



Lonsdale Heights Primary School and Lonsdale Heights Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Lonsdale Heights Primary School Number: 1098

Lonsdale Heights Child Parent Centre Number: 1595

Partnership: Beach Road

Name of School Principal:

Keith Beal

Name of Governing Council Chair:

Chris Dalgairns

Date of Endorsement:

Site Context and Highlights

Lonsdale Heights Pre-school continued to operate 3 days a week with an enrolment of 13 students that was sustained throughout the year. These numbers were maintained over the 12 months.

Feedback from staff, students and parents/caregivers have identified the following sample of highlights for 2016.

- The continued appointment of a Christian Pastoral Support worker that has significantly increased student welfare and parent caregiver involvement.
- Preschool teacher and SSO engaged in implementing Early Childhood curriculum including BBB, RRR, the National Quality Standards and the state wide numeracy and literacy indicators.
- The highlights were the literacy & numeracy program in small groups outlined below:
 - o Initial sounds of children's names and rhyming.
 - o Clapping out syllables.
 - o Introduced the Jolly Phonics sounds a - z
 - o Name writing and recognition.
 - o Songs and nursery rhymes.
 - o Stories, books and follow up activities.
 - o Computer time.
 - o Make a puppet and create a theatre show.
 - o School transition visits.
 - o Library visit.
 - o Discuss feelings.
 - o The 5 L's of listening.
 - o Preschool boundaries
 - o Number recognition, shapes, bigger / smaller etc
 - o Aussie animals (AUSLAN)
- Mr Banana's Adventures (Take Home Toy)
- Healthy Eating Policy and Program including a Healthy Harold visit (Life Education)
- Establishing our Veggie Garden / Compost Bin
- Performing at the Christmas Concert (making costumes)

Lonsdale Heights Primary School entered 2016 by offering 6 classes for the first time in ten years due to increased enrolments of 122. These numbers were maintained over the 12 months. School enrolments continued to increase from the high 80's in term 3 of 2014 to finish at 117 at the end of 2016 with the prospect of new enrolments for 2017. We utilised savings from 2015 to enable the 6th class and employ many SSO's to support children's learning particularly in the Early Years. In partnership with the families of this community we have finished the year \$200,000+ in the black.

I believe with this optimism and commitment, Lonsdale will continue to grow and offer the close, personal and professional relationships that only a small school can.

Feedback from staff, students and parents/caregivers have identified the following sample of highlights for 2016.

- Continued parent/caregivers involvement with school programs through volunteering in classrooms, music classes, the library and special events.
- Student Participation – House captains, class meetings, interschool sports.
- Improved Student Welfare – the consolidation & improving of Restorative Practices and procedures across the school, Circle Time in all classes and Anti-Bullying & harassment & social learning programs through our Deputy Mr. Nesbit.
- The continued appointment of a Christian Pastoral Support worker that has significantly increased student welfare and parent caregiver involvement.
- Heavy Focus on literacy development in reading, writing, spelling and oral language with focussed programs in Jolly Phonics R-7 and Early intervention programs
- Heavy Focus on numeracy development including Teacher coaching program, Early intervention numeracy strategies with a focus on automaticity in number called 'Jolly Number', and Creative Body Based Learning.
- Students Grades 1-7 involved in singing, instrumental music, guitar and drums once a week. All performing regularly at assemblies, to other schools and the end of year Christmas concert.
- Highly successful Production 'The Quest' at the Hopgood.
- Intensive teacher performance development with at least 4 meetings per year and a plan that focused on differentiated pedagogy and student outcomes. Feedback was ongoing both formally and informally.
- The Kitchen Garden program was developed and consolidated with participation in all aspects of the process.

Governing Council Report

Governing Council Decisions 2016

15.2.16 Elections: All current parents are on a 2 year tenure. Outgoing Chairperson Kathy Bowden was elected as Community representative for 2016.

Office Bearer Elections: The following people were elected to Office bearer positions: Chris Dalgairns: Chairperson; Kim Middlewood: Vice-Chairperson; Fiona Papp: Secretary ; Treasurer: Rebecca Newell.

Canteen 2016: Canteen Manageress has been terminated. The new menu adopted, canteen is now cashless. Money made now goes back into purchasing more supplies. Jacquie appointed to oversee the canteen as part of her SSO role from school funding.

Fundraising 2016: Term 1: Hot Cross Buns; Easter raffle, Term 2: 5 cent challenge. shield for the winning class. Term 3: Production BBQ. Term 4: Xmas Raffle. Family Photos.

8.3.16 Finance: Preschool fees to remain at \$200/year = \$50/term. Mel Jolly (Finance Officer) to receive Governing Council minutes for 2016. Delegations a) Authority for principal to authorise up to \$220,000. b) Deputy/Bursar to authorise up to \$22,000. c) Ability to use and authorise school credit card use Principal up to \$10K; Deputy/ Bursar up to \$5k. School Fundraising going towards upgrading school grounds

4.4.16 Canteen: New menu handed out with additions for winter.

Is there a way to keep track of children's spending when (credit) has been prepaid? Can pre-pay \$ amount for spending? Could there be a white board with pre-paid money recorded on it in the canteen? Scaffold how to use tokens @ canteen for younger students.

Curriculum: A new resource to develop reading comprehension from a young age. The books are for reception students to read with a parent. Kindy to be involved to.

Annual Reports: Governing Council accepted both Annual Reports.

Class Dojo: Keith to speak with teachers who are not allowing parental access to dojo.

Sports Teams: Keith to speak to other Principals of other schools regarding school sporting activities after school to enable our student's access to team sports, e.g. Football, cricket etc.

Paving near Library: Paving near the library needs to be re-laid.

16.5.16 Aboriginal Flag: Keith spoke to DECD about another flagpole and the cost quoted was \$1780.

Class Dojo: Class Dojo concerns have been addressed.

Interschool Sport: Keith spoke with Principal and sports Coordinator at Christies Beach Primary re joining their teams. They are keen for us to be part of this.

Paving near Library: Keith discussed this with our groundsman Jim.

Finance Report: 2016 Budget presented to Council Prospect of \$262,000 balance. The 2016 budget was accepted by Council. Canteen running at a profit.

Pre-school Healthy Eating Policy: The Pre-school Healthy Eating Policy was approved.

6.6.16 Finance: Governing Council all agree that monies owing be pursued from now on with no exceptions. Governing Council fundraising: \$156.75 + \$432 + 182.50 - \$341.15 = \$430.10.

Parking: People are parking both sides of the street which makes it hard to get through. Keith will ring the Council re the sign and sending out inspectors.

Flag Monitors: Remind to put out the flags and collect them.

School website: This has to be done on school premises as it is run by DECD. Now we need to build our own website. If there is something you want on the website, e-mail Chris.

Library Upgrade: Shelving etc. to modernize; furniture to make it more inviting.

8.8.16 Garden Upgrade: Keith shared draft of gardens; watering included. Governing Council agreed to refurbishment.

Donation: Bunnings have donated an esky on wheels; keep to raffle off at Christmas time.

Five cent challenge: Plaque was presented to the 4/5 class as this year's winner.

19.9.16 Library Refurbishment: New shelving has been ordered; watch this space.

Front Garden: Work to commence in term 4.

Parking: Parking inspector has been out. The area in front is a drop off zone only. A replacement sign may appear sometime in the next decade.

Finance: Governing Council agreed to write off \$2998.20 in bad debts. Governing Council agreed that \$4127 be passed on to the debt collectors.

Fundraising: Mini Fete – lunch raised \$240.60; classes raised \$475.66. Very successful day.

Family Photo day on Sunday 6/11/16. Xmas Raffle: Use the Esky and pack as a hamper. Sports Day BBQ meal deal and children collect at lunch time.

31.10.16 STEM Funding: Political response to letter; decided not to continue with this, not any wiser, Expectation from DECD to have STEM on our site plan for 2017.

Front Garden: Work has been completed; just waiting for plants to grow; much improved.

Sports Day BBQ: Kathy will check to see if we need more sausages. Kimberly, Jodie, Mel and Leah will be running the BBQ.

5.12.16 Finance: Governing Council agreed to Materials and Services charges for 2017 to be \$231.

Quality Improvement Planning (Preschool)

Quality Improvement Planning - Quality Area 1: Educational program and practice Achieved in 2016:

- Curriculum decision making contributes to each child's learning development outcomes.
 - Child's current knowledge, ideas, culture, abilities and interests are the basis of the program.
 - Each child's learning and development is assessed and this documentation about progress is available to families
 - Educators respond to children's ideas and play to use intentional teaching to scaffold and extend their learning
- Implications for 2017: To continue with dot points achieved with continued critical reflection on children's learning and rigorous implementation of the RRR document.

Quality Area 2: Children's health and safety Achieved in 2016:

- Each child's health needs and comfort are supported to meet their need for sleep, rest and relaxation.
- Effective hygiene practices are implemented including control of disease and management of injuries and illness.
- Healthy eating and physical activity is promoted
- Children are adequately supervised at all times to protect them from harm and any hazard.
- Staff are aware of their roles and responsibilities

Implications for 2017: To continue with dot points achieved.

Quality Area 3: Physical environment: Achieved in 2016:

- Outdoor and indoor spaces and physical resources are suitable.
- Physical resources are safe, clean, well maintained, and organised in ways that ensure effective programs.
- Children are supported to become environmentally responsible.

Implications for 2017: To continue with dot points achieved

Quality Area 4: Staffing arrangements: Achieved in 2016:

- Educator-to-child ratios and qualification requirements maintained at all times
- Professional standards guide practice, interactions and relationships.
- Staff work collaboratively to improve practice and relationships through mutual respect, and recognition of skills.

Implications for 2017: To continue with dot points achieved.

Quality Area 5: Relationships with children: Achieved in 2016:

- Interaction with children is responsive and built on trust enabling open interaction to support skills for life and learning.
- Each child is supported to manage their own behaviour.

Implications for 2017: To continue with dot points achieved.

Quality Area 6: Collaborative partnerships with families and communities: Achieved in 2016:

- Families have opportunities to be involved in and contribute to service decisions.
- Information about the service is available to families including transitions for each child.
- Links with relevant community and support agencies are established and maintained.

Implications for 2017: To continue with dot points achieved.

Quality Area 7: Leadership and service management: Achieved in 2016:

- Appropriate governance arrangements are in place to manage the service and induction.
- A suitably qualified and experienced educator leads the development of the curriculum.
- The performance of staff is evaluated and IDPs are in place to support improvement.
- An effective self-assessment and quality improvement process is in place.
- Records and information are stored appropriately.

Implications for 2017:

- To continue with dot points achieved.

Improvement Planning and Outcomes (School)

Priority 1: Developing a culture of well being. Achieved in 2016:

Special events e.g. Sports Day, Assemblies, Information night, Musical presentations, Principal tours, Better Together Christies Downs and the Smith Family.

Volunteer participation was actively encouraged.

Landscaping the front of the school completed.

Staff utilised positive behaviour reporting slips linked to values and house points.

Bottom lines of violence; verbal abuse; disrupting learning processes & policies clearly communicated with parents.

Refined student voice through the House Captain process.

Staff gave opportunities for gender balance to develop confidence and positive assertiveness.

Implications for 2017: To further increase enrolments promoting and marketing the school.

Continued active pursuit of parental involvement in the school.

Foster positive behaviours by ensuring bottom lines of violence; verbal abuse; disrupting learning processes & policies are clearly communicated with parents.

Continued increase of students in leadership roles linked to school values.

Priority 2: Improve Learning Outcomes for all Students. Achieved in 2016:

Literacy: Contextualized learning further developed by analysing Data from SEA, NaPLAN, running records, Jolly Phonics, Probe, EALD Scales, PAT R, PAT spelling & grammar.

Literacy through practice using Jolly phonics Pre-school-7, PM writing materials, and Reading Eggs.

Early intervention reading strategies targeting Junior Primary and new students.

Literacy Target of 100% students achieving National Benchmarks was not met; year 3 80%; year 5 75% & year 7 85%.

Numeracy: Contextualized learning further developed by analysing Data from NaPLAN, & ACER Pat Maths tools.

Quicksmart' program expanded into R-7 Jolly Number program.

Numeracy intervention strategies for targeted students using Maths online, Maths Seeds, CBL & ACER tools.

Numeracy Target of 100% students achieving National Benchmarks not met; year 3 70%, year 5 89% & year 7 83%.

All teachers engaged in the National Curriculum and assessed and reported against this to parents.

Teaching staff had performance development focused on differentiated pedagogy to achieve student outcomes.

A plan was developed that consolidated all aspects of the Kitchen Garden program.

Implications for 2017: 95% students (Excluding NEP's) to achieve National Benchmarks in Literacy and Numeracy.

Continued whole school focus in Jolly Phonics & Number with dedicated daily time block and all staff involved.

Further develop contextualized learning strategies by analysing literacy data.

Focus on Literacy through practice using PM writing materials and Reading Eggs.

Further develop contextualized learning strategies by analysing Numeracy Data.

Continue to develop intervention numeracy strategies for targeted students including Maths online, Maths Seeds, CBL program and ACER tools.

Continue to support 'at risk students' through SEA assessment, NAPLAN tests and support by ILPs.

Continue to update literacy & numeracy resources and equipment for core class sets.

All teachers engaging students in the National Curriculum and assessing and reporting against this to parents.

Continue with performance development processes.

Priority 3: Ensure resources in the school are well managed and reflect programs being delivered. Achieved in 2016:

Through major savings we were able to buy teaching and SSO time for the 2nd half of 2016.

Current resources in line with school priorities.

Investment in Chrome Books in 2016 with use with Primary classes years 4 to 7.

Implications for 2017: Further Investment in Chrome Books in 2017 with use with Primary classes 4 to 7 and Tablets for the JP.

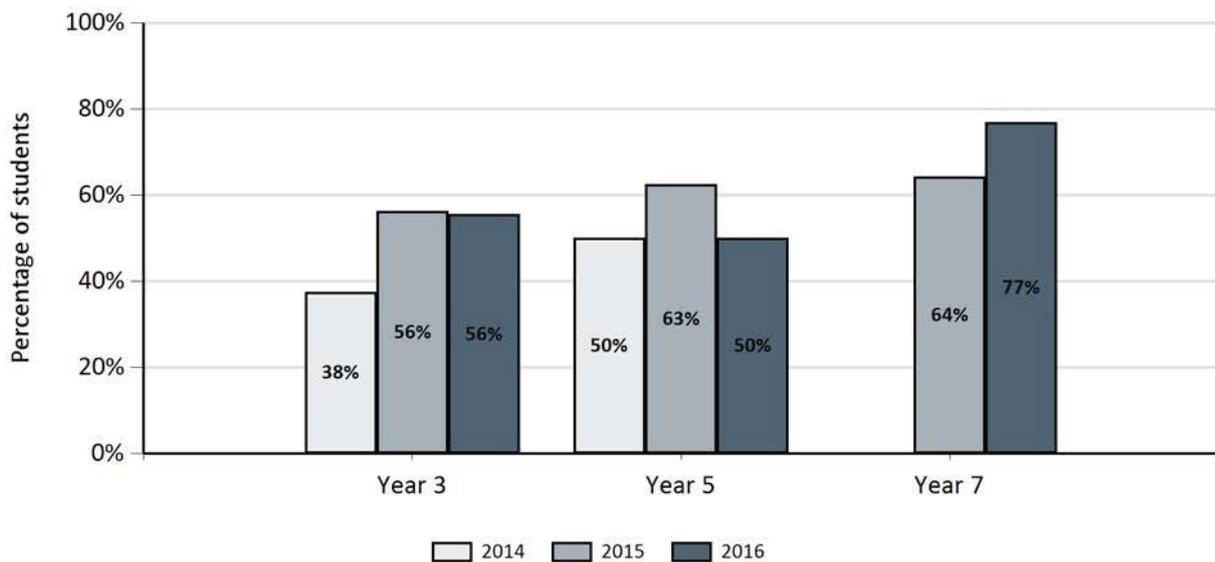
Resources are in line with current and future educational priorities.

Performance Summary

NAPLAN Proficiency

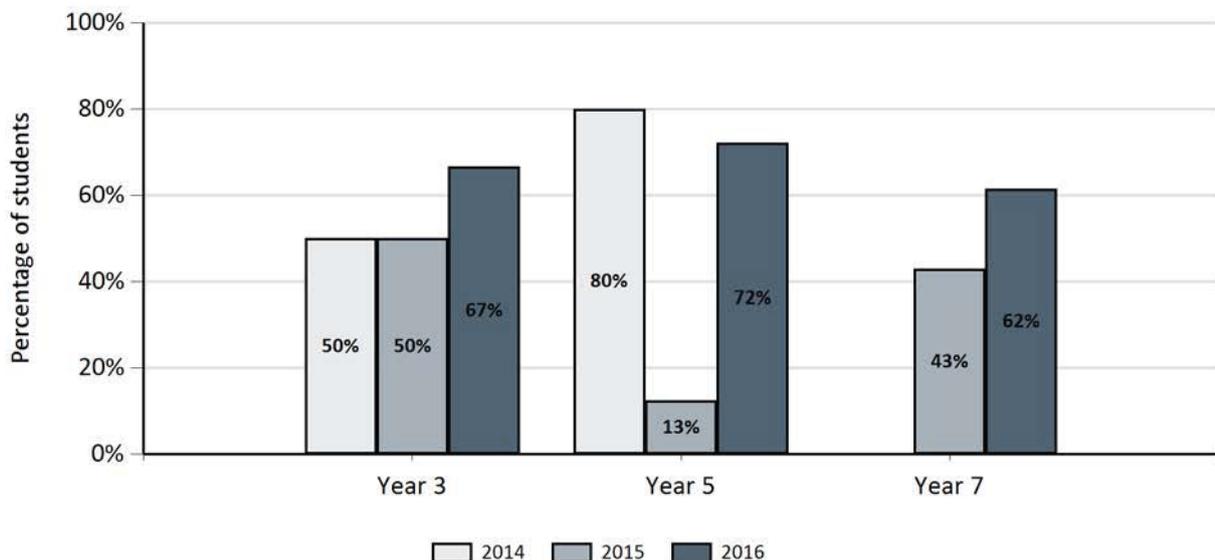
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	State (average)
Lower progress group	20%	38%	25%
Middle progress group	40%	38%	50%
Upper progress group	40%	25%	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	State (average)
Lower progress group	0%	44%	25%
Middle progress group	60%	33%	50%
Upper progress group	40%	22%	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	9	9	2	0	22%	0%
Year 3 2014-16 Average	11.0	11.0	2.7	1.0	24%	9%
Year 5 2016	18	18	4	1	22%	6%
Year 5 2014-16 Average	12.0	12.0	2.7	1.3	22%	11%
Year 7 2016	13	13	1	1	8%	8%
Year 7 2014-16 Average	10.7	10.7	1.0	0.7	9%	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.

School Performance Comment

NAPLAN Results: - The norm for year 3 students is Band 2. The results indicate that 80% of our students are performing on or above the norm in grammar (down 13% from 2015); 80% in reading (Down 5% from 2015), 80% in spelling (down 13% from 2015), 80% in writing (Down 20% from 2015) and 70% in numeracy (Down by 16% from 2015). Our results ranged from band 2 to 6 in literacy and band 1 to 4 in numeracy.

- Clearly our results were disappointing but there were only 8 students who sat the test out of 11 with 3 exempted due to learning difficulties.

- The norm for year 5 students is Band 4. The results indicate that 72% of students performed on or above the norm for grammar (Down 11% from 2015); 76% for reading (Down 7% from 2015); 78% for spelling (Down 22% from 2015); 89% for writing (Down 11% from 2015) and 89% for numeracy, (Down 11% from 2013). Our results ranged from bands 3 to 8 in literacy and bands 4 to 7 in numeracy.

- Clearly our results were disappointing but there were only 15 students who sat the test out of 18 with 2 exempted due to learning difficulties.

- The norm for year 7 students is Band 5. The results indicate that 92% of students performed on or above the norm in grammar (Up 7% from 2015); 92% for reading (Down 8% from 2015); 83% for spelling (Down 9% from 2015); 75% for writing (Down 17% from 2015) and 83% in numeracy (Down 9% from 2015). Our results ranged from bands 4 to 9 in literacy and bands 4 to 8 in numeracy.

- Clearly our results were disappointing but there were only 11 students who sat the test out of 14 with 2 exempted due to learning difficulties.

- 75% of 2014 year threes performed on or above the norm in reading. As a year 5 in 2016 however they had marginally increased by 1%. 89% of the 2014 year threes performed on or above the norm in grammar but as a year 5 in 2016 dropped by 17%. The only significant increase was in writing going from 78% as a year three to 89% as a year 5 in 2016. However it must be noted that there were only 9 students in 2014, but 20 in 2016.

- 80% of 2012 year 3 students performed on or above the norm in reading, spelling and grammar; 91% in numeracy and 100% in writing. As a year 7 in 2016 there was an increase in reading and grammar (both 92%) and spelling (83%).

However there was a decrease in writing by 25% and numeracy by 8%. However it must be noted that there were only 10 students in 2012, but 14 in 2016.

Early Years Running Reading Records (Benchmark is 26 by the end of year 2):

- 64% of Year 1 students are reading on or above the Level 9 Benchmark.

- 42% of Year 1 students are reading on or above level 20. 21% have achieved the level 26 benchmark.

- 94% of Year 2 students are reading above the Level 12 benchmark.

- 72% of Year 2 students are reading on or above level 20 and 44% have achieved the level 26 benchmark.

- When comparing our school data with State, and Disadvantage Category our Year 1's are on par with the state wide levels.

- Our year 2's performed higher than the state system for students reading on or above level 20.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	78.6%	66.7%	69.2%	78.6%
2015 Centre	76.9%	71.4%	71.4%	73.3%
2016 Centre	86.7%	80.0%	80.0%	
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	89.6%	82.6%	81.8%
Year 1	85.2%	87.3%	92.0%
Year 2	90.4%	87.6%	86.8%
Year 3	91.9%	90.1%	91.1%
Year 4	93.9%	85.9%	87.3%
Year 5	86.7%	95.5%	88.5%
Year 6	91.5%	88.4%	92.9%
Year 7	84.0%	93.0%	90.3%
Total	89.3%	88.4%	88.3%

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

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

Attendance Comment

Preschool

- Data indicates that term one attendance has increased since 2014 from 78% to 86% in term 1 and 66% to 80% in the other terms. The Pre-school teacher and Early Childhood worker have been relentless in trying to improve attendance and clearly the results are starting to show.

School

- Attendance data reported each term to parents.
- All staff adhered to student attendance processes including the monitoring and reporting of chronic non-attenders.
- Overall attendance has decreased by 0.1% to 88.3%. Some students we targeted using processes above to lift that quota. Unfortunately we had 3 students whose attendance was well below the norm and that affected our data this year.
- Unexplained absences have decreased by 3% to date.
- Enrolments have increased by nearly 50 students since September of 2014 to 138 by the end of 2016.
- In 2017: Increase attendance from 88.3% to 93%.
- Reporting of attendance data each term to parents including detailed notes from classroom teachers.
- Contacting parents of children who are late early in the morning.
- All staff to examine engaging programs for the first lessons of the day
- Monitoring chronic non-attenders.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	14	15	13	14
2015	13	14	14	15
2016	15	15	15	

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

Enrolments have been steady over the last 3 years due to the single intake system. Prior to this the enrolments could vary drastically from term to term as with 2013 which had 21 in the first term but dropped to 17 in the second. What is clear is that since single intake started our numbers have been steady around the 14 or 15 mark.

Behaviour Management Comment

- 8 students were suspended in 2016, 5 in term 3. 1 for interfering with the rights of others to learn, 2 threatened the good order, 2 threatened safety and wellbeing and 3 for violence.
- These low numbers are a result of us being clear about the bottom lines of violence; verbal abuse; disrupting others' learning processes in our school policies and clearly communicate with these to parents.
- A Bully audit conducted at specific time each term.
- Deputy has worked through restorative practices staff on individual level. All classes engage in circle time on a daily basis.
- Yard time outs and suspensions have reduced dramatically since term 1 2008. We believe this to be a combination of firm rules, consequences and proactive restorative practices.

Client Opinion Summary

Preschool Parent Opinion Survey

- A third of the Preschool parents completed the survey. The feedback clearly indicated that more than 80% were extremely pleased with the quality of teaching and learning, support for learning, relationships and communication and leadership and decision making.
- The following comments were also posted: "The Teachers are very friendly and welcoming. That helps my child want to learn." "I am very pleased with the teachers and kindy program." "Excellent student support." "Exceptional." "Very satisfied." "An exceptional Kindy."

School Parent Opinion Survey

- The school provided surveys to all families with the option of completing it online or returning to school. It is disappointing that only 6 parents participated in the survey therefore not giving a broad picture of parents' opinions about their school and children's education.
- The feedback indicated that the parents who responded are very happy with the school and what it is trying to achieve for their children. More than 80% of the responses were happy with the teachers, their expectations of learning, their child's safety, student behaviour management and their opinions.
- In 2017 we will endeavour to interview parents over the phone to get a better take up rate.

School Student Opinion Survey

- The students surveyed were from Reception 1 to 7. In all areas of the survey more than 80% of students were happy with their education, their teachers and how behaviour was managed.
- There were pockets of students in certain classes who were not happy with things at school and this skewed the data as a result.
- In 2017 we need to look why a small % of students do not feel safe, can't talk with their teachers, do not think behaviour management is well managed and don't take their opinions seriously and address these concerns.
- The following comments were also posted: "Thank You"; "I like the teachers at this school"; "I think we should get gates so strangers can't walk in so I and we can feel safe"; "I love this School".

School Staff Opinion Survey

- All staff were surveyed; 8 surveys were returned. More than 90% of staff provided feedback that they were pleased with their performance and the feedback they receive about their performance, their support from leadership and how behaviour was managed at the site.
- As 38% felt that the school was not maintained well, we will be looking a ways to improve the look of the site in 2017.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
1019 - Christie Downs Primary School	9.1%	10.0%	0.0%
1098 - Lonsdale Heights Primary School	90.9%	90.0%	100.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	12.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	21	87.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Preschool:

Clearly the data indicates that in 2016 100% of school enrolments in Reception came from our own pre-school which clearly was not the case in the previous 2 years.

School:

It is interesting to note that 21 students or 87% of students who transferred in 2017 went to another SA government school. What is not in the data presented is that almost the same percentage transferred into our school from government schools in the same period

DECD Relevant History Screening

- The School and Pre-school were audited re Relevant History Screenings for all personnel on site including volunteers on the 10th September 2014
- It was noted that several clearances were still pending and that DCSI had had these for some months. These clearances came through shortly after the audit.
- In 2015 & 2016 all clearances have been approved even though some had taken some months for the process to be completed.

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	19
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	9.0	0.0	5.3
Persons	0	11	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	24,026.00
Grants: Commonwealth	3,900.00
Parent Contributions	23,758.00
Fund Raising	2,799.86
Other	54,483.86

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	<p>Improved Outcomes for Numeracy & Literacy</p> <ul style="list-style-type: none"> • The total of \$5511 was utilised to purchase relevant literacy and numeracy resources to help deliver auditory understandings and connect with Jolly Phonics ready for schooling. • Concrete materials were purchased to enable early exposure to counting and patterning. 	<p>Literacy: Children use language, engage with texts and make meaning. Numeracy: Children measure and compare, then analyse, read and organise the data in their world.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>ECD and Parenting Outcomes N/A</p>	
Improved outcomes for children with disabilities	<ul style="list-style-type: none"> • The total of 333 ECW hours were utilised to support students with hearing, speech, behaviour and disability. All but 3 students in the Preschool were diagnosed as needing support. One child will be attending a Special Class next year. Due to the high level of complex needs the school supplemented these hours to enable a full time ECW to work alongside the existing teacher and ECW. 	<p>All students with the exception of one child is school mainstream school ready. Several students will still require support and one child will attend a special class.</p>
Improved outcomes for children with additional language or dialect	<p>N/A</p>	<p>N/A</p>

* 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	Please refer to Primary School Counsellor section	Please refer to Primary School Counsellor section
	Improved Outcomes for Students with an Additional Language or Dialect	The \$210 grant was used to assist a new arrivals student with their transition to our school from darlington	Transition successful
	Improved Outcomes for Students with Disabilities	Intensive support was provided for 2 I level students, one of which will transition to a special High school class. D level and A level students received both in class and withdrawal from class in literacy & numeracy	Literacy & numeracy improvements made by 70% of identified students
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	Aboriginal students: A 0.4 AET salary was used to teach cultural awareness across the school. We also had \$24,246 for an ACEO, but was absent all year. Numeracy & Literacy: Employment of SSO's to work with identified students below Running Record benchmarks in the JP and Primary students below Probe benchmarks. SSO's also engaged in Jolly Number program across the school. Children with Learning Difficulties: As with numeracy & Literacy funds. SSO's also engaged in Jolly Phonics across the school. Australian Curriculum: Grant used to release teachers to assess and report against the curriculum. Resources also purchased to support AC delivery.	Students more culturally aware. 75% of identified students attaining numeracy & literacy benchmarks. As Above AC being delivered
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	N/A	N/A
Other Discretionary Funding	Better Schools Funding	<ul style="list-style-type: none"> The school received \$64,000 under the Better Schools Funding Model. This money was used to target the early years by putting it towards the employment of an extra teacher in the Junior Primary. 	Significant improvement in running record benchmarks achieved
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	Salary put towards deputy with for counselling in their role plus monitoring and reporting of chronic non-attenders, reporting of attendance data each term to parents and contacting parents of children who are late.	Attendance decreased by 0.1% to 88.3%. Unexplained absences decreased by 3%.

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