Mulga Street Primary School and Mount Gambier Children's Centre

2021 annual report to the community

Mulga Street Primary School Number: 1650

Mount Gambier Children's Centre Number: 1698

Partnership: Blue Lake

	Signature
School principal:	Ms Mardi McClintock
Governing council chair:	Jack McElroy
Date of endorsement:	6 May 2022

Government of South Australia

Department for Education

Context and highlights for the combined site

With a renewed school vision and focus on inclusion for all students, 2021 certainly challenged values and relationships across the site. Safety, trauma-informed and restorative practices were the catalyst for robust conversations for the school community. Berry Street and SMART (Strategies for Managing Abuse Related Trauma) training for all staff enabled a common lens through which all staff supported children across the site, and throughout the year we redefined and documented our school behaviour policy, which supports current Department for Education policy. Collaboratively, we defined and documented Regulation and Engagement practices at Mulga Street Primary School, mapping our professional responsibilities, school wide agreements, classroom practices and intervention to support a safe, supportive environment. We look forward to continuing our work in this area in 2022.

Highlights in 2021, despite the challenges of COVID, enabled the staff, students and community opportunities to engage with activities, experiences, learning and celebrations. After the cancellation of many activities throughout 2020 we were delighted the be able to plan for and hold the following events:

Acquaintance night BBQ
Parent Reading Sessions
Harmony Week
Parent teacher interviews
SAPSASA sports
PJ Day
SSO (School Support Officers) Appreciation Day
Reconciliation week
Choir
Student Morning Tea
Mud Day
School Disco
School Photo Day
School Performances
Jump Rope for Heart
Colour Run
Sports Day
Christmas Tree – Market Place
Aunty Michelle Visits
Garage Sale

We appreciate the support of the school community during lock down and thank all community members who have contributed to, or given up their time, to support the students and staff of Mulga Street Primary School.

Mount Gambier Children's Centre provides an extended service and range of high-quality programs for education, care, health, parenting and community development. Our Centre provides programs and services to meet the needs of families across the community through a 'Hub and Spoke' approach including a Hub at Melaleuca Park to provide equity of access to families. Mount Gambier Children's Centre supports collective impact for improvement through collaborative partnerships, transition between programs and access to educational and community services with the support of a Community Development Coordinator (CDC), Family Practitioner (FP) and 0.6 Allied Health Speech Pathologist.

Programs operating at the Children's Centre include Preschool, Occasional Care and Supported Playgroup.
Child and Family Health Service: 4-year-old health checks by appointment
Circle of Security: Attachment based parenting program that enhances the quality of parent/child relationships

Highlights:

• Teaching sprints: improvement in children's oral language development
• Cultural Learning Journey
• B-3 Reading Promotion Project
• Community support: Melaleuca Hub

Governing council report

2021 started off as another year of the unknown thanks to covid. We once again set off with the goal of keeping our teachers, students and all other staff safe, healthy, happy and in the best position we could get them in for a successful year.

Some of our Achievements and decisions to better our school are:

- Organising, painting and installing 2 large murals within the school as a safe and calm space for students to view, explore and relax.
- Organising Can Master Smash to come to the School and Preschool to perform with and for the students, teaching them about recycling and rhythm through drumming.
- Approving a switch of the recess/lunch breaks to allow students a more regulated format for their day and a designated eating time after "playtime".
- Helping to run a garage sale to dispose of unwanted furniture that would have been disposed of and allow the school community to get these items through donation.
- Another successful year for the canteen with more improvements to the facilities and a stop to "zings" which was a big contributor to rubbish through-out the school grounds.

Overall, a very fulfilling year for governing council and the whole school site, I look forward to another great year in 2022.

School quality improvement planning

Goal 1: Our Early Years F-2 students meet or exceed the SEA in Phonological Awareness

With Key Actions including a literacy Coordinator, the purchase and implementation of Initialit, F-3, intentional tracking and monitoring of student progress and release time to support staff capacity building and monitoring of student progress, positive progress was made towards achieving this goal. All students, years F-3 were tracked and monitored for progress and evidence collected. Challenges noted along the way were the ability of the class teacher to cater for the various knowledge levels of the children and ensure that gaps were being targeted through purposeful classroom, small group or individual intervention. Children with OCOPs attended intervention in phonological awareness using the Heggerty program or Minilit to support the development and retention of the reading code. Through analysis of data, we can clearly identify students for early intervention and targeted planning for 2022. A continued collective focus on embedding Initialit in the classroom along with intentional reading routines and classroom observations will support the continued growth of all children.

Goal 2: Students will sustain the ability to read a variety of texts accurately, quickly and with expression.

As a first key action the staff needed to understand the importance of fluency and accuracy in the reading process. As a site we implemented the WARP (Wheldall Assessment of Reading Passages) assessment for students 3-7. With benchmarks and standards to hit for every term, staff were challenged to improve fluency and accuracy through guided reading, shared reading and modelled reading and embedded these routines in their classroom practice. Our timeline extended to term two implementation and data was collected for using the WARP assessment. Throughout the year teachers were required to evaluate fluency and accuracy termly. Data was shared with students and goals set for achievement. Data suggests that most students made progress with many hitting the standard by term 4. This will continue in 2022 with all staff required to embed modelled, guided and shared reading into their classroom routines.

Goal 3: Students will be able to make meaning of a variety of texts.

Key actions included creating a visible reading culture throughout the school, continued focus on comprehension through best practice in classroom instruction and learning, and embedded reading routines to target areas of growth in making meaning. Teachers were challenged with this goal as they challenged students to connect with written texts. With Students benchmarked twice a year using the Fountas and Pinnell BAS teachers found that students were unable to articulate understanding beyond a superficial level. This has direct implications on how and what the teacher is teaching in the classroom and requires further investigation in 2022. Capacity building of staff and developing a culture of test taking are key actions for 2022.

Reading will remain a focus on our site improvement plan with a shift to capacity building of staff knowledge and classroom practice for the middle and upper primary. The focus for the early years and junior primary classrooms will be to further embed Initialit and continue to monitor impact and strengthen early intervention.

Preschool quality improvement planning

Goal: Children use more sophisticated language to engage in conversations and make meaning with text - Satisfactory progress towards achieving our goal

☐ Children developed more sophisticated vocabulary, with targeted Tier 2 and 3 words supported by 'Unpicking a book' and 'Define, Do, Revise' strategies and multiple opportunities to revisit text through playful pedagogies.
☐ Children improved in using mathematical comparative language, for the Preschool Numeracy Indicator: I measure and compare my world. Educators intentionally planned for and modelled appropriate comparative language. Evidence data included children's spontaneous use of comparative language as an indicator that children retained this sophisticated language.
☐ Children progressed in understanding language and making meaning with text as evident by children's engagement in Story tables and transferring language into everyday conversations.
☐ Children developed sophisticated language as they engaged in conversational reading including elaborating on characters and extending the narrative by sharing prior knowledge. Children showed increasing understanding of language with higher levels of questioning.
☐ Children demonstrated progress in engaging in conversation with increased length of back-and-forth exchanges and structured thinking. It was particularly rewarding to see children who were identified by educators as reluctant talkers in Term one progress to become effective communicators by the end of Term three. For example, dictating in detail the Dreaming Story of Mar the Cockatoo and initiating and leading play directions with educators and peers.
☐ Children developed more structured thinking to elaborate, organize and sequence thoughts to share their thinking and ideas. For example, articulating their thinking and ideas in the process of 'Design, Make and Appraise' when working with loose parts and the hot glue guns in creative construction

Enabling factors that were critical to success:

Shared Professional Learning, deeper dialogue and collaborative critical reflection supported a shift in educator practice.

☐ Educators researched effective teaching practices using the Talk, Play Read Resource and Preschool Literacy Guidebook including OWL, Strive for Five, unpicking a book, Define, Revise, Do and Sustained Shared Thinking and The Preschool Numeracy Indicators.
☐ Educators engaged in shared professional learning with ongoing dialogue including intentionally implementing SST (Sustained Shared Thinking) and creating opportunities/ spaces/ provocations with outcomes visible through work samples/ photos/ documentation. Impact data indicated loose parts play promoted SST for less confident talkers (reluctant talkers) and increased engagement.
☐ Routine Check In / Stand Up meetings, including Early Childhood Leader, supported critical reflection processes.
☐ Professional learning with Lorry and Kimberley on 'Leading Improvement in teaching and learning in preschools

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
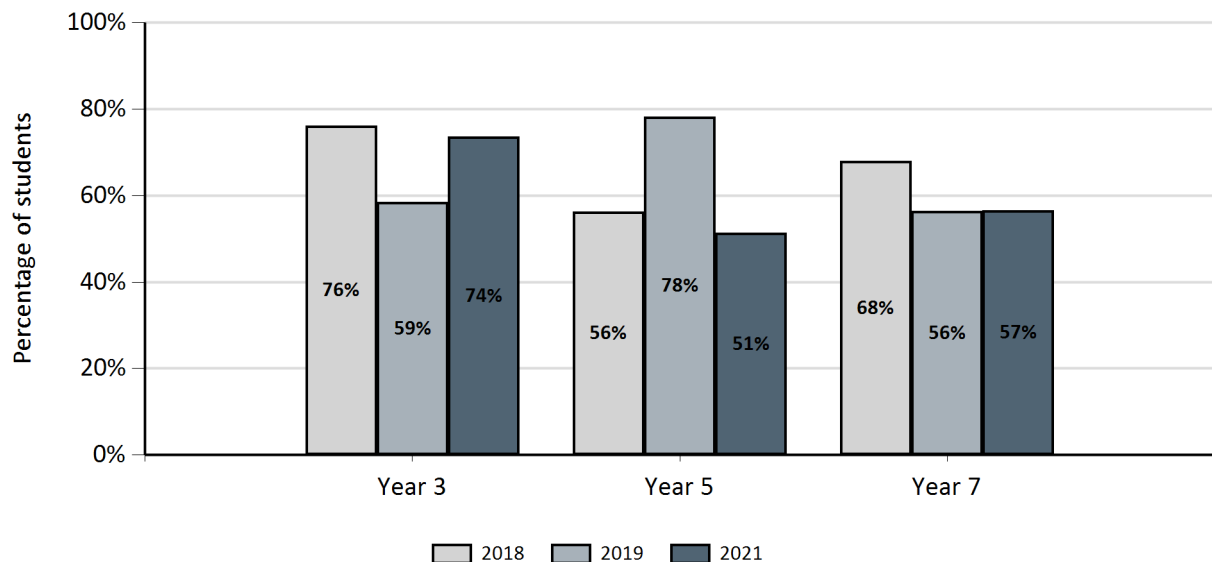
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.
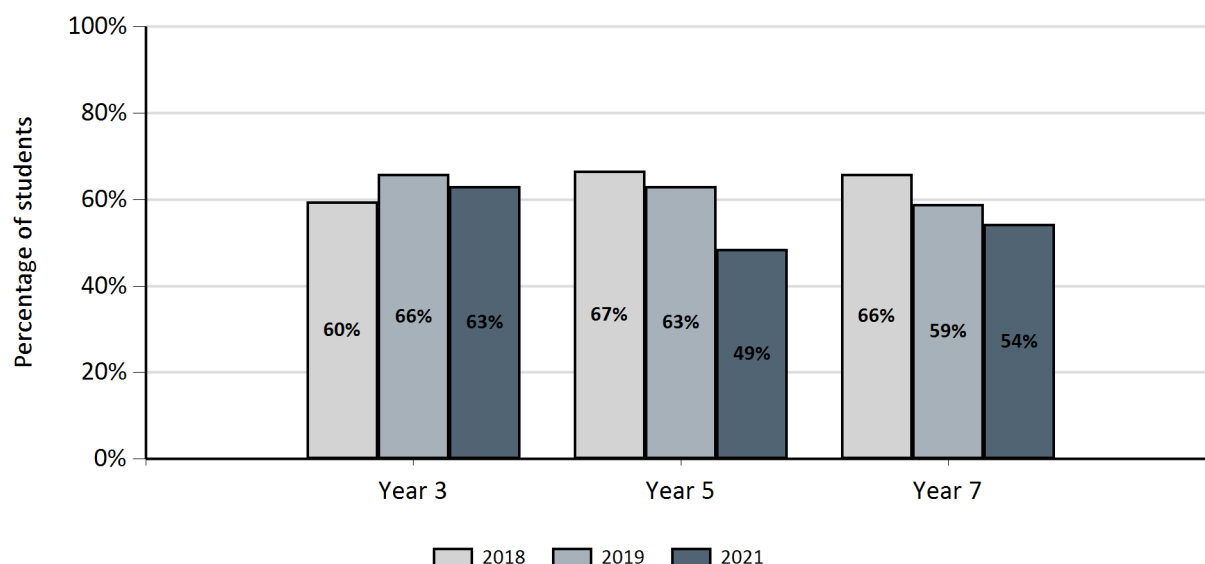
Numeracy

*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	*	20%	33%
Middle progress group	46%	41%	48%
Lower progress group	39%	39%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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	32%	17%	33%
Middle progress group	46%	44%	48%
Lower progress group	21%	39%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August2021.
*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	38	38	6	2	16%	5%
Year 3 2019-2021 Average	39.5	39.5	6.5	2.5	16%	6%
Year 5 2021	35	35	1	1	3%	3%
Year 5 2019-2021 Average	40.5	40.5	5.5	3.0	14%	7%

*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.
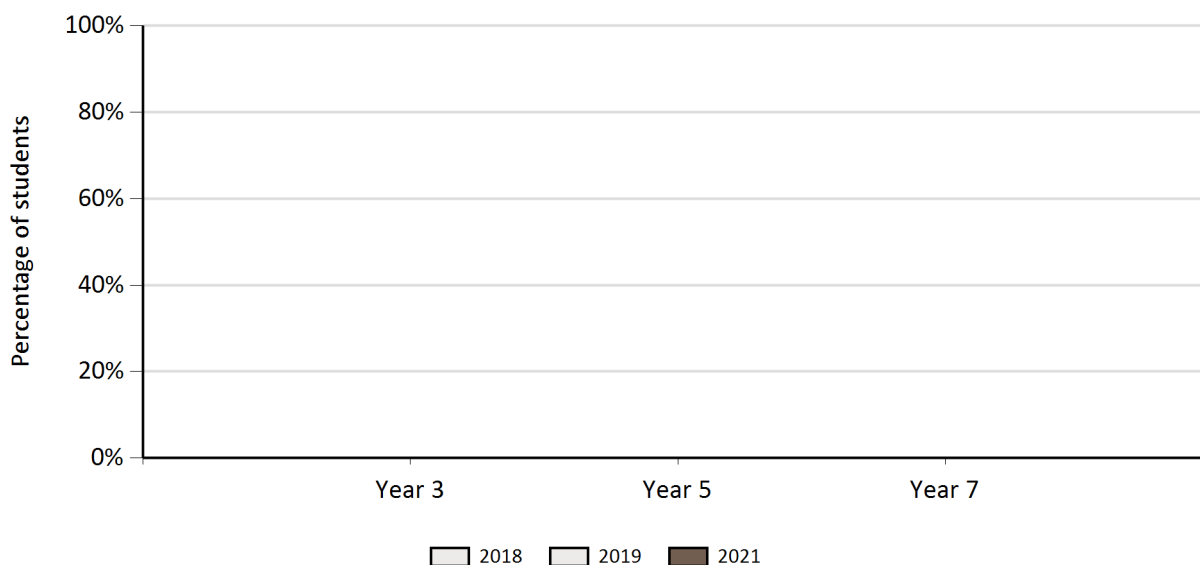Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
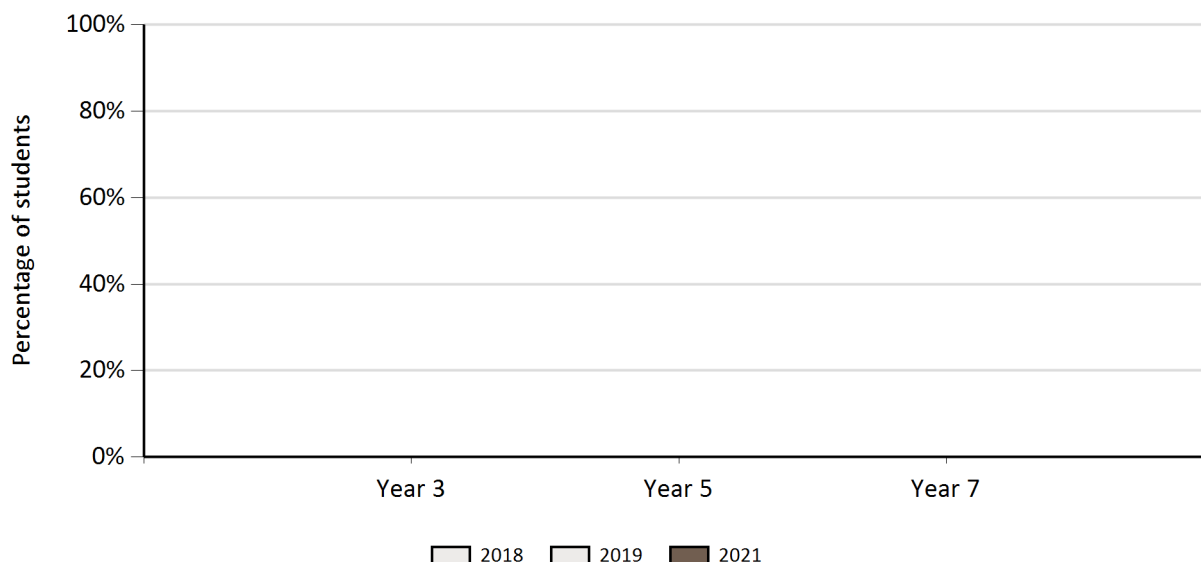Data is only shown for Aboriginal learners.

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 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
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 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

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	*	*	*	*	*	*

*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: Engaging Families

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

Key Element 5: Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning
New improvement actions implemented at Mulga Street Primary during 2021.
We tracked student learner progress in literacy through:

Fountas and Pinnell Reading levels
Initialit levels
Phonic Screening Checks for year 1's
Phonological Awareness Testing
Testing student fluency in Reading through WARP and WARL

These ongoing testing measures transpired into school support for our Indigenous learners through:

Minilit program (Literacy)
Quicksmart program (math)
Individual tuition in Heggerty literacy for Foundation- 3 Aboriginal students
Small group Guided Reading tuition for year 4-7 Aboriginal students focusing on Aboriginal culture
Indigenous School leaders supported Indigenous Foundation/1 students with reading, practicing tricky words and comprehension

We engaged with and provided support for our Indigenous parents in Literacy and Numeracy by:

Running parent sessions to support understanding and learner growth in Heggerty and Initialit
Collaborating when developing One plans for all Indigenous students
Parent teacher Interviews
Providing an informal introduction and welcome to the school year

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

All Indigenous students who were above year 3 participated in WARP testing to measure reading progression. All Indigenous students showed growth in this testing for the year. An example of this is below. The words per minute measures next to the term show levels where year 4 students are no longer at risk.

This chart shows 2-year 4 students' growth for the year in WARP

Student A

109
129
162

Student B

105
128
142

All Indigenous students Foundation to year 3 showed growth in the WARL testing. Any student who fell below their year level benchmark is targeted for intervention during 2022.

For example, year 2 student K has gone from 23-32 words per minute throughout the year, however, has fallen quite short of the year 2 benchmark of 58 so they will be targeted for Minilit intervention in 2022. All Indigenous students showed growth for 2021 however fell short of their current year level.

School performance comment

With a continued focus on classroom reading, routines and practices, and the implementation of Initialit in 2021 we predicted growth in our reading data in the Early Years. Initialit provided teachers with ongoing formative evidence to enable targeted learning for all students. As the year progressed and teachers became more familiar with the instructional routines and the explicit teaching requirements, all evidence was suggesting that the running record data and phonics screening check would show improvement and growth. In 2021, 51.1% of year 1 students achieved the SEA up from 16% in 2019 and 24% in 2020. The growth and achievement can be attributed to the intentional focus of building teacher capacity to teach reading and the Introduction of Initialit.

Running Records were collected for the first time at the end of term 1 to provide a benchmark for improvement for all year 1 and 2 students by the end of term 3. With improvement in the acquisition of the reading code the evidence once again indicating that we would see growth for our year 1 and 2 students, and we were not disappointed. As no data was collected in 2020 the comparison data of 2019 has seen a growth in children meeting the SEA. Year 1 students 2019 - 42% to 2021 – 57.78%. Year 2 students 2019 – 13% to 2021 – 63.3% From Term 1 to Term 3

Fluency data was collected in 2021 from years 3 – 7 with a whole school focus on classroom routines of reading, we saw improvement across all year levels. Many students achieved the year level standard and most made improvements towards the standard. At the beginning of the testing year 75% met the fluency standard for their year level and by the end of the year this had increased by 10% to 85%. Fluency evidence will continue to be collected in 2022 with a focus to track cohorts.

With the introduction of systemic recorded A-E data we can clearly identify the percentage of children, not on an individual learning plan, achieving a satisfactory or better in English and Mathematics. The trend across the school is less than half of the students are meeting their year level standard in English with a similar trend in Mathematics. This raises questions about teacher judgement, specific areas which children are performing poorly in and teacher capacity to teach the desired learning outcomes. In both English and Mathematics, the challenge for teachers will be to reflect on areas in each curriculum area where children are not meeting their year level standard and to investigate how to support learning so that just over a quarter of the students move from a partial to a satisfactory achievement.

NAPLAN returned disappointing results in 2021. We saw a return to above historic achievement for our year 3 students in reading with a decline in year 5 and year 7 and a similar result is evident in mathematics with the year 3 cohort returning to historic range but a decline in year 5 and year 7. There was a decline in writing achievement across year 3, 5 and 7 and this certainly is a trend across the site.

96 children sat the Progressive Achievement Assessments in years 3 - 5, in reading and math in 2021. 67% achieved the SEA in reading and 63% achieved the SEA in mathematics. Approximately 20 students, on individual learning plans, sat a lower ye

Preschool attendance

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	91.7%	90.0%	87.4%	90.5%
Year 1	90.5%	88.9%	87.7%	89.2%
Year 2	89.4%	90.9%	86.8%	86.4%
Year 3	91.9%	89.0%	85.7%	89.0%
Year 4	92.6%	91.1%	84.1%	90.5%
Year 5	91.8%	88.3%	91.9%	84.4%
Year 6	91.1%	87.8%	88.8%	89.6%
Year 7	88.8%	88.0%	88.1%	85.0%
Total	90.9%	89.2%	87.5%	87.9%

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

Attendance comment

Over the last three years the attendance average has dropped 1.39%; 88.93% to 87.54%   Of concern is the declining attendance of children in the upper primary. The Well Being leader and teachers have increased home contact, including home visits and using technology, and attendance plans have been implemented to support children to come to school. Meeting with families to discuss barriers to attendance has had positive outcomes for some children.

Preschool attendance figures were lower due to general illness this year.

Preschool enrolment

Year

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

As we continue to support children and staff to develop regulation and engagement strategies, and refine our response and documentation processes we have a seen a small increase in threatening or actual violence; 5% or 37 incidents from 2020 to 2021. Of note is the decrease in the number of students engaging in actual or threatening violence with a downward shift from 27% of the student population to 20% of the student population. With a focus on restorative practice and zones of regulation across the school we have seen a reduction in suspensions from 184 to 124 and take homes from 427 to 260. Working with students and families to support the building of relationships, inclusion and belonging has supported this decline.

Parent opinion survey summary

Even though we received a lower number of responses in 2021, parent responses demonstrated a higher or similar satisfaction to 2020. A decline from 2% to 3% of responses indicated that education was not important and whilst we believe that all children are important the feeling from individual families is that they do not feel the same, down 1%.

An area of focus for 2021 has been communication with 'useful feedback' showing a 20% growth in satisfaction, 7% growth in satisfaction of communication and a 10% growth in families feeling more positive about knowing the standard of learning expected. Up from 48% to 56% was a positive response to families receiving tips on how to support their children. Individual comments indicate that some individual teachers communicate with families very well and this needs to be consistent across the site. It is clear that as a site we still have work to do with school climate but this has also shown an improvement in satisfaction.

Parent opinion indicates a high level of satisfaction with the preschool, with a majority of strongly agree and agree responses across all four areas are comparative to past years indicating ongoing parent satisfaction.

Quality of Teaching and Learning - 55 to 82% strongly agree, 18 to 45% agree

82% My child's teachers make learning interesting and enjoyable and Teachers want to help my child learn indicates a strong focus on learning

Support for Learning - 73 to 90% strongly agree, 10 to 27% agree

88-90% The preschool changes its programs and services to improve achievement and Children have enough resources indicates focus on improvement

Relationships and Communication - 45 to 82% strongly agree, 9 to 36% agree, 9-20% neutral

82% Teachers let me know how well my child is doing indicates communication with parents re children's progress.

Leadership and Management - 40 to 78% strongly agree, 20 to 50% agree, 10-11% neutral

70 -78% Overall I am satisfied with the preschool's planning and the preschool is always looking at ways to improve what it does

Involvement of families in preschools and schools is crucial to the positive outcomes of children and it is clear that our families are seeking to be more involved, want to know how they can help their children and stay informed.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
724 - Compton Primary School	5.5%	2.0%	2.3%	5.6%
1650 - Mulga Street Primary School	76.4%	81.6%	79.1%	58.3%
290 - Reidy Park Primary School	5.5%	8.2%	9.3%	8.3%
422 - Suttontown Primary School	3.6%	4.1%	4.7%	11.1%
8260 - Tenison Woods College	3.6%	0.0%	2.3%	5.6%

NOTE: The data is collected in Term3. 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), Term3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	10.0%
QL - LEFT SA FOR QLD	4	5.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	58	82.9%
U - UNKNOWN	1	1.4%

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

Graduating students from Mulga Street Primary School transition to various government and non-government high schools within Mount Gambier. The majority of students transitioned to Mount Gambier High School as their school of right with a small percentage attending Grant High School as their local school. .05% transitioned to local non-government high schools.

Most children transitioned to Mulga Street Primary School. This includes families who have enrolled children as a 'school of choice', which may be reflective of the positive partnership between the preschool and school.

The remaining children transitioned to their neighbourhood school including small regional schools.

12% of students transitioned to home schooling or to non-government schools.

Relevant history screening

Mulga Street Primary School is compliant with the current policy regarding Relevant History Checks for all staff and volunteers. Leadership and the Front office staff ensure that documentation is sited and recorded for all volunteers. All staff are reminded at the beginning of the year about the requirements for volunteers working in classrooms and ensure that they comply with expectations. The excursion and camp policy dictates that all volunteers have the required documentation to attend, we are compliant with this policy and ensure that all documentation is kept on file, support is available to assist volunteers with navigating the process.

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	33
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	20.2	0.4	15.0
Persons	0	23	1	20

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

Financial statement

Funding Source	Amount
Grants: State	$11,710
Grants: Commonwealth	$3,064
Parent Contributions	$106,936
Fund Raising	$4,839
Other	$15,027

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	Employment of a Well Being Leader and SSO to support attendance, regulation and behaviour through the development of a well-being space.	Reduced take homes and suspensions. Improved restorative practices.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Allocated SSO hours for students with IESP funding targeting barriers to learning. Development of small group intervention to support academic and social and emotional development.	Improved learning outcomes in literacy and higher engagement in class.
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	SSO hours allocated to support intervention programs in literacy and numeracy. Reduction in class sizes as per EB agreement and index of disadvantage. Incursions, excursions, camps and celebrations are resourced, to support engagement and attendance. Collaborative planning opportunities for staff, including release time to write and monitor OCOPs. SSO hours allocated to individual students or small groups to support engagement and learning where barriers have been identified and they are not eligible for targeted IESP support.	Inclusion of all students in events, activities and experiences. All OCOPs written, monitored and updated regularly. Higher proportion of students in early year
Program funding for all students	Australian Curriculum	Whole site focus on reading acquisition and achievement, driven by the employment of a literacy coordinator. Refinement of reading agreement and data collection.	Improvement in phonics acquisition and fluency. Capacity development of staff.
	Aboriginal languages programs Initiatives	N/A	N/A

	Better schools funding	SSO allocation to support intervention programs, teacher teams released to plan and analyse learning data. Professional development and capacity building of staff.	High level of satisfaction with professional development opportunities.
Other discretionary funding	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	Learning Sprints: Targeted literacy focus – Vocabulary Targeted literacy focus – Oral Language, Conversational reading, Sustained Shared Thinking Targeted numeracy focus: Using comparative language (measuring and comparing)	Literacy: Improved oral language skills with increased vocabulary and conversational skills Numeracy: Improved learning processes of noticing and comparing,
Inclusive Education Support Program	Parents provide strong foundations for their children's healthy development and wellbeing: Baby playgroup (birth to 12 months), Community playgroup, Circle of security parenting program for Baby playgroup families Children have optimum health, learning and development: Hub and Spoke service approach with Melaleuca Hub including Foodbank, Coffee and connect parent group Aboriginal children are safe, healthy, culturally strong and confident: Cultural learning journey with Aunty Michelle	Parents of young children, birth to 12 months, felt supported and built connections through the introduction of the 'Baby playgroup' Parenting capacity supported
Improved outcomes for non-English speaking children who received bilingual support	Up to 14 children received funded Preschool Support. One child received 8 hours of IESP extensive support. The main target of support was Speech and Language Development and social/ emotional development. Children were supported with a base level speech pathology service. Early screening supported targeted speech articulation program with the support of speech pathology Playful pedagogy with targeted approach for receptive / expressive language development	Significant improvement in speech and language development from Term 1 to Term 4.

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