



# Renmark North School and Renmark North Preschool

## 2022 annual report to the community

Renmark North School Number: 377

Renmark North Preschool Number: 1786

Partnership: Renmark Loxton

Signature

School principal:

Ms Mary Shannon

Governing council chair:

Mrs Emma Mullin

Date of endorsement:

23 February 2023



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.

The 2022 school year started with uncertainty, with the first 2 weeks having a staggered start and online learning for students, due to the continuation of the COVID-19 pandemic. The wave of anxiety and uncertainty for everyone concerned has shown a significant impact on everyone. Throughout the year as things started to open up and events came back on, it was imperative to make connections and check in on our community's well-being.

Events such as SAPSASA and the Riverland School's choir returned to full strength, enabling students to participate in these important events.

The Continental returned after 2 years of being postponed. Albeit 'low key' it was an extremely successful event. The class performances of a musical item prepared by Mr Jarrad Kilsby, a dance from class teachers and a play written by Ms Athina Lioutas' students proved lots of entertainment on the night. An incredible amount of money was raised, and I must acknowledge the extremely generous donations from the wider community. Overall fundraising for the year was outstanding! The money raised this year will go towards construction of phase 2 of the 'ninja course' playground equipment.

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.

2022 continued to see staff changes with 2 staff returning from parenting leave and Kiria Patty Panagiotopoulos seconded to

work with the curriculum team, writing the Languages curriculum units of work.

Renmark North continued to support Early Career Teachers employing 2 ECT's for 2022. The continuation of the ECT program resourced through the Berri Portfolio is a valuable asset promoting ECT's to the region and future teaching opportunities.

Our Well-being dog Scout continued to be a huge asset for students and staff. She worked with individual students and groups helping to regulate behaviour. She also visited classrooms, the Preschool and Playgroup on a Friday bringing smiles on the students and teachers faces.

As we ended the 2022 school year the Riverland was experiencing a 'high water' flood emergency, the largest since the 1956 flood. Unfortunately, once again the community is heightened with anxiety and uncertainty. There is a major risk of levee banks not holding, homes being flooded, and power being turned off for months!

The impact on families over the holiday break is unknown and so too is the start of the 2023 school year.

# Governing council report

It was an untraditional start to the year, with Covid-19 restrictions interrupting routines again. However, Governing Council (GC) continued to successfully navigate these restrictions and committed to another positive year.

At the Annual General Meeting in 2022, we welcomed some new faces to GC and farewelled Cassie Phillips, Elisha Hill and Kirby Fitzgerald. Chairperson, Vice Chairperson and Treasurer positions were re-elected (Emma Mullin, Belinda Morrison and Chelsea Ekonomopoulos respectively) with Monique Felder appointed as Secretary.

During 2022, Governing Council continued to work closely with the Leadership Team and staff. Throughout the year, a variety of topics were discussed with both positive and constructive feedback provided where necessary. Ultimately, we had the same goal of continually improving the direction of the school, positively enhancing the learning environment and being a respected voice of the school community.

At the final meeting in 2021, Stage 1 of the installation of new outdoor play equipment was endorsed by GC and over the Summer holidays 21/22 and early Term 1 these works were successfully completed. Governing Council prioritised the redevelopment of the play equipment to ensure students have adequate opportunity to not only have a refreshed play-space but also have access to a playground with purpose. The equipment selected encourages children to engage in unstructured play, promote fitness, assist with building essential developmental skills and strengthening mental health.

With the Stage 1 Play Equipment upgrades totalling approximately \$46,500 from fundraising funds our focus for the year ahead was to concentrate on rebuilding the fundraising account balance with Stage 2 in our sights.

Fundraising was divided into one major event / activity per term. Following the easing of Covid-19 restrictions early in the year, it was decided the traditional major event, Renmark North Continental, would be reintroduced. Being in its 63rd year, this event is held close to the hearts of the extended school community with both positive monetary and social outcomes for the greater community. The success of the raffle was attributed to the sponsorship proposal being widely supported by local businesses. As a result of key fundraising events and generous projects coordinated by teachers (class book sales & Christmas cards), we raised almost \$42,000 however minus associated expenses, a net profit of \$23,000\* was achieved. \*figures to be finalised.

Additionally, Governing Council also added value through many other events, applications and projects across the site.

I would like to take this opportunity to thank all GC members for their commitment throughout 2022; Belinda Morrison (vice chairperson), Monique Felder (secretary), Chelsea Ekonomopoulos (treasurer), Stacey Taylor, Nicole Clark, Reine Mills, Andy Gray, Craig Burne, Susy Vaughn, Caitlin Burn, Chelsea Haldenby, Nicole Sciancalepore, Carmen Conti Belinda Gade, and Jane Menzel. Together, with the Leadership Team and staff body, GC have contributed proactively & cohesively as a team to achieve many positive outcomes for Renmark North School.

Emma Mullin  
Governing Council Chairperson

# School quality improvement planning

## Goal 1.

Increase high achievement in reading

Challenge of Practice:

If we explicitly teach reciprocal reading with rigour and consistency, then we will increase high level achievement in reading.

Success Criteria:

- We will see students retelling and summarising the text when we listen to students individually, in small group and whole class.

- We will see each student identify, describe, analyse, compare and/or explain literal and implied information from a variety of high quality texts when we apply formative assessment strategies.

- When we talk with students and observe them reading, they will:

Reception – use comprehension strategies to understand and discuss texts that are listened to, viewed or read independently.

Year 1 – use comprehension strategies to build literal and inferred meaning about key events, ideas, and information in high quality texts; listen to, view and read texts by drawing on growing knowledge of context, text structures and language features.

Year 2 – use comprehension strategies to build literal and inferred meaning and begin to analyse high quality texts; draw on growing knowledge of context, language visual features, and print and multimodal text structures.

Year 3 – use comprehension strategies to build literal and inferred meaning and begin to evaluate high quality texts; draw on growing knowledge of context, text structures and language features.

Year 4 – use comprehension strategies to build literal and inferred meaning to expand content knowledge; integrate and link ideas, and analyse and evaluate high quality texts.

Year 5 – use comprehension strategies to analyse information, integrating and linking ideas from a variety of high quality print and digital resources.

Year 6 – use comprehension strategies to interpret and analyse information ideas; compare content from a variety of high quality textual sources including media and digital texts.

Targets 2022:

Year 1: 3 of 17 students achieve 21 Running Record level - ACHIEVED

Year 2: 7 of 18 students achieve 28 Running Record level - ACHIEVED

Year 3: 3 of 17 students achieve high band NAPLAN - ACHIEVED

Year 4: 5 of 19 students achieve high level reading as measured by PAT-R (112) - ACHIEVED - 15 students achieved 112

Year 5: 7 of 13 students achieve high band NAPLAN - Only 3 students achieved HB (7). 4 other identified students achieved Band 6 and 5.

Year 6: 7 of 12 students achieve high level reading as measure by PAT-R (120) - ACHIEVED - 8 students achieved 120

## Goal 2.

Increase student achievement in mathematics

Challenge of Practice:

If we teach number sense sequentially using the Big Ideas in Number (BliN) then we will increase achievement in mathematics.

Success Criteria:

When we talk with students, they will explain what they have learned and their next learning steps (achievement and progress), using evidence from work samples and teacher feedback.

- When we observe students and analyse work samples/assessments, they will apply number sense and strategies for counting and representing numbers:

Reception – use counting strategies to solve problems using manipulatives

Year 1 – carry out simple additions and subtractions using counting strategies

Year 2 – perform simple addition and subtraction calculations using a range of strategies

Year 3 – solve problems using efficient strategies for multiplication, with and without the use of digital technology

Year 4 – choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology

Year 5 – solve simple problems involving the four operations using a range of strategies, including strategies that use digital technology

Year 6 – solve problems that involve all four operations with whole numbers, solve problems involving the addition and subtraction of related fractions

Targets 2022:

Year 2: 9 of 16 students will achieve at or above SEA in PATM (83) - Achieved - 17 students achieved 83

Year 3: 12 of 16 students will achieve at or above SEA in NAPLAN (Band 3) - Only 7 students achieved, but note that 3 students were withdrawn

Year 4: 12 of 20 students will achieve at or above SEA in PATM (110) - ACHIEVED - 20 students achieved 110

Year 5: 7 of 13 students will achieve at or above SEA in NAPLAN (Band 5) - ACHIEVED

Year 6: 9 of 12 students will achieve at or above SEA in PATM (120) - ACHIEVED - 11 students achieved 120

# Preschool quality improvement planning

At the start of the 2022, Mrs Jane Menzel was appointed as the Preschool Teacher. School Principal, Mary Shannon is the service's nominated supervisor. There were 2 SSO's appointed to the Preschool, Mrs Barb Chamberlain and Mrs Nicole Clark.

Regular meetings throughout 2022, were scheduled with the Early Childhood Leader Mandy James, Site Principal and Educational Leader Mary Shannon, Teacher/Educator Jane Menzel 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

Challenge of Practice:

If educators intentionally teach syllabification, rhyming and initial sounds, then children's phonological skills will improve.

Success Criteria:

Children will listen and respond to sounds and patterns in words; play with the sounds of words through rhyme, rhythm, alliteration and syllabification and explore letter-sound correlations, as evidenced by formative, summative, observational and pedagogical data which has been documented and analysed.

Goal 2.

Improve Children's Number Sense skill

Challenge of Practice:

If Educators explicitly teach aspects of Trusting the Count, we will improve Children's Number Sense.

Success Criteria:

Children will confidently count aloud and use fingers to count; understand that subitising can tell us how many; recognise small quantities as being the same or different without counting and represent the numbers 0–10 and beyond, as evidenced by formative, summative, observational and pedagogical data which has been documented and analysed.

Educators worked with Project Officer, Briony Brooks, (Curriculum support - Early Years) throughout the year. This was support was invaluable providing all educators with a clear purpose when working with children, to develop literacy and numeracy around Preschool priorities.

Enablers: What factors have been critical for success?

- All educators contributed to discussion about their observations of children's learning and identified intentional teaching actions to support progress towards children's learning goal.

- Educators reported they are now looking at children in a strengths-based way and the time for reflection and discussion about children's learning at planning meetings fortnightly helps them think about how far individual children have progressed over time.

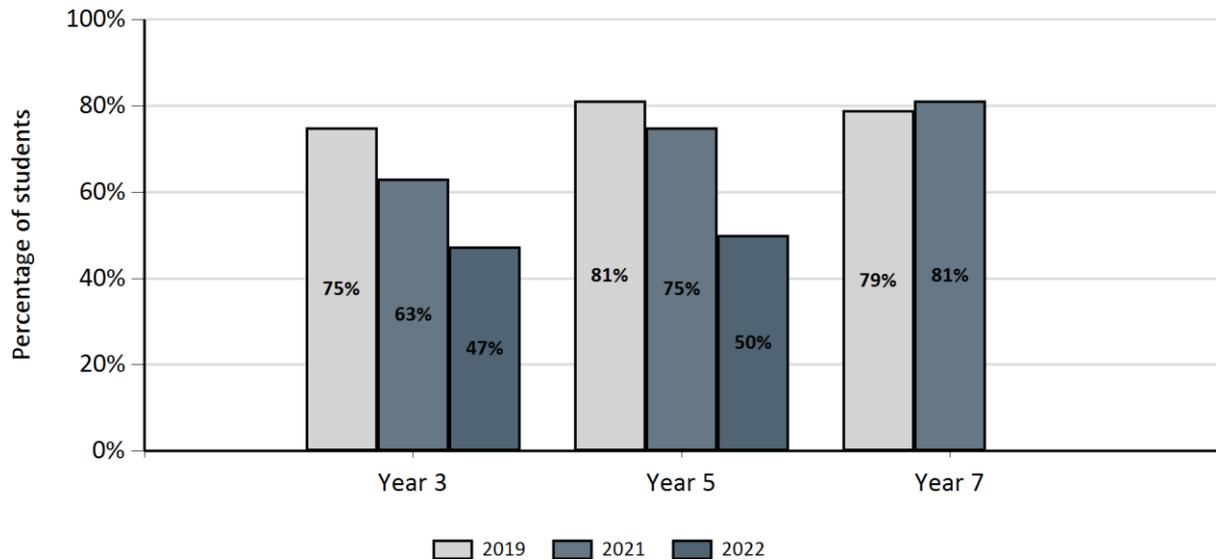
- Project officer has observed throughout the year, changes to thinking over time and noted that it is encouraging to hear team engaging in reflective discussions about learning. Project officer has also observed; educators are responsive to children's interests and children are leading their learning; the focus of learning is emerging over time as educators are tuned in and responsive to their children and following the cues and rhythm of the children. Educators are consequently purposeful and intentional in their response and interactions and teaching decisions.

# 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

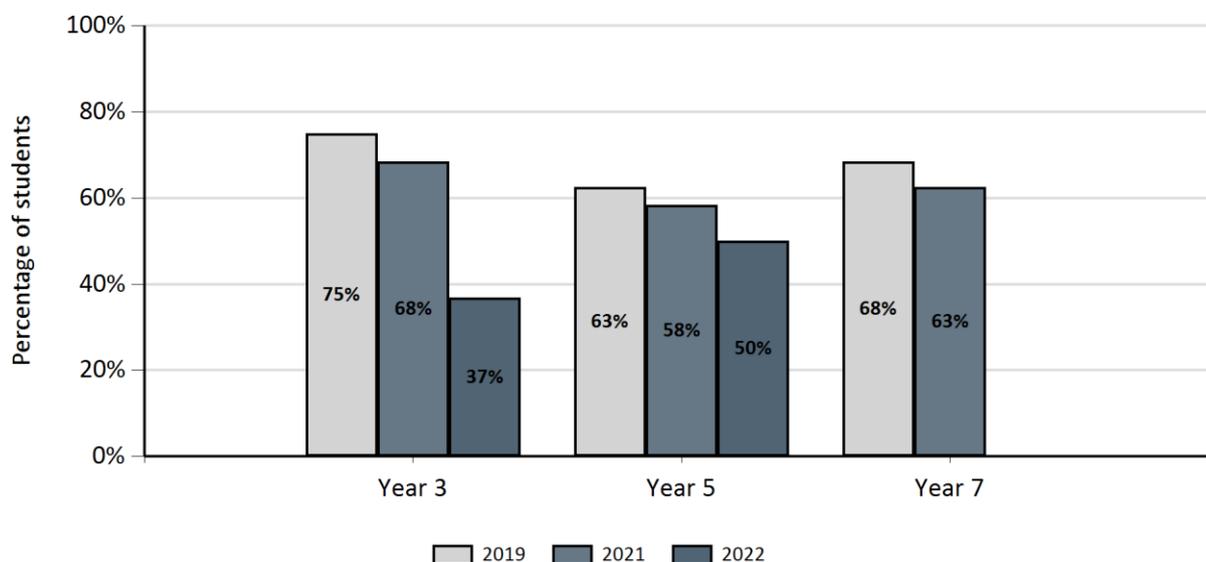


\*NOTE: No NAPLAN testing was conducted in 2020.

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	19	19	5	0	26%	0%
Year 03 2021-2022 Average	19.0	19.0	5.5	1.5	29%	8%
Year 05 2022	14	14	3	0	21%	0%
Year 05 2021-2022 Average	13.0	13.0	1.5	0.0	12%	0%
Year 07 2021-2022 Average	16.0	16.0	2.0	1.0	13%	6%

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

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

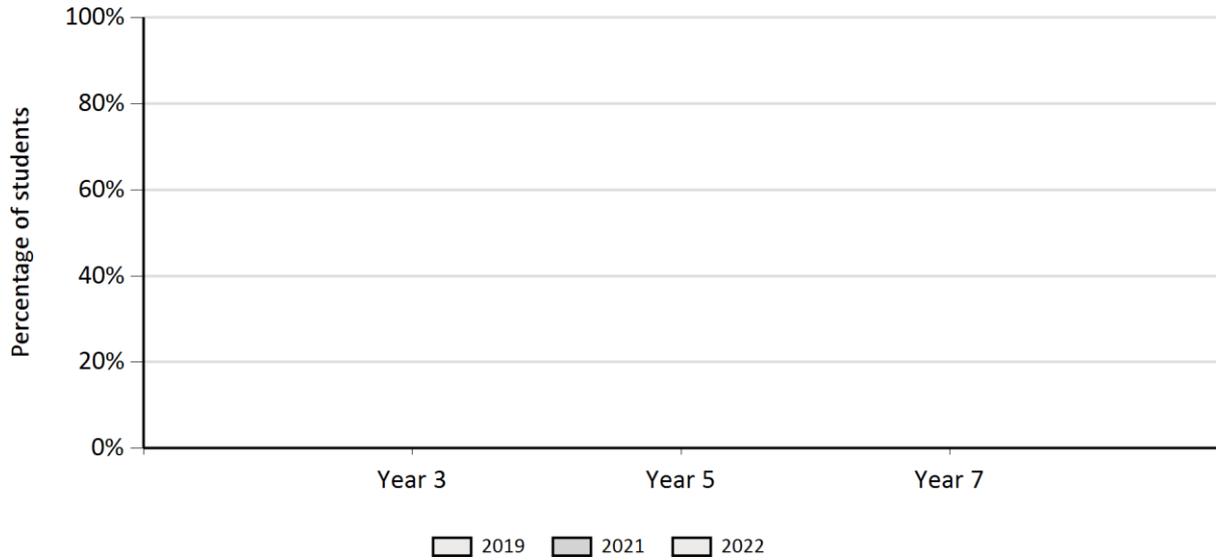
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



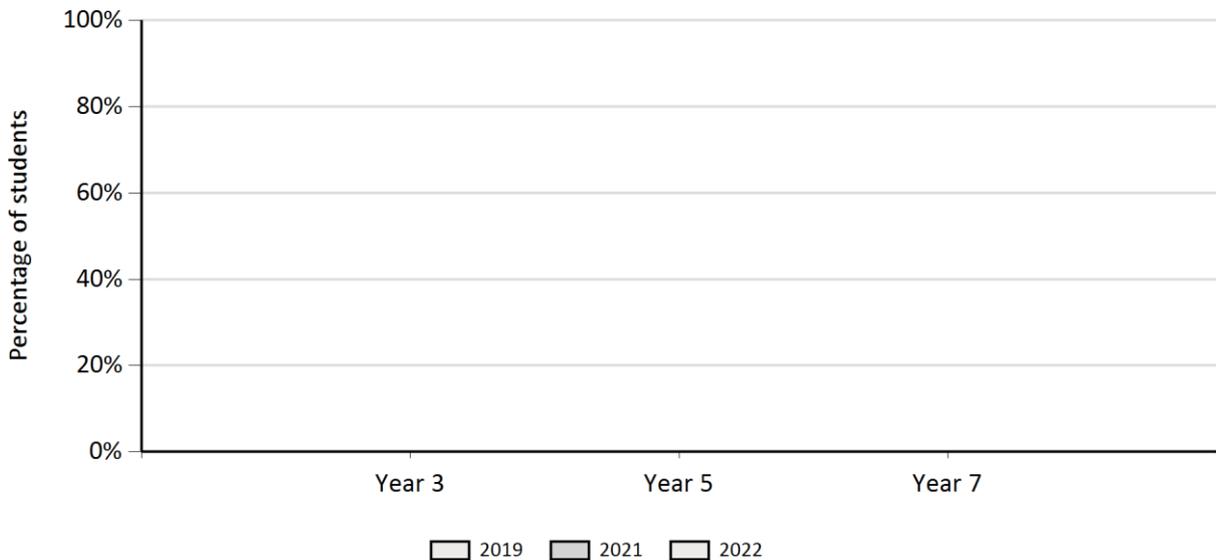
\*NOTE: No NAPLAN testing was conducted in 2020.

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 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.

\*\*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: Engaging Families

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

Aboriginal Learner's 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):

3 out of 5 ATSI students achieved above SEA in PAT-R and PAT- M.  
 NAPLAN Year 5 - 1 out of 2 students achieved Above SEA in NAPLAN Reading and Numeracy.  
 1 new family arrived at the school with 3 ATSI students transferring from Barmera PS during late Term 3 Reception, Year 1 and Year 3.

# School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

## NAPLAN

### Reading:

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

Year 3 2021 - 63%      Year 3 2022 - 47%

Year 5 2021 - 75%      Year 5 2022 - 50%

In 2022 there were 19 Year 3 students. Of the 19 students 5 students were withdrawn (these students are included in the overall data). Of the 14 students who actually sat the test 64% achieved at or above SEA.

In 2022 there were 14 Year 5 students. Of the 14 students 3 students were withdrawn (these students are included in the overall data). Of the 11 students who actually sat the test 64% achieved at or above SEA.

### Numeracy:

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

Year 3 2021 - 68%      Year 3 2022 - 37%

Year 5 2021 - 58%      Year 5 2022 - 50%

In 2022 there were 19 Year 3 students. Of the 19 students 6 students were withdrawn (these students are included in the overall data). Of the 13 students who actually sat the test 69% achieved at or above SEA.

In 2022 there were 14 Year 5 students. Of the 14 students 2 students were withdrawn (these students are included in the overall data). Of the 12 students who actually sat the test 58% achieved at or above SEA.

## PAT - Reading Data

Year 6 Scale score of 118 or above - 8 out of 10 students = 80%

Year 5 Scale score of 112 or above - 8 out of 9 students = 89%

Year 4 Scale score of 106 or above - 18 out of 18 students = 100%

Year 3 Scale score of 95 or above - 13 out of 15 students = 87%

Year 2 Scale score of 80 or above - 13 out of 15 students = 87%

Year 1 Scale score of 60 or above - 15 out of 20 students = 75%

## PAT - Maths Data:

Year 6 Scale score of 120 or above - 11 out of 13 students = 85%

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

Year 4 Scale score of 110 or above - 20 out of 20 students = 100%

Year 3 Scale score of 101 or above - 12 out of 15 students = 80%

Year 2 Scale score of 95 or above - 12 out of 15 students = 80%

Year 1 Scale score of 85 or above - 17 out of 18 students = 95%

Phonics Screening - Year 1 students.

Target 28 or above - 11 out of 20 students = 55% (3 students were 1-3 words off of achieving 28) and (4 students have additional needs receiving IESP funding)

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
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%	98.8%
2022 centre	84.0%	90.0%	76.0%	85%
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	89.2%	89.4%	91.0%	90.7%
Year 1	88.2%	90.7%	93.6%	88.2%
Year 2	92.2%	88.2%	90.8%	85.8%
Year 3	96.2%	89.6%	87.7%	85.0%
Year 4	92.5%	93.8%	89.8%	83.1%
Year 5	92.6%	90.3%	93.1%	89.6%
Year 6	94.4%	89.9%	89.4%	90.8%
Year 7	91.8%	91.3%	91.2%	N/A
Total	91.9%	90.3%	90.7%	87.2%

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 87%

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 2023.

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
2019	15	16	18	19
2020	16	N/A	17	17
2022	10	10	10	10
2021	13	13	15	9

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 is embedded across the site with class consistency of - circle time, brain breaks and ready to learn plans in every class.  
 We have continued to acknowledge positive behaviour with Success Friday continuing.  
 Each Monday morning at a short assembly a student from each class is recognised for 'Acts of Kindness'. These students are then displayed on the corridor display board.  
 With the support of Governing Council we have developed a clear behaviour process, which continues to be updated as necessary.  
 School data for 2022:  
 Exclusion = 0; Suspensions = 5; Take Homes = 18

## Parent opinion survey summary

There were 27 parent responses from 88 families = 31%  
 From the Parent Survey the following information was provided:

- People are respectful - 71% Agree or Strongly Agree
- Teachers and students are respectful - 79% Agree or Strongly Agree
- Child is important - 88% Agree or Strongly Agree
- Receives enough communication - 83% Agree or Strongly Agree
- School communicates effectively - 75% Agree or Strongly Agree
- Knows standard of work - 74% Agree or Strongly Agree
- Receives useful feedback - 78% Agree or Strongly Agree
- Has useful discussions - 83% Agree or Strongly Agree
- Has input into learning - 67% Agree or Strongly Agree
- Has good home learning routine - 83% Agree or Strongly Agree
- Education is important - 100% Agree or Strongly Agree
- Equipped to plan pathways - 73% Agree or Strongly Agree
- Receives learning tips - 47% Agree or Strongly Agree

Class and School Dojo continues to be the most suitable way to communicate with families.  
 Facebook is also used for community announcements

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
377 - Renmark North School	86.7%	100.0%	100.0%	100.0%

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	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%
U - UNKNOWN	1	14.3%

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

Numbers for 2023 show numbers stabilizing.  
We will start the 2023 school year with 5 classes R-6 with a total of 117 in the school and 17 in the Preschool (6 more in Preschool for mid-year intake).  
Of the 9 students in Preschool 6 children will be attending Renmark North School, 2 children to St Joseph's Catholic school, 1 child to Berri Special class and a further student attending from the ELC in Renmark.  
Of the 13 Year 6 students leaving for High School - 2 will be attending St Francis of Assisi Catholic School, 2 students attending Berri Regional Secondary Collage and the remaining 9 students attending Renmark high School.

## Relevant history screening

In 2022, 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 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	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 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$2,115,560
Grants: Commonwealth	\$4,400
Parent Contributions	\$36,999
Fund Raising	\$42,165
Other	\$67,704

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	Appointment of SWL to lead priorities. Embedding the Berry Street Model across the site. Kimchi program utilized in Preschool and JP classes, Social and Emotional competencies.	Berry Street Model embedded and consistently practiced across whole site
	Improved outcomes for students with an additional language or dialect	Punjabi SSO employed to work with 2 students 6hrs a week. Classroom teachers released to support EALD scaling.	Student progress in Literacy and Numeracy.
	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 <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and 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. Curriculum Champion released FTE 0.2 to support curriculum units of work development.	Available curriculum units of work in English and Mathematics trailed in 2022 F-6
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	N/A	N/A
	Specialist school reporting (as required)	Funding used to implement high-impact strategies including teacher collaboration to design quality learning/assessment tasks and SSO support and interventions.	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2022 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) (650 characters)	Outcomes achieved or progress towards these outcomes (650 characters)
Improved outcomes for numeracy and literacy	TRT cover for teacher to meet with Support Services - identifying students requiring speech programs or additional needs support. Project Officer working with all Educators throughout the year with a focus on Literacy and Numeracy goals in PQIP.	Programming reflects deep understanding of supported oral language 'questioning' techniques.
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
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	N/A	N/A

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