



# PARA VISTA PRIMARY SCHOOL

## Para Vista Primary School and Para Vista Child Parent Centre

### 2021 annual report to the community

Para Vista Primary School Number: 1048

Para Vista Child Parent Centre Number: 1609

Partnership: Montague

Signature

School principal:

Mrs Melissa Mills

Governing council chair:

Justine Harvey

Date of endorsement:

18 March 2022



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Para Vista Primary School is a Category 4 school in Northern suburbs of Adelaide. In 2021 we had 242 students in 11 classes. The student population included approximately 28 Aboriginal students, 114 School Card Holders, 31 Students with English as an additional Dialect and 24 Students with disabilities. Para Vista Primary School offers an extensive range of curriculum programs to cater for all learning needs for Preschool – 7 students. In 2022 we will transition to a Preschool – 6 site as part of the state wide change in Year 7's moving to High School. In 2021, the programs offered at Para Vista Primary included Italian and STEM for the first time. The change to these subjects meant continuity of language learning between Para Vista Primary and our partnership High School, Valley View Secondary School. An Italian teacher was shared between the primary and High School supporting transition for students going to High School. Para Vista Primary is a multicultural site that embraces diversity of our community and works to include and value each child.

Para Vista Primary School is part of the Montague Partnership of schools and preschools, and works collaboratively with staff from these sites to understand and develop learner achievement. In 2021 this included the continued partnership focus of providing rigorous and consistent approaches to improve reading. Para Vista embraced this opportunity and integrated professional learning from the partnership focus into whole school agreements to provide a consistent and coherent approach to benefit all learners. Our whole school commitment each morning to modelled reading continued and a consistent approach to guided reading and individual student reading conferencing using Reading Passports evolved across the site. Greater teacher expertise in the intentional planning, teaching and assessing of the different text types was a strong focus.

Consistent teaching, planning and assessing was evident across all classes. Teachers developed literacy blocks which incorporates the explicit teaching of fluency, phrasing, decoding and comprehension strategies, as well as implementing targeted literacy activities around the concepts of print, phonics and comprehension activities. As well as Literacy Improvement, we continued to focus on the rigour and consistency of pedagogy, the 'how' of teaching, in line with research and evidence based high impact teaching strategies, including clear learning intentions and success criteria in every lesson. Students from R-7 set goals for literacy and were involved in tracking their learning progress. Students developed a strong understanding of the learning process and knowledge of themselves as learners, as evident in regular feedback chats with leadership and their teachers.

Learners at Para Vista are engaged in a broad range of learning programs to build their academic, social, emotional and interpersonal skills. Beyond formal learning experiences across the range of Australian Curriculum subject areas and Early Years Learning Framework, students are supported in their personal and social development through a range of programs and practices. Students also participate in a range of school events. Students in years 3- 7 have opportunities for extra curricula activities such as SAPSASA and choir. A junior choir also provides an opportunity for younger students to participate.

## Governing council report

In 2021, Para Vista Primary had a change in Leadership with Sue Charleston being seconded into a role in the APY lands. Melissa Mills stepped into the Principal role from Term 2 onwards.

The impact of Covid was still evident and parents were limited in opportunities to be on site, in buildings or to volunteer. We were fortunate to hold a Covid safe Mother's day stall and even though numbers of volunteers were limited, the stall was still a success. We continued with the same approach to the Father's Day stall and many students were able to purchase gifts for their Dads. When it was time for Sports Day the safest way to implement a site event during Covid was outside events limited to the morning session. Events were spread out and the canteen served individual take away items only. The planning of this event meant that families could come and watch their child participate and parents appreciated this opportunity and loved joining in with the school spirit. Parents cheering on students certainly added to the day. Later in the year a Covid Safe school concert also occurred and this too was a success and a great time was had by all.

In 2021, Site improvements included a new garden improving impressions to the main entrance. Reading continued to be a focus and students presented their reading passports to Governing Council. We look forward to students sharing more of their learning with us throughout 2022.

The school Canteen had some changes during the year with reduction in days and a trial of a recess opening (one day). This did help address a deficit and supported an approach to a viable canteen. The decision to reduce a day was not an easy one as the impact of working families was acknowledged. The chosen day to close was one with minimal sales and notice was provided to families to support alternative arrangements to be made.

OSHC had changes in fees to support increases in ongoing costs and ratios of preschool children.

A significant impact to 2021 was the double cohort of graduations with both year 6 and year 7 students graduating. Restricted numbers still meant every child had two guests and they were both enjoyable evenings. All graduating students celebrated the evening with a ceremony followed by a meal in a private function area at the Golden Grove Tavern.

Adding to the celebrations of a double cohort graduating, the school had a year 5/6/7 camp. This was well attended and students reported having a good time and making memories. Staff were very tired but also enjoyed the event.

At the end of the year we farwelled long-standing assistant principal Chris Burdett. In 2022, the leadership structure will involve a Principal, Deputy principal and Leader of Intervention & Inclusion. The reduction in leadership is in response to the school transitioning to a P-6 site.

Overall, 2021 was a very busy year and we thank everyone for the continued support of Para Vista Primary School.

## School quality improvement planning

In 2021, the priority was on continuing to develop intentionality and rigour through evidenced based Reading pedagogies and practices across R-7. The whole school commitment to Modelled Reading continued each morning, with observations and feedback from the leadership team to monitor practice R-7. Professional development included developing teaching expertise R-7 in the explicit teaching of the full range of text types and the development of rigorous literacy blocks to include aspects of whole text, sentence and word level. Whole school development included refining elements of Guided Reading and individual student conferencing, phonological awareness and oral language R-7, with team professional learning to contextualise practices in the different year levels.

Coherence across the school was fostered by a whole school commitment to tracking and assessing students using Reading Passports, collaborative team learning and a strong whole school focus on the teaching of phonics.

Professional development for staff continued on the different text types and the Big 6 of Reading. Through the commitment of Reading in 2021, we have seen an increase in student levels of engagement, increasing student understanding of and use of a range of effective reading strategies has resulted in significant growth as evidenced by NAPLAN results. We will continue to document agreements and regularly take observations and feedback processes as well as analysing data.

Processes and team structures around documentation continue to be used to support staff to engage with improvement and change as well as embed improved practices. In 2021, a Teacher Toolkit was introduced to support the documentation of agreements and processes. Management and operational aspects continue to be reviewed to enable staff focus to be on the core business of teaching and learning.

Connections with families continue to be strengthened through Edmodo class groups. Snapshots of learning as well as reminders of events continue to be posted to class groups for families to see. Connections with families were maintained during the challenges of Covid-19 through the use of class Edmodo groups.

## Preschool quality improvement planning

In 2021, the Preschool PQIP focus was on the children communicating personal experiences with increased vocabulary, intentionality in modelled reading using a variety of text types and intentionality of the children learning to deconstruct the sounds of language and identify phonemes. Teachers planned for oral language experiences that extended the children's vocabulary and Phonological Awareness skills based on the oral language screener- Trol-Pa. These experiences included small targeted literacy support groups, whole group phonics program, vocabulary lists in home corners, a focus on vocabulary when reading a book, building activities around specific vocabulary, play areas such as book tables and home corner experiences (e.g. Bunnings ad a lemonade stand) and using the learning environment and routines to expand vocabulary and the deconstruction of words. Teachers used group time opportunities to discuss play areas with the children and what types of words they could use in these areas.

When focusing on intentionality in modelled reading, teachers used story time to model fluency, phrasing and comprehension as well as targeted literacy activities around concepts of print and phonological awareness, using a variety of text types (such as, information reports, narratives, descriptions and procedures). Professional development for Preschool staff was based on Phonological Awareness and included the continued use of a phonemic awareness program developed by Michael Heggerty.

In 2021, Transition to school included regular visits to the school and opportunities to play in the transition room. Buddies were used to support transition with the preschool children becoming familiar with many areas of the school. The final celebration included making toast in the breakfast club.

Additional short term priorities included communicating with parents through the Edmodo app, reporting and parent interviews. To involve parents in their child's education, Preschool staff communicated how parents can support their child's vocabulary development at home and included the use of the STAR model- Select specific words, Teach explicitly, Activate knowledge and Review the words being used at home and preschool. Parents reported that children were using new words at home that were taught at preschool and the Trol-Pa data revealed improvement in children's vocabulary development.

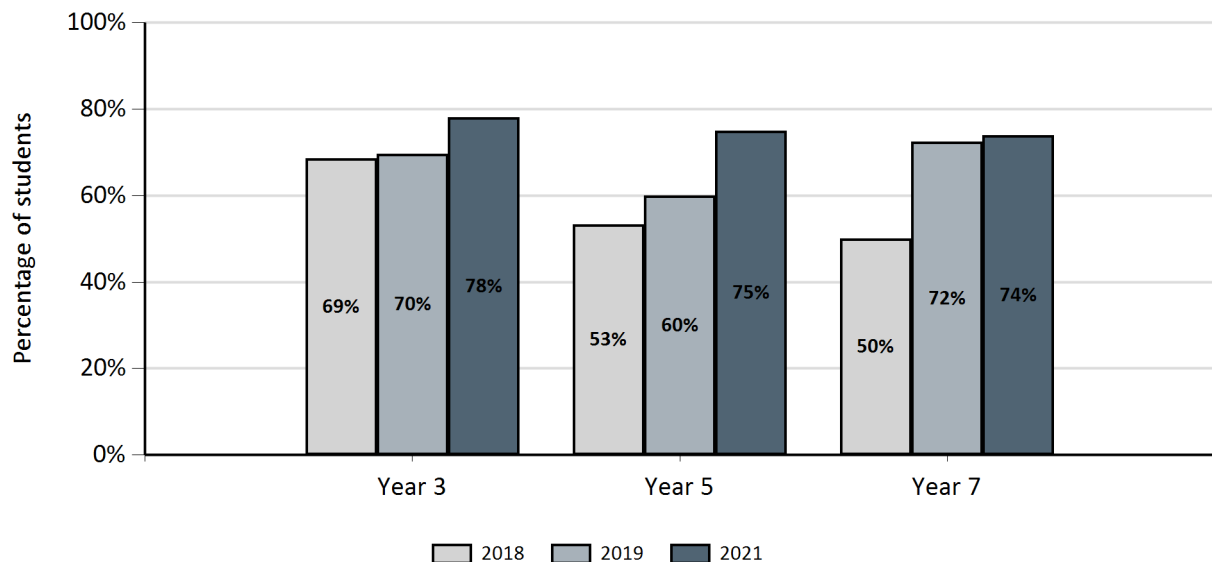
Next steps for the Preschool will be to continue with improvement in deconstructing sounds of language and supporting children to identify phonemes. Children at risk will be identified for early intervention and more frequent opportunities to develop age appropriate skills.

# 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

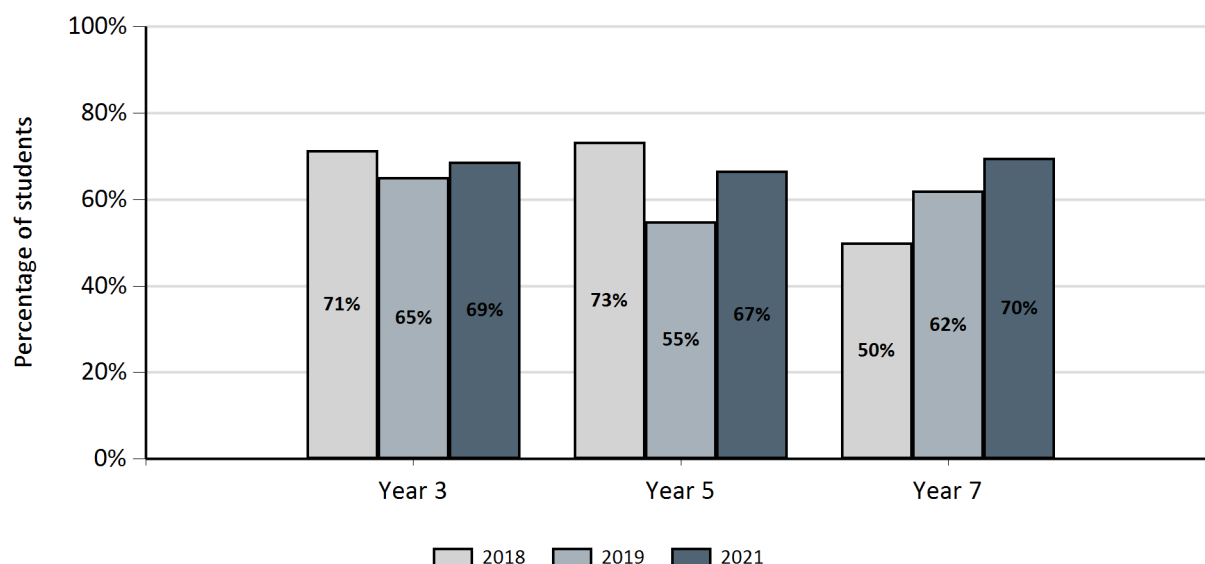


\*NOTE: No NAPLAN testing was conducted in 2020.

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	*	42%	33%
Middle progress group	71%	42%	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	33%	35%	33%
Middle progress group	48%	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	32	32	14	6	44%	19%
Year 3 2019-2021 Average	27.5	27.5	11.5	3.5	42%	13%
Year 5 2021	24	24	4	2	17%	8%
Year 5 2019-2021 Average	22.0	22.0	4.5	2.0	20%	9%

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

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

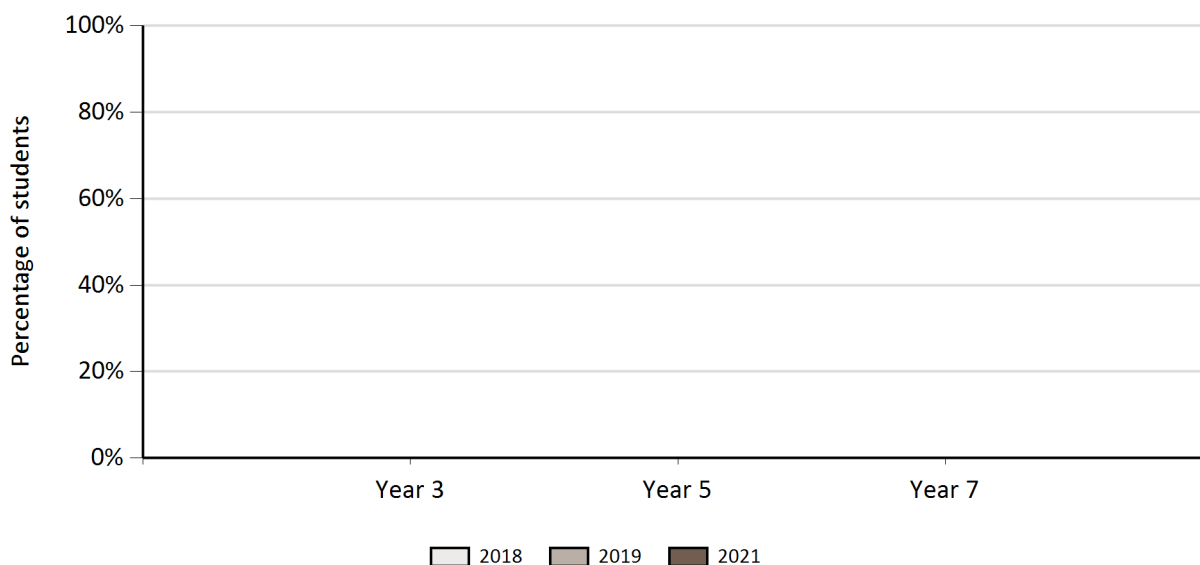
<sup>^</sup>includes absent and withdrawn students.

\*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



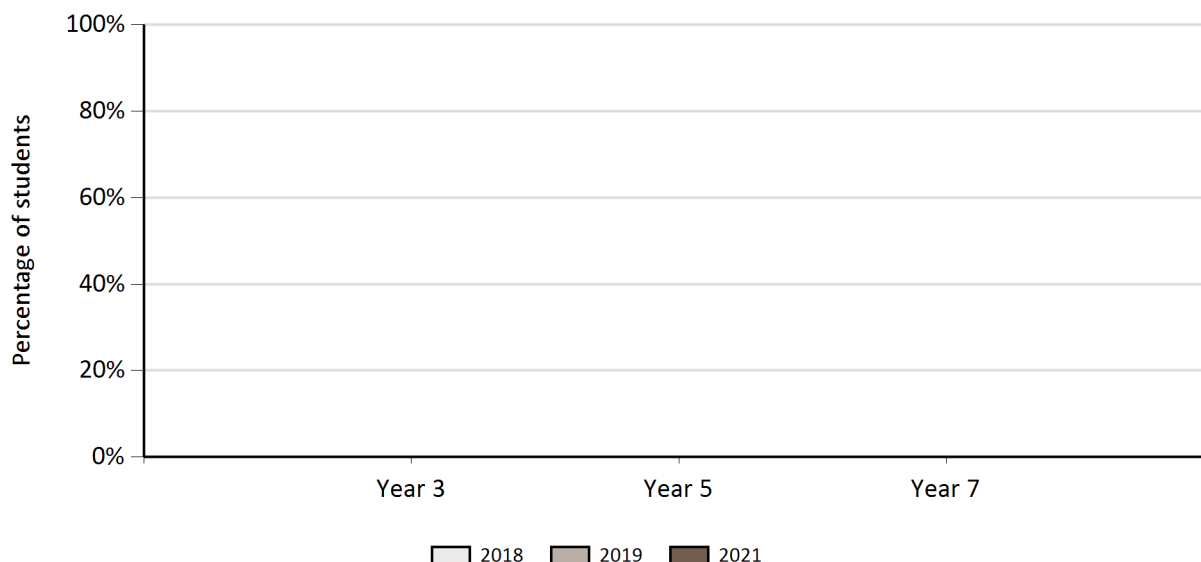
\*NOTE: No NAPLAN testing was conducted in 2020.

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 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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.

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2021: Tracking & Monitoring

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

In 2021, Para Vista continued with the model of using Aboriginal mentors to provide additional reading support for Aboriginal learners. Teachers and mentors used Aboriginal student's One plans and a data wall to document the intervention that individual students required. The individual learning goals were reviewed every five weeks and new targets set. Targets were based on decoding, fluency and phrasing or comprehension, depending on the student's needs. There was a strong focus on phonics development with progression documents used to help identify the strengths and gaps with each students phonics and phonological awareness skills. Interventions also included access to a Reading Doctor program and decodable readers. New indigenous decodables were purchased based on recommendations from SPELD and were used to support the reading mentor program. Reading Passports implemented across the site also complemented the targeted approach to support Aboriginal learners. Reading goals were specific to learner needs based on reading behaviours and the balanced reader approach. Numeracy achievement was supported through a focus on High Impact Teaching Strategies with Learning Intentions and Success Criteria continually reviewed and refined.

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

Progress by many Aboriginal students was significant with attendance being the biggest impact for students not progressing. Aboriginal students had opportunities to share success of the mentoring with bulletin articles reflecting progress and learning stories displayed in staff areas. Selected Aboriginal learners were invited to share their success with Governing Council in which they discussed goal setting, achievement and the use of the Reading passports. In 2022, the students will be more involved in goal setting and discussing next steps as their knowledge increases. We will also aim to increase communication between school and home for this targeted group of students with an aim of regularly reporting on their reading development and sharing successes.



# School performance comment

Our ongoing improvement processes incorporate reflection against current External review Directions:

1. Improve Learning outcomes for students by implementing a consistent, evidenced based whole school approach to literacy
2. Regularly analyse school and classroom data to monitor the effectiveness of teaching strategies
3. Improve student learning across all areas of the Australian Curriculum by developing differentiated teaching in classes
4. Implement consistent performance and development practices aligned to agreed strategies and actions to lift student achievement and growth

2021 NAPLAN data shows a significant increase in students achieving SEA in years 3,5 and 7. In year 3 and 7 there was a slight increase in numbers of students achieving in Higher bands with a decline in Higher bands in year 5. This is consistent with the school focus on increasing the numbers of students achieving SEA. In 2022, the focus will be to now maintain SEA while increasing the numbers of students achieving in Higher Bands. Every R-7 student had a reading goal in 2021, and regular reading conferences to review these goals. Para Vista had significant growth in percentage of year 1 students achieving 28/40 in the Year 1 Phonics check with 88% of students achieving this goal or higher.

Every student had a reading goal that was regularly reviewed and tracked in a Reading Passport that will follow them through school. Students are engaged in developing their goals and monitoring their progress using increasingly specific meta-language and vocabulary.

Running records showed 27.5 % of year students significantly below the target for Term 3. The good results achieved by 88% of this cohort in the Phonics Check shows that the cohort is developing foundational skills for reading and reading development should show significant growth in future years following this trend.

The Year 2 Cohort continued to strengthen phonics knowledge based on challenges identified through the Phonics check in 2020. The year level has structures implemented that were supported by a Literacy coach from the Literacy Guarantee Unit. The Year 2 Running Records showed over 50% achieving the standard of Education Achievement in Reading, and a further 22.5 % of Year 2 students that were close to achieving the standard. The Balanced Reading incorporated decoding, fluency & phrasing and comprehension, and will continue to be a focus for 2022. Our school has an equal comparison in Running Record data to the partnership data.

# Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	83.2%	84.8%	83.0%	89.6%
2019 centre	91.1%	85.0%	89.0%	90.8%
2020 centre	85.7%	74.6%	89.0%	85.8%
2021 centre	80.1%	90.5%	89.5%	88.4%
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	89.9%	91.2%	88.9%	90.4%
Year 1	90.9%	92.4%	89.4%	89.6%
Year 2	94.5%	90.9%	88.9%	91.3%
Year 3	89.5%	93.3%	88.6%	89.9%
Year 4	92.8%	91.3%	86.0%	89.9%
Year 5	93.3%	91.9%	88.2%	91.0%
Year 6	89.6%	94.6%	86.6%	87.0%
Year 7	87.3%	90.9%	87.5%	87.1%
Primary Other	67.9%	N/A	N/A	N/A
Total	90.8%	91.9%	88.2%	89.6%

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

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

# Attendance comment

95% Attendance continues to be a goal for Para Vista Primary School. Our attendance percentage fell to 89.8% this year during the COVID-19 pandemic. We continued to support and monitor our families to help ensure improvements in attendance and engagement. Our proactive and reactive measures continued to address absences and lateness through regular communication with classroom teachers, phone calls, letters, Edmodo messages and home visits. Development of attendance plans and referrals to the Attendance and Engagement Officer and the social support line also assisted us in tracking attendance. A Learner Achievement Data System was implemented where student attendance was recorded and updated every five weeks. This allowed for monitoring of students who usually may not be flagged for attendance concerns. Teachers worked in consultation with the Leadership team to review this data and implement the next steps for improved attendance.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	43	45	43	44
2019	39	40	42	42
2020	47	45	47	45
2021	50	50	48	48

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

Behaviour Education continues to be embedded throughout classroom programs to support our students proactively in their engagement. For our small percentage of vulnerable students presenting with more concerning behaviours, formalised Behaviour Plans were developed and talked through with all stakeholders to ensure a 'team around the child' approach and to foster student agency and voice. Throughout 2021, we increased our rigour around reporting incidences and created a reporting card for students. Leadership met regularly to discuss behaviour or student concerns and to ensure parents were part of processes concerning their child. The Behaviour Toolkit developed by the Department of Education was discussed with staff and added to the teacher toolkit as a reference and to support teacher's in identifying age appropriate versus concerning behaviour. In 2022, we will look at sharing this type of information with families.

## Parent opinion survey summary

There were 70 parent responses for the opinion survey. There was an increase in positive responses particularly in response to communication and equipping students with plans for future pathways. There were two areas identified as needing more work where parents have disagreed and that was questions having input into their child's learning and receiving helpful learning tips for home. 97% of parents believe Education is important. 76% of respondent's believe people in the school are respectful. The majority of responses were positive with feedback around communication showing email is the more preferred option. In response to this the school will explore email options in 2022 as whole school communication is currently through an app based system, Edmodo. As parents are having difficulty responding to Edmodo we will also explore alternative app based systems.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
8419 - Good Shepherd Luth Sch - Para Vista	7.0%	7.1%	5.1%	4.2%
1048 - Para Vista Primary School	53.0%	57.1%	79.5%	70.8%
9115 - Prescott Primary Northern	15.0%	14.3%	5.1%	14.6%

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 2021 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	4.0%
QL - LEFT SA FOR QLD	1	4.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	84.0%
U - UNKNOWN	1	4.0%
VI - LEFT SA FOR VIC	1	4.0%

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

## Destination comment

Our Preschool and School attracts families from surrounding communities. A number of families enrol in our preschool with the intention of attending one of the local private schools. Our data supports this belief. In 2021 we had 30 Para Vista Preschool children transition to Para Vista School for 2022. With 20 preschoolers enrolling in other schools. Year 6 and Year 7 students all graduated in 2021, with a double cohort transitioning to High School. There was a broad spread of High Schools that were chosen, which was also impacted by zoning regulations and a comprehensive placement process. Numbers at destination schools: Avenues 7, Modbury 11, Valley View 32, Banksia 4, Riverbanks 1, Salisbury East 1, Mark Oliphant 1, Heights 1, Para Hills 1, Golden Grove 2 and Roma Mitchell 2. A partnership process for Preschool enrolments was implemented in 2021 with parents encouraged to enrol their child in local Preschools. Para Vista Preschool's cap was reduced from 50 to 40 enrolments.

## Relevant history screening

We continue to ensure the safety of our students when working with our community by having known procedures and practices in place. All employees, volunteers, and persons designated by legislation or Education department policy have been screened for their suitability to work or volunteer with children. All required staff screenings and training are current. Responding to Risks of Harm, Abuse and Neglect – Education and Care certificates are uploaded to the HR management system and tracked on a safety matrix. Performance and Management processes and our volunteer policy are in accordance with Department guidelines. A folder with applications and certificates for volunteers is securely stored on site.



# 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	7

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	0.6	17.1	0.2	7.5
Persons	1	20	1	12

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

## Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$60,519
Fund Raising	\$1,585
Other	\$0

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	Funding was allocated to support students to construct and engage with behaviour plans, facilitate modified curriculum activities and provide supervision of modified learning activities.	Responsive targeted support was provided reducing behaviour incidences.
	Improved outcomes for students with an additional language or dialect	Our EALD teacher supported new EALD enrolments, individually depending on need. He also trained SSO's and supported moderation using the Language and Literacy scales.	A focus on phonological awareness improved reading skills of EALD students.
	Inclusive Education Support Program	This was used to support teachers to plan for Quality Differentiated Teaching Practice for wave 2 and 3 students with additional needs. SSO's were also trained in literacy practices to support students more effectively.	Students were effectively supported and assessed to close gaps in learning.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Our Aboriginal Mentoring Project provided one to one literacy coaching support for each Aboriginal learner by a member of leadership or other non-classroom teachers in order to supplement the classroom teaching that was frequently missed due to extensive absences.	Students made gains in reading as evidenced by running records and documentation on the progress on five weekly targets recorded on the data wall and One Plans.
Program funding for all students	Australian Curriculum	Improvements were made to the processes to track and monitor each student in a wide range of literacy aspects in order to facilitate responsive and targeted teaching and learning in all classes.	Growth resulted from targeted explicit teaching and appropriate interventions.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding was used to support class configurations that maximised teaching capacity by providing 11 classes of students including reception only classes rather than composite R/1 classes.	Students needs were better met particular those with identified needs.
	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	The aims were to plan for and document intentional teaching of foundational literacy skills; specifically oral language and phonological awareness.	Increasing rigour evident in teacher's intentional teaching of literacy strategies.
Inclusive Education Support Program	The aim was to increase engagement and participation by all students including those with disabilities. Funding was to be used to support student needs and to implement targeted strategies to improve educational outcomes. A review of IESP funding occurred due to the high level of needs and the preschool successful gained additional funds. Additional transition to school support was implemented.	Teacher capacity around QDTP and supplementary support to address individual children's needs.
Improved outcomes for non-English speaking children who received bilingual support	The aim was to support EALD children to engage in the preschool program. Specific resources added to the environment to assist in this involvement. BSSO's were employed to support children across the different languages.	Increasing participation in the preschool program for EALD learners.

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