



Ridgehaven Primary School and Ridgehaven Child Parent Centre

2021 annual report to the community

Ridgehaven Primary School Number: 1051

Ridgehaven Child Parent Centre Number: 1617

Partnership: Tea Tree Gully

Signature

School principal:

Mrs Sara Scott

Governing council chair:

Mel Leaver

Date of endorsement:

25 January 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Ridgehaven Primary School is situated 17km from the Adelaide CBD. The local partnership is Tea Tree Gully. The school has an ICSEA score of 1008 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. In 2021 the school enrolment was 259. Demographic data:

- 22% school card holders,
- 9.65% students with English as an Additional Dialect
- 17.37% students with disabilities and
- 4.2% Aboriginal students.

The school values are: Honesty, Caring, Respect, Responsibility and Excellence. Our school motto is “A Community Learning Together”

We started the school year welcoming 6 students into our Special Options Class. The school community have been inclusive and generous in their support of the class throughout the year.

We celebrated diversity and inclusion in March at the inaugural Ridgehaven Rainbow Day – incorporating Harmony week, Down Syndrome Day and National Day Against Bullying. Our Year 6/7 students and a group of committed teachers worked hard to put together a day to remember for our school community.

The Festival Choir began practicing together in term 1. The choir performed at several assemblies throughout the year, culminating in an unforgettable performance at the Festival Theatre in September. I would like to thank Kita, Martin and Tania who supported our students both at school and when attending offsite performances.

At the beginning of term 2 we went into a snap lockdown and students temporarily returned to remote learning. Parents and students should be praised for their flexibility and resilience as once again we coped with the extra demands of Covid.

The school disco fundraiser in term 2 was well attended by students from pre-school up and again the Year 6 and Year 7 students did an excellent job of running the evening with the support of teachers and leaders.

Book week in term 3 was celebrated at our assembly, with students and teachers dressed as characters from their favourite books and students engaging in activities connected to the best Children’s Books of the Year. Thanks to Gill, our librarian SSO who spent many hours putting together the activities and library displays.

Our Reconciliation Action Plan committee have continued to work together this year to raise funds for an extra flagpole for the Torrens Strait Islander flag. During Reconciliation week students sat around a welcome fire and our Aboriginal consultant – Joey told Dreamtime stories. Our A.P led professional development to increase cultural understanding of Aboriginal histories and perspective. Staff have benefitted from the presence of our Aboriginal Community Education Officer – Tanya at these sessions.

Teachers and leaders have worked together to develop the School Improvement Plan with priorities in literacy and numeracy. New targets and goals have been established and will form the improvement work of teachers and leaders over the next 3 years.

Sports Day was successfully held in term 4, with some flexibility required to manage the weather conditions. The house captains ably supported Kym in the running of events. The school year finished with the whole school concert, sausage sizzle and raffle, held on the school oval and supported by our fundraising volunteers Mel and Kylie and the generosity of local businesses and families. We also hosted the Year 6 and Year 7 graduation in the gym, with students and families enjoying the ceremonies and dinner at a local restaurant.

Governing council report

2021 was another tumultuous year, as staff and students were required to act with flexibility due to the ongoing pandemic – often switching rapidly between working on the campus, and at home learning. GC extends thanks to the extra effort of staff to support students learning, and well-being. I am pleased to have welcomed Sara Scott to the long term Principal role, and thank her for her engagement with, and support of Governing Council.

It was a busy year, and I thank all members for their commitment to the school, and community by volunteering.

Successful fundraising and engagement events included the Mother’s/Father’s Day stalls, Sports Day, Christmas Concert and Rainbow Day, an inclusive and wonderful event that will become a permanent fixture to the Ridgehaven calendar – thank you to all staff, students and volunteers who worked hard to make this happen.

Significant upgrades were approved, carpets, JP toilets, smart boards for classrooms and other site upgrades. Several policies were carefully updated, and ratified by GC - Behaviour Support, Sun Smart, Attendance, Allergies & Nut Awareness, Mobile Phones, Excursions, and the Dress Code.

2021 saw another successful year for the OSHC service. Thank you to the Finance Committee for their advice and assistance, and to Director Kerri Cook for careful management and assistance in the ongoing upgrades and improvements to the OSHC service. These improvements ranged from structural, to equipment, flooring and electrical.

GC would like to thank and farewell members who finished their term at the end of 2021, due to the last of their children graduating. Beth Allan & Craig Stirna have made significant contributions to both GC and the school community with their years of involvement. Thanks, and farewell to retiring members Mel Rawnsley and Rachel Lush.

Thank you to all members who have presented their COVID vaccination status and completed their updated training and clearances as required for GC members, and volunteers at the school. I look forward to working with you all throughout 2022 to continue supporting the school community. Areas of priority will be updating of remaining policies that are due for review, ongoing management, and upgrades of the OSHC service, and further planning and increasing volunteer engagement at the school. Governing Council hopes to continue working towards making RPS a destination school for the local area.

Mel Leaver
Governing Council Chairperson

School quality improvement planning

Goal 1: We did not achieve our 2021 target of 17 students achieving in the HB in Numeracy.

4 students in Year 5 achieved in the HB compared to 8 of the same cohort in 2019.

However, students achieving above SEA increased in Year3 and Year 5, to 97% and 90% respectively.

We learnt that:

- student agency in goal setting is an area for improvement as it is not yet consistent across the whole school. We know that we now need to focus on student centered learning intentions and co-created success criteria, so that students understand what they are learning and how to take the next steps to improve.
- engagement and resilience has increased through our consistent approach on problem solving across the school, we know this through student reflection processes and through observations and comparisons of students demonstrating resilience when in the learning pit/struggling at the beginning of 2021 compared to the end of 2021.
- change in mindset has been observed by teachers, as students understand that they might not be able to do it 'yet'. We know this through the disposition surveys completed in Years 3-7. Teachers and leaders also see an improvement in resilience, through the increase in problem solving strategies used successfully in student workbooks.
- good task design is an area for growth across the school and that there is a need for differentiated learning tasks to allow for better access and engagement for all students, this has been noted through the ongoing work of the PLCs.
- Big Ideas In Number (Trusting the Count) is becoming embedded in our R-1 classrooms, we know this as we see teachers using diagnostic testing to inform their teaching and to differentiate the learning..

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning were:

- Whole school problem solving time each week
- Using a whole school text – Van Der Walle
- PLC structure and focus on a targeted and consistent approach for focus students
- Moderating tasks and student responses to tasks
- Auditing timetables to ensure all students are receiving their allocated minutes of maths

Goal 2: We did not achieve our 2021 target of 16 students in the HB

8 students in Year 5 reached the High bands in reading compared to 16 of the same cohort in high Bands in 2019.

We learnt that:

- our data projections were not accurate and that not all students who were predicted to be retained in the higher bands were retained.
- our students achieving above SEA improved significantly for Year5 students, showing that we have increased student achievement and are working towards increasing academic stretch. (90% achieved above SEA (highest recorded).
- Jolly Phonics in the Junior Primary Years was not having a big enough impact on student progress in reading and that another explicit synthetic phonics approach will be needed. The programme was not explicit enough and students were not retaining the learning and applying to their reading.
- oral language underlies the other Big 5 in reading, the introduction of intentional play prompts in classrooms improved oral language fluency and extended students vocabulary, improving reading comprehension.
- specialist teachers' involvement in PLCs helped to develop oral language and reading skills across the curriculum
- reading intervention for students just below high bands has been successful we can see this clearly through pre and post assessment data.

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning were:

- PLC structure and focus on a targeted and consistent approach for identified students
- Reading support teacher targeting students just below high bands by providing explicit instruction
- Teachers implementing the Big 6 in Reading across all classrooms
- Teachers working collaboratively
- Auditing timetables to ensure that all students are receiving their allocated minutes of English instruction

Preschool quality improvement planning

The Preschool Team included Ally Buia as the Educational Leader, and Sharon Vullings and Renae Ladhams as SSO Preschool support. In May, Sharon took leave without pay to explore a career change and we welcomed Renae. Martin Woodcock was line manager for the preschool team.

The preschool's focus for improvement planning was on oral language.

The challenge of practice was to increase and extend children's daily use and understanding of oral language.

Success was measured through the use of the Early Years Learning Framework Observations tool, PASM and observational data, which supported the documentation of children using oral language to demonstrate their thinking and understanding in their daily interactions with each other and with educators. This data was collected in term 1 and term 4 and on average students used up to 3 times as much vocabulary in term 4 than they had in term 1.

Together, staff examined and built on their knowledge of the Literacy indicators and examined other relevant DfE resources that are listed in the Preschools handbook 2.1. Some of these resources included; Talk, Play Read and the numeracy guidebooks. Staff worked on improving their knowledge of levels of questioning and tiered vocabulary to ensure consistency. Ally and Martin participated in a 5 day instructional leadership program and worked together to complete PQIP and NQS requirements.

Educators took baseline data (written observations of children's conversation) for a focus group of students when engaging in play activities. As a team, educators reviewed the data and identified language and vocabulary that was being used. Through small and whole group work, targeted provocations were created based on identified indicators and interests of children. Specific vocabulary was explicitly modelled and taught. Similar provocations were then created in different settings and the children's use of vocabulary was again documented. This also included visits to the local creek. A shift in the depth of conversation and the vocabulary used was noticed. More complex language and collaborative play/conversations was also noted as well as increased sharing of children's thinking with staff members.

Preschool teacher, Ally, joined the Early Years PLC for their meetings each term to inquire into Literacy learning in relation to Phonological Awareness and Phonemic Awareness that would support students to become successful readers, and lead to high band retention of students in NAPLAN. She shared this work in regular team meetings and in programming for the children's learning. 'Playful Literacies' pedagogy was implemented to provide a language rich environment eg. book making, story tables, small word play. We also continued implementing the Heggerty phonemic awareness program.

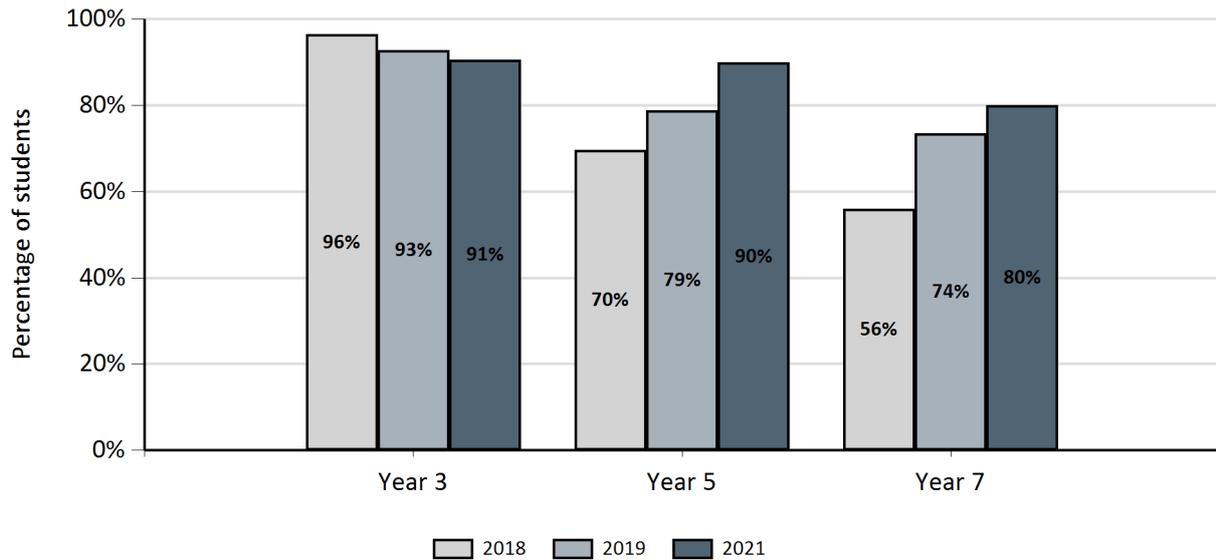
Through the facilities upgrade funding, preschool have worked with 'Climbing Trees' to plan for nature-based play equipment for outside spaces. Work for the new playground begins in January.

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

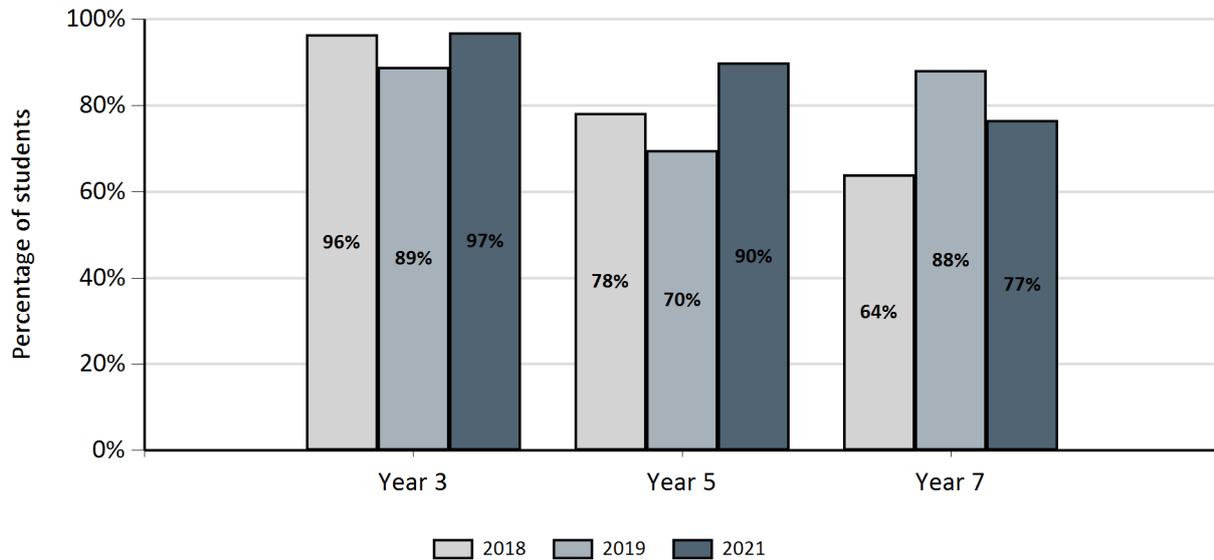


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	33%
Middle progress group	66%	68%	48%
Lower progress group	24%	*	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	21%	*	33%
Middle progress group	50%	46%	48%
Lower progress group	29%	43%	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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	32	32	16	13	50%	41%
Year 3 2019-2021 Average	30.0	29.5	16.5	12.0	55%	41%
Year 5 2021	30	30	8	4	27%	13%
Year 5 2019-2021 Average	31.5	31.5	9.5	5.0	30%	16%

*NOTE: No NAPLAN testing was conducted in 2020.

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

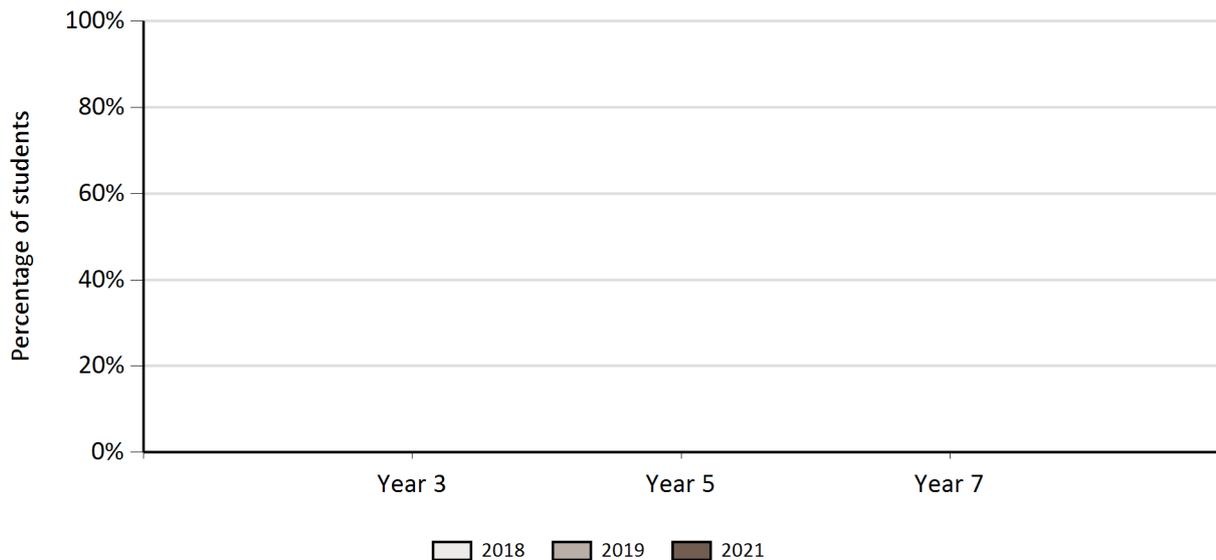
[^]includes absent and withdrawn students.

*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



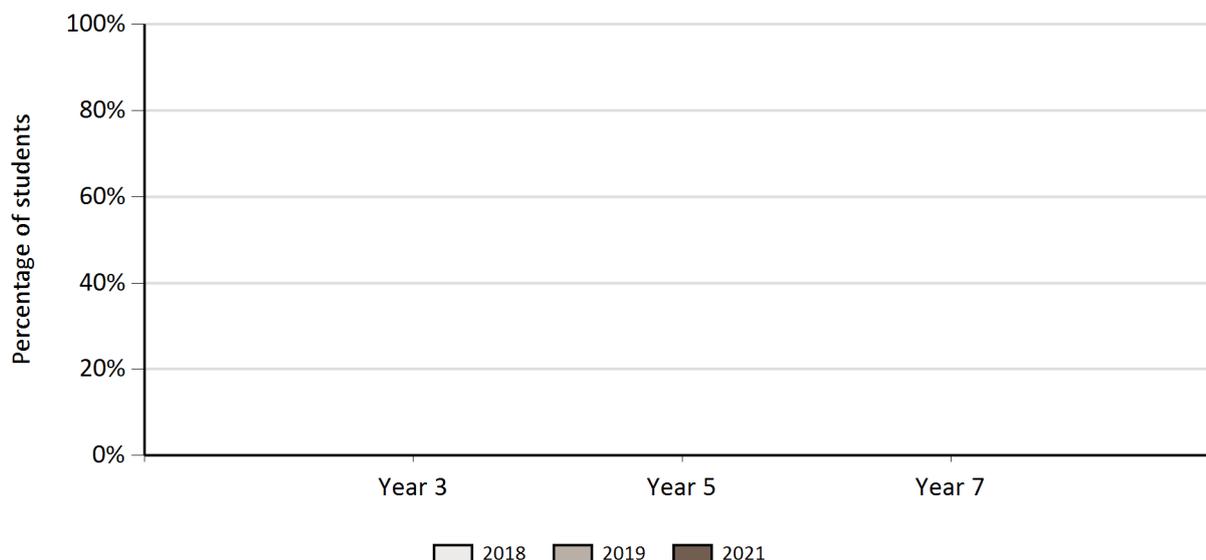
*NOTE: No NAPLAN testing was conducted in 2020.

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 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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 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.

[^]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: Tracking & Monitoring

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

All teachers included all Aboriginal learners in their class within their student focus group (a group of up to 6 students). They used data to analyse their students level of achievement at the beginning of the year and then monitor improvement over time. Specific actions were taken by teachers to improve achievement in literacy and numeracy, these included:

- Focus on oral language through play provocations
- Focus on building vocabulary, particularly tier 2 and tier 3 words
- Building resilience when attempting challenging learning, particularly in maths
- Focus on synthetic phonics and decodable readers

Running Records, Big Ideas In Number assessments and PAT M and PAT R data were further analysed to identify progress made.

PLCs met 3 times a term to review the progress of focus students, including Aboriginal students in their class. Student data in response to actions taken by teachers to improve achievement, was reviewed and responded to before the next learning cycle.

Student progress was monitored through PLC student summary sheets.

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

In 2021, 11 Aboriginal students attended Ridgehaven Primary School – 1 student was excluded to another school at the end of semester 1 and remained at this school for semester 2.

5 students were in Reception

Improvements:

100% students (1 student) who participated in NAPLAN in 2021 achieved in the High Bands in both Literacy and Numeracy.

1 Year 2 student achieved at SEA in PATR and above SEA in PATM

1 Year 3 student achieved in the High Bands in PATM and PATR but made less than a years growth compared to 2020 results

1 Year 4 student achieved at SEA in both PATR and PATM and achieved more than a years growth in PATM

100% (1 student) achieved above the expected standard of 30/40 in the year 1 phonics screening.

1 student achieved at SEA in Year 1 Running Records

1 student achieved above standard in Year 2 Running Records

School performance comment

The schools NAPLAN Performance score continued to improve with an overall score of 0.58. An increase of 0.03 from 2019.

There was a slight decrease in the number of Year 3 students achieving at or above SEA in Reading compared to 2019, but in Year 5 and Year 7 the number of students achieving at or above SEA increased significantly.

There was a significant increase in the number of Year 3 and Year 5 students achieving at or above SEA in Numeracy, but a decrease of 11% of Year 7 students achieving at or above SEA.

Year 3 student achievement in High Bands NAPLAN:

- Writing – 53% (highest since 2013)
- Reading – 50% (lower than 2019)
- Numeracy – 41% (no change from 2019)

Year 5 student achievement in High Bands NAPLAN:

- Writing – 23% (highest recorded)
- Reading 27% (lower than 2019)
- Numeracy 13% (lowest since 2017)

Year 7 student achievement in High Bands NAPLAN:

- Writing – 20% (highest since 2016)
- Reading – 13% (lower than 2019)
- Numeracy – 20% (highest recorded)

Year 1 Phonics Screening Check

2020 - 18/22 (82%) achieved state benchmark of 28/40

2021 – 12/27 (44%) achieved state benchmark of 28/40

2020 - 45% of students achieved 34 or more out of 40

2021 – 22% of students achieved 34 or more out of 40

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	95.6%	90.8%	90.5%	91.9%
2019 centre	89.1%	86.6%	89.2%	80.4%
2020 centre	89.4%	80.8%	85.7%	91.9%
2021 centre	89.1%	91.6%	96.2%	87%
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	92.5%	94.1%	91.8%	92.1%
Year 1	93.5%	93.3%	93.2%	93.0%
Year 2	94.5%	92.6%	90.0%	94.6%
Year 3	93.8%	93.5%	91.1%	92.0%
Year 4	92.6%	94.7%	91.0%	93.6%
Year 5	92.8%	92.0%	91.6%	91.4%
Year 6	91.0%	91.2%	88.8%	91.9%
Year 7	89.1%	90.0%	85.7%	91.6%
Primary Other	N/A	51.0%	N/A	89.3%
Total	92.5%	92.4%	90.1%	92.4%

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

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

Attendance comment

86% of students attend school over 85% of the time.

Less than 8% of students were chronic non-attenders.

32% of absences were unexplained, 33.2% were due to illness and 26.8% were for family, social or cultural reasons.

Approximately 4% of absences were approved exemptions from school.

Student absence that is unexplained is followed up after 3 days by the classroom teacher via email or phone call and then by a member of the Leadership team if there is no response. Home visits are carried out if the non-attendance is habitual or exceeds 10 days. Support Services are engaged to support the school to address chronic non-attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	31	31	28	27
2019	32	29	29	29
2020	32	33	32	32
2021	20	20	22	22

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

Targeted students receive support to assist them to develop the skills required to engage with teaching and learning. The release of a teacher, 1 day a week, in semester 2, to support the wellbeing and transition of the year 6 and year 7 students resulted in less suspensions and take homes in this cohort in the second half of the year. 37 students across the year required 're-thinks' with a member of the Leadership team to discuss behaviours that did not conform to the schools Behaviour Education policy. 62% of these discussions with students were about violent or aggressive behaviour. The number of re-think conversations required, decreased significantly in semester 2 as consistency of approach and expectations became clearer to students. More serious negative behaviours resulted in 6 suspensions – involving 4 students; 2 exclusions – involving 1 student; 9 take homes – involving 5 students.

Parent opinion survey summary

55 parents responded to the Parent Survey. This is a drop from 67 parents in 2020.
 People are respectful: 87% agree and strongly agree
 Teachers and students are respectful: 81% agree and strongly agree
 Child is important: 63% agree and strongly agree, 24% are neutral
 Receives enough communication: 88% agree or strongly agree
 School communicates effectively: 82% agree or strongly agree
 Knows standards of work: 69% agree or strongly agree and 16% are neutral
 Receives useful feedback: 73% agree or strongly agree but 16% disagree or strongly disagree
 Has useful discussions: 67% agree or strongly agree but 18% disagree or strongly disagree
 Talks with child: 88% of parents said they talk to their child often
 Has input into learning: 49% agree or strongly agree, 25% are neutral
 Has good home learning routine: 69% agree or strongly agree and 20% are neutral
 Education is important: 93% agree or strongly agree
 Equipped to plan pathways: 68% agree or strongly agree, 20% are neutral
 Wants more help: 46% of parents do not require more help to address their child's needs. 28% of parents would like more help from the school to address their child's needs.
 Encouraged to help child learn: 57% agree or strongly agree, 33% are neutral
 Receives learning tips: 35% agree or strongly agree, 43% are neutral and 22% did not think they received learning tips from the school.

Parents' written comments focused on providing consistency of communication across all levels of schooling and an appreciation for the schools ability to provide for students different learning styles.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1051 - Ridgehaven Primary School	81.0%	95.8%	77.4%	95.2%
8385 - Saint David's Parish School	11.0%	0.0%	6.5%	4.8%

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	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	3.8%
OV - LEFT SA FOR OVERSEAS	1	1.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	48	92.3%
U - UNKNOWN	1	1.9%

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

Approximately 80-85% students transition to Banksia Park International High School. Ridgehaven Primary School has a strong and long standing relationship with BPIHS as evidenced through our various transition processes including individual staff/parent meetings with children who have One Plans. Other secondary site destinations include; Golden Grove High School, Modbury High School, The Heights High School and Marrayville High School.

Relevant history screening

DCSI screening is conducted as part of the Teacher Registration process. All staff provide a copy of the relevant clearance and training paperwork for uploading on the HR management system. TRT staff provide a copy of Authority to Teach as well as DCSI clearance and RHANN training. All other visitors to the school who work directly with students other than their own are required to provide evidence of DCSI clearance, RHANN training and a Working With Children Check. Volunteers in the school attend a school based induction and are also able to attend face to face RHANN training with an external provider on site.

Details are entered in EDSAS.

All registered school volunteers have a Working With Children Check (WWCC).

All staff and visitors to the school working with children must show evidence of a double vaccination against Covid in order to work in any capacity on the school site from December 10th.

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	29
Post Graduate Qualifications	6

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 Equivalents	0.0	15.4	0.0	6.4
Persons	0	19	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$3,165,622
Grants: Commonwealth	\$5,146
Parent Contributions	\$71,584
Fund Raising	\$13,585
Other	\$7,758

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	One-to-one and small group SSO support provided to develop students social and emotional competencies and improve student engagement in learning experiences. Teacher released to support needs of Year6/7 students	Increase in student engagement in learning. Reduction in friendship issues.
	Improved outcomes for students with an additional language or dialect	SSO support to help students consider and further develop their language choices particularly in oral presentations and in writing activities.	Improved understanding, speech, literacy skills and better curriculum engagement
	Inclusive Education Support Program	IESP funding was used to supplement programs for students without a specific category of funding. Programmes include: Speech & Lang Building literacy skills Gross motor Fine motor Emotional regulation Anxiety Well-being	Improved speech/literacy skills Increased confidence, decrease in anxiety.
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	Teachers have 4 x 50 mins per week SSO literacy and numeracy support. Through targeted planning that considers SMART Goals for ATSI students and students with learning difficulties, teachers are able to tailor programs to improve student outcomes. This includes small group support during guided reading and numeracy lessons. Special Options class supports 6 students with intellectual disabilities. 1 full-time teacher, 1 full-time SSO and 1 part-time SSO support the students with social, emotional, wellbeing and learning needs.	Students have made significant progress towards achieving SEA as seen in PAT and NAPLAN results.
Program funding for all students	Australian Curriculum	Students have been supported to access English and maths through SSO support and the development of SMARTAR Goals.	There has been an increase in students achieving at or above SEA in NAPLAN/PAT.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Community Engagement Officer provided in class Literacy/Numeracy support for each Aboriginal student	Improved access to curriculum and improved student confidence
	Better schools funding	Converted to SSO time to support learners with extra support across curriculum areas, including: PASM assessment, phonological awareness groups, gross and fine motor programs, building number facts automaticity.	Improved access to all areas of the curriculum and achievement at SEA
	Specialist school reporting (as required)	Not applicable	Not applicable

	Improved outcomes for gifted students	During literacy & numeracy block times teachers have 4 x 50 mins per week SSO support. Through targeted planning teachers were able to tailor programs to extend students within classroom literacy and numeracy block times	Students built their capacity to respond to challenge in learning.
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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	Through unpacking the indicators, staff have deepened literacy understandings and have developed common understandings which have supported children's everyday interactions with provocations.	As a result children are using more complex and specific vocabulary in their daily interactions with each other and with educators.
Inclusive Education Support Program	Allocated time for staff meetings/critical reflections as a staff team. 1:1 and small group SSO support for IESP students. Targeted speech programs and additional/specific transition to primary school support. Individual behaviour support plans introduced and implemented.	Improvement in PASM results. Improvement in social and emotional competencies. Improvement in yard behaviours.
Improved outcomes for non-English speaking children who received bilingual support	SSO support used to help students understand preschool routines. SSO supported children's social and emotional wellbeing through the creation of social stories. SSO support used to help children engage with learning experiences.	Children settled well and made friends. Children successfully joined in structured and unstructured learning experiences.

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