

Karcultaby Area School and Karcultaby Preschool

2017 Annual Report to the Community



**Government
of South Australia**
Department for Education
and Child Development

Karcultaby Area School Number: 1123

Karcultaby Preschool Number: 6755

Partnership: Far West

Name of School Principal:

Louise Watson

Name of Governing Council Chair:

Fiona Carey

Date of Endorsement:

8th March 2018

Site Context and Highlights

The school enrolment for 2017 started at 63 students. The school sits off the Eyre Highway midway between Poochera and Minnipa, surrounded by 300 acres of farm land which is farmed by the Governing Council. All students, other than children of some staff, travel to school on school buses arriving at 8.45am and departing at 3:30pm. The local community is a traditional farming community made up of predominantly residents of Anglo Saxon origin with little multicultural diversity. In 2017 two indigenous students attended the school.

Primary classes operating in 2017 were:

Year R/1 = 8 students

Year 2/3 = 14 students

Year 4/5 = 15 students

The principal and Teaching and Learning coordinator made up the leadership team, both with teaching time, and there were eleven teaching staff, mostly part-time, and ten school support officers including a groundskeeper and a pastoral care worker. There is a school community library on-site which has a range of resources for all ages as well as two computers with internet access available for community use.

Preschool context: In 2017 nine children (five boys, four girls) attended preschool. The preschool ran on Tuesday and Thursday, terms 1 and 2 and every alternate Wednesday in terms 3 and 4. This allowed children to receive their entitlement of 600 hours.

The preschool was staffed by a teacher (0.6) and an SSO which was funded by the school. The preschool is located within the school grounds and is a category 1 site, with a capacity of 15. The preschool has an Early Years representative on Governing Council.

Highlights of 2017, other than everyday learning activities, include;

- An external school community library review -of which the community forum was the largest of any SA reviews;
- A very successful Monster Auction event organised by a fantastic team of staff, students and parents;
- Lots of valuable professional learning for staff: Sheena Cameron -writing, Sir John Jones, collaborative moderation, Aboriginal cultural competencies, preschool -literacy & numeracy;
- Continued work with numeracy coach Kathy Palmer;
- Adelaide Show Led Wether and Led Steer programs winning the 'Most professional show team' again amongst other awards with great parent support!
- A successful Pedal Prix event with many first-time riders and great parent support;
- Opportunities for parents to be involved at the school through the outdoor classroom, netball challenge, '9 Ways to a Resilient Child' webcast session and assemblies;
- Active Governing Council, Early Years, Parents and Friends, Ag, Finance, Personnel Advisory Committee, Secondary Action Team and Primary Action Team student committees;
- School Facebook page established and being used;
- A successful student leadership camp to Whyalla and student delegation to a staff meeting to explain some of their ideas how to present engaging learning for them;
- Successful sporting events including, swimming, athletics at Miltaburra, Interschool athletics, WASSAC, hosting West Coast Cross Country at Tcharkuldu, SAPSASA, year 6-8 Milo Cricket;
- Facility upgrades- new furniture and display boards in classrooms, new library shelving and carpet, new furniture in the preschool to enable flexible learning spaces, new staff kitchen, swimming pool infrastructure and a new ATV, ride-on mower and leased school car;
- Engaging camps and excursions including an Australian Ballet company workshop at Streaky Bay for years 3-8, yr 10/11 mock road crash at Streaky Bay, year 6-11 Minnipa Agricultural Centre visit;
- Spanish learning extending face to face to year 8;
- Successful school based apprenticeships in the preschool and R/1 class, at Jericho Engineers and at Wudinna Auto Services;
- Support of Vocational Education Training (VET) for a year 11 student to complete two certificate III courses;
- The unveiling of our new school values and school motto, lead by the Secondary Action Team and incorporating input from staff, students and parents;
- A useful, reflective external school review process in term 4 involving staff, leaders, students and parents.

Governing Council Report

Involvement in Governing Council and Parents & Friends provides an opportunity for parents to become involved in the governance of the school. The voice of parents plays an important role in the wellbeing of the school.

Parent engagement in both children's learning and the school community is important for the learning outcomes of the students and growth of the school.

Principal, Louise Watson and the staffing team continue to provide sound learning frameworks and an environment cohesive to learning for all students at Karcultaby Area School. The results of the recent 2017 school survey undertaken by a percentage of parents, students and staff, resulted in an overall satisfaction rating of 4.1 out of 5, over the three areas. A pleasing result.

Governing Council has given support and financial approval to several projects and upgrades this year including:

Carpet & furniture upgrades to the Library,

IT upgrades and enhancements,

Application of resources to the management of school records,

Staff kitchen upgrade,

Replacement of the quad bike,

AV equipment upgrades,

Sand and softfall for the pre-school.

Several school policies have been reviewed with significant input by members of the Governing Council.

The results of the 2016 Strategic Library Service Planning project were presented in a Community Library Forum in May. An outstanding 164 members responded to the survey. This number clearly demonstrates the passion our community holds for the services provided by the community library. I commend the community for exercising their voice and to Mrs Kathryn Heddle and staff for providing outstanding services to our school and wider community.

The 'unique and small' brand attached to our school, provides exciting and challenging opportunities both inside and outside of the classroom. Governing council continues to receive great pleasure in supporting the school in its participation in Pedal Prix and the Royal Adelaide Show Led Steer and Led Wether exhibitions.

The professional and competitive arena of the Royal Adelaide Show livestock exhibits is an extremely unique opportunity for the entire school community and profoundly educative for the students involved.

Racing in the Australian International Pedal Prix at Murray Bridge continues to deliver an experience of endurance, tenacity and comradery by those involved.

Locally, the Tcharkuldu Cross Country organised and hosted by the school, has seen a renewed interest in the event with registered runners swelling to in excess of 350 this year. An event enjoyed by all that attend.

The Karcultaby Area School Swimming Carnival held at the Minnipa & Districts Swimming Pool continues to be met with enthusiasm by the students and wider community.

The combined Sports Day with Miltaburra Area School and Interschool Sports Day provides a great forum for team and individual sport participation.

The Monster Auction/Gala Day held in August was a great success clearing the sheds of surplus goods and kick starting the Canberra 2022 school trip fund. The festivities of the day were enjoyed by all.

Congratulations to the staff for successfully organising all extracurricular activities. You are commended on your enthusiasm and commitment to entire school community.

The Ag and Cropping team are once again commended for their time and commitment to the school cropping programme.

Unfortunately this season is less favourable than previous ones. The decision to place funds in reserve, in past season will place the program in good stead for these tougher times.

Lastly, thank you to the members of Governing Council for volunteering your time and providing valuable input to matters raised before us. A special thanks to Katrina Brands and Bruce Heddle for their outstanding contribution to school as they both retire from Governing Council.

Fiona Carey

Quality Improvement Planning (Preschool)

Quality area 1: Educational program and practice

Preschool staff attended professional learning sessions about oral language and numeracy. Two preschools in Adelaide were visited to gain new ideas and strategies. A commitment to trial learning from partnership hub group sessions was made; 'strive for five' and OWL (observe, watch, listen). The principal and preschool staff met once a week for reflecting on program directions and activity ideas. The planning book format was modified as a result of feedback.

Literacy and numeracy indicators were displayed on boards in the preschool. Each child's interests were incorporated into the program. Each child had two learning stories emailed home per term. A variety of excursions were held to socialise with other preschool children, and one with the R/1 class as part of the transition program.

Preschool support speech programs were run by the preschool SSO using the programs from the speech pathologist with positive feedback. The RRR scales were used by the principal to reflect upon a 'wondering' from which interesting findings were discussed and ideas implemented.

Quality area 2: Children's health and safety

A guided relaxation has been implemented after lunch which appeared to work effectively with most children. Opportunities for outdoor activities were maximised, by long child led outdoor periods being part of the daily program and fortnightly sessions with the R/1 class. Ongoing opportunities for children to be involved in risk benefit analyses through a Risk Benefit Analysis book being kept to reflect children's voice.

Quality area 3: Physical environment

New furniture in the preschool was utilised to make flexible spaces for groups or individuals. Nature play area started after staff, principal and parent attended a NaturePlay SA session. Natural small parts were collected and used by children and staff. Vegetable garden boxes were established and grown, as well as a worm farm with children being involved in all stages.

Quality area 4: Staffing arrangements

ASBA student grew in confidence and initiative when working with children under the staff's mentoring. Staff planned collaboratively and used their strengths for activities.

Quality area 5: Relationships with children

Strategies were used with children to help self-regulate and to connect appropriately with others. Conflicts were discussed with families. The behaviour code focussed on supporting children to identify A or B choices and encourage them to make A choices.

Quality area 6: Collaborative partnerships with families and communities

Early years meetings were held once a term, which were well supported by some families. A preschool and school information book was written to support new parents, input was given by current parents. The transition to school program was further developed and communicated to families.

Quality area 7: Leadership

Records management processes were refined.

Improvement Planning and Outcomes (School)

The site improvement plan was developed by staff, parents and Governing Council members identifying their top three focus areas from a list.

Our teaching and learning key outcomes were:

1. As a result of our teaching, students are challenged, their curiosity is inspired and their critical and creative thinking skills are strengthened.

-Transforming task design professional learning sessions were attended with partnership schools and time was given for teachers to work on transforming a task with a buddy. The PDP process included teachers having to gain feedback either from their buddy or students about their work and report their learning to their line manager.

-All teachers were involved with partnership collaborative moderation which resulted in feedback about the need of task design to enable students to achieve at high levels.

-Primary teachers have implemented more open-ended challenging numeracy tasks as a result of working with numeracy coach, Kathy Palmer.

97% students agree/ strongly agreed 'teachers expect me to do my best'.

Overall more students in the school achieved higher PAT scale scores than in 2016.

2018- this outcome will be the main focus for teachers and was the first direction from the external school review. Our aim as a site will be a school-wide approach and consistency of quality teaching practice.

2. All students will show individual growth in their learning including in literacy and numeracy.

-Clearer and more useful data management and analysis processes have been implemented for whole school trends and individual learner data tracking. Students not achieving SEA, not achieving five PAT scale score of growth or in the higher bands are identified and are included in support programs.

More students achieved high band retention in PAT-Reading comprehension test.

2018 -explicit goal setting training using SMARTA targets for staff and students as a result of analysing data to be shared with families. Better processes implemented to measure the success of programs and teacher intervention.

School culture outcome 3. Students will be happy, respectful and resilient people who contribute positively to the world.

-Social skills programs were implemented in the primary classes with the support of our Pastoral Care worker.

-Students led the whole school review of our school values.

85% of students in year 4 and above agreed or strongly agreed to 'I feel safe at school'.

90%+ of students in year 4 and above rated 'happiness and optimism' as medium or high in the student engagement and wellbeing survey.

4. Staff are committed to working cohesively, aiming for excellence in all areas.

-Shared PDP staff sessions to share their progress of their goals with others, clarifying questions were used to deepen the conversation.

-Shared decision making, involvement of all to review processes and procedures -the attendance, anti-bullying and positive behaviour expectations were examples when rigorous conversations enabled good decisions.

90%+ of staff agree or strongly agree to the statement 'this school takes staff opinions seriously'.

Community 5. An active partnership is utilised for continued improvement of our site and connecting our students to the broader world.

'This school looks for ways to improve' rated 100% on the staff and parent opinion survey.

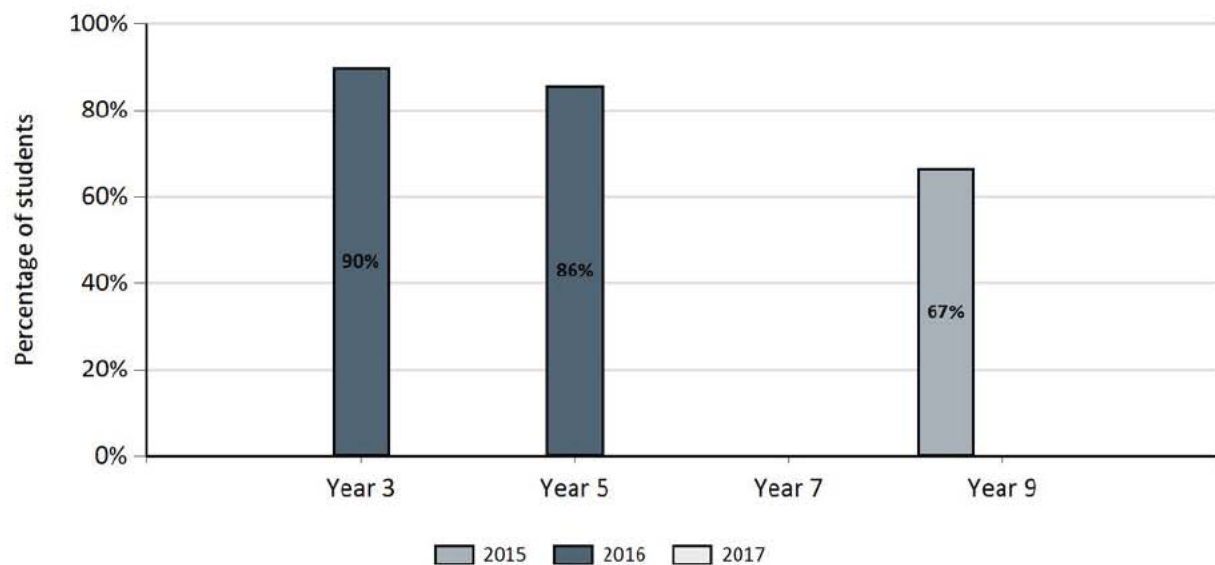
2018 -Review direction: Ensure parents and families are fully engaged as partners in the school's full range of pedagogies that deliver high levels of student interest and motivation for all groups of students.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

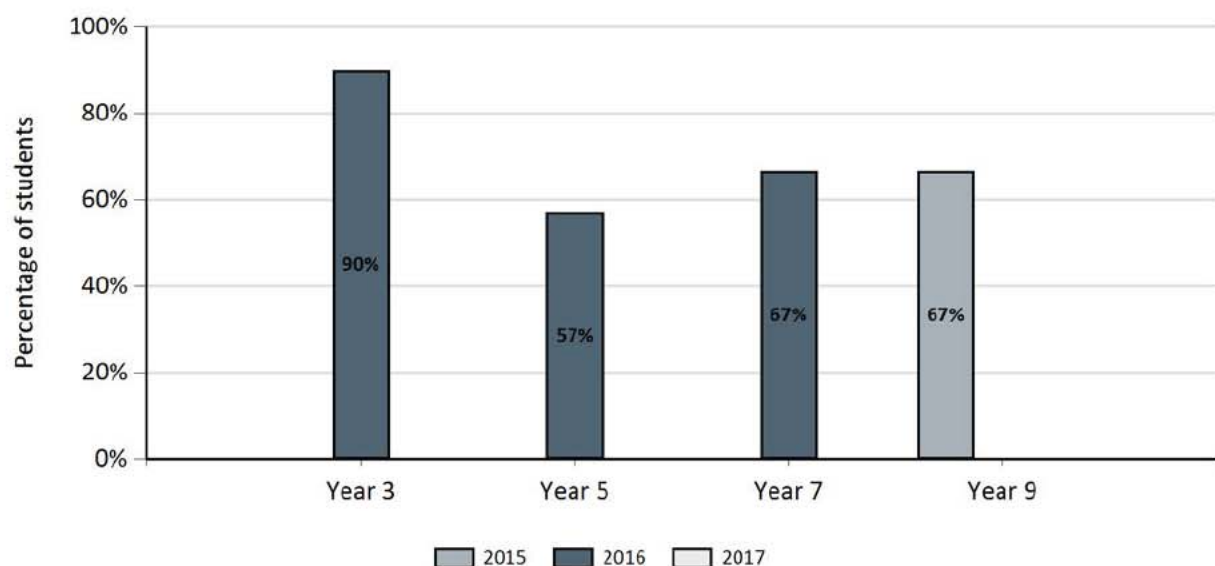
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

*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, August 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Upper progress group	*	*	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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	Year 7-9	State (average)
Lower progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Upper progress group	*	*	*	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*
Year 9 2017	*	*	*	*	*	*
Year 9 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA).

2014	2015	2016	2017
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted May 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	*	*	*	
A	*	*	*	
A-	*	*	*	
B+	*	*	*	
B	*	*	*	
B-	*	*	*	
C+	*	*	*	1
C	*	*	*	2
C-	*	*	*	1
D+	*	*	*	
D	*	*	*	
D-	*	*	*	
E+	*	*	*	
E	*	*	*	
E-	*	*	*	
N	*	*	*	

Data Source: SACE Schools Data reports, extracted May 2017.

*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE that year.

2014	2015	2016	2017
*	*	*	100%

Data Source: SACE Schools Data reports, extracted May 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	50%	100%	0%	N/A
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	25%	33%	0%	N/A

School Performance Comment

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

Reading levels: Three of six year 1 students met the school target (which is higher than Standard of Educational Achievement -SEA) and achieved in the upper quartile. Three students did not meet the SEA. Five of the ten year 2 students met the school target, six met SEA, four students did not meet SEA. The students who did not meet SEA, received extra learning support.

In NAPLAN tests, seven out of sixteen students achieved in READING high bands with 2 students retaining high bands achievement from previous tests. Two students did not achieve the SEA.

Five out of sixteen students achieved in NUMERACY high bands with one student retaining high band achievement. All students in NAPLAN Numeracy met the SEA.

In the Progressive Achievement Tests (PAT) reading (R) and maths (M) the school target is 5 scale score growth indicators. This is quite challenging, particularly the higher the year level. Of 56 students year 3 and above who sat PAT-M, nine students did not meet the SEA. Of these students, three showed growth and three are on negotiated education plans. All of these students received some extra learning support. Four students achieved high bands and two retained high bands from previous tests.

Of 57 students year 3 and above who sat PAT-R, six students achieved in the high bands with 4 retaining high bands from previous tests. Five students did not meet the SEA of which two showed growth and three are on negotiated education plans. All of these students received some extra learning support.

51% of students achieved at least 5 scale score points of growth in PAT-R which was less than in 2016. Overall the more difficult questions were not done well and 'interpreting by inferring' was the area done least well.

34% of students achieved at least 5 scale score points of growth in PAT-M which was less than in 2016. Overall the more difficult questions were not done well.

GRADES Yr 1-10: Maths grades variation from A-D are similar to 2016; there were less A grades for English and more B,C and D grades. There were seven students who got D grade of which four had chronic attendance.

SACE: Of 29 Stage 1 subjects completed there were 3 'A's, 16 'B's and 10 'C's. Research Project was the only stage 2 subject and there was a C+, 2 x Cs and a C-.

Three of six year 10 and 11 students were involved in a school based apprenticeship and one student successfully completed two certificate III vocational education training certificates thus resulting in SACE completion at the end of year 11.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	91.7%	91.7%	66.7%	97.2%
2016 Centre	92.3%	100.0%	80.8%	86.7%
2017 Centre	85.0%	97.2%	88.9%	86.1%
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

School Attendance

Year level	2014	2015	2016	2017
Reception	92.2%	91.6%	93.7%	88.9%
Year 1	90.7%	90.5%	94.3%	92.3%
Year 2	96.6%	91.1%	91.1%	92.5%
Year 3	93.6%	94.3%	92.3%	86.0%
Year 4	95.6%	95.6%	96.7%	91.6%
Year 5	96.1%	92.0%	96.7%	91.3%
Year 6	94.0%	89.7%	96.0%	95.9%
Year 7	95.7%	95.8%	95.3%	94.1%
Year 8	94.6%	90.4%	95.5%	93.7%
Year 9	92.6%	91.0%	92.9%	94.7%
Year 10	90.9%		96.4%	97.3%
Year 11		79.3%	100.0%	93.7%
Year 12	95.9%	89.8%	88.1%	
Total	93.7%	91.3%	94.3%	92.6%

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

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

Attendance Comment

Improvement strategies;

- Preschool and school programs will be engaging so that students want to come.
- Promote the importance of regular attendance at school/ preschool.
- All absences need to be explained through either a diary note, text or phone call from families.
- Teachers follow this up if required so there are no unexplained absences.
- If a student is away on the third consecutive day, phone contact is made to the family.
- Continue to show the DECD attendance target and the student's attendance rate on reports.
- Attendance certificates presented for both semesters to students who have met the DECD target of 95%. Points go towards the academic house shield -53 certificates awarded for the year.
- Promote the use of exemptions if relevant.
- Review attendance data regularly and make contact with families with concerns.
- Letters to parents highlighting habitual and chronic attendance concerns once identified on Education Dashboard at the end of each term.
- Involve attendance officers with chronic poor attenders after two terms.
- At the end of each term, preschool attendance records will be printed out, analysed and discussed with families as required.

Due to our location, we do have to expect higher absence rates as students need to travel to attend medical appointments and visit orthodontists.

Five students were chronic non-attenders over the year and eight habitual. This is up from 2016.



Preschool Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2015	6	6	6	6
2016	3	3	4	3
2017	9	9	9	9

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

There were nine eligible preschool children who were regular attenders all year. The preschool enrolment procedure was followed with relevant documented recorded and information communicated between school and families.

School Behaviour Management Comment

A parent complaint policy was implemented in line with DECD policy and is available to the school community. The principal keeps parent complaint data and bullying/harassment data including details of the concern, investigation and the action taken.

Students used the anonymous "I want help" forms to good effect and leadership dealt with a range of student concerns, most were resolved between students.

There were verbal bus issues which culminated in a bus meeting with families and students, seating plans, review of the school bus code and student bus contracts. A bullying complaint was ongoing and a physical incident was worked through with the families concerned. No time outs or suspensions.

Client Opinion Summary

Unfortunately there were only two preschool opinion surveys submitted, therefore the number was too few for graphs and results to be shared.

27 student responses from year 4 and above.

Positives

97% agree or strongly agree to 'teachers expect me to do my best'

85% agree or strongly agree to 'I feel safe at school'.

Concerns

6 responses (22%) disagree to 'student behaviour is well managed'

13 responses (50%) disagree or neither agree/ disagree to 'I can talk to teachers about my concerns'.

19 staff responses

Positives

100% agree or strongly agree to 'teachers expect students to do their best', 'student behaviour is well managed' & 'this school looks for ways to improve'.

90%+ agree or strongly agree to 'teachers provide students with useful feedback about their work', 'parents can talk to teachers about their concerns', 'this school takes staff opinions seriously'.

Concerns

4 responses (21%) neither agree or disagree 'students feel safe at this school'.

1 disagree 'the school is well maintained'

14 parent responses

Positives

100% agree or strongly agree 'students feel safe at this school', 'this school looks for ways to improve' & 'teachers at this school motivate my child to learn'.

90%+ agree or strongly agree 'I can talk to my child's teacher about my concerns', 'my child likes being at this school'.

Concerns

2 responses disagree to 'teachers treat students fairly', 'student behaviour is well managed'.

There were generally positive responses from all school groups -staff, students year 4 and above and parents.

Nearly all students think teachers expect them to do their best which is an increase from last year. 'I feel safe' was high again.

All staff responses think student behaviour is well managed which is an increase from 2016. Although it rated the highest 'disagree' by students (22% -6 responses) .

Discussions around the Anti-bullying policy and positive behaviour policy has probably helped this. It will be reviewed every year.

'This school looks for ways to improve' rated 100% for staff and parents.

in 2018 we need to continue the steps started in 2017 for students to be more authentically involved in improvement agendas.

'I can talk to teachers about concerns' was neither agree or disagree by about half of the students -same as last year.

This is something to address in 2018.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
1123 - Karcultaby Area School	100.0%	100.0%	100.0%
Total	100%	100%	100%

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

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	5	50.0%
Unknown	3	30.0%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

Destination Comment

One year 11 student finished school at the end of the year to move into a full-time apprenticeship as a light vehicle mechanic which he started part-time as an Australian School Based Apprenticeship in year 10.

DECD Relevant History Screening

Teacher's screening checks are done through the Teacher Registration Board. The principal receives emails when other staff member's history screening check will expire in the next six months. Through the DCSI website, the principal sends an email link for the staff member to start the renewal process. When the process is finalised, the principal receives a confirmation letter which is printed out and kept. The principal requests student teacher screening checks before they start teaching. Our governing council members are parents and do not require checks. The principal ensures volunteers working with children regularly have checks beforehand

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	17
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	7.8	0.0	5.3
Persons	0	10	0	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$1408566.00
Grants: Commonwealth	\$93420.89
Parent Contributions	\$23979.46
Fund Raising	\$21281.18
Other	\$127536.60

2017 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 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	This funding was used to increase teacher time for teaching the Child Protection curriculum in each primary class in the second semester.	Successful implementation of Child Protection curriculum in Health. Wellbeing
	Improved Outcomes for Students with an Additional Language or Dialect	We did not receive funding in this area.	
	Improved Outcomes for Students with Disabilities	Used to fund SSO hours for support for class, small groups and individuals as well as TRT for teachers to develop programs and professional learning as relevant.	Individual student growth shows progress against targets and NEP 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	Open Access funding used to fund staffing to offer a range of subject areas in senior school and support distance education. Rural & isolated is used for students to access programs and experiences which they otherwise would not be able to like camps and performances. Used to fund SSO hours for extra numeracy and literacy support. The early years range of funding contributed to make three primary classes to enable targeted, individualised teaching with fewer year levels. Used for staff T&D, collaborative moderation and TRT for staff to work with others.	SACE completion, C- or better. Learner achievement data shows individual student growth against SEA and school targets.
	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	We did not receive funding in this area.	
Other Discretionary Funding	Better Schools Funding	Used for improving educational outcomes for our indigenous students by funding a SSO to work with the students and for building leadership capacity by providing TRT to leaders and staff for professional learning.	Student growth measured against targets. Staff developed knowledge and skills.
	Specialist School Reporting (as required)	We did not receive funding in this area.	
	Improved Outcomes for Gifted Students	We did not receive funding in this area.	
	Primary School Counsellor (if applicable)	We did not receive funding in this area.	

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

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	SBP Early Literacy learning funding was used to release staff to attend oral language professional learning. Commitments which were made through this learning and other hub group sessions, enabled the teacher to implement activities to develop children's oral language skills.	PASM results showed growth from term 1-4 was 10.7%. By term 4, 6 out of 9 children demonstrated expected skills in the syllable/ rhyme match domains.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Children with preschool support have worked through a speech program developed by a speech pathologist with an SSO one-on-one at least twice a week. Progress was monitored and modifications were made as required.	All children moved through their focus sounds program and there was progress made by all. PASM data showed growth for all.
Improved outcomes for children with additional language or dialect	N/A	

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