childhood Leader Helen Barney (Terms 1 and 2) and Mandy James (Terms 3 and 4), Site Principal and Educational Leader Mary Shannon, Teacher/Educator Elisha Hill / Judith Howie and other Preschool Educators/SSO's.

Discussions around 'everyone' being responsible for all children and their learning needs in line with previous NQS directions to meet standard, was a constant agenda item for discussion. The PQIP was implemented with a clear cycle of review in place, in line with the step 4 and 5 process, that is constantly referred to at fortnightly Staff meetings.

Learning Improvement Plan aligns with school priorities.

Goal 1:

Improve children's Phonological Awareness (PA) skills (syllables, rhyme, initial sounds)

Challenge of Practice:

If we implement a consistent, whole site approach to phonological awareness, children's literacy skills will improve providing the foundation upon which independent reading, writing and spelling can be built.

Success Criteria:

Children's Phonological Awareness skills (syllables, rhyme, initial sounds) have increased in the learning environment as evidenced by formative, summative, observational and pedagogical data documented and analyzed.

Goal 2:

Improve children's Number Sense skills (recognise, subitise, count)

Challenge of Practice:

If we implement a consistent, whole site approach to number sense, this will improve children's numeracy skills providing the foundation upon which children can make connections across all mathematical concepts.

Success Criteria:

Children's Number Sense skills (recognise, subitise, count) have increased in the learning environment as evidenced by formative, summative, observational and pedagogical data documented and analysed.

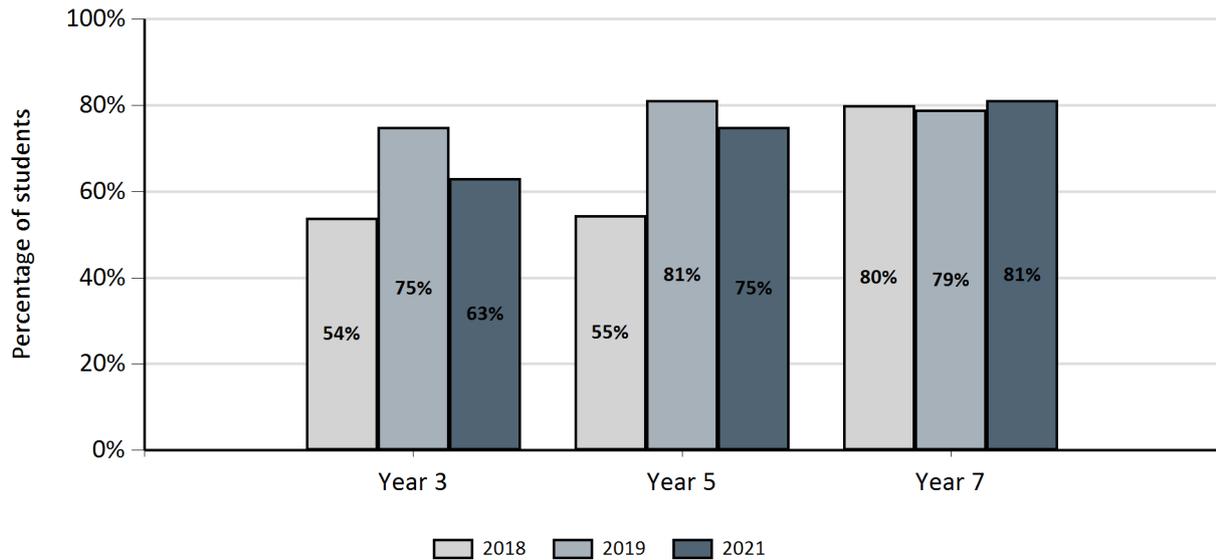
2022 PQIP will again focus on goals aligned with the school.

# 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

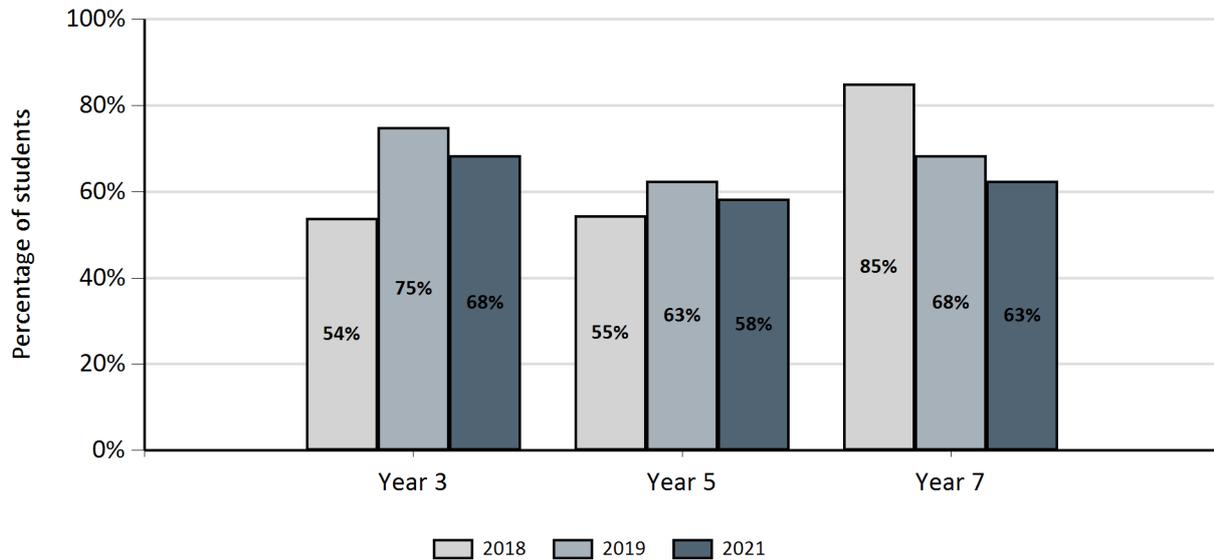


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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)
Upper progress group	*	53%	33%
Middle progress group	60%	40%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	40%	33%
Middle progress group	*	40%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <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 3 2021	19	19	6	3	32%	16%
Year 3 2019-2021 Average	15.5	15.5	3.5	3.0	23%	19%
Year 5 2021	12	12	0	0	0%	0%
Year 5 2019-2021 Average	14.0	14.0	1.0	0.0	7%	0%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

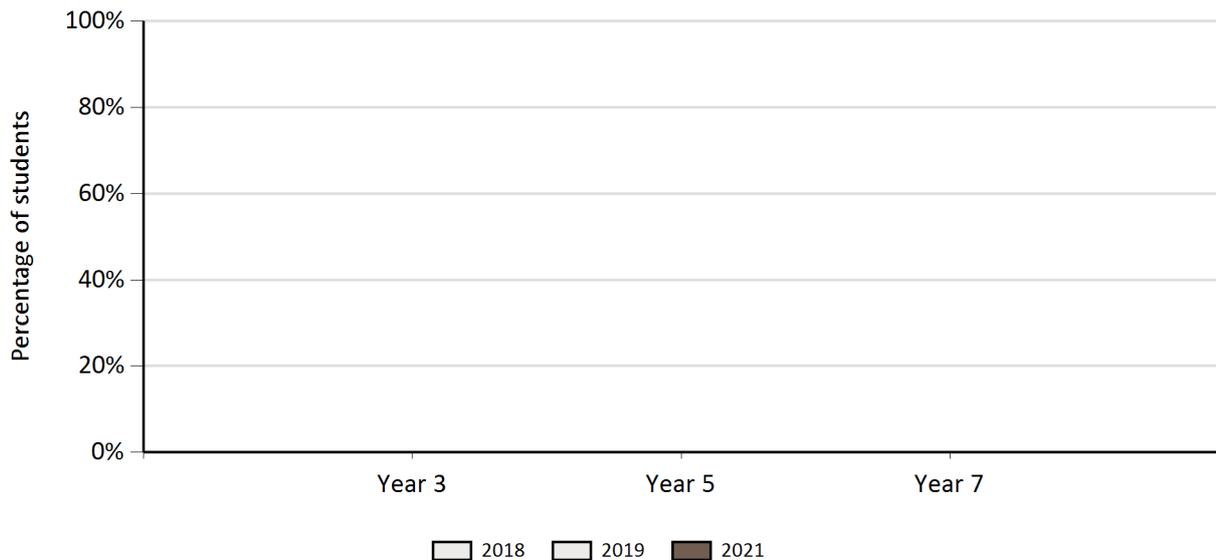
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



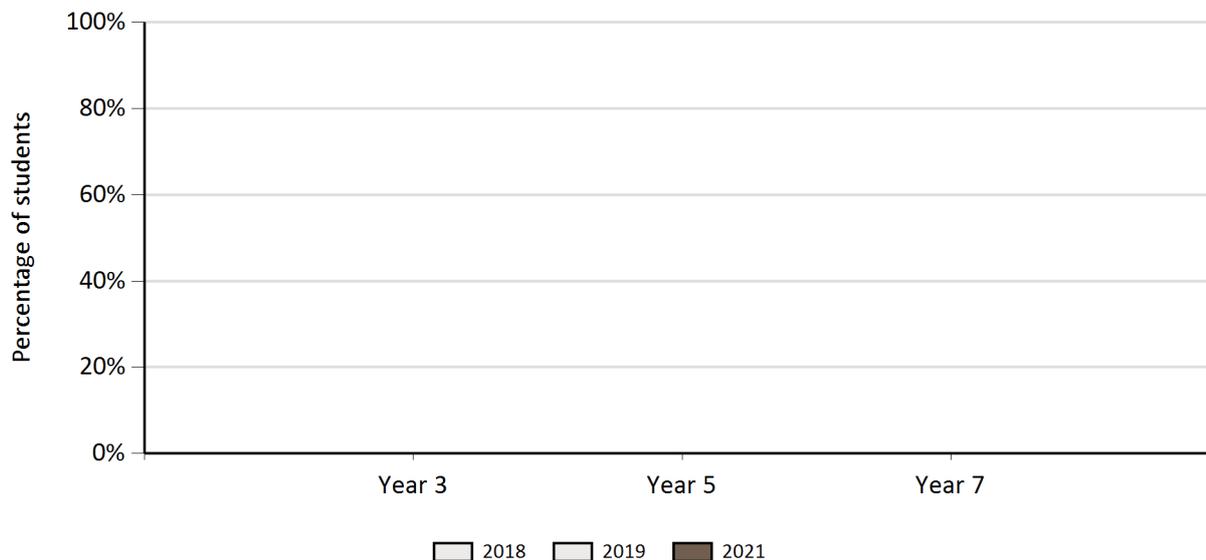
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

# 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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Data Informed Planning

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

Aboriginal Learners were a part of our focus groups when looking at student achievement. During PLT's teachers identified 3 students for improvement (one required to be ATSI) to track and monitor with a focus on reading and number understanding.

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

4/6 ATSI students achieved above SEA in PAT-R and 5/6 ATSI students achieved above SEA in PAT-M. Running Records Year 1 - 3 (4 ATSI students) 2/4 students achieved well above benchmark.

# School performance comment

NAPLAN (there were no NAPLAN results for 2020 due to COVID-19 Pandemic)

Reading:

Students who have demonstrated achievement in NAPLAN proficiency bands at or above SEA

Year 3 2019 - 75%      Year 3 2021 - 63%

Year 5 2019 - 81%      Year 5 2021 - 75%

Year 7 2019 - 79%      Year 7 2021 - 81%

Numeracy:

Students who have demonstrated achievement in NAPLAN proficiency bands at or above SEA

Year 3 2019 - 75%      Year 3 2021 - 68%

Year 5 2019 - 63%      Year 5 2021 - 58%

Year 7 2019 - 68%      Year 7 2021 - 63%

The data below represents the growth of students from 2018 to 2021 in the NAPLAN

Reading

NAPLAN progression	Year 3-5	Year 5-7
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Upper progress group	10%	40%
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Medium progress group	60%	47%
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Low progress group	30%	13%
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Numeracy

NAPLAN progression	Year 3-5	Year 5-7
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Upper progress group	0%	20%
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Medium progress group	70%	53%
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Low progress group	30%	27%
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PAT - Reading Data

Year 7 Scale score of 120 or above - 13 out of 17 students = 76%

Year 6 Scale score of 118 or above - 7 out of 12 students = 58%

Year 5 Scale score of 112 or above - 10 out of 12 students = 83%

Year 4 Scale score of 106 or above - 9 out of 13 students = 69%

Year 3 Scale score of 95 or above - 14 out of 19 students = 73%

PAT - Maths Data:

Year 7 Scale score of 121 or above - 14 out of 17 students = 82%

Year 6 Scale score of 120 or above - 12 out of 14 students = 85%

Year 5 Scale score of 112 or above - 9 out of 12 students = 75%

Year 4 Scale score of 110 or above - 10 out of 13 students = 76%

Year 3 Scale score of 101 or above - 13 out of 20 students = 65%

Phonics Screening - Year 1 students.

Target 28 or above - 12 out of 16 students = 75 %

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.0%	0.0%	93.8%	86.9%
2019 centre	92.0%	91.9%	57.8%	86.3%
2020 centre	75.0%		76.5%	87.1%
2021 centre	93.8%	96.9%	91.3%	99%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	88.3%	89.2%	89.4%	91.0%
Year 1	91.6%	88.2%	90.7%	93.6%
Year 2	95.4%	92.2%	88.2%	90.8%
Year 3	93.5%	96.2%	89.6%	87.7%
Year 4	92.2%	92.5%	93.8%	89.8%
Year 5	94.3%	92.6%	90.3%	93.1%
Year 6	94.0%	94.4%	89.9%	89.4%
Year 7	95.1%	91.8%	91.3%	91.2%
Total	92.9%	91.9%	90.3%	90.7%

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

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

## Attendance comment

Overall attendance rate 91%

Reception 91.8

Year 1 93.1

Year 2 91.9

Year 3 88.5

Year 4 89.6

Year 5 93.0

Year 6 90.3

Year 7 91.3

Every family whose child or children had high absentee rates was contacted by letter and in some cases by phone, to stress the importance of regular attendance at school.

School attendance is monitored closely through our attendance policy guidelines and this will continue in 2021.

On a daily basis, student absences are queried in order that the correct code is recorded, and if students are absent for more than three days in a row without a prior explanation, parents are contacted by the Principal or school leader. Any major concerns were follow up with the SWISS duty line. 2 families continue to be followed up through this process.

All documentation has been rigorous.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	19	16	16	16
2019	15	16	18	19
2020	16	N/A	17	17
2021	13	13	15	16

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

The Berry Street model has been successfully implemented across the site with all staff completing the 4 days of training. There is consistency with - circle time, brain breaks and ready to learn plans in every class. We have continued to acknowledge positive behaviour with Success Friday continuing. With the support of Governing Council we have developed a clear behaviour process, which has been shared with the school community.

School data for 2021:

Exclusion = 0; Suspensions = 4 ; Internal Suspensions = 4 ; Take Homes = 12

## Parent opinion survey summary

There were 43 parent responses from 87 families = 49%  
From the school climate the following information was provided:  
People respect each other at school  
30 out of 40 responses Agree or Strongly agree  
Teachers and students respect each other at the school  
33 out of 40 responses Agree or Strongly agree  
I feel like my child is important to the school  
30 out of 40 responses Agree or Strongly agree  
I receive enough communication from the school  
28 out of 39 responses Agree or Strongly agree  
The school communicates effectively with me  
24 out of 39 responses Agree or Strongly agree

Communication continues to be an area of concern. Class and School Dojo have been the preferred communication from staff and families.  
Facebook being used to promote the school.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
377 - Renmark North School	100.0%	86.7%	100.0%	100.0%

NOTE: The data is collected in Term3. 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), Term3 2021 collection.

## Intended destination from School

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorder destinations for students that left the school in the previous year.

## Destination comment

Numbers for 2022 show a decline from previous years but this is due to the double cohort of Year 6/7 students leaving in 2021 which equates to 33 students.  
We will start the 2022 school year with 5 classes R-6.  
All 15 children from preschool will be attending Renmark North School with 1 further student attending from the ELC in Renmark.  
Of the 33 Year 6/7 students leaving for High School - 4 will be attending St Francis of Assisi Catholic School; 1 student attending Loxton High School and the remaining 28 students attending Renmark high School.

## Relevant history screening

In 2021, all screening was up to date and processed online in accordance with Department policy.



# 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	18
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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 Equivalent	0.0	9.4	0.0	9.2
Persons	0	11	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,167,387
Grants: Commonwealth	\$5,000
Parent Contributions	\$53,151
Fund Raising	\$22,054
Other	\$111,126

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

## 2021 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 site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Appointment of SWL to lead priorities. Implementing the Berry Street Model across the site. Kimochi program implemented in Preschool and JP classes, Social and Emotional competencies.	Berry Street Model consistently practiced across whole site
	Improved outcomes for students with an additional language or dialect	EALD teacher - working in classrooms, differentiated teacher instruction.	All students EALD scaling
	Inclusive Education Support Program	Resources directed to support development, implementation and review of One Plans, T&D, accessing Support Services, collaborative teacher planning opportunities to implement differentiated programs.	One Plans updated. Student Review Team meetings - once per term
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Numeracy and Literacy funding used to support students not meeting SEA through intervention programs, building capacity of teachers to differentiate curriculum for all and increasing teacher clarity through learning intentions and success criteria.	Increased capacity of teachers to support students develop personalised learning goals and track progress.
Program funding for all students	Australian Curriculum	Australian Curriculum funding used for teachers to become familiar with the new Education Curriculum units of work. Release for teachers to work in PLT's collaboratively learning.	Available curriculum units of work in English and Mathematics trailed in 2021.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used to implement high-impact strategies including teacher collaboration to design quality learning/assessment tasks and SSO support and interventions.	Focus on tracking and monitoring student progress through formative assessment.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	TRT cover for teacher to meet with Support Services - identifying students requiring speech programs or additional needs support. Speech Pathologist employed 1 day a fortnight (Terms 1 and 2) to provide support to Preschool teacher and Reception teacher. Focus on strengthening Oral Language aligned with PQIP goal.	Programming reflects deep understanding of supported oral language 'questioning' techniques.
Inclusive Education Support Program	SSO time for implementing specific programs developing resources as per recommendations. Purchasing of resources to supplement differentiated learning programs. Intensive support for identified student as per One Plan goals.	Progress testing and diagnostic assessment.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual Punjabi SSO support - 6.5hrs per week. Supporting 2 children. Support will continue into the school in 2022.	Children are confident and continue to develop their English.

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