The Heights School and The Heights Preschool

2021 annual report to the community

The Heights School Number: 1430
The Heights Preschool Number: 1600
Partnership: Golden Way

	Signature	
School principal:	Mr Nigel Gill	N Gill
Governing council chair:	Mr Jim Rouse	K Rouse
Date of endorsement:	18 March 2022	

Government
of South Australia

Department for Education

Context and highlights for the combined site

The Heights is a P-12 school. The leadership structure is a Principal, Deputy Principal, two B4 Assistant Principals and two B3 Assistant Principals. There are 14 B1 leaders responsible for curriculum leadership and student support, this includes a primary and secondary school counsellor.
Teaching staff numbers – 111
Ancillary Staff numbers - 47

In 2021 we had 1539 students in 59 classes. The student population includes approximately:
21% school card holders,
32% students with English as an Additional Dialect
15% students with disabilities and
3% Aboriginal students.

The Heights School is one of three Public schools running the 'IGNITE' program for identified secondary students with high intellectual potential.

The school was identified as the State Defence School in July 2014. Programs have been designed to create pathways to Defence related industries in partnership with industry, using the STEM education approach. Initial programs are targeted at Ignite classes and engineering pathways.

Highlights:
• Our Subs in Schools team for 2021 made it through to the National competition
• Two merits at Stage 2, one in Research Project and one in Psychology
• A students work was awarded the prize of being used for fringe promotion
• Arts continued to grow:
    Art Exhibition (SALA): 95 students
    Winter Showcase: 65 students
    Stage Band: 10 students
    String Ensemble: 8 students
    Vocal Ensemble: 10 students
    Guitar Ensemble: 10 students
    Drama Production (Oh, What a Lovely War!): 30 students
    Primary Schools Music Festival Choir: 30 students
    Wakakirri: 50 students
    Instrumental Music: 125 students
• SIP Targets: All three targets achieved
    Goal 1: Increase high band achievement in NAPLAN Literacy
    Target: 2021: 52% of Year 3 students will be in the reading HB. 2021: 39% of all students will be in the HB.
    Performance: Target achieved
    Goal 2: Increase high band achievement in NAPLAN Numeracy
    Target: 2021: 40% of Year 3 students will be in the HB. 2021: 39% of all students will be in the HB.
    Performance: Target achieved
    Goal 3: Increase the percentage of A grades at Year 12
    Target: 26% of Year 12 subject grades will be in the A grade band by the end of 2021
    Performance: Target achieved

Governing council report

Once again Covid-19 has had a big impact on our school year in 2021. We acknowledge that it has been a difficult year for teachers and support staff dealing with the uncertainty of Covid-19, the establishment of an online learning platforms, and the "work arounds" in place to accommodate the extensive building program that we are currently experiencing. Throughout these disruptions our school has been able to continue to deliver a supportive, quality teaching and learning environment which is a direct reflection of the quality of our teaching staff. It has been pleasing from a Governing Council perspective to see our teachers meet these challenges head on, adapt and pivot as required to continue to deliver quality learning outcomes for our students. Our Arts program has continued to develop and flourish with outstanding performing arts concerts and plays, and our Wakakirri performances continue to be first class. Student artwork produced for South Australian Living Arts was first class as was the student work in our photography subjects.

Our infrastructure continues to improve with our new primary facilities complete, and our second gym almost finished. Our NAPLAN results this year would be the envy of many schools, as our considered and strategic approach to learning delivers great student outcomes. The Governing Council is really pleased to see how our school staff are embracing our program of continuous improvement, and the adoption of best practice pedagogy as we continue to make our good school great.

Our school infrastructure continues to improve with planning underway for a new multi-function building, and upgrades to our old gym and drama spaces. This work is jointly funded by the Education Department and The Heights School, and work should commence in 2022.

It was gratifying to have a successful poll across the school this year, despite the challenging financial situation many of our parents are in. It gives me direct feedback that in the main our community is confident and happy with the way the school is operating.

The Heights continues to provide a dynamic and vibrant learning environment for our children across many disciplines and is becoming the school of choice in our region with families waiting to access our school.

Jim Rouse
Chair

The Heights School Governing Council

School quality improvement planning

Informing improvement and driving improvement in relation to goals 1,2 and 3: In addition to the use of standardized test data (NAPLAN, PAT and SACE) to inform areas for improvement, we have used a range of processes to gain a clearer understanding of teaching and learning P-12. Processes include:
• High-band conversations
• PDP conversations
• Lesson Observations
• Learning Walks
• Sharing qualitative evidence at B1 leaders (step 4) meetings.

Our learning in 2021 and the implications for 2022, include:
• Learning intentions: Across year levels and learning areas it is common for teachers to share and students to know the learning intention for the lesson. This is the foundation required to now ensure that learning intentions provide appropriate stretch and challenge.
• Success criteria: We have promising practice in relation to success criteria practices and processes. This is the foundation required to enable students to engage effectively in self and peer-feedback processes and in the monitoring and evaluation of their progress.
• Ensuring aligned, quality teaching and learning across classes within year levels and learning areas. There is scope for improvement in the consistency and quality of teaching and learning through harnessing the collective expertise of THS teaching staff. Clarifying expectations and implementing processes that require teachers to engage in collaborative learning design and curriculum documentation will support this.
• Learning Culture: We have a calm learning culture that can now be progressed to be a productive learning culture that demands and develops increased learner agency, supporting higher achievement. This will require a P-12 focus on embedding expectations of a high-level productive learning culture within which students are supported to and expected to:
o collaborate with peers
o engage in planning, monitoring and evaluating their learning and regulating their attention to learning
o make productive use of feedback, including self-assessment and peer-feedback.

Following our Step 5 review our next steps are to focus on designing and implementing initiatives that will support the goals of, increasing:
• high-band achievement in reading
• high-band achievement in mathematics
• the proportion of A and B grade achievement in SACE.

Preschool quality improvement planning

This year the Preschool Quality Improvement Plan's goal was to increase children's phonological awareness. Staff intentionally provided children with language and literacy experiences that fostered oral narrative competence. This comprised of providing children with ongoing opportunities to tell and retell stories and events during their everyday interactions and play as well as deliberately engaging children in developing their speaking and listening skills. We also fostered partnerships with parents by sharing their child's literacy development with them to build a learning community around the child.
Through our book-based learning we introduced Tier 2 words that children were unfamiliar with and immersed them in developing an understanding for its meaning as well as the word itself.
In Term 1 we learnt about words such as same, different, similar. We also noticed and observed things that we had in common with others such as we eat the same sandwich at lunch time, or we both have siblings. We also learnt about self-regulation, learning new ways to describe how we are feeling, beginning to understand how the inside of our bodies feel when sad, angry, nervous, and happy.
In Term 2 we went for an adventure to the Adelaide Zoo as we plunged into the book Dear Zoo. We wrote a recount story of our trip with our school buddies classes, re-enacted the Dear Zoo book as we dressed up in animal costumes, used puppets and wrote letters to the Zoo asking for our favourite animals to be sent.
In Term 3 the children explored nature as we read 'Going on a Nature Hunt'. We walked to the meadow with some parent helpers and used rectangle shape windows to view what we could see near and far. The children learnt about the words 'crooked, narrow, thin and thick' during our discovery. We also had Bee hotels installed in our back garden along with planting butterfly attracting plants to encourage native bees and butterflies.
In Term 4 we asked our parents what celebrations and festivals they held across the year, and we explored how children celebrated these events with a different focus each week. The children participated in such experiences as making lanterns, origami boats, diya, escarapeles, making turkeys, moons and stars with craft materials as well as decorating poppies.
At the beginning and end of each term we asked the children the meaning of some dedicated Tier 2 words and concepts so we could gauge the children's growth in understandings of what was being taught. Each term children demonstrated an increase in being able to explain what each word meant, thus increasing their language.
This year we implemented the Heggerty Phonemic Awareness Program. Each day the teachers work with the children in small groups on phonemic awareness skills, along with activities to develop letter and sound recognition. At the beginning of Term 1 and then repeated in Term 4, all children's phonological awareness skills were mapped; with a growth in 100% of children.

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
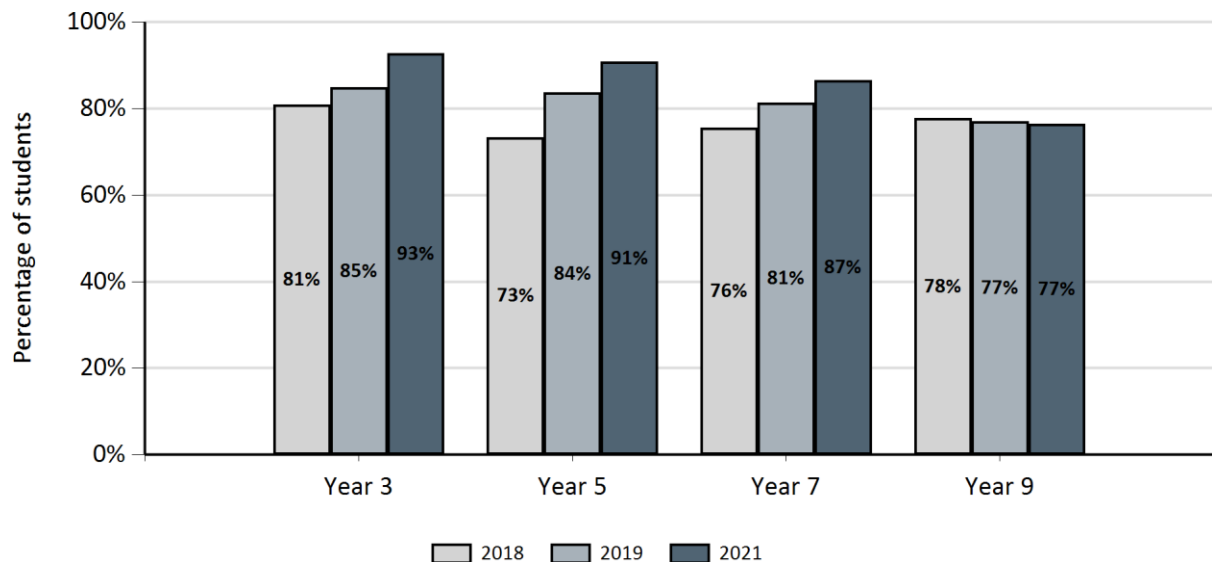
*NOTE: No NAPLAN testing was conducted in 2020.

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.
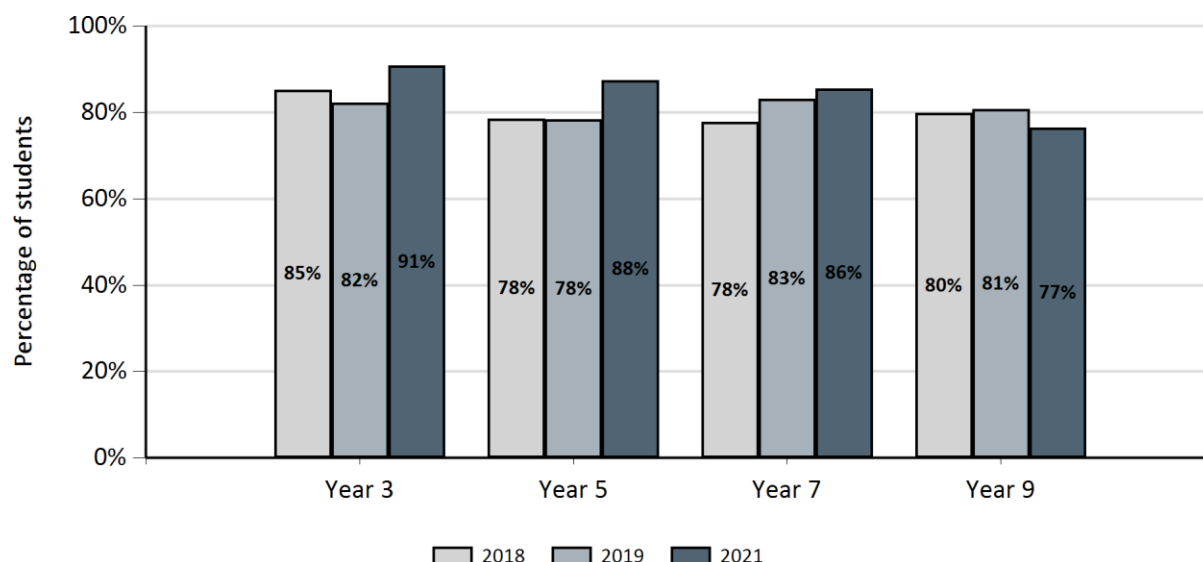
Numeracy

*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	Year 7-9	State (average)
Upper progress group	37%	37%	46%	34%
Middle progress group	53%	44%	43%	48%
Lower progress group	10%	19%	11%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	46%	30%	41%	34%
Middle progress group	44%	49%	45%	48%
Lower progress group	10%	22%	14%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	98	98	60	42	61%	43%
Year 3 2019-2021 Average	85.5	85.5	47.5	32.5	56%	38%
Year 5 2021	88	88	35	28	40%	32%
Year 5 2019-2021 Average	81.0	81.0	31.0	24.5	38%	30%
Year 7 2021	104	104	32	39	31%	38%
Year 7 2019-2021 Average	108.5	108.5	29.0	34.5	27%	32%
Year 9 2021	179	179	40	39	22%	22%
Year 9 2019-2021 Average	170.0	170.0	37.0	41.5	22%	24%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
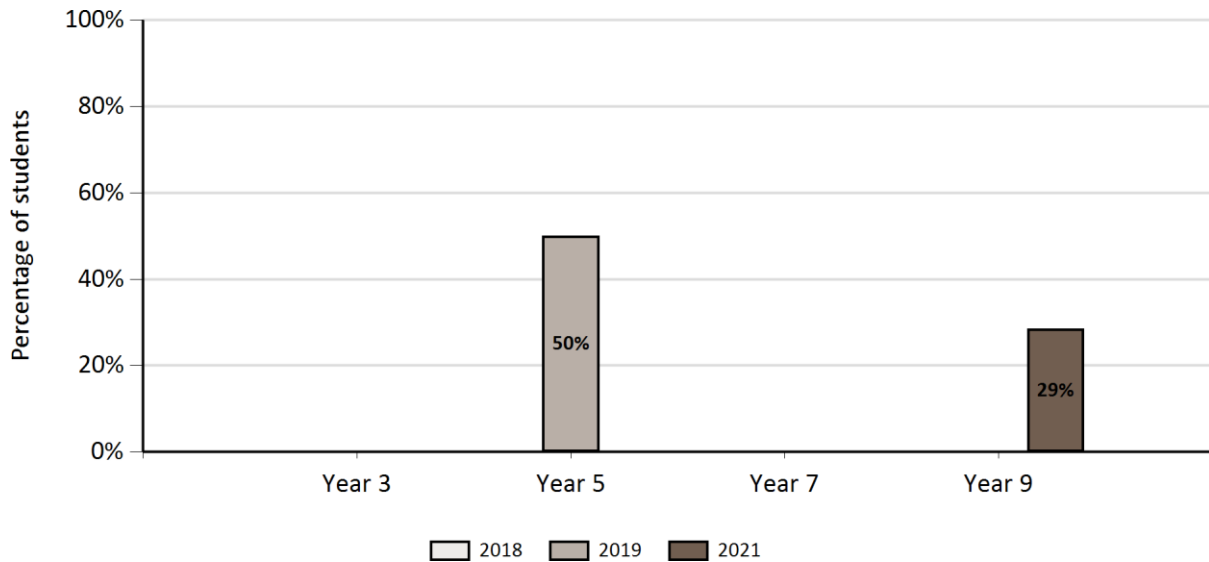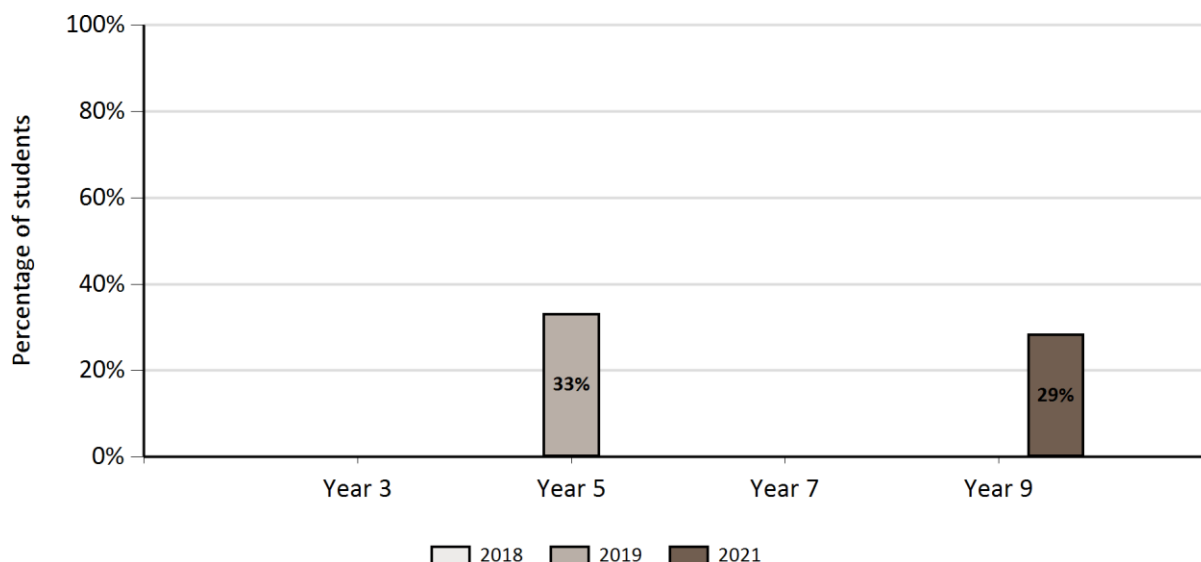Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN 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	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

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	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	7	7	0	1	0%	14%
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

Throughout 2021, each Aboriginal Learner moved from an existing ILP to the new OCOP personalised learning model. All Aboriginal Learners were tracked via a case management approach (through 3 x termly Aboriginal Education team meetings and weekly tracking by AETs during intervention). ALL students access site-wide programs as outlined in SIP priorities and THS Literacy / Numeracy Agreements as recommended in Guidebooks. Principal Consultant supported Assistant Principal to access data spreadsheet containing specific data sets for each Aborginal learner including NAPLAN, RR, PAT, SBM & attendance % rate. IT team worked with Aboriginal Education team to incorporate grade average data into school spreadsheet. This data was used to inform teachers with personalised goal setting in student OCOPs.

Aboriginal student attendance data is monitored by Student Wellbeing Leader and students of concern are referred to the Attendance Wellbeing Team as required for further follow up and possible referral to Department Truancy Social Workers. Individualised strategies to support attendance are trialled eg. Modified attendance, ASETO working with family, online tasks, incentives and other strategies relevant to student.

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

Outside service providers are engaged when relevant eg MAYFS, Marni Wingku. Students are referred accordingly to evidence based site-wide intervention programs: Minilit, Multilit, Quicksmart, EY Speech programs. Secondary students at risk of disengagement access FLO when of age or are supported to move into other VET pathways. Students with emotional/social concerns are referred to Wellbeing Team for more targeted case management and support for mental health.

To support the whole staff (SSO and Teachers) with building their cultural competency, the Aboriginal Education Team developed a series of four staff workshops delivered at staff meetings across 3 terms. Focus for workshops 1 and 2 were to raise awareness of the disparity in the data for Aboriginal learners by putting faces to the data and to develop strategies to best support Aboriginal Learners in closing the gap. Workshops 3 and 4 incorporated learning from the Working Together Cultural Awareness training on PLINK. Staff unpacked the content and reflect on actions to be taken site wide, to better support Aboriginal learners and ensure a more culturally appropriate curriculum with Aboriginal perspectives is being delivered across all learning areas and year levels.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
94%	94%	97%	98%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	2%	2%	2%	3%
A	8%	7%	8%	8%
A-	9%	10%	14%	15%
B+	13%	13%	18%	0%
B	13%	13%	9%	14%
B-	13%	10%	12%	9%
C+	13%	14%	14%	0%
C	16%	16%	13%	16%
C-	6%	9%	7%	7%
D+	3%	3%	1%	0%
D	1%	2%	0%	2%
D-	1%	1%	1%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021
*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 in October that year

2018	2019	2020	2021
89%	93%	92%	97%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	27%	30%	24%	17%	23%
Percentage of year 12 students undertaking vocational training or trade training	5%	30%	34%	28%	23%

School performance comment

SACE
The achievement of 'A' grades for Stage 2 was the highest we have had in recent years and has increased from 18% in 2019 to 26% in 2021. The completion rate increase and was the highest since 2016. Goal 3 of our Site Improvement will continue to focus on SACE Stage 2 achievement, working to improving our percentage of A and B grades.

NAPLAN
Numeracy NAPLAN data shows our achievement of SEA and above is consistent or improving, except for Year 9 that had a small decrease. Increasing the percentage of students maintained in the HB from years 5 to 9 will continue to be area of focus for us at The Heights.

Reading NAPLAN data shows that we continue to have growth in Years 3, 5 and 7. In Year 9 it remained at 77% which was the same as 2019. There was an increase in retaining students in the Upper Progress group between Years 5 and 9.

Overall the percentage of students in the upper progress group for reading and numeracy is higher than the state average.

Gaining and retaining students in the high bands in Numeracy and Reading will continue to be a focus in the 2022 -2024 Site Improvement Plan. Our work with the Pedagogical Framework and the new AC has a focus on Mathematics/Numeracy and English/Literacy, as well as ensuring that all students are provided with opportunities for stretch and challenge. This is being done to work toward retain HB students. Strategies are also being implemented in Year 7 and 8 English and Mathematics to provide an improved transition from primary years to secondary years.

In 2022 across P-12 there will be an emphasis on continuing our pedagogical work around productive learning culture as a way of addressing this trend and elevating achievement.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	88.7%	91.2%	85.0%	82.4%
2019 centre	88.3%	88.3%	87.6%	84.5%
2020 centre	94.0%		92.3%	92.4%
2021 centre	91.8%	89.6%	90.1%	96%
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	93.8%	90.0%	86.1%	94.1%
Year 1	93.2%	92.2%	86.8%	93.3%
Year 2	92.9%	92.4%	85.0%	92.4%
Year 3	94.2%	91.5%	86.6%	94.0%
Year 4	93.6%	91.6%	86.2%	92.8%
Year 5	93.0%	92.3%	85.4%	92.9%
Year 6	93.2%	93.2%	86.9%	92.8%
Year 7	93.0%	92.7%	87.2%	93.1%
Primary Other	69.0%	86.0%	90.0%	N/A
Year 8	89.7%	91.3%	84.5%	92.0%
Year 9	90.1%	89.9%	85.1%	90.4%
Year 10	88.8%	89.8%	81.9%	90.4%
Year 11	89.8%	89.1%	83.8%	89.1%
Year 12	86.9%	85.2%	82.1%	89.9%
Secondary Other	80.8%	77.3%	92.7%	N/A
Total	91.0%	90.7%	85.1%	91.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance increased in every year level across R to 12. This is a positive trend that we need to continue to maintain a focus on to maintain or further improve attendance rates.

A change in leadership structure is aimed to assist in providing targeted intervention for students with low attendance rates.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	59	54	57	57
2019	81	79	82	83
2020	76	N/A	77	76
2021	58	61	62	61

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

Our focus on developing leaders and teacher's knowledge, and skill sets, around strategies in working effectively with challenging behaviours continued throughout 2021. A continuation of our focus on restorative practices saw a number of improvements across the year for case managed students to support their positive engagement in learning. There were 4 students requiring alternative programs due to exclusion periods. All 4 students were supported back to successful transitions back to school. Suspensions across the school reduced from 2020 to 2021 from 158 to 121, a result that we are proud of and will continue to work towards reducing further. Whilst we a keen to maintain our high standards around behaviour and ensuring a safe environment for all of students we also acknowledge that time away from the school setting is not always the solution to improving young people's negative behaviour choices.

Parent opinion survey summary

The results of the survey were very positive as a whole, with the percentage of parents agreeing/strongly agreeing increasing in all areas except 3. The results were very similar to 2020, a large percentage of parents are feeling that people respect each other at The Heights and feel that communication is open. An overwhelming number of parents, 98%, value education and think that it is important for their child's future. This is a great support for us as a site working toward improvement.

An area for development is around students and parents 'receiving learning tips'. This is being addressed through our work with our Pedagogy and Pedagogical Framework. There were additional areas indicated by parents requiring improvement in our practice were all similar to 'receiving learning tips'. Those being as 'useful discussions', 'has input into learning' and 'encouraged to help child learn'.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1430 - The Heights School	100.0%	94.9%	93.5%	91.9%

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	%
AC - LEFT SA FOR ACT	1	0.6%
AT - ATTENDING UNIVERSITY IN SA	37	23.1%
NG - ATTENDING NON-GOV SCHOOL IN SA	34	21.3%
NS - LEFT SA FOR NSW	1	0.6%
NT - LEFT SA FOR NT	3	1.9%
OV - LEFT SA FOR OVERSEAS	2	1.3%
PE - PAID EMPLOYMENT IN SA	6	3.8%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	2	1.3%
QL - LEFT SA FOR QLD	4	2.5%
SM - SEEKING EMPLOYMENT IN SA	13	8.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	30	18.8%
U - UNKNOWN	16	10.0%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	11	6.9%

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

Students leaving with employment is a positive outcome, however students leaving seeking employment is an area we would like to reduce, on a positive note this percentage did drop to 12.2% seeking employment.
23.1% of transfers were to non-government schools which is a figure we would like to reduce. Our aim for 2021 is to continue to monitor the percentage of students leaving to seek employment and the number of students transferring to SA government schools.
We have implemented processes to identify students at risk with our new leadership model to identify students that are at risk or failing to help them with a positive pathway.
The 8.1% of pre-school students that didn't feed into our site go to either private schools or schools closer to their homes.

Relevant history screening

Teachers must provide a current teacher's registration certificate to be kept on site. All staff WWCC is checked on the HR system.
Student Service Providers, Pre-service & Work Experience Students; prior to their first visit, providers and placement students must provide relevant documentation, including a current WWCC. This is linked to the visitor sign in system. The OSHC director is responsible for ensuring that WWCC are provided by all staff.
GC Members and Volunteers are responsible for keeping their WWCC up to date with the school supporting applications. All details are kept on a central database which is linked to the sign in system that flags if no WWCC.

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	157
Post Graduate Qualifications	56

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	1.0	93.9	1.0	34.8
Persons	1	108	1	47

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

Financial statement

Funding Source	Amount
Grants: State	$60,570
Grants: Commonwealth	$35,800
Parent Contributions	$636,032
Fund Raising	$5,591
Other	$19,128

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 is used to resource leaders and support workers dedicated to monitoring and supporting the wellbeing of students. Monitoring data trends and developing support plans for individual students & whole school events.	Wellbeing collection data indicates a reductions in disengagement.
	Improved outcomes for students with an additional language or dialect	Funding is used for teacher salary, BSSOs and additional classroom materials and release time. 11 students were supported. 3 teachers trained to use scale.	Students developing and increasing in language literacy levels.
	Inclusive Education Support Program	Funding supports key leadership roles in Inclusive education that oversee and support targeted support service offices to provide individual learning opportunities where supporting learning and regulation challenges.	Students achieving targeted goals outlined in One Plan documentation.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding supports specific leadership roles as well as ACEO hours for support of Indigenous students. Additional targeted SSO supports for intervention programs and off-site learning activities.	Increased improvements in attendance and engagement for students of high-risk backgrounds.
Program funding for all students	Australian Curriculum	To release of teachers to engage with professional development targeted around effective teaching in middle years mathematics for both high achieving students as well as students with learning needs.	Increases in teacher capacity to provide effective learning opportunities.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Teachers were provided opportunities to engage in professional learning opportunities such as ORBIS, leaders conferences, specific literacy and numeracy programs etc.	Development of knowledge and skills within both leadership and teachers.
	Specialist school reporting (as required)	Increased support to monitor the growth of gifted students as well as professional development and school visits for leaders and teachers of the Ignite program.	Improved monitoring students and increasing effective teaching practices.
	Improved outcomes for gifted students	Increased support to monitor the growth of gifted students as well as professional development and school visits for leaders and teachers of the Ignite program.	Improved monitoring students and increasing effective teaching practices.

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	Educators were able to engage in professional development to support the implementation of the Heggerty Phonemic Awareness Program. The Preschool had an oral language focus for 2021; children were explicitly taught Tier 2 words from the focus story book. Through discovery and intentional planned experiences, children were able to experience and gain deeper knowledge what these words and their meanings were, transferring their knowledge, using it within their own play. Children were exposed to numeracy and literacy activities on a daily basis within a play based environment. Incidental and explicit activities are incorporated into their play.	All children progressed in the literacy and numeracy indicators and EYLF. 100% of students made progress in their phonological skills.
Inclusive Education Support Program	10 Preschool children accessed formal support through IESP funding. We worked in conjunction with families, Speech therapists, Occupational Therapists, psychologists and Autism SA to review and update children's goals regularly.	All identified children have made significant gains.
Improved outcomes for non-English speaking children who received bilingual support	We employed four bilingual support workers to support oral language development in English to enable 10 of our children to fully access the preschool program and assist them in communication and social interactions.	Improvements in their wellbeing, engagement, social interactions and communication. Improved data in literacy and numeracy.

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