

# Karoonda Area School and Karoonda Child Parent Centre

## 2016 Annual Report to the Site Community



Government  
of South Australia  
Department for Education  
and Child Development

Karoonda Area School Number: 756

Karoonda Child Parent Centre Number: 1589

Partnership: Coorong & Mallee

**Name of School Principal:**

Daniel Rankine

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**Name of Governing Council Chair:**

Charisse Cooper

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**Date of Endorsement:**

21/02/2017

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## Site Context and Highlights

### Context

Karoonda Area School is a small, somewhat isolated, Category 5 school in the Murray Mallee, 145 km from Adelaide and 65km from the nearest regional centre, Murray Bridge. Student enrolments in Term 4 were 156 Preschool – Yr12 with the majority of students coming from farms in the district. There is little cultural diversity in the community. A close connection exists between the school, parents and community groups – both service and sporting.

The 8 learning areas are taught from Reception – Year 10 and there is a broad secondary curriculum offered through face-to-face teaching and courses available through the Open Access College and through the Mallee Local Delivery Group of schools, which was initiated as an alternative to Open Access. 15 students participated in Vocational based programs to complement their school based studies, these included School Based Apprenticeships in the local district and Vocational Training Courses delivered through Murray Bridge Trade Training Centre and TAFE SA. As a general rule the majority of students remain in Karoonda for their entire schooling.

### Highlights

- Introduction of the MYTERN philosophy to all staff, students, parents and the community (with a business introducing the language within their workplace and having Dr Jane Foster speak to the employees)
  - Creation of new Professional Learning Communities to support staff learning around developing powerful learners
  - Introduction of Music from Reception to Year 10 to provide a wider exposure to the different elements of the Arts curriculum
  - All 7 students achieving their SACE with 3 finishing with a VET qualification as part of their SACE certificate
  - Arts Showcase performance of Journey through the Jungle organized by the Emily Edwards
  - Preschool Mothers' Day pampering and Fathers' Day Camp Fire
  - Led Steer, Goats and penned wether program at the Royal Adelaide Show
  - Michelle Clothier, Tonya Clothier and Natasha Leedham, Sean Stone and Raine Watts representing the region at the River Murray Youth Council
  - Year 7 and 8 students participation in the Cows Create Careers program
  - Remembrance Day community event run in conjunction with the community
  - Choir performances at Murray Bridge as part of the Murraylands Choir Group and also at the Adelaide Festival Theatre as part of the South Australian Festival of Music
  - High participation in SAPSASA, SSSSA and Upper South East competitions
  - Continued high numbers of students undertaking VET components to successfully complete their SACE
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- Strong development of staff understanding and implementation of support programs and adaptation of learning programs to support students with specific learning needs
  - Continued strong support of the Pastoral Care Worker position
  - Continued support for Birth to 4 year old members of the community and their family through the school-based Playgroup
  - Natasha Leedham winning our regions ABC Heywire Writing Competition and participation in the National Heywire Conference in Canberra

## Governing Council Report

As 2016 draws to an end, I wish to express my thanks and appreciation to all staff members of the Karoonda Area School community, for the enthusiasm, and ongoing commitment shown throughout the year, in the teaching and supporting our children.

2016 has been another busy year, which has gone quickly. We welcomed new faces again to our teaching staff and ASO's, as well as new students. I feel proud to be associated with the school, and the way our students are visibly accepting and inclusive of all students and their different needs.

Although our school has missed another summer of swimming, there have been many other opportunities for our school to shine bright throughout the year through various events, including, sports, choir, Farm Fair, Adelaide Show, Arts Show Case and even on excursions.

We have seen improvements again around the school yard, and appreciate all the efforts of those involved. Our Pastoral Care Worker and groups continue to lead by example with the support and guidance of Mrs Norman. Keep up the great work!

Mytern was another positive experience, which is a great tool to be teaching our children to help them deal with all that life will bring them. I think there was something in that for every age group.

I want to personally thank all teachers and SSO's for your dedication in making our school a safe place to learn, grow and develop our children. Your efforts do not go unnoticed. Thanks also to all those who volunteer behind the scenes, from canteen duty, reading in class, and driving children to events outside of the school. Everyone is so busy these days, but there are many who give up their time. THANK YOU!

Finally as Chairperson, I would like to say thank you again for all those who have joined me on Governing Council this year. I appreciate your time and dedication in attending these meetings, and I hope you have been able to find it a rewarding experience..

Thank you to Principal, Daniel RANKINE and all staff for the support you show the Governing Council. We look forward to another busy year in 2017.

## Quality Improvement Planning (Preschool)

The constant review and evaluation of the QIP, student needs and areas of interest and the partnership focus areas the preschool team has identified the following areas for development.

Quality Area 1 - Educational program and practice

- \* Growth Mindset is embedded in the program
- \* Floorbooks are used to record & plan
- \* Educators use critical reflection
- \* Educators use a variety of data collection tools

Quality Area 2 - Children's Health & Safety

- \* Long term plan to remove the wall between the 2 rooms
- \* Children are encouraged to identify and manage risks
- \* MyTern philosophy embedded in the preschool and community

Quality Area 3 - Physical Environment

- \* Loose parts play philosophy is embedded in the program
- \* Regular nature play and use of fire
- \* Update the environmental and sustainability strategy

Quality Area 4 - Staffing Arrangements

- \* Regular performance management meetings are held with staff
- \* Preschool teacher attends partnership meetings to work collaboratively with peers

Quality Area 5 - Relationships with Children

- \* Educators use more effective questioning techniques to improve literacy outcomes

Quality Area 6 - Collaborative Partnerships with Families and communities

- \* Obtain information & feedback from families through a site-specific survey
- \* The expertise of families is sought and valued

Quality Area 7 - Leadership & Service Management

- \* Establish a site-specific induction procedure for new staff & relief staff
- \* Parents contribute to the QIP
- \* QIP is displayed in a family friendly manner

The preschool continues to provide a positive and welcoming learning environment for the students and their families. through events such as the information sessions for new families in Term 3 each year, transition for new students during Term 4, and special events such as Mothers Day Pamper afternoon and Fathers Day BBQ and Camp fire. Students are actively engaged in community discovery through special guests speakers and visits to local community services and businesses. There is a strong focus on Nature Play in the scrub that backs onto the school, which links well with the focus on loose parts play across the partnership.

Early literacy and numeracy learning focus is supported by the school's ongoing commitment to funding a school based playgroup each week. This helps the school and preschool make early connections with families to support the development of the whole child through access to health and wellbeing support and structured early literacy and numeracy learning.

The preschool and school have strong transition processes in place to support the smooth transition of students and families into Reception with weekly combined play sessions with the Junior Primary class as well as formal transition sessions throughout Term 4.



## Improvement Planning and Outcomes (School)

In 2016 the Site Improvement Plan (SIP) was updated to reflect the outcome and actions from the External School Review in Term 4 2015 and the introduction of the DECD Standard of Education Achievement (SEA). This was undertaken with significant input and support from Staff and parents through the Governing Council to establish realistic targets and targeted strategies to ensure achievement of the targets.

### Powerful Learners

Increase the percentage of students displaying a growth mindset to 70%

Increase the number of A and B Grades in Aust. Curric. to 50% and SACE St. 1&2 to 65%

All preschool students demonstrating growth

Progress towards targets: 74.24% of all SACE grades were at A or B level with 78.57% of all Stage 2 and 69.91% at Stage 1. This is very pleasing and we would like to see this trend continue before raising the targets in the SIP.

Percentage of students who display a growth mindset has risen to ... based on the focus in 2016 this is a pleasing increase but there is still a disconnect between students identifying they have a growth mindset in a survey and demonstrating it consistently in their learning.

Percentage of students who achieved A or B grades in all Australian Curriculum subjects is 52%. This has meant we have reached our target but with moderation a key focus it is important to maintain this target until we are sure our judgement is consistent across the partnership.

### Numeracy

Increase the number of students at or above SEA targets in Numeracy to 75%

Retain and increase the students in Higher Bands from test to test

80% students demonstrating growth in Numeracy

On average across NAPLAN and PAT-M 78% of students achieved the SEA which means we achieved the target set but we would like to see this trend continue before adjusting our targets as in reality we would like to see all year levels achieving at above the target. In PAT-M 6 out of 8 year levels achieved the target and only 2 out of 4 in the NAPLAN. NAPLAN Higher Bands achievement in 2016 was excellent and will be the benchmark for retaining and increasing the numbers into the future. With 3 out of the 4 year levels above the historical average of 20%.

NAPLAN Growth demonstrated that 100% of Year 5 and 7 students and 92% of Year 9s demonstrated growth with an average of 73% achieving middle or upper growth.

### Literacy

Increase the number of students at or above SEA targets in Reading to 75% and Writing to 75%

Retain and increase the students in Higher Bands from test to test in Reading and Writing

80% students demonstrating growth in Reading and Writing

On average across NAPLAN Reading and PAT-R 76% of students achieved the SEA which means we achieved the target set but we would like to see this trend continue before adjusting our targets as in reality we would like to see all year levels achieving at above the target. In PAT-R 5 out of 8 year levels achieved the target and 2 out of 4 in the NAPLAN.

Higher Bands achievement was very pleasing with 41% of Year 3 achieving in the higher bands and 21% in Year 7. The aim is to increase the retention of these students in Year 5 and as the numbers drop in these year levels.

It was very pleasing to see that 100% of students in Year 5, 7 and 9 achieved growth in NAPLAN Reading with an average of 87% of students achieving either middle or upper growth, which is outstanding.

### Wellbeing

90% of students who identify someone at school they can talk to

This question is asked in 3 different ways through the student opinion survey with an average of 51% identifying that they can talk to someone on staff. The ongoing concern is the number of students across these 3 questions on average who neither agree or disagree 30%. The focus is to utilise the wellbeing staff to raise awareness of the support we provide

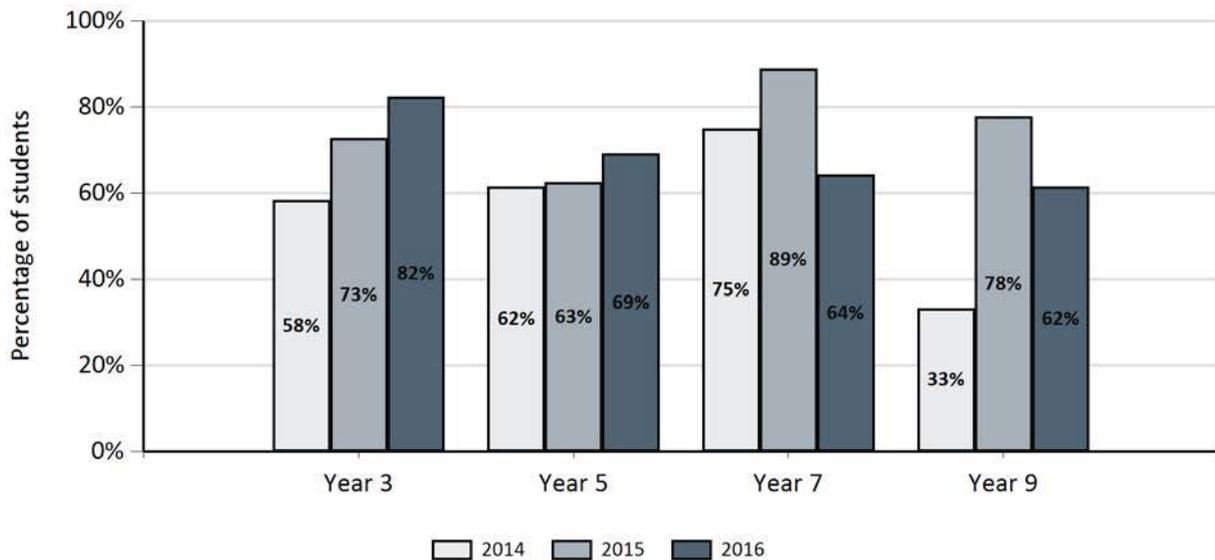


## Performance Summary

### NAPLAN Proficiency

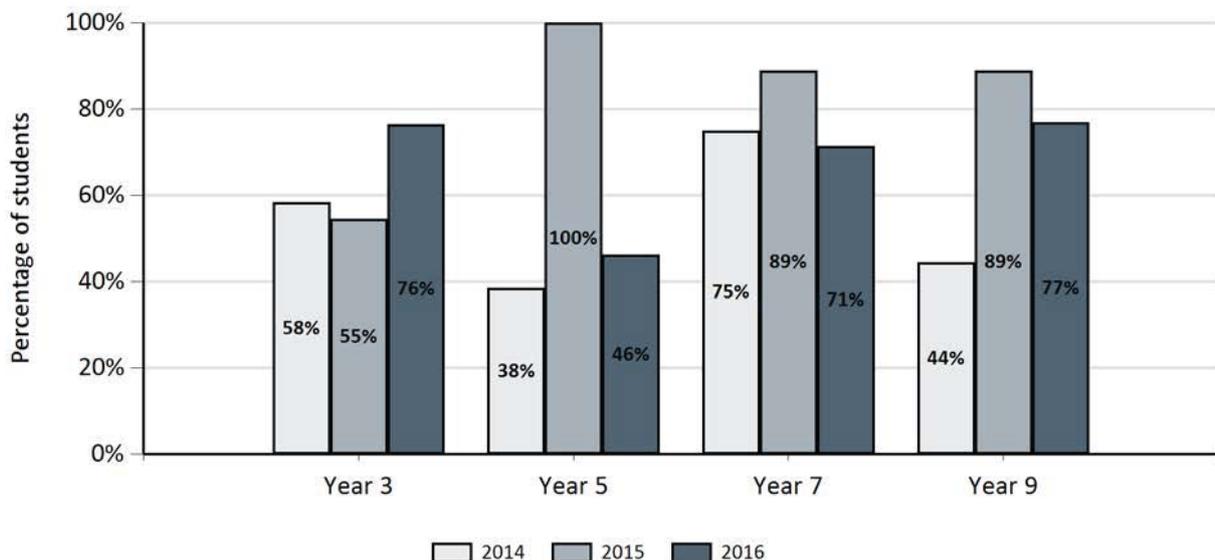
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	10%	14%	15%	25%
Middle progress group	60%	57%	38%	50%
Upper progress group	30%	29%	46%	25%

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

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Lower progress group	20%	21%	31%	25%
Middle progress group	50%	57%	46%	50%
Upper progress group	30%	21%	23%	25%

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

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

## NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	17	17	7	8	41%	47%
Year 3 2014-16 Average	13.3	13.3	4.7	3.3	35%	25%
Year 5 2016	13	13	2	2	15%	15%
Year 5 2014-16 Average	11.3	11.3	1.7	1.7	15%	15%
Year 7 2016	14	14	3	3	21%	21%
Year 7 2014-16 Average	13.0	13.0	2.7	2.0	21%	15%
Year 9 2016	13	13	5	2	38%	15%
Year 9 2014-16 Average	10.3	10.3	2.0	0.7	19%	6%

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

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

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

## 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
98%	97%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

### SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	0%	0%	0%
A	5%	3%	0%
A-	5%	10%	10.71%
B+	20%	19%	17.86%
B	18%	23%	32.14%
B-	14%	13%	17.86%
C+	7%	19%	14.29%
C	18%	3%	7.14%
C-	11%	6%	0%
D+	2%	3%	0%
D	0%	0%	0%
D-	0%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

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

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

2014	2015	2016
100%	100%	100%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	77.78%	90%	57.14%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%

## School Performance Comment

### NAPLAN

The number of Year 3s achieving in the higher bands was outstanding and demonstrates that the targeted early literacy (Words their Way, Jolly Phonics, Lexxia) and an increased focus on Numeracy through our Whole School Numeracy Agreement. The aim through carefully tracking and identification of students in the higher bands is to support them to maintain their achievement in the higher bands.

It is pleasing to note that all Year 5s achieved growth in all NAPLAN areas with 100% achieving middle and upper growth in Writing and Spelling, 90% achieving middle and upper growth in Grammar and Reading and 80% in Numeracy. At Year 7 level 100% of students demonstrated growth in Numeracy, Reading and Spelling, 93% in Writing and 86% in Grammar with over 70% of students achieving middle or upper growth in all areas. At Year 9 level 100% of students demonstrated growth in Reading with 85% in the middle or upper growth bands. The Year 9s also had 92% of all students achieving growth in Numeracy (60% in middle and upper Spelling (77% in middle and upper and Writing 92% in middle and upper

Areas of focus for teachers continues to be comprehension of questions and also reading passages, with the Question Answer Relationship (QAR) strategy across all subject areas and specific time in Maths lessons focused on breaking down questions and learning how to approach them mathematically.

### PAT-R

The average percentage of students who achieved the Standard of Educational Achievement (SEA) from Year 3 to 10 was 85.6% with 100% of the Year 8 and Year 10 students achieving the SEA. The data from both identified the area of concern for students was around inferring information and this is an ongoing area of focus for teachers using the QAR strategy across all subject areas.

### PAT-M

The average percentage of students who achieved the Standard of Educational Achievement (SEA) from Year 3 to 10 was 79.5% with 100% of the Year 3 students achieving the SEA. Students in Years 5, 6 and 9 were our lowest performing in the test with a concern over some the lack of effort and poor behaviour of some students during the test, which distracted others from the test also. Unfortunately due to the test being centrally controlled those students are unable to re-sit the test to provide a better indication of their achievement.

### Running Records

56% of Year 1 students met the SEA of Reading Level 13 or above, with over 65% of those students achieving well above the SEA for Year 2 of reading level of 21 or above. There is a significant gap between our top achievers and the rest of the students. Targeted phonics and reading programs are in place for those students to help bridge the gap. 88% of students at Year 2 achieved the SEA, with targeted support for those not achieving the SEA

### SACE

Very pleasing again to see 100% of students complete their SACE with over 50% achieving it with some VET components. It also very pleasing to see that 60% of all grades were at or above a B and no grades below a C-. The aim and challenge for future years is to increase the number of A and A+ grades.



## Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	100.0%	93.3%	86.7%	93.3%
2015 Centre	91.7%	90.9%	81.8%	100.0%
2016 Centre	100.0%	100.0%	100.0%	93.8%
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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

## School Attendance

Year level	2014	2015	2016
Reception	92.7%	91.3%	93.4%
Year 1	96.0%	94.2%	89.7%
Year 2	94.2%	93.8%	92.9%
Year 3	94.1%	95.3%	94.5%
Year 4	96.8%	95.2%	92.2%
Year 5	94.5%	94.5%	96.7%
Year 6	95.4%	94.7%	93.4%
Year 7	95.9%	95.5%	93.0%
Year 8	94.0%	93.9%	88.7%
Year 9	93.6%	93.6%	91.8%
Year 10	90.8%	94.0%	89.5%
Year 11	88.9%	89.4%	94.2%
Year 12	96.0%	92.7%	95.1%
Total	94.2%	93.7%	92.7%

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

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

## Attendance Comment

Across all year levels and as a whole the school continues to be above the state average, which is a pleasing sign. However, there has been a slight drop in overall attendance again in 2016, which is disappointing but in light of the significant illness that swept through the school during the year and some unfortunate long term injuries and illnesses to some students is understandable. It is very pleasing to note the high attendance of our Year 11 and 12 students as it demonstrates their understanding of the importance of these years of their schooling and certainly helped them on their way to achieving their SACE. Congratulations also to our Year 5 group who exceeded the 95% attendance target.

Absentees are monitored throughout each term and as the figures suggest there were concerns with the number of days students were missing across the year. Initially class teachers follow up absences whether it is consecutive days or a pattern over several weeks. Once students reach 5 days of unexplained absence within the year a reminder note is sent home to keep families informed and all students who reach 10 days absence receive a letter notifying parents and request for a meeting if required, this is dependent on the circumstances of the absences. Those who's attendance did not were referred to the regional Attendance Officer. This will need to be an area for further refinement, monitoring, tightening up of procedures and publicising to families the DECD attendance target of 95% for 2017, to ensure we are meeting or exceeding this figure.

## Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	16	15	15	15
2015	12	11	11	11
2016	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

As a small rural school our enrolments generally remain steady through the year, with the ability to track future students through the site funded playgroup which runs every week during term time. The preschool averages approximately 13 students each year with 2016 being at the low end. Enrolments for 2017 are at 13.

Attendance at preschool for the children registered is consistent with the majority reaching the 15 hours universal access each week.

This is mainly due to the fact we have enough room on our buses for our preschool students to access the bus runs. The exception to this is during seeding and harvest times when Mondays can be difficult due to the fact it is a half day.

## Behaviour Management Comment

In 2016 we very low numbers of exclusions and external suspensions.

We have a consistent approach to behaviour management across the site with the use of "Yellow Slips" to communicate behaviour incidents to leadership staff and yellow stickers home to parents in student diaries for minor infringements and formal letters when required

**Bully Audit Result**

In 2016 the Bully Audit was conducted twice to maintain our clear focus on minimising bullying through acting on reports in a timely manner both in support of the victims the perpetrators. From Term 1 to Term 3 audits there were no repeat bullies identified as being significant bullies (identified by more than 3 students).

Counselling is provided and parent meetings conducted with identified students.

## Client Opinion Summary

### Parent Opinion Survey

It was pleasing to have 10 families complete the survey in 2016, with most completing it online and a few requesting paper copies due to difficulties accessing the survey online. There was again an issue with the timing of the survey as it was left until late in the term again, this is an organisational issue we will overcome this year.

The survey questions are based on a rating system of 1 (Strongly Disagree) to 5 (Strongly Agree)

Across the survey parents provided a very positive view of the school in most instances, with all but one question achieving 4 or higher. The most pleasing aspects of the survey where the very high marks around parents perspectives of:

- Teachers expect my child to do his or her best 4.6
- My child feels safe at this school 4.7
- I can talk to my child's teacher about my concerns 4.7
- This school looks for ways to improve 4.8
- My child likes being at this school 4.3
- My child's learning needs are being met 4.3

All of these are why our staff are here every day because we want to make a positive difference in every child's life.

Our area of focus is the maintaining of the grounds, which is something we are aware of and have put in place additional support to maintain the grounds. There are also ongoing projects to improve the overall look of the school, which include an upgrade to the bore, additional ramps and requests for replacement of asphalt areas which are becoming a hazard.

### Student Opinion Survey

It is pleasing that we are in positive territory for all statements and in particular Statement 1: My teachers expect me to do my best (90% agree), which matches well with parents voice on the same topic.

Areas of concern are Statement 3 (fairness), Statement 6 (ability to talk to teachers about concerns) Statement 7 (Behaviour Management) and Statement 10 (Student Opinions). Statement 3 and 7 are consistently lower from survey to survey and in most cases this is due to the fact that students do not see the majority of behaviour management put in place for students the differentiation required for individual students based on their needs and backgrounds. They see particular students being treated differently and do not understand the need to be fair does not mean everyone getting the same treatment in means being treated the way they need to be. We will continue to work on students' ability to understand other people's perspectives and empathy for their needs.

There a still significant numbers of students who choose the neutral response (neither agree or disagree), which does skew the data downwards. On average 22% of responses are neutral, this may be due to the students not understanding the question, them feeling the question does not apply to them or they do not want to make a decision either way because they are unsure. On average across the 12 questions only 12% of students disagree with the statements made. Therefore our focus needs to be on making it more visible to students what fairness is, always having time for the students, providing a listening ear for all students, having an open door policy to ensure students feel they are being listened to and supported.

## Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0756 - Karoonda Area School	100.0%	100.0%	100.0%
Total	100%	100%	100%

## Intended Destination from School

Leave Reason	Number	%
Employment	1	5.0%
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	2	10.0%
Tertiary/TAFE/Training	4	20.0%
Transfer to Non-Govt School	5	25.0%
Transfer to SA Govt School	8	40.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## Destination Comment

Being a small and rural school we are able to track our students' destination very well, especially those moving from school into tertiary studies or the workforce after completing Year 12. There is some transience with families forced to move to larger centres for work or families moving into the area due to the affordability of housing. Overall there is a settled population within the town and school, with as many students coming in as leaving each year. The school is seen as providing quality education for all for all students with the majority of students now remaining at KAS for the entirety of their school (Preschool to Year 12)

## DECD Relevant History Screening

We maintain a comprehensive list of all volunteers who give their time to the school and provided them with the relevant forms and support to complete the DCSI clearance. The school allocates funds to the DCSI processing costs to show that we highly value the support those volunteers provide us. A spreadsheet detailing the date the police check was sighted by the principal and its expiry date is kept on the Admin network as well as copies of all DCSI clearances that are completed through the school. Throughout the year when new volunteers indicate a desire to support the school they are provided with the appropriate forms and support. Staff records are also maintained on the DECD Portal as well as on the school based spreadsheet. Sign in books for visitors to the school are located in the Front Office area, preschool and community library to ensure all visitors to the site are recorded to the best of our abilities.

## 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	24
Post Graduate Qualifications	2

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.6	0.0	9.4
Persons	0	15	0	12

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

## Financial Statement

Funding Source	Amount
Grants: State	\$2602974.83
Grants: Commonwealth	\$13631.66
Parent Contributions	\$79160.17
Fund Raising	\$7394.66
Other	\$21681.00

## 2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Release was provided for teaching, leadership and SSO staff to access partnership preschool focus days to focus on developing understanding of the Literacy and Numeracy Indicators.	Staff are confident in assessing students progress against the Literacy & Numeracy Indicators and further development will occur through further preschool focus days in 2017.
Improved ECD and Parenting Outcomes (Children's Centres only)	N/A	N/A
Improved outcomes for children with disabilities	N/A	N/A
Improved outcomes for children with additional language or dialect	N/A	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.

## 2016 School Annual Report: Tier 2 Funding Report\*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	N/A
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Funding was used to reduce class sizes and provide ongoing 1-to-1 support for students with disabilities	Increased growth to close the gap and school as a positive experience for all
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	Rural and Isolated funding used to provide students with access to excursions, camps and performance through subsidised travel or performances held at school. Numeracy and Literacy funding contributed to the cost of our Lexxia Literacy and Symphony Maths Intervention Programs as well release time to access specific professional development and resources in Words Their Way Spelling program. Australian Curriculum funding was used to conduct site based moderation training for teaching staff to support our understanding of the curriculum achievement standards and consistent grading of student achievement.	Access to high quality performances and experiences which broaden isolated students world view. Sound progress towards site literacy and numeracy targets
Program Funding for all Students	Australian Curriculum	N/A	N/A
	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	This	Improved spelling outcomes
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	Primary counsellor funds are used to provide a school counsellor through release time and coordinator salary. This position compliments are PCW position which the school also supplements.	Increased numbers of students can identify someone on staff they can talk to

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