



Woodville Gardens School Birth-6 and Woodville Gardens School B-6 Chn Ctr

2021 annual report to the community

Woodville Gardens School Birth-6 Number: 1904

Woodville Gardens School B-6 Chn Ctr Number: 1205

Partnership: Inner West

Signature

School principal:

Ms Fiona Voigt

Governing council chair:

Ms Tammy Fazzalari

Date of endorsement:

10 January 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Woodville Gardens, Birth-6 is a dynamic culturally diverse community on the outskirts of the Inner West of Adelaide. We provide a continuous educational platform from Birth – Year 6 traversing childcare, pre-school and schooling sectors. Our student profile comprises a Children’s Centre enrolment of 120 young people and 526 students from Reception – Year 6. Our site is host to two Special Options classes, Junior Primary and Primary of 20 children. These cohorts include;

- * 65 Aboriginal and Torres Strait Islander students
- * 42 students with IESP funding
- * 393 EALD students
- * 13 Young People in Care, both that of the Minister and familial guardianship

2021 has been a year of excitement, celebration and achievement. We have maintained our focus on our improvements goals of Oral Language and Writing making progress in both areas over time. During Term 1 we engaged in the External School Review process and receiving feedback and confirmation that our improvement process and directions for the next four years are on track. Our three directions included: Build the expertise of teachers through planning, programming and moderation, providing opportunity for students to access their data and engage in learning that stretches them intellectually. We invested the school closure day in developing staff understanding of Physical Literacies and the importance of developing children’s dispositions such as reliance and persistence and their capacity to work collaboratively. We celebrated our 10th Birthday, albeit a year late and without our families and community. Students enjoyed an afternoon of games and activities that they designed based on the concept of a fair. We concluded with the whole school coming together to sing happy birthday and cut the cake. To commemorate we named our House teams; Storm – green, Hurricanes – yellow, Flame – red and Blizzard –blue. The entrance for the front of the school will incorporate a seat and path in recognition of the first decade of learning at Woodville Gardens School. Our extra curricula programs incorporated opportunities for students to apply their skills in broader contexts. We expanded our basketball teams to include four teams sourced from Years 4-7, run by teachers but importantly supported by their families. Students rely on their communication with each other and learn to work together. Debating recommenced with our teams building on their oral language skills by developing arguments to present. The teams performed exceptionally well given their limited experience. The Instrumental Music program demonstrated their talents through a series of performances during November, choir, band, violin, guitar and percussion all had opportunity to showcase their abilities. The annual ‘Woodies’ portrait completion and Art gallery was a forum for displaying the incredible expressions of creativity of our students. A year to be proud of!

Governing council report

Governing Council comprised of a committed group of families that reflected the diversity of our students. We continued to meet using a combination of online forums as well as the traditional face to face. This year Governing Council have:

- Contributed to the planning of our 10th birthday celebrations although the event was without community presence. Considerable advice was provided in the different activities that we felt would enable all aspects of the school community to come together despite the restrictions imposed by COVID-19
- Participated in the External School Review providing insights to the way the school engages with families seeking our contributions. We were able to confirm that Governing Council has a knowledge of the Site Improvement agenda and receives regular updates on the attendance and student behavior data each term.
- Revisited our WGS uniform policy exploring the cultural implications of facial piercings for young people.
- Approved the budget to ensure that our school is able to run programs that enhance their educational journey such as the ‘Kitchen/Gardens program, access to technology and instrumental music.
- Supported the change of sessions in the WGS Preschool and the fee restructure to ensure that there is a more equitable balance in the charges to families.

Governing Council has contributed funds to support the 2022 Graduation. I would like to take the opportunity to thank my fellow Governing Councillors for their contributions and the WGS, B-6 staff for their ongoing commitment to doing the very best for each and every child.

Ms. Tammy Fazzalari

School quality improvement planning

Review and evaluate:

The review and evaluation processes require the Leadership team and SIP to undertake a deep analysis of site learner achievement/outcome data (including cohort & individual student for PAT and NAPLAN). In particular, the evidence analysed can include (pre/post-test, effect size, pre/post observations/work samples against learning progressions/rubrics) and PLT review. The majority of staff are actively and continuously using the evaluative information to identify 'effective practices', 'promising' or 'not yet effective' practices, with results demonstrating learner improvement in improvement goal areas and stated targets. Effective practices are documented consistent with whole school pedagogical commitments. Our Phonics Screening data affirmed that this strategy created lift for the second successive year, with 70% achieving the expected score of 28 or above. Writing data was limited to LEAP levels but there was an increase in the average LEAP level for each Year level with the Upper Primary showing growth for the first time. Reading levels showed improvement in 2020 with 63.1% of Year 1 and 71% of Year 2 students achieving SEA.

Analyse and prioritise:

There are 2 leading improvement goals that describe site prioritised literacy goals described at the AC strand/skill level. The goal specifies the cohort/year levels where achievement is most needing targeted improvement. They have been reviewed, developed and agreed to by the leadership team and key staff members e.g. school improvement team (SIT) and the majority of staff. They have been identified from the year level SEA and question level analysis of NAPLAN, PAT-M/R, Phonics data or other relevant data overtime trend (including cohort & individual student analysis). Analyse & Prioritise processes are completed by late Term 3/early term 4 each year. Determine challenge of practice:

Challenges of practice are clear, stating the shared pedagogical approaches and specify clear strategies for teacher practice related to the improvement goal. They are developed/refined with the majority of staff with support from the Leadership Team, by considering the strengths/gaps of current practice and research related to the improvement goal area. The challenges of practice are explicit about what staff will do to enable the achievement of the improvement goals and targets. Majority of staff are actively pursuing and implementing the stated challenges of practice through PLT processes.

Plan actions for improvement:

An Action Plan has been developed by the leadership team and has involved the Leadership Team and the SIT—responsibilities in the SIP are clear for teachers, individuals, and/or teams about what they will do for each action. The selection of actions are appropriately sequenced, have a pedagogical focus not program, there is evidence that they are underpinned by the literacy/numeracy guidebooks or high impact research, have internal resources allocated, and timelines are feasible to be implemented within a year. All leadership team members (or SIT2) meet at least twice termly to monitor implementation and carefully consider if planned actions "on track", "not on track" or "needs attention", and individuals/teams are identified for follow up.

Improve practice and monitor impact:

The 'planned actions' are implemented through PLT processes and monitoring by the leadership team through Step 4/5 documentation and data collection processes scheduled whereby PLTs, SIT and Leadership Team are analysing the success criteria termly to monitor the impact of collective actions. All success criteria in the SIP describe the shift in what students will demonstrate, and are based on learner achievement data (e.g. formative and/or termly summative based assessments with reference to the curriculum). The leadership team and SIT are supporting staff to use the evaluation of success criteria information and the majority of staff are refining their practices.

Preschool quality improvement planning

In 2021 Pre School staff engaged with various experts to increase their understanding and improve professional practice around learning design to support oral language development, specifically Tier 2 vocabulary. Educators increased their understanding of learning design through Ped Doc PD with the Inner West Partnership and by engaging with Experts Alma Fleet and Anthony Seamann. Educators increased their understanding of language strategies through PD and our Book Based Literacy program that was co-designed with our Speech Pathologist. In analysis and monitoring of the 'Yacker Tracker' profile and Pedagogical documentation, we saw progress for children increasing at least one communication profile, with the majority of children reaching the 'Proficient communicator' band by the end of the year. In 2022 educators are planning to continue to develop their new understandings of vocabulary development through a focus of sustained shared thinking.

We also engaged experts in the field of effective transition planning and practice to enhance children's engagement as they move between learning environments. Pre school and School educators worked together to increase their understanding of the significance of transition and its impact on students, families and communities through PD with Bob Perry and Sue Dockett. Through this process staff engaged in professional research, collaborative reflective discussions and audit processes, to create a draft Woodville Gardens P-Rec transition procedure, which was trialled in 2021. 2021 saw increased transition experiences for all Woodville Gardens Pre School children, including increased individual transitions for specific children. Moving forward, the Transition Committee plan to create an overarching Woodville Gardens transition statement with a staff transition procedure that guides embedded transition practices for 2022 and beyond, with the view to strengthen best practices in the future.

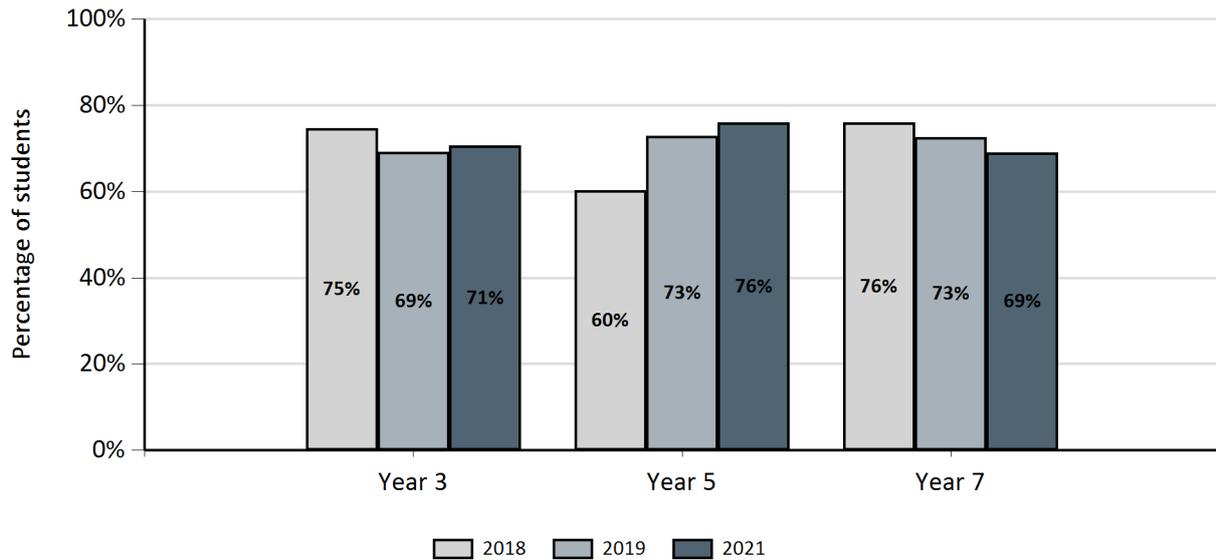
Pre School and onsite Childcare have also collaborated to co-design a continuity of learning program that supports 4yr olds to develop strong relationships and continuity in their learning, minimizing transitions throughout the day. The continuity of learning program was put on hold during 2021 and will be relaunched Jan 2022.

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

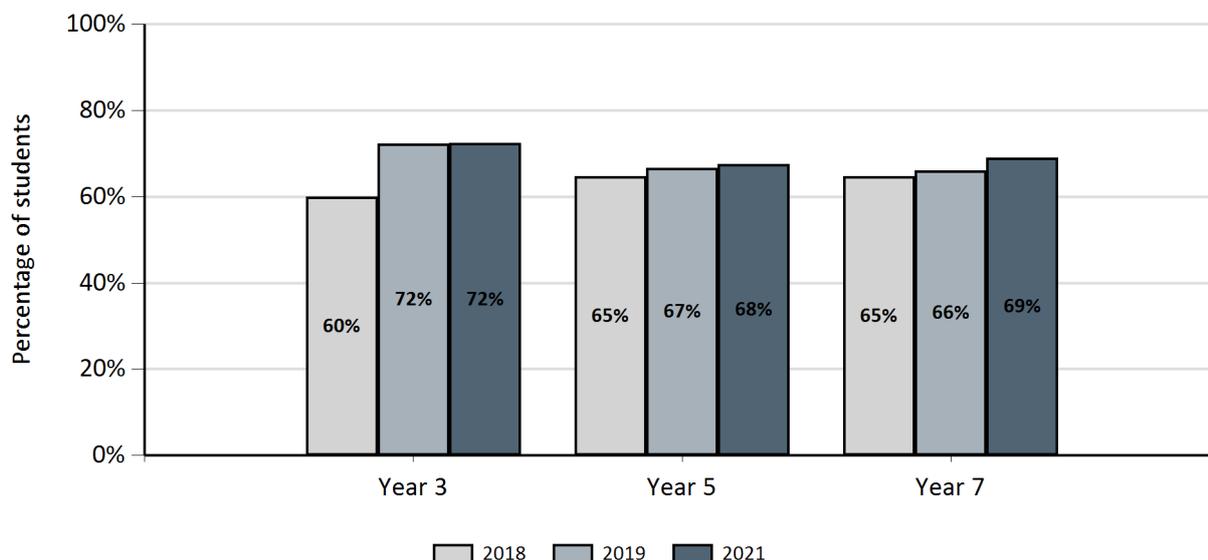


*NOTE: No NAPLAN testing was conducted in 2020.

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	34%	42%	33%
Middle progress group	55%	40%	48%
Lower progress group	11%	18%	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	25%	49%	33%
Middle progress group	63%	44%	48%
Lower progress group	12%	*	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	58	58	23	11	40%	19%
Year 3 2019-2021 Average	61.5	61.5	22.0	10.5	36%	17%
Year 5 2021	71	71	12	6	17%	8%
Year 5 2019-2021 Average	76.0	76.0	15.0	10.0	20%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

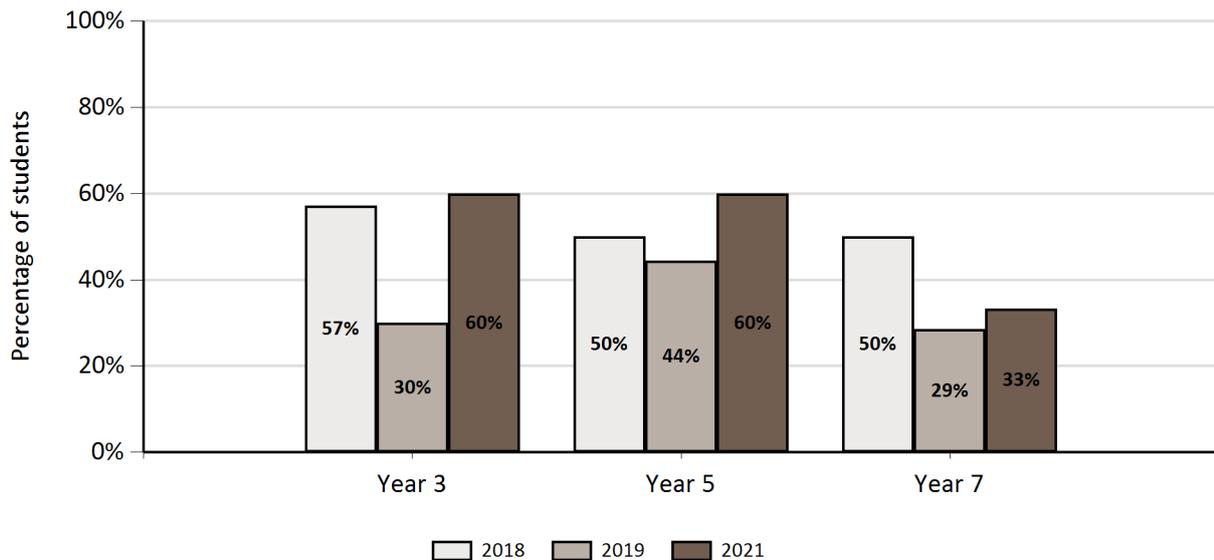
[^]includes absent and withdrawn students.

*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



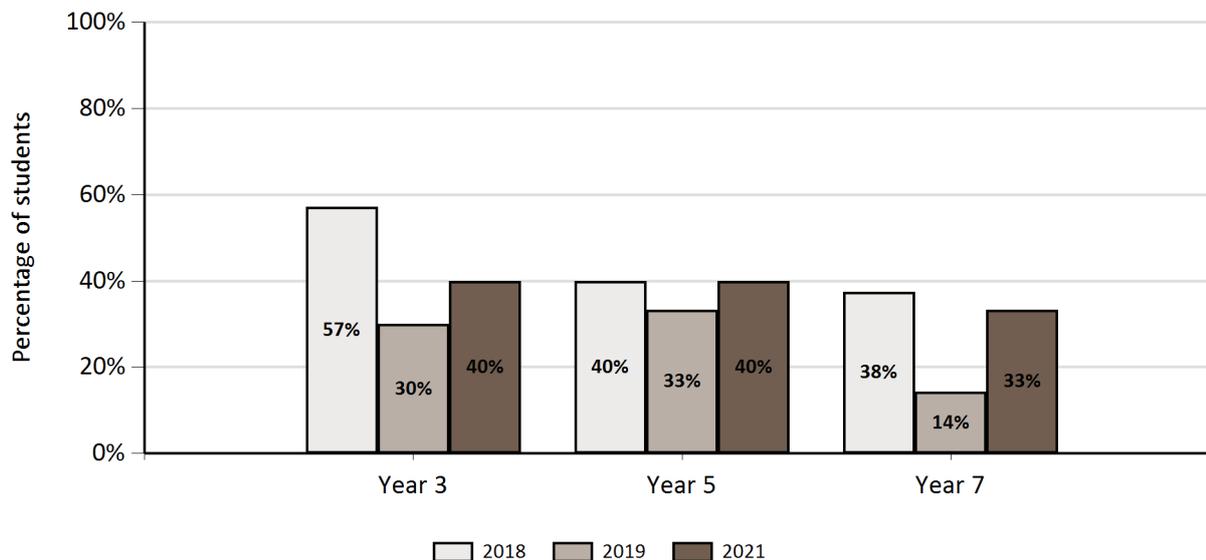
*NOTE: No NAPLAN testing was conducted in 2020.

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	10	10	3	0	30%	0%
Year 3 2019-2021 Average	10.0	10.0	1.5	0.0	15%	0%
Year 5 2021	10	10	0	0	0%	0%
Year 5 2019-2021 Average	9.5	9.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

2020 -2021 All staff have engaged in the provision of Quality Teaching (ALALR Element 2) with a focus on explicit teaching in Waves 1 and 2. The Wave 3 intervention has been supplemented through the use of Reading Doctor. The achievement of Aboriginal Children is captured through the intervention programs funded by APAS and IESP funding. The AET and APAS tutor participates in the termly review lead by the Intervention Team which monitors the success of individual children in Intervention programs. The Principal, ACEO and AET have scheduled meetings each term to look at the reading levels of all Aboriginal children mapping them against SEA, (ALALR Element 2). The ACEO layers attendance data alongside of reading data to create an accurate picture of the engagement, along with SEE data.

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

The Early Years data of ATSI children has historically been positive, indicative of the significant funding allocated. The transition to Year 3 seeing most children plateau and then gradually fall behind their peers as children progress through primary years. Goal setting in Reading (ALALR Element 2) has been re-introduced for all Aboriginal children to ensure they are actively monitoring their progress and have access to their data and feedback. The intervention programs that have historically been implemented have been strengthened through the use of the 'Reading Doctor' online program. Both the ACE and AET support students with the Reading development, working with children and then sharing their successes by connecting with families. Students revisited their reading goals with a member of the Aboriginal Education Team twice / year. All students also receive explicit teaching of writing including a focus on sentence structure, giving children the knowledge they need to create sentences that are grammatically correct.

School performance comment

Goal 1:

Initialit Cumulative data indicates that students have grasped the phonemes taught. Those learners with pre-intervention gaps have progressed to achieving these over the course of the year. 2021 Phonological Awareness data shows that 58% of Reception students have achieved benchmark, placing these students in a strong position to achieve a score of 28 in the Yr 1 phonics screener in 2022. 70.5% of Year 1 students achieved a score of 28 , a slight decline for 2020 but explained when the cohort includes 4 chronic non-attenders.

Talking to Learn – a focus on Staff perception survey used to self- report the use of different talk types within classrooms showed a significant shift from monologic talk at 68% (teacher directed IRE- initiate, respond, evaluate) to dialogic talk 58%. Teachers also reported that a percentage of students were beginning to transfer technical vocabulary across areas of learning.

Goal 2:

NAPLAN Proficiency - Reading

Reading outcomes for students are showing a decline over time with Yr 3 and Year 7 trending downwards. The improvement for the Year 5 cohort is trending upwards over success years, when we look at the 2019 -2021 cohorts there is a decline of 4% achieving SEA. This is balanced with an increase in the cohort moving from Years 3-5 with an increase of 7%. Higher Bands representation has improved significantly to 40% of Year 3s, declining by 5% at Year 5 and stabilising at a Year 7 level of 20%.

NAPLAN Proficiency – Numeracy

There has been maintenance of Yr 3 students achieving SEA at 72%, with ongoing increase in the number of students achieving higher bands; with 19% in 2021 an increase of 4%. Trends across Years 5 and 7 show upward improvement by 2% each year with 68 and 69% achieving SEA. Maintenance in Higher Bands representation for Year 5 has dropped significantly only to rebound in Year 7 to achieve 25%.

NAPLAN Progress – Reading

With progress in the Upper Progress groups meeting and exceeding the State averages we note a renewed focus on Reading as part of the T&L Cycle needs to be carefully monitored and maintained over time. Representation in the Middle progress is also positive as for the Year 3 cohort we have fewer students than State average in the Lower progress group. Year 5-7 is similar to that of State.

NAPLAN Progress – Numeracy

Whilst the Upper Progress for Years 3-5 representation of 25% in the Upper Progress group of is lower than state average this is balanced by 63% in the middle Progress cohort, significantly above state average and by being under represented in the Lower Progress group by 6%.

The Years 5-7 cohort has 49% in the Upper Progress group and a further 44% in the Middle group, those in the lower group are not indicated due to low numbers. Numeracy is not a SIP direction but is monitored using PAT –M and NAPLAN data. Our current results indicate that as a site we are trending upwards with our student achievement.

Higher Bands representation has been maintained over the past two years with the exception of the Year 5 cohort. Year 3 representation has improved by 2-4% in both aspects and maintained at Year 7.

NAPLAN Proficiency – Aboriginal Learners.

Reading

2021 has seen a 200% rebound from the 2019 results, with 60% of students achieving SEA.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	84.5%	82.7%	82.2%	84.3%
2019 centre	80.6%	84.9%	83.8%	74.7%
2020 centre	80.7%		75.9%	78.1%
2021 centre	84.2%	78.9%	79.7%	70%
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%	85.9%	82.4%	85.7%
Year 1	86.5%	89.6%	84.2%	84.0%
Year 2	87.3%	88.4%	80.0%	89.8%
Year 3	88.5%	87.7%	83.4%	86.3%
Year 4	91.1%	87.3%	79.8%	86.3%
Year 5	86.4%	86.6%	82.9%	87.7%
Year 6	88.2%	86.8%	82.3%	89.7%
Year 7	89.8%	88.6%	83.7%	88.4%
Primary Other	89.1%	88.4%	81.7%	86.3%
Total	88.7%	87.6%	82.3%	87.3%

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

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

Attendance comment

The annual average Attendance rate is 88%, a rebound from the 2020 data that was impacted by COVID -19. There are still a number of students in the Junior Primary and Aboriginal Children who are chronic non-attenders. Strategies to address these circumstances include:

- regular contact with families
- home-visits where appropriate
- safety checks from SAPOL where children have not been sighted over time
- referrals to the Support Services Truancy Officer

The Student Review Team are active in monitoring chronic non-attendance and class-based teachers vigilant in attempting /making contact with individual children after three days.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	71	74	75	76
2019	82	85	85	86
2020	76	N/A	78	80
2021	78	77	72	80

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

Boys are disproportionately represented in our SEA data, with four students, all male and in Years 1, 2, 3 and 4 creating the majority of incidents. Of these children, three have been excluded to Cowandilla Learning Centre to provide them with the scaffolded support they require in order to engage in their learning in a manner that is safe for all. These students struggle to self-regulate, notably when asked to comply with simple teacher instruction of when expected to engage in non-preferred tasks, they escalate their behaviour using strategies that are disrupted to others. The behaviours of these four boys created a risk to the safety of teachers and students prior to exclusion. All students engage in reconnections meetings where Behaviour Support plans are devised or updated with input from family, the students and staff.

Incidence of cyberbullying were minimal with social conflict using social media swiftly addressed by the Wellbeing and Engagement Leaders in concert with families and students.

Parent opinion survey summary

Ninety nine parents responded to the 2021 opinion survey in 2021. Parents expressed confidence in most aspects of the survey; the range of positive responses included respectful relationships at 92 and education is important at 94%. The majority of questions showed an increased confidence from 2020 to 2021. Additionally there was positive feedback recognising that Children are important (88%) and that Teachers and Students are respectful (91%). Areas that are reflecting lower confidence are related to communication between home and school. Parents have indicated that receiving learning tips (70%) and having useful discussions (74%) are areas to be enhanced. The challenge is one of engaging with families in a responsible and safe manner in line with SAHealth and DfE guidelines. Communication between school and home has provided some feedback regarding preferred communication styles with Seesaw and email identified. The most valued format is still Parent/Teacher interviews which have been limited over the past 18 months.

The other response of note is the number of parents, 78% who talk with their children about their learning, indicative of the high levels of commitment to education.

The preschool parent survey was only completed by 5 families, making it difficult to draw strong conclusions however there were some key messages worth exploring. These included parent perception of the Preschool programs including the learning environment. There was also positive feedback about communication between preschool and families.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1904 - Woodville Gardens School Birth-6	91.0%	74.4%	91.9%	91.3%

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	%
DE - DECEASED	1	0.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	26	14.1%
NS - LEFT SA FOR NSW	4	2.2%
NT - LEFT SA FOR NT	6	3.2%
OV - LEFT SA FOR OVERSEAS	2	1.1%
QL - LEFT SA FOR QLD	3	1.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	119	64.3%
U - UNKNOWN	24	13.0%

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

High levels of continuity are maintained with 70% of WGS enrolments coming from our Preschool. The other key feeder site being the Parks preschool. We are noting a trend of families enrolling in local Catholics schools, many of these families are Vietnamese and African children whose families are of Catholic faith.

The majority of graduating students enrol at Woodville High School, however this is not the preferred destination for many of our aspirational students. Adelaide High and Glenunga International remain desirable secondary schools. A growing number of students also enter the private sector through enrolment in the Catholic and Independent sectors. For those students who leave prior to graduation the key reasons is due to relocation by the family. Home ownership or moving to more affluent suburbs are often reasons given for leaving.

Relevant history screening

Once individual staff have been sent the email from HR; the business manager supports staff to activate their online application for a new WWCC screening.

There has been considerable effort on behalf of the Administration Team to ensure that Service Providers who are external to DfE, eg working with children through NDIS funding or assessing individual children have the relevant screening and E- RRAN certificates. Currently all services providers complete a Service Agreement, have their identity confirmed and certificates sighted before they commence their work onsite. Similar protocols exist for tradesmen, Spotless outsources workers etc. that come onto site whilst children are present.

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	67
Post Graduate Qualifications	19

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	40.5	1.0	22.1
Persons	1	44	1	33

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

Financial statement

Funding Source	Amount
Grants: State	\$7,684,516
Grants: Commonwealth	\$56,107
Parent Contributions	\$216,569
Fund Raising	\$2,544
Other	\$70,683

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	Focus on the Bounceback program as a whole school approach has been maintained. Wave 2 support has occurred through interventions such as Art therapy and Autism SA forums through referral to CAMHS, and a social worker.	Reduction in the number of SEE procedures over the past 12 months.
	Improved outcomes for students with an additional language or dialect	EALD funding was allocated to provide support for all classes, building the capacity of teachers to explicitly teach functional grammar at a sentence level. Wave 2 support targeted those students significantly below SEA	Average growth above one LEAP level from Reception – Year 7
	Inclusive Education Support Program	IESP funding supports individual approaches through Interoception; NDIS providers and SSO support that targets specific needs. Language and communication needs are addressed through the commissioned time provided by the	Students made progress towards the goals expressed on individual One Plans.
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	APAS funding was received for students below SEA in Years 2, 4 and 6. This funding was used to support intervention using Reading Doctor, Literacy Pro and speech intervention programs. ATSI children have individual goals that are reviewed quarterly.	All Aboriginal children have achieved their goals, with eight students receiving intervention support now achieving SEA
Program funding for all students	Australian Curriculum	Teachers have focused on delivering explicit instruction in Functional Grammar; enabling them to make deliberate choices re sentence structure Guide Books have been use to guide our Whole School Literacy commitment.	Developing consistency of practice R-6 in English.
Other discretionary funding	Aboriginal languages programs Initiatives	non/applicable	non /applicable
	Better schools funding	Better schools funding has been used to supply all classrooms with Wave 1 support of 30mins /day during Literacy programs, specifically writing and phonics (Initialit)	62% achieve SEA in the Yr 1 Phonics test. 20% achieve in higher bands in writing
	Specialist school reporting (as required)	non-applicable	non-applicable
	Improved outcomes for gifted students	non-applicable	non-applicable

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	Funds were used on Ped Doc PD (coaching conversations with Alma Fleet and Partnership PD) to develop staff's understanding of the programming cycle and increase collaborative learning design, analysis and reflection at Woodville Gardens to increase numeracy and literacy programming and outcomes for children.	Changes to documentation that reflect increased understanding of children's literacy and numeracy development with an emphasis of learning over time.
Inclusive Education Support Program	Funds were used to employ staff to different curriculum and provide behaviour support. There was an increased need in 2021 around complex needs and behaviours resulting in an over expenditure of the IESP funds. Extensive adjustment applications were made, however only one was approved.	Preschool persisted to engage SSS to support the upskilling of staff to develop strategies to respond to work with children with complex needs.
Improved outcomes for non-English speaking children who received bilingual support	<p>Funds were used to employ BSSO's to support EALD children and their families. Regular translations occurred during our intentional teaching moments and during meetings with families. Written translations were also created and provided to families.</p> <p>Preschool applied for CALD playgroup funding in Term 4. Funds were used to employ 2 BSSO's to run the playgroup and engage families in their child's learning.</p>	Increased English oral language development for EALD children. Increased EALD children referred to speech due to BSSO's knowledge. Increased partnership with families.

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