

Elizabeth Downs Primary School and Elizabeth Downs Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Elizabeth Downs Primary School Number: 947
Elizabeth Downs Child Parent Centre Number: 1571
Partnership: Uleybury

Name of School Principal:	<u>Meredith Starkey</u>
Name of Governing Council Chair:	<u>Susanne Masters</u>
Date of Endorsement:	<u>12 December 2016</u>

Site Context and Highlights

Elizabeth Downs Primary School and Preschool are Category 1 sites located in the Northern Suburbs of Adelaide. Our school /preschool community is complex with its cultural, educational and social diversities, with a number of the school population comprising of Non-English speaking backgrounds (54.8% including IELP), Aboriginal children (11.9%) and young people and economically disadvantaged families.

We offer an Intensive English Learning Program (IELP), an onsite Preschool and Occasional Care Program, an off site Playgroup and Stephanie Alexander Kitchen Garden Program. Intervention programs include strong links with DECD service providers and local services & universities to extend the programs to support more students and families. These include: Social Work students, NACYS, NDIS providers and Connected-Self.

We are a Tribes Learning Community school with our Caring Agreements underpinning the school's behaviour program. Student Voice has been strengthened through our work with the Uleybury Partnership Student Learning Commissioners and then across the site Preschool - Year 7.

IELC PROGRAM

Term 1, 2015 we began IELC with 4 classes. Our numbers steadily increased and by the middle of Term 2 we began the 5th class. Enrolments quickly increased and at the beginning of Term 3 we began the 6th class, followed quickly by the 7th class. At the beginning of Term 4 we had 8 classes. Throughout the year 110 students enrolled in IELC and 15 students attained a level of English to enable them to exit to mainstream. Nine of the exit students continued mainstream schooling at Elizabeth Downs Primary School. IELC students identify with 17 different cultural backgrounds. Students from Syria became our largest cultural group with 43 students.

Sporting highlights included:

- Rugby, cricket and football clinics, Strikers and Port Adelaide Football Club visits
- SAPSASA Carnivals – basketball, Cross Country, Rugby Tag Carnival Winter, Sumer and District Athletics Carnivals
- Skipathon
- Swimming R-Y5
- School and preschool Mini-Olympics

The Arts highlights included:

- The Arts NIT program introduced
- Students Performability at Golden Grove Recreation Centre and at school with SCOSA clients
- Harmony Day
- School Drummers' performances throughout the year and at a neighboring school and the Festival Theatre
- Northern Choir Performances at Starplex and school assemblies

STEM highlights included:

- Introduction of STEM as a NIT program
- Receiving \$1M for STEM Works facility upgrade

Other Special Events included:

- Receiving Australia Day Award - Community Initiative of the year 2016 for our work in Building Brighter Futures
- Introduction of Auslan in all classes as the Language taught at our school
- Receiving \$50,000 for a Specialist School Grant in Auslan (with South Downs)
- Multicultural Expo
- Book Week Events around theme of Australia: Story Country
- R U OK Day?
- Remembrance Day
- Garden Working Bee
- Premier Reading Competition with a significant increase of students participating
- International Volunteers Day and a chance to thank our school volunteers
- Camp for Y6/7s, ZooSnooze and many class excursions throughout the year
- Year 7 Graduation (Thursday 15 December)

Facilities highlights included:

- Completion of Stage 1 preschool upgrade - fencing, air conditioning, taps and water feature outside, new shading
- Changing fences in interior of school
- Improved school security with swipe cards for staff
- 3 new murals on external walls
- New blinds across the school
- Beginning painting of internal walls
- New chairs purchased for all classrooms

Governing Council Report

Governing Council and the Governing Council Fundraising Committee have been involved with the following activities and Fundraising events:

- Pancake Day
- Harmony Day lunch
- A Soup, Savoury and Sweet day
- Election Day Sausage Sizzle
- Multicultural Expo drinks and ice blocks

This has raised \$1,512.35 for the school. Some of these funds will be used towards a Friendship Seat to be developed in 2017.

Thank you to all the parents who helped with these events over the year.

We have seen the preschool begin its redevelopment and the preschool playground moved to the area outside the gym. The bike shed was demolished to make a clear entrance for the gym and new bike racks were purchased and installed.

We have some exciting developments happening in 2016-17:

- Our three main buildings are being re roofed
- Second phase of the Preschool redevelopment
- Redevelopment of the Open Space Unit into our STEM Centre.

During Term 4 we had two resignations from Governing Council; Danielle Sharples and Kim Jeanes. On behalf of the school community I would like to extend a sincere thank you for their service to Elizabeth Downs Primary School.

Wendy Armstrong will be retiring at the end of this year. Thank you Wendy for all your effort in supporting the Governing Council and school community.

We look forward to new faces joining our Governing Council.

I would like to wish all students and families a safe and happy Christmas.

Susanne Masters
CHAIRPERSON

Quality Improvement Planning (Preschool)

Quality Improvement Plan outcomes and achievements include:

- Establishing new systems of documentation with a focus on assessment of and for learning and outcomes for children. This included tracking and monitoring children's learning over time and the identification of learning priorities of the children. This year this included oral language skills, play skills, self-regulation and emotional development. The information and data collected this year has enabled us to plan effectively for the children and to provide accurate information in the end of year Statements of Learning.
- Responsiveness to children as we have valued and build upon children's strengths, skills and knowledge to ensure their motivation and engagement in their learning. We have a balance of child-led and educator supported learning. We have been able to differentiate our curriculum for individual children through this approach.
- The development of secure, respectful and reciprocal relationships with each other, the children and families, the staff at EDPS, and the wider community. This has enabled an environment of trust and respect to emerge and greater insight into the children and families with whom we work.
- Building stronger partnerships with families to enable us to provide a more inclusive programme linked to children's diversity and broadens our cultural awareness and ability to respond appropriately and respectfully with our community.
- Assisting many of our children with self-regulation, and the need to express build up of feelings and responses in a safe and supportive way.
- High expectations and equity by all staff for the children and their capacity to succeed. This has been shared with families over the year, through the children's Learning Journey folders and conversations /feedback. All children requiring support in the learning environment have been referred and are supported to access the curriculum successfully.
- There were a number of issues in both the indoor and outdoor learning environments which were not suitable for their purpose. Stage 1 NQS Compliance Grant has funded Stage 1 external and internal improvements. We are now waiting for Stage 2 to commence. This will involve renovation of toilets for students and staff.
- Our outdoor environment has undertaken a vast redevelopment with removal of a playground and changing fencing. We now have new swings, new shade, and an additional feature of a water pump to sandpit, outside water trough. We are still needing to redevelop the outside play area to ensure engaging and quality experiences and opportunities. There are no natural elements. The majority of the yard still needs redevelopment. This will have a positive impact on children's wellbeing and learning outcomes.
- We have children with a range of complicated behaviours stemming from children's exposure to trauma, abuse, neglect and family tragedy. All staff have continued to extend on their current skills, knowledge and understandings to support children and their families.
- We have had a more intensive transition processes to school which has been successful for our children and has resulted in higher numbers of children attending EDPS. This year the children have had the opportunity to attend Occasional Care, which will then enable children to become familiar with the preschool environment and smoothly move from Occasional Care to Preschool. Children are also transitioning from Playgroup to Occasional Care and have a familiar person in the SSO facilitating playgroup assisting with the transition. Playgroup has been operating as a community playgroup.

Improvement Planning and Outcomes (School)

NUMERACY

SIP - 95% Year 2 –7 was the goal for Trust the Count.

Staff received training in Big Ideas in Number - Trust the Count. All students from Year 1 - 7 were tested (at the beginning of 2016 18% of students Trusted the Count) and the data was then discussed and teachers were allocated SSO support time for Intervention in Trust the Count. Teacher's planned and taught concepts. At the end of Term 3, the whole school Trust the Count data had increased to 38%. This was concerning as it had been a focus for teaching and intervention. More work will be done on teacher's understanding of this misconception and how to remediate in 2017.

Deputy attended training in TOO SMART (Intervention Program for Trust The Count) and then introduced this as an Intervention trial for Term 4. A teacher and 2 SSOs attended training in preparation for 2017.

SIP - 95% Year 3, 5, 7 students meet NAPLAN Numeracy DECD SEA (95% of students sitting NAPLAN tests, excluding IELC students). Slight improvement in NAPLAN Numeracy in 2016. An increase by 4% at Year 3, a 28% increase at Year 5 and a 10% increase at Year 7. However only 45% year 3s, 32% year 5s and 37% Year 7s reached DECD SEA. Significant work as highlighted by our Trust the Count data needs to be done for students to achieve DECD SEA. Year 5 PAT Maths data shows all students experiencing growth from Year 4 to Year 5, however only 5 were at or above the SEA for Year 5.

SIP - 5% Growth of Year 3, 5, 7 students in top bands of NAPLAN Numeracy (95% of students sitting NAPLAN tests, excluding IELC students). Students achieving in higher bands in year 3 (2012) were maintained in Year 7 however only 33.3% of higher band achievers in year 3 (2014) were still in higher bands by Year 5.

95% of all students achieve 18 months growth in Numeracy. This target was not achieved.

QuickSmart - a new SSO trained in Quicksmart. 12 students commenced Quicksmart and in Term 4 an additional 12. Addition was the only focus; students experienced significant growth in decreasing their response times along with improving their accuracy. 58.3% (7) reached the response time target of 2 seconds, with 83.3% of students (10) were achieving below the acceptable 3 second response time. 83.3% of students (10) were 100% accurate in their responses. Improvement was also noted in final testing of Subtraction, Multiplication and Division even though these were not a focus this year. In 2017, the program will begin in Week 3 and students will flow on from this year. We anticipate great growth in all 4 operations. The model of a teacher released to work in the program has seen a greater emphasis and improved outcomes.

LITERACY

SIP - 95% Year 3,5,7 students meet NAPLAN Reading DECD Standard Education Achievement (95% of students sitting NAPLAN tests, excluding IELC students). Although the 95% target was not met there was an improvement in the number of students reaching SEA compared to 2015. Increases of Year 3 12.2%, Year 5 26.1% Year 7 9.5%.

SIP - 95% of all students R-7 (mainstream and IELC learners) are at age appropriate Reading levels by November. By the end of Term 3 (September) 52% of all students had achieved age appropriate levels.

On 14 and 15 November we were involved in an External School Review with two reviewers and Jayne Johnson (Chief Education Officer). The 2017 Priority Improvement Plan will be based on the External Review Report and Directions.

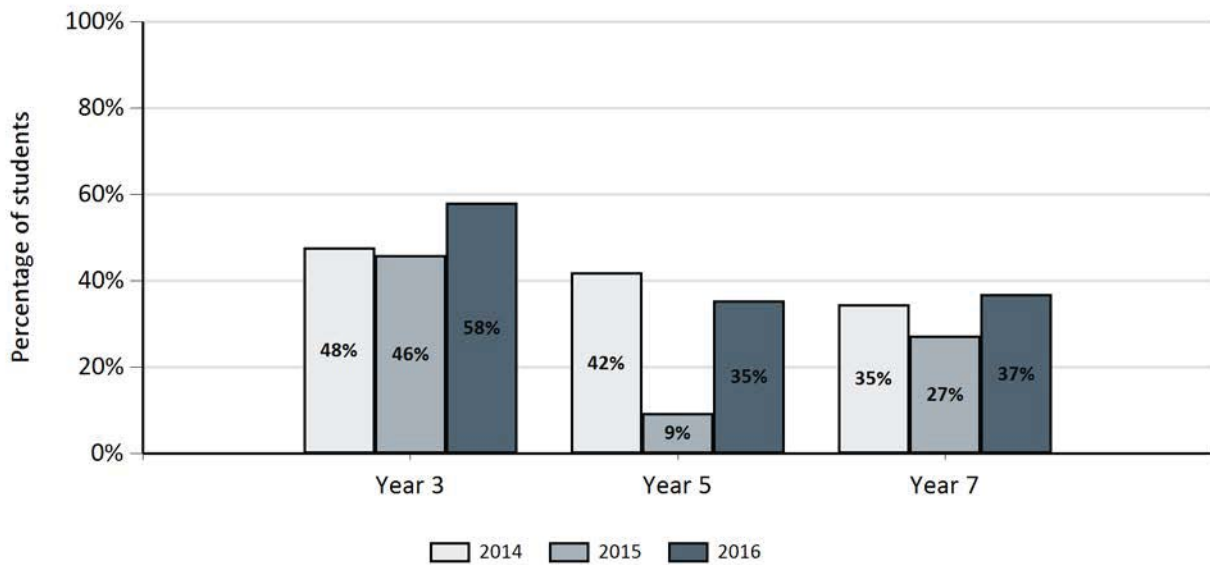
On 14 and 15 November we were involved in an External School Review conducted over 2 days with two reviewers and Jayne Johnson (Chief Education Officer) visiting for half a day. The 2017 Priority Improvement Plan (PIP) will be based on the External Review Report. The PIP will have a number of specific targets and timelines.

Performance Summary

NAPLAN Proficiency

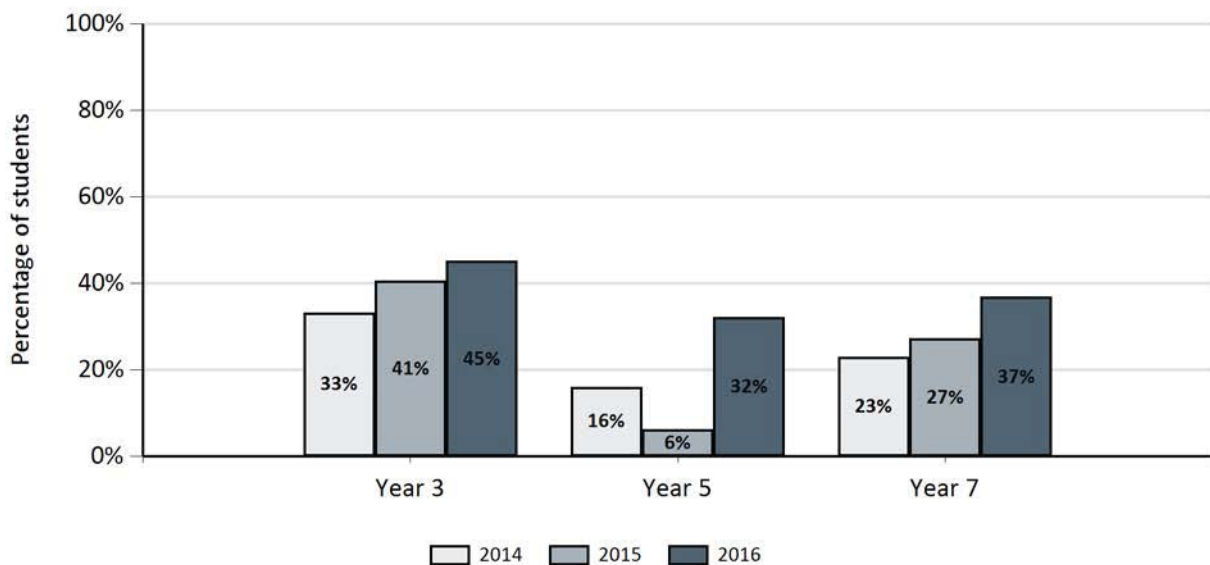
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	42%	32%	25%
Middle progress group	42%	50%	50%
Upper progress group	17%	18%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	46%	30%	25%
Middle progress group	46%	60%	50%
Upper progress group	8%	10%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	31	31	3	1	10%	3%
Year 3 2014-16 Average	29.7	29.7	4.3	2.7	15%	9%
Year 5 2016	31	31	2	1	6%	3%
Year 5 2014-16 Average	31.3	31.3	1.3	0.7	4%	2%
Year 7 2016	38	38	1	1	3%	3%
Year 7 2014-16 Average	28.7	28.7	0.3	0.7	1%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

2016 has seen continued funding for intervention and teacher professional development in Reading; Jolly Phonics and Guided Reading. The AET/EALD teacher has focused on these areas of learning for continuity and consistency across the school.

Students received individual, small group or classroom support to learn their 42 sounds and receive assistance in reading.

School reading levels in 2016 saw more students started at a higher level at the beginning of 2016 (48.3%) than at the beginning of 2015 (24.2%). Attributed to the focus on phonics and reading intervention in 2015. Whole school reading levels increased to 58% achieving SEA by November 2016.

Year 3 NAPLAN - only 3 IELC students in their first year of schooling were exempted. No students were withdrawn or absent. Reading results were (18 students) 58 % at SEA or above, (13 students) 42% did not achieve SEA. This is an improvement of 12% from 2015. This is the best result since 2008. Three students in this cohort achieved in the upper two bands.

Year 5 NAPLAN -only 2 IELC students in their first year of schooling were exempted. No students were withdrawn or absent. Reading results were (11 students) 35% at SEA or above, (20 students) 65% did not achieve SEA. This result is an improvement on 2015 by 24% and the third highest result since 2008. Two students in this cohort achieved in the upper two bands. Year 7 NAPLAN - only 2 IELC students in their first year of schooling were exempted. No students were withdrawn however one was absent. Reading results were (14 students) 37% at SEA or above, (23 students) 61% did not achieve SEA. This result is an improvement on 2013 onwards results. One student in this cohort achieved in the upper two bands.

In Numeracy the focus was on Big Ideas in Number (Trust the Count). Teachers identified students using the TTC test for intervention and programmed for this with support from SSOs. Four staff were trained in Too Smart Maths Intervention. This has been trialled in Term 4 and will be further implemented in 2017. An SSO was trained in Quicksmart. In Term 4 we have increased the number of students accessing Quicksmart and are trialling an intervention model with a class teacher released to work in the program. This model will be implemented in 2017.

Year 3 NAPLAN - No students were withdrawn or absent. Numeracy results were (14 students) 45% at SEA or above (14 students) 55% did not achieve SEA. This is an improvement of 4% from 2015 and the third highest result since 2008. One student is in the cohort achieved in the upper two bands. Year 5 NAPLAN - No students were withdrawn or absent. Numeracy results were (10 students) 32% at SEA or above, (20 students) 68% did not achieve SEA. This result is an improvement on 2015 by 28% and the highest result since 2008. One student is in the higher bands. Year 7 NAPLAN - No students were withdrawn however three were absent. Numeracy results were (14 students) 37% at SEA or above, (21 students) 55% did not achieve SEA. Third highest result since 2008. One student in this cohort achieved in the higher bands.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	87.1%	80.5%	76.7%	70.5%
2015 Centre	73.5%	80.0%	75.7%	77.5%
2016 Centre	92.9%	83.6%	78.1%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	88.1%	85.0%	81.1%
Year 1	87.1%	85.3%	84.7%
Year 2	90.0%	86.7%	85.3%
Year 3	93.9%	88.2%	88.4%
Year 4	89.3%	90.3%	88.8%
Year 5	92.2%	85.8%	86.7%
Year 6	89.5%	89.7%	88.5%
Year 7	89.3%	88.3%	89.9%
Primary Other	96.0%	95.3%	94.5%
Total	91.2%	88.9%	88.3%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

PRESCHOOL ATTENDANCE

Preschool attendance figures have improved since 2014.

Following the state pattern, preschool attendance decreased each term over terms 1, 2, 3. Term 1 our figures at (2% were higher than state figures of 89.6% Staff follow up on non-attendance and work out with families strategies to support the child attending preschool regularly. This follow up includes phone calls or discussions with the parent/carer when the child returns to preschool.

Preschool families get copies of the school's newsletters, and attendance is regularly addressed in this.

SCHOOL ATTENDANCE

Attendance data is reflected by the chronic non attendance of 5 families. Meetings and referrals to the Attendance Social Worker and Aboriginal Education Officer have to date not increased attendance. Stringent policy and processes are in place in order to monitor and manage attendance issues. Teachers regularly refer student's non attendance to Leadership to follow up. Great lengths are taken, phone calls (parent/carer and emergency contacts), initial and subsequent letters inform parents/carers of school concerns. Students worked with other students and sites in the Uleybury Partnership using a Rapid Prototyping tool. Senior leader and Principal have further worked with these students. We have introduced school recognition for students attending school 100%.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	31	41	43	44
2015	34	40	37	40
2016	56	61	64	59

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Enrolment figures have very significantly increased from 2014 and 2015. We have averaged enrolments of approximately 60 children.

This has occurred partly; by the way we have structured the sessions and have now offered 2 choices of sessions' schedule. Children have come Monday, Tuesday and alternate Friday mornings or Wednesday, Thursday and alternate Friday mornings. Last year we offered sessions only over 2 full days and an alternate half day. The preschool has had a significant overhaul this year in structures within the inside and outside learning environment and that has attracted families.

We are looking in 2017 to change the alternate Friday sessions to Wednesday as this is the day of lower attendance patterns. The Preschool has now become a full time centre. Offering an Occasional Care Program and playgroup has also increased enrolments.

Behaviour Management Comment

In the preschool we refer to behaviour management when discussing issues with children and families as self-regulation. This has a more positive impact when working through issues. We have a whole of preschool approach when working with management of children.

Behaviour Management issues continue to be of concern for leadership and staff in the school. There has been an increase in suspensions this year as a result of violent, aggressive behaviour, speaking disrespectfully to staff and leaving supervised areas.

As a Tribes Community School our behaviour management practices are consistent across the site.

Restorative practices are embedded in refocus and re-entry processes. Parents are informed in writing, face to face or phone calls.

Client Opinion Summary

In both preschool and school parent opinion survey results were low and made the survey results invalid.

In preschool we had 10/60 parents respond. All parents were provided with the survey and encouraged to respond.

All parents agreed or strongly agreed with all statements.

2 responses in two statements indicated neutral.

This is very pleasing that the families who responded had such a high opinion of the preschool program.

In the school parent opinion survey 8/354 parents/carers responded.

27 staff responded and 93 students responded.

Upon collation and analysis of information from these 3 groups it showed that the lowest level of satisfaction is in the area of behaviour management. Followed by the maintenance of the school.

The combined 3 group analysis showed the highest levels of satisfaction are in areas of teacher expectations for students, followed by the school looking for ways to improve and teachers motivating students to learn.

In the individual groups analysis the parents rated talking to teachers at the highest, followed by equally teacher expectations, useful feedback, good student progress and learning needs being met.

The students highest rating was teacher expectations, then there was an equal rating for provision of opportunities for interesting things and students being treated fairly by teachers. This was followed then useful feedback and students treated fairly then by liking their school.

The staff highest rating was the school looking for ways to improve. Then teacher expectations and students talking to teachers about concerns squally rated, Followed by treating students fairly and students liking being at the school.

In Term 2, staff were involved in the DECD psychological survey. results showed high numbers of staff believed their was supportive leadership, they had role clarity, strong co-worked interaction, appraisal and recognition, high individual morale, employment development, participative decision making.

The lowest area was around having a supportive induction process. We have since developed comprehensive induction packs for teachers, ancillary staff, pre-service teachers and volunteers and clear processes for buddy and leadership support.

Some staff believed that they have high work demands.

In Term 2 staff feedback / audits were conducted on English and Mathematics practices currently occurring at Elizabeth Downs Primary School.

We were involved in a Rapid Prototyping Student Free Day in Term 3 were staff worked with Gerri Walker and Garry North. We looked at root causes of issues relating to student learning and developed small teams commitments to action to try new or strengthen exiting practices.

At the end of Term 3, a survey was conducted by staff and by classes in relation to behaviour management and bullying. The bullying data was shared at Governing Council.

In Term 4, as part of the External Review data that was collected and analysed from teachers on their planning and designing leaning tasks, meeting students' goals, differentiation of learning, catering for transience and learning plans development.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0825 - Elizabeth North Primary School	0.0%	0.0%	2.7%
0947 - Elizabeth Downs Primary School	88.0%	76.2%	83.8%
1038 - South Downs Primary School	4.0%	4.8%	2.7%
1854 - Blakeview Primary School	0.0%	4.8%	2.7%
1879 - Playford Primary School	0.0%	9.5%	0.0%
8033 - St Columba College	0.0%	0.0%	2.7%
8165 - Trinity College Blakeview School	4.0%	0.0%	2.7%
8423 - Hope Christian College	0.0%	0.0%	2.7%
9023 - St Thomas More School	4.0%	4.8%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	7.1%
Other	3	3.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	8.2%
Transfer to SA Govt School	77	78.6%
Unknown	3	3.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

83% of children are attending Elizabeth Downs Primary School, which is an increase of 7.6% from 2015. We continue to lose children in Term 3 to a private school officering mid year intakes.

It is pleasing that most families are choosing to send their child to Elizabeth Downs Primary School after attending the preschool.

In the school we continue to experience high levels of transience. With students leaving throughout the year, as families move house. Similarly we have many families moving into the area over the year. This occurs from Preschool to Year 7. We had 65 mainstream start at EDPS throughout the year and 52 leave.

DECD Relevant History Screening

All staff have current DSCI clearances who work in the preschool and school.

Volunteers who work regularly, in the school all have current screenings. The school continues to pay for ancillary ad volunteer clearances. Governing Council members have current DSCI screenings.

We conducted Responding to Abuse and Neglect training for volunteers in Term 2.

in the figures below , there is a correction as we have an Aboriginal Community Education Officer working 15 hours in our school and preschool.

Teacher Qualifications 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	40
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.2	0.0	10.5
Persons	0	29	0	16

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$164,364
Grants: Commonwealth	\$46,681
Parent Contributions	\$104,717
Fund Raising	\$6,889
Other	\$4950,720

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Literacy - vocabulary and oral language development focus thorough reading, rhymes, talking, sharing etc.</p> <p>Numeracy – early skills development: language, concepts, time,numeral and shape awareness, subitising and counting, matching ,sorting, measuring, patterning, tessellating, making comparisons and cooking.</p>	<p>Significant improvement using TROLL data comparing Term 1 to Term 4 data for individual students and whole preschool.</p> <p>EYLF Outcome 4 compared Term 1 and 4 data growth.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>Obtaining preschool support hours in Term 1 was challenging and became funded by the school. 36% of children had support referrals. Not all preschool children have been assessed.</p>	<p>We received preschool support hours from Term 2. Only one child, at this stage, will be receiving a LOS when starting school.</p>
Improved outcomes for children with additional language or dialect	<p>Bilingual support occurred for children from Khmer, Kirundi, Swahili and Kurdish cultural backgrounds. We relieved 88 1/2 hours of support over the year for children from these cultural backgrounds.</p>	<p>All children received support to increase English language acquisition and all the EALD children became far more confident in interacting with adults and other children.</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	We received 1:1 RAAP teacher support as well as 1:1 SSO support .	Some success for the 4 students - increased engagement with learning.
	Improved Outcomes for Students with an Additional Language or Dialect	We have employed a teacher for EALD intervention. She worked on reading and jolly phonics.	All students showed growth.
	Improved Outcomes for Students with Disabilities	All students (9.1%) with disabilities received their A, D, I or H level of support using a teacher or in the majority of cases SSOs. This support was in English or Maths and as per their Negotiated Education Plan.	Teachers using NEPs to inform intervention /SMARTAR Goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	AET supported Aboriginal students A Connected Self Case Worker supported students on FLO program each week. Literacy Intervention provided by SSOs in classrooms under direction of teacher programming including Jolly Phonics, Guided Reading, writing and project work support.	All students showed growth.
Program Funding for all Students	Australian Curriculum	Auslan introduced as Language taught across the school by all classroom teachers	
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	SSO support with QuickSmart and TooSmart Mathematical Intervention. Funding to support SAKG Kitchen and Garden Specialist. Funding to support NACY psychologist and Social Work University Program.	Further work required to improve Literacy and Numeracy results.
Other Discretionary Funding	Specialist School Reporting (as required)	Auslan Specialist School. We are using the \$50, 000 received in conjunction with South Downs PS to train teachers and SSOs in a TAFE accredited Auslan training in 2017. and 2018.	Training in 2017 and 2018.
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	We used the primary school counsellor salary to Support 1.0 Senior Leader Band B-2 in Wellbeing.	Management, training and monitoring f requiring behaviour/wellbeing support.

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.