



Allenby Gardens Primary School and Allenby Gardens Child Parent Centre

2021 annual report to the community

Allenby Gardens Primary School Number: 0473

Allenby Gardens Child Parent Centre Number: 1647

Partnership: Inner West

Signature

School principal:

Mr Yunni Seindanis

Governing council chair:

Mr Alasdair McLean

Date of endorsement:

16 December 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Allenby Gardens Primary School is a Preschool to Year 7 campus with an Out of School Hours Care facility. Students come from a range of socioeconomic backgrounds and cultures, with 46% students speaking English as an additional language or dialect. Our school is at the centre of our thriving community. As a school of choice in the Inner West Partnership, enrolments continue to be stable, with 504 students in the Junior Primary/Primary school and 61 students in the Preschool at the end of the 2021 school year. We continue to receive application forms for enrolments outside of our school zone.

Some small summaries of our achievements over the year are highlighted below:

STEM

Our STEM Expo was a huge success again this year, with all students from Year 5-7 and the Year 2/3 students from Area 13 showcasing their learning in Science and Technology. All classes from R-7 had the opportunity to see what learning had taken place and talk with the student presenters. Watching Mr Seindanis and Mr K persist with the challenging games created by our senior students from the Digital Technology elective was a highlight for both students and teachers.

SPORTS

Congratulations to Heysen, the Sports Day Champions for 2021. We also had several SAPSASA highlights throughout the year, with our Year 4-7 students participating in Soccer, Netball, Basketball, Athletics, and Softball. Our Year 6/7 Girls Soccer Team won the Grand Final in Term 1, with the Year 6/7 Boys Soccer Team joining them in winning the Grand Finals in Term 4. Our Year 6/7 Boys Softball Team finished second in the state in Term 4. Another congratulations to one of our Year 7s who won state competitions in swimming and hockey. She joined three other senior students to represent our school in athletics, football, tennis and cricket.

THE ARTS

Our school participated in 2 prestigious events this year, Festival of Music and Wakakirri. All students were very talented, they showed persistence, determination, passion and drive. Both of the events were performed at the Entertainment Centre. The Wakakirri group also received several awards for their production.

FAMILY FUN NIGHTS

Family Fun Night is our annual community event that usually attracts thousands of people and provides our students the opportunity to showcase their learning. Unfortunately due to COVID restrictions we had a modified version of Family Fun Night this year. Students performed a dance over 3 different nights in an outdoor concert - the theme was "Through the decades".

UPPER PRIMARY ELECTIVES

Introduced in 2020, our Friday afternoon electives program for Years 5-7 included Sports, Visual Arts, Wakakirri and Digital Technology. Our Wakakirri students won three awards for their performance at the Entertainment Centre: Best Public Speaking Award, Best Use of Signature Item Award and Best Sustainability Message Award. In Digital Technology, one of our students won an Oliphant Science Award for their project. Friendly interschool competitions were held with Pennington PS, Brompton PS and Challa PS as part of the Sports elective in Soccer and Netball.

FACILITIES & RESOURCES

Visible facility and resource upgrades were again featured this year. A new outdoor shade structure and rubber soft fall was installed in our playground area, the Preschool yard was upgraded, more outdoor lockers were built, another 60 laptops and 60 Ipads were purchased and hundreds of decodable readers were purchased for the Junior Primary.

Governing council report

2021 has proved to be a year of both challenge and opportunity for Allenby Garden's Primary School (AGPS). The continuing COVID-19 pandemic has challenged the school and staff and significantly influenced how the school has gone about its business. The governing council (GC) has been impressed by the manner in which the school (and community) has adapted to the realities of life with COVID.

The year saw one snap lockdown with home schooling for which the school seemed well prepared. The event provided an opportunity to test the home-schooling systems (which performed well), and also provided parents with a new sense of appreciation for the work done by teachers.

Fundraising events have again been curtailed due to COVID, however, the events that were held have this year saw good support – the Mother's Day stall being a particular stand out. Sadly, Family fun night needed to be cancelled again this year, however the students were provided with an opportunity to perform on stage in a more COVID friendly format which was well received by both the students themselves and their families.

Sports day was able to go ahead this year and a limited number of parents were able to join in on the day (those new to the school and those with children leaving next year). Whilst there was some disappointment from parents who were unable to attend, the GC was happy to endorse the format undertaken as it provided the best possible outcome under SA health guidelines.

2021 sees the departure of AGPS's last year of year 7 students, with the education system transitioning to a years R-6 model for primary schools and 7-12 for high schools. Thus, the school will be graduating both years 6 and 7 students off to high school in 2021, and we wish them all the best. The loss of the year 7 classes will result in a decrease in total school numbers, however AGPS remains a school of choice in the area and should have no trouble in filling available places.

2021 also marks the end of an era with the departure of school Principal Yunni Seindanis after 7 years at the helm. Yunni came to the role faced with a challenging financial position, an OSHC in trouble and numerous other issues to deal with. During his tenure, he was able to restore the financial position of the school, secure the future of the OSHC, and unite the school behind a clear vision of excellence in teaching practice – one which has achieved year on year improvements in student results. On behalf of the governing council and broader school community, I would like to thank Yunni for his service and commitment to our community – he will be missed.

The end of one era, however, also marks the start of another, with new principal Vicki Bitzios joining the school for the 2022 year. The opportunity to take on the leadership role at AGPS generated great interest with many well qualified applicants seeking the role. After shortlisting and interviews by a panel (including the chairman), Vicki was selected from a strong field based on her excellent experience and skill base, positive attitude and vision for the school. I look forward to welcoming Vicki to the school and working with her as she finds her feet at AGPS in the new year.

As the Council Chair, I would like to thank the councillors for their involvement in 2021, in particular secretary Karen Hardwick who is leaving us. I look forward to a new year full of new opportunities.

School quality improvement planning

Improving quality teaching and learning through the understanding and embedding of evidence-based research (including the Guidebooks) has been, and will continue to be, a key component of our work.

MATHEMATICS

Increasing students' achievement in mathematics through the development of number sense (YR-3) and problem solving (Y4-7) has been our SIP goal for Mathematics this year. Maintaining our 2020 goals of task design and formative assessment resulted in all teachers using the Guidebooks to inform their teaching, using high impact strategies to improve student achievement in Mathematics. Leaders conducted regular walkthroughs to observe and give feedback on the teaching of problem-solving.

Even though our students can effectively use the AGPS Problem Solving Framework that was implemented in 2020, we are finding that our students are not necessarily transferring their skills under test-like conditions. Application of mathematics in different contexts is proving to be an area of future growth for our school.

We have two key next steps moving forward. Integration of curriculum to cover a range of different concepts consistently across the year (not during once-off unit blocks), and creating short and frequent opportunities for students to participate in both NAPLAN-style and multi-concept problems will support our students with the needs identified through our data analysis.

ENGLISH

Increasing students' writing skills through improved complex sentence structures and inclusion of higher-tier vocabulary has been our SIP goal for English this year. Bump it Up Walls and Vocabulary Walls were two high-impact strategies from recent educational research that teachers implemented this year, which have clarified learning progressions in writing for both teachers and students. Throughout the year, in addition to leaders conducting regular walkthroughs to observe and give feedback on the use of these strategies, staff also had the opportunity to visit other classrooms and listen to other teachers describe how those strategies were used in their classrooms.

Teachers and students have a clear understanding of Seven Steps of Writing strategies, with 'Sizzling Starts' evident in writing across the school. Moving forward, an increased focus on techniques to conclude writing using Seven Steps will ensure that the endings meet the same level of growth that has occurred for the beginnings of narrative writing samples.

Embedding the Writing Teaching and Learning cycle (especially the explicit link between reading and oral language with our focus on vocabulary development) will be an important next step for our school. Ensuring that students have satisfactory typing fluency will also enable them to transfer their knowledge efficiently in test situations which are undertaken digitally.

Preschool quality improvement planning

As a school-based Preschool, Allenby Gardens Preschool participates in the planning and review process of Allenby Gardens Primary School. Allenby Gardens preschool Improvement Priorities connect with School priorities and contribute to whole school improvement.

Preschool educators collect, analyse and review data to determine priorities and goals, taking into consideration the identified goals of the school. In 2020, review processes identified the need for children to develop a deeper understanding of the sounds and patterns of language as an area for improvement.

In 2021 educators:

- Engaged with research to reflect on practice and develop a shared understanding
 - Implemented book-based planning with a focus on the sounds and patterns of English
 - Analyzed pedagogical documentation to understand children's learning and development and plan next steps
 - Participated in coaching conversations to develop understanding and capacity in writing and analysing pedagogical documentation
 - Collaboratively analyzed documentation to identify children's learning and effective educator practice
- Children demonstrated a deeper understanding of the sounds and patterns of language through play and intentional teaching group time.

In analysis of pedagogical documentation children demonstrated:

- Recall and sequencing of text and the use of book language through dramatic play
- Increased understanding of syllabification through being able to clap out words
- Increased participation in group games related to sounds and letters
- Increased ability to identify the first sound in their names and how to write their whole name
- Increased ability to hear, identify and produce words that rhyme
- Engagement in the social construction of knowledge and understanding of the patterns of language
- Curiosity, cooperation and confidence when 'playing with sounds/words'

High impact strategies:

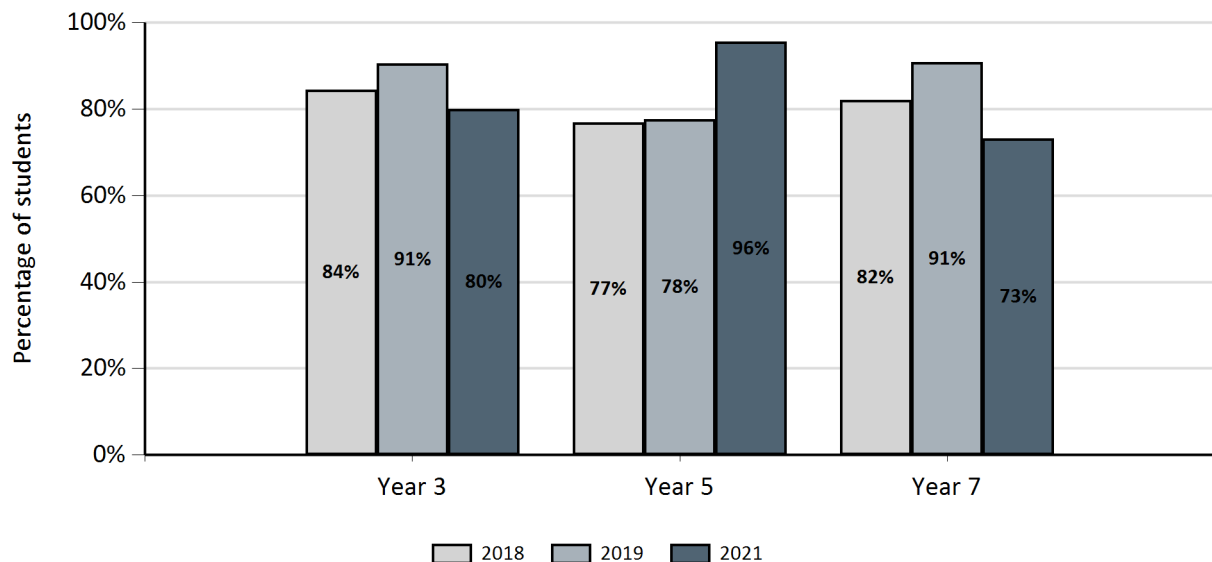
- Attending to team culture, reflecting on team behaviors, developing shared understanding and commitment to practice
- Whole team professional learning and coaching conversations to build capacity in understanding and implementing pedagogical documentation
- Collaborative analysis of children's learning and development and educator impact
- Educators engaging as a professional learning and development and educator impact
- Educators designing learning improvement and analyzing practice through disciplined dialogue, deliberate practice and collaborative reflection
- Collaborative learning with Inner West Partnership preschools with whole of partnership projects
- Small group intentional teaching
- Grouping children based on their developmental needs.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

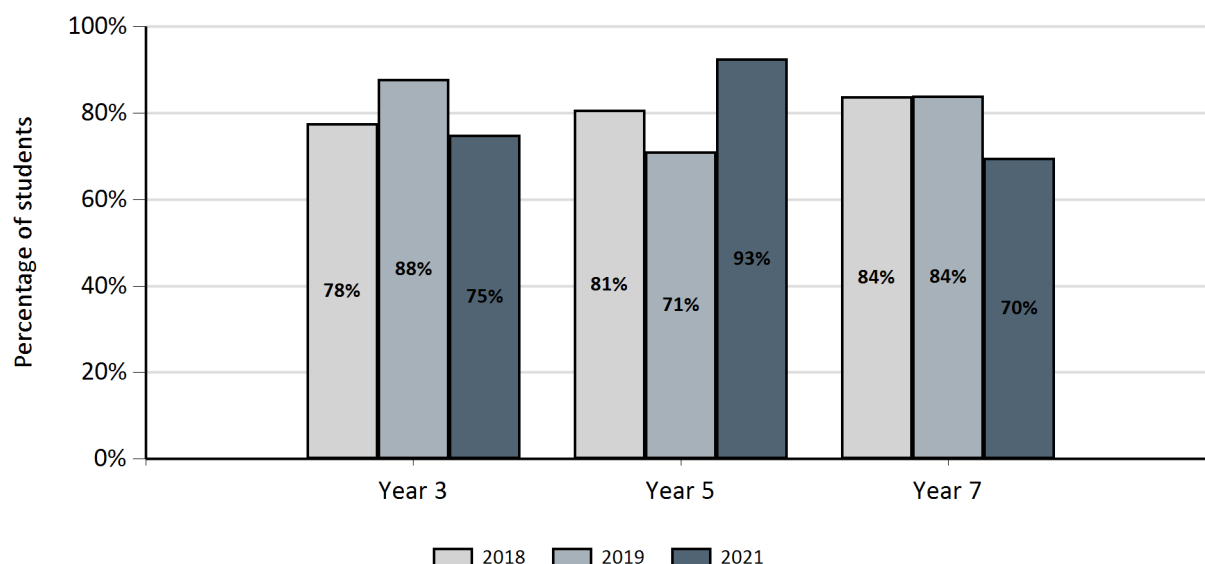


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 29% | 35% | 33% |
| Middle progress group | 54% | 54% | 48% |
| Lower progress group | 17% | * | 19% |

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

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

Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | 22% | 20% | 33% |
| Middle progress group | 59% | 64% | 48% |
| Lower progress group | 19% | 16% | 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 | 60 | 60 | 21 | 17 | 35% | 28% |
| Year 3 2019-2021 Average | 67.0 | 67.0 | 31.0 | 23.5 | 46% | 35% |
| Year 5 2021 | 68 | 68 | 18 | 12 | 26% | 18% |
| Year 5 2019-2021 Average | 72.0 | 72.0 | 19.0 | 14.0 | 26% | 19% |
| Year 7 2021 | 56 | 56 | 13 | 12 | 23% | 21% |
| Year 7 2019-2021 Average | 50.0 | 50.0 | 12.0 | 12.5 | 24% | 25% |

*NOTE: No NAPLAN testing was conducted in 2020.

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

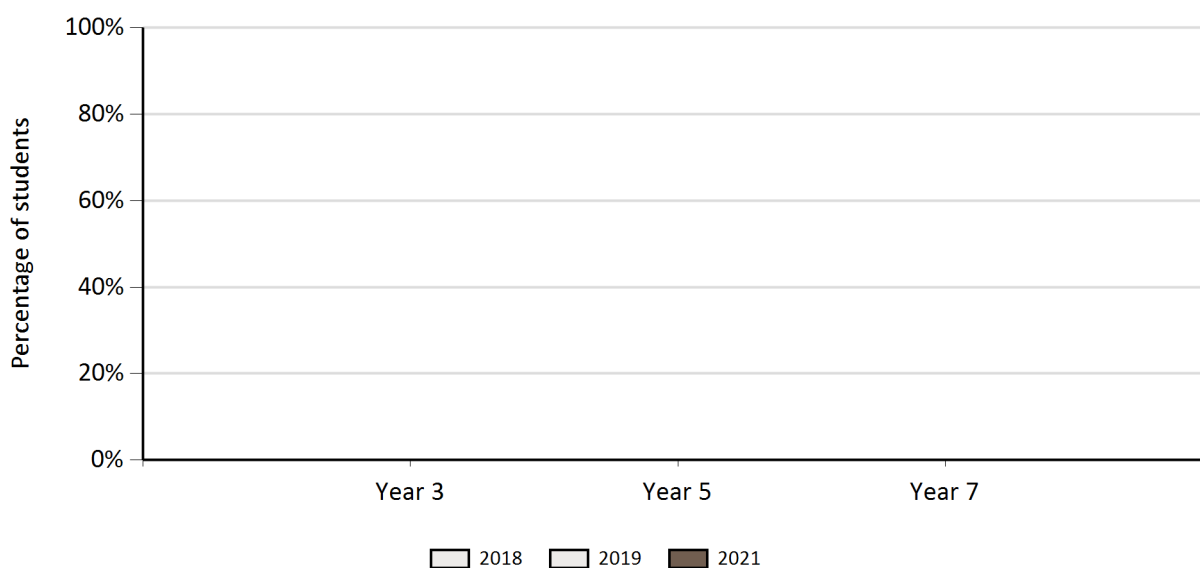
[^]includes absent and withdrawn students.

*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



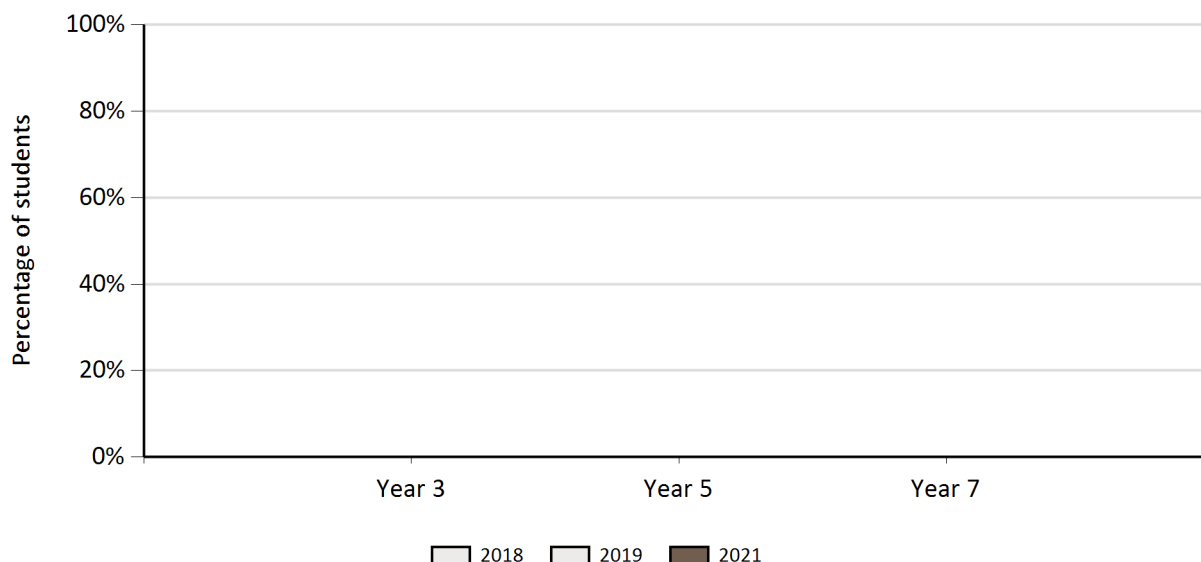
*NOTE: No NAPLAN testing was conducted in 2020.

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 | State (average) |
|-----------------------|----------|----------|-----------------|
| Upper progress group | * | * | 28% |
| Middle progress group | * | * | 47% |
| Lower progress group | * | * | 25% |

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

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

Data only includes results for Aboriginal students.

Numeracy

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

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

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

| | No. of students who sat the test [^] | | 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 | * | * | * | * | * | * |

*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: Quality Teaching

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

For the very first time we were eligible for an Aboriginal Education Teacher. This position created additional opportunities for our Aboriginal learners to connect with a trusted adult and participate in individualised intervention.

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

Students were more connected and engaged with their learning, showing progress with their reading levels.

School performance comment

Across NAPLAN, PAT-M, and PAT-R, approximately 80% of students are meeting SEA. Approximately 30% of our students are achieving in the high bands in literacy, while approximately 25% of our students are achieving in the high bands for numeracy. NAPLAN was not undertaken in 2019, so data analysis from this assessment spans over a two-year period.

MATHEMATICS

Our analysis of the PAT-M data showed that our current Year 4 and Year 6 cohorts between 2020 and 2021 significantly decreased the number of students achieving below the SEA and increased the number of students achieving in the high bands. However, the progress for the current Year 3 and Year 7 cohorts both show an increase of students not meeting SEA and a decrease of students in the high bands. This has been particularly interesting due to the fact that our class structures this year have featured composite classes across Year 3/4 and Year 6/7 (so the same teachers were teaching the Year 3/4s and the Year 6/7s).

Performance on NAPLAN in Mathematics remained steady against expected growth for our current Year 7 cohort. Our current year 5 cohort showed a decrease of students not achieving the SEA, however, they also showed a decrease in students achieving in the high bands.

ENGLISH

Our NAPLAN Writing data showed that our current year 7 cohort significantly increased the percentage of students achieving in the high bands, but our current Year 5 cohort had a significant decrease in students achieving in the high bands.

When focusing specifically on the writing criteria scores for this assessment, it was clear that teachers had been successful in moving students forward with improvements in sentence structure and vocabulary, with a significant increase in students moving from the lower and lower-mid range scores to the mid and upper-mid range scores. This reflects the progress we have made towards our SIP goals this year.

Since undertaking data analysis on the Year 1 Phonics Screening data last year, we moved to implement the Heggerty Phonemic Awareness program, followed by the InitialLit Literacy Program for all students in Reception to Year 2. We have seen a significant positive impact on reading this year, increasing the percentage of students achieving SEA by 16%. We hope that the refinement of InitialLit, including the streamlining of student support to align with dedicated instruction times across the junior primary, will maximise learner achievement next year.

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2018 centre | 87.0% | 89.0% | 83.4% | 94.6% |
| 2019 centre | 91.4% | 88.3% | 83.4% | 92.6% |
| 2020 centre | 92.6% | 82.1% | 87.4% | 94.1% |
| 2021 centre | 91.0% | 88.3% | 92.0% | 92% |
| 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 | 90.8% | 90.7% | 90.0% | 90.8% |
| Year 1 | 89.1% | 90.6% | 91.4% | 93.6% |
| Year 2 | 94.3% | 90.7% | 90.5% | 92.2% |
| Year 3 | 93.5% | 93.0% | 88.0% | 92.5% |
| Year 4 | 91.4% | 93.8% | 91.2% | 92.1% |
| Year 5 | 91.0% | 91.9% | 91.1% | 91.3% |
| Year 6 | 92.3% | 92.2% | 90.3% | 90.4% |
| Year 7 | 90.4% | 92.1% | 90.8% | 88.4% |
| Total | 91.7% | 91.9% | 90.4% | 91.5% |

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

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

Attendance comment

Allenby Gardens Primary School follows Department for Education processes, which provides staff with clear instructions about their responsibilities in supporting student attendance. The average daily attendance rate derived from student attendance data sourced from the school systems is 92%. COVID-19 has impacted our 2021 attendance data again this year, with all state schools (including Allenby Gardens) closing for a short period of time as mandated by the State Government, with the exception of children from families with essential workers. Following the closure, many families chose to keep their children home with mild cold symptoms or for isolation. Out of these identified families, a small percentage are deemed ongoing chronic non-attenders prior to and throughout the year. These families are being supported through meetings, phone calls and home visits through our attendance case management process.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2018 | 67 | 66 | 67 | 66 |
| 2019 | 55 | 56 | 56 | 55 |
| 2020 | 63 | 62 | 64 | 64 |
| 2021 | 61 | 63 | 60 | 60 |

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

In 2021 we have had 456 documented restorative conversations with students, 44 office reflections from during class time, 14 take homes, 7 internal suspensions, 13 suspensions and no exclusions. According to our data, the majority of behaviour incidents are happening at lunch time and straight after after break times. To address this issue, we have the gym and learning hub areas open over the playtime and our pastoral care worker playing board games and 'toastie club'.

In the 2021 Wellbeing and Engagement Collection there was a 9% increase in optimism, a 7% increase in school climate and a 6% increase in peer belonging from last year. School connectedness remains steady with 94%, with children feeling high or medium levels. While 91% also said they were highly or moderately persistent when learning. A continued focus is emotional literacy, with 24% of students indicating they had low emotional literacy.

Parent opinion survey summary

Excellent community engagement has always been part of the educational experience for students at Allenby Gardens, with 96% of parents agreeing that education is important, 80% of parents agreeing that their child has a good home learning routine, and 66% of parents often having useful discussions with their child/ren about their learning.

Our focus on formative assessment and feedback has made a significant impact on our perspective results. An increase of 9% of parents agree that their children receive learning tips, and an increase of 12% of parents who agree that their child receives useful feedback.

Communication from school to home has been slightly less effective this year, with a 5% decrease in parents who agree that the school communicates effectively. The 74% of parents who agree that they receive enough communication from the school is relatively steady from last year. SeeSaw is the primary method of communication from school to home, with 89% of parents liking this mode of communication. The QKR app is the second most preferred communication method, which is used for forms and payments. COVID restrictions have played a role in the forms of communication and interactions school staff and families have been able to have. Minimising face to face contact with families and not being able to have families inside the buildings has made some forms of communication more difficult. We are hoping as time moves forwards, more and more things will be normalized.

82% of parents agree that teachers and students are respectful, which is steady from the previous year.

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2018 | 2019 | 2020 | 2021 |
|--------------------------------------|-------|-------|-------|-------|
| 473 - Allenby Gardens Primary School | 95.0% | 94.3% | 95.2% | 98.3% |

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 32 | 37.2% |
| OV - LEFT SA FOR OVERSEAS | 1 | 1.2% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 51 | 59.3% |
| VI - LEFT SA FOR VIC | 2 | 2.3% |

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

The majority of our senior students (Year 6s and 7s) will be attending Underdale High School (28%), Woodville High School (13%) and various Independent/Non-Government Schools (25%). A small group of our students will be attending both Adelaide High School (7%) and Findon High School (8%), with a very small percentage of students transitioning to each of the following: Adelaide Botanic High School, Avenues College, Urrbrae Agricultural High School, Marryatville High School, Mitcham Girls High School, or Seaton High School.

This information is correct as of November 2021.

Relevant history screening

We have 58 volunteers on our list who have current Criminal History Screenings and RRHAN-EC certificates. COVID-19 has significantly impacted our numbers this year, with volunteers unable to enter the site for a large portion of the year. We did not process any new history screenings this year.

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 | 56 |
| Post Graduate Qualifications | 13 |

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

| | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|----------------|--------------------|----------------|
| | Indigenous | Non-Indigenous | Indigenous | Non-Indigenous |
| Full-Time Equivalents | 0.0 | 29.1 | 0.0 | 12.9 |
| Persons | 0 | 33 | 0 | 25 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$4,935,631 |
| Grants: Commonwealth | \$7,750 |
| Parent Contributions | \$267,784 |
| Fund Raising | \$22,982 |
| Other | \$15,037 |

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 | Our whole school proactive and preventative wellbeing and positive behaviour support model is guided by the DfE 'Wellbeing for Learning' framework and 'Behaviour Toolkit' and Berry Street Education Model. | Berry Street lessons taught in 100% of classrooms, once per fortnight. |
| | Improved outcomes for students with an additional language or dialect | EALD teacher EALD focus MiniLit groups (3 x week) Homework Group (1 x week) Wave 2 Writing Intervention Groups Engagement and wellbeing activities including planned cultural events All staff trained in LEAP level | Increased participation and engagement in learning tasks across the curriculum. |
| | Inclusive Education Support Program | Assistant Principal Position. SSO 1 and SSO 2 support (1 to 1/small groups). Coordination program. MiniLit, MacqLit and Quicksmart programs Wave 2, Year 2 Tricky word program and wave 3, Year 2 Daily Reading Program. | Increase in - reading skills, students achieving personalised one plan goals. |
| 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 | Staffed 1 day a week AET position, focussing on Literacy and Numeracy goals 0.1 allocation of Punjabi mother tongue to support weekly lessons Each class was allocated SSO time to support literacy and numeracy initiatives | ATSI and IESP funded students worked towards individual one plan goals Punjabi students increased their vocab and language skills |
| Program funding for all students | Australian Curriculum | PLT leader weekly release Targeted SIP priorities and associated professional training for teachers and SSOs | Meeting site improvement targets and success criteria |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | A significant investment in professional learning and building teacher capacity. We also employed a mentor/coach Bronwyn Custance to help lead our Writing Improvement | An increase in writing complexity and the use of sophisticated vocabulary |
| | Specialist school reporting (as required) | n/a | n/a |
| | Improved outcomes for gifted students | n/a | n/a |

2021 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site) | Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):* | Outcomes achieved or progress towards these outcomes: |
|--|---|---|
| Improved outcomes for numeracy and literacy | Resourcing to enable staff team to engage in Inner West Partnership professional learning to develop skills, knowledge and understanding of pedagogical documentation. Educator team to engage in coaching conversations and collaborative analysis of pedagogical documentation to identify individual and group learning. | Analysis of pedagogical documentation reflects improved outcomes toward our goal for children to develop a deeper understanding of the sounds and patterns of language. |
| Inclusive Education Support Program | <ul style="list-style-type: none"> - 1:1 specific teaching and learning program for speech and language - Implementation of actions identified in One Plans - 'Top-up' support for extensive adjustment for high needs for 2 children with ASD - Development of resources to support Wave 2 program | Extensive adjustments were provided to enable functional needs to be addressed and enabled children with verified learning disabilities to achieve goals as defined in their On |
| Improved outcomes for non-English speaking children who received bilingual support | No bilingual support was accessed | N/A |

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