

Sturt Street Community School and Sturt Street Children's Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Sturt Street Community School Number: 1881

Sturt Street Children's Centre Number: 4161

Partnership: Adelaide - Prospect

Name of School Principal:

Darrin Briggs ELC Director Alison Wells

Name of Governing Council Chair:

Angela Gordon

Date of Endorsement:

27/3/17

Site Context and Highlights

Sturt Street Community School and Children's Centre is a unique Birth to Year 7 site situated in the South West sector of the Adelaide CBD. Whilst the school primarily caters for the needs of families who live, work or study in the Adelaide CBD, like the Children's Centre, it also attracts families from neighbouring suburbs as it is a site of choice. Sturt Street has a proud history and is underpinned by strong partnerships that promote a family atmosphere. The heritage site has been carefully designed with learning areas adjacent to each other to assist children make a smooth transition from the Early Learning Centre, to Preschool, School and out of School Hours Care. The recognition as a Children's Centre for Early Childhood Development has paved the way for developing stronger community partnerships with the Adelaide City Council and health and family support services. Our onsite services include Child and Youth Health, a Family Support Worker and a Community Development Coordinator who work cohesively with staff at the site, helping to build capacity of families in their parenting roles.

Cultural diversity is a feature of the sites proud history and still there is more than 29 cultural backgrounds represented at the site. The site supports families from nearby Aboriginal housing and an Aboriginal Community Education Officer works with students and staff to develop a strong cultural identity and inclusion across the school, as well as DECD Aboriginal Engagement Services staff. The teaching of greek language and culture is an integral part of the curriculum. Sturt Street Community School is accredited to deliver an International Student program and the site is also extensively used by a variety of language schools across the weekend.

Children's Centre Highlights

The highlights of the Children's Centre includes the refurbishment of the ELC (0-3 section), which included a dividing wall allowing for two smaller groups of children and new teams; new vinyl throughout and painting. The family grouping has been consolidated by additional professional development in the areas of primary caring which formed part of the Centre's Quality Improvement Plan (QIP). In addition, work has been undertaken in the outdoor learning environments for the ELC, new grass and planting, and the Preschool upgraded the eastern garden which includes an Aboriginal mural which was done as part of our artist in residence program with the preschool children.

The site still enjoys the integration of the site with school children spending time in both the ELC and Preschool and cooking with the Centre's Cook; Preschool children visiting the reception classroom weekly which supports a seamless transition to reception, and weekly activities with a buddy class with year 4/5's. All these relationships support children in the transition into the school. A three year old program was run for those children who had turned three but were unable to move to kindy due to allocated spaces. These programs support the learning of these children but are also pivotal in the successful transition into kindy.

Other highlights included the establishment of the Reconciliation Action Group (RAG) who have been working to the embed Aboriginal culture into our site; and the KidsMatter Committee who have been considering ways enhance mental health for both children and staff.

School Highlights

- O'Brien Street / Resource Centre Redevelopment. After 3 years in the planning Stage 1 and 2 was completed in Term 4. Renovation is due for completion in Term 1 2017.
- Upgrade of irrigation and rehabilitation of grass areas.
- Teaching for Effective Learning (TfEL) Pilot Project: Teachers and students have collaborated together on a project that focussed on developing teacher capacity to develop powerful learners by seeking and acting on students' feedback and perceptions on Literacy and Numeracy pedagogy.
- National Day of Action against Bullying and Violence, whole school picnic at Princess Elizabeth Park, school based activities.
- Senior choir participated in the Festival of Music Performance at the Festival Theatre.
- Students attended a wide variety of excursions and events throughout the year.
- Stephanie Alexander Kitchen Garden Project was run in Room 5 assisted by parents.
- Years 3-5 participated in the Way2Go Bicycle Education program as part of our Road Safety Awareness Education Program.
- Students from Year 7 attended advanced leadership courses at the start of the year.
- Instrumental music program continues to grow with a number of students learning woodwind and brass instruments.
- Students and Teachers participated and completed. Growth Mindsets courses from Stanford University.
- "Play Is The Way" founder Wilson McCaskill held workshops with parents and teacher.
- Community Film night: "Most Likely To Succeed"

Governing Council Report

Dear Parents,

It has been my privilege to chair the Governing Council of Sturt Street Community School & Children's Centre in 2016.

As an elected group of parents, community members, teachers and staff, Governing Council met at least twice per term as required by the Department for Education and Child Development (DECD).

At Sturt Street, Governing Council is the employer of non-DECD staff within the Early Learning Centre (ELC) as well as all staff within the Outside School Hours Care (OSHC) program.

Sturt Street Community School, a multi-site campus encompassing birth to year 7, presents members of Governing Council with the ongoing challenge of ensuring compliance with all relevant regulations. The complexity of this challenge and interpretation of requirements has led to robust discussions throughout the year.

To this end, 2016 may well be referred to as the "Year of the External Review".

This started during the summer break with an external review of OSHC. The identified areas for improvement have been addressed by Kate Kenny, Austin Brandon and staff to comply with relevant standards and assessment against the National Quality Standards will continue in what has been a challenging time for our OSHC service with continuing renovations to the facilities.

From here, attention then fell on the Finance Department. Unlike businesses, school finances operate on a calendar year. A change in staffing brought with it a fresh curiosity in how to use a unique financial model. The three separate working units have accounts which need to be combined to produce a whole of Sturt Street Community School financial picture. DECD has deemed our finance model to be something of a 'work-in-progress'.

The external review of the school conducted in October 2016 by DECD is a process which seeks to raise student achievement and sustain public confidence in DECD schools. The overarching review question investigated by the panel was "How well does this school improve student achievement, growth, challenge, engagement and equity?" Over several days our school leadership, teachers, parents and students informed and presented their reports and views and we are grateful to everyone for the considerable amount of work and time that was involved to present the review team with such a positive snapshot of our school.

On behalf of Governing Council I was pleased to co sign the review team report which commends our school for its commitment to achievement and perception data to inform decisions and actions at the individual student, class and whole school levels. The entire report is available for parents to read on the school website.

During the year, Governing Council was invited to a screening of the US documentary "Most Likely to Succeed". This followed a US high school specifically created to challenge traditional educational institutions. SSCS then secured a separate screening of this on site. Governing Council was encouraged by parental and community interest which has led to the proposed formation of a Parents and Friends group. It is hoped this group will involve active parental participation across our culturally diverse community.

Throughout 2016 many parents, friends and staff members volunteered large amounts of time to SSCS. Governing Council is grateful to all who have been involved in the sub-committees and to those who have operated solo. Of particular mention is the Education Committee. Members surveyed parents as a start to the new strategic plan. They also successfully applied for a grant to translate sections of the SSCS website into simplified Chinese. Well done! I would like to acknowledge and farewell the outgoing members of Governing Council, Emma Hosking and Ashleigh Lynch and thank them both for their considerable input to meetings and commitment to Sturt Street over many years.

We are all looking forward to the opening of the re-configured library and learning area which was heavily discussed in past meetings. The limited outdoor play areas across the school continue to be redeveloped as needs arise.

We are all looking forward to making 2017 "the year of success" at Sturt Street Community School & Children's Centre. I look forward to reporting these successes.

Thank you for your support and we look forward to the continuing involvement of parents and the community in Governing Council and other representative committees to support the work of the Sturt Street Community School and Children's Centre staff in delivering a high quality, challenging and creative learning environment for all our children.

Angela Gordon
Chairperson
Governing Council

Quality Improvement Planning (Preschool)

An overview of the Quality Improvement Plan (QIP) for the Children's Centre :

Quality area 1: Educational program and practice

Focus has been on consolidating primary caregiving and policies and procedures that support this. Professional development was undertaken by the whole staff team.

Numeracy and literacy was a focus in planning for children and embedding into the curriculum. This work was a focus within the Adelaide Prospect Partnership and aligned to the Numeracy and Literacy indicators.

The kindy/preschool group also were involved with a literacy inquiry project with DECD - SPLASH, which involved staff working with the DECD speech therapist to build their capacity in building literacy into all aspects of their work with children.

Quality area 2: Children's health and safety

WHS reps worked on developing policies and procedures to meet the requirements of the National Quality Standards and WHS legislation. Training was sought to support this process and included an independent report to be commissioned to identify the Centre's priorities and ensure compliance.

The Child Protection curriculum was integrated within the program. Explicit teaching about personal safety, expression and regulation of feelings was the focus.

Quality area 3: Physical environment

Consideration was given to children's learning spaces and how we can use and create spaces which allow children to access a variety of experiences and be aesthetically pleasing.

This included dividing the 0-3 indoor space to provide two rooms enabling smaller family groups and consolidating teaching teams. New vinyl was put down and the room was painted.

The 0-3 outdoor play space also had a refurbishment with more planting and lawn installed, allowing for better use of the whole space for children.

The kindy/preschool had an Aboriginal artist in residence who worked with the children in painting 3 murals which were erected in the newly developed Eastern Garden and the 0-3 outdoor play space.

Quality area 4: Staffing arrangements

An independent staffing review was undertaken to consider efficiencies and consider ways which staffing could be arranged to support the Centre's philosophy such as primary caregiving.

Improved communication was also a focus due to the physical structure of the centre. This included more team meetings and group programming.

Quality area 5: Relationships with children

Primary caregiving was a focus - embedding into philosophy and the policies and practices of the Centre. Professional development helped to support this and build a greater understanding for educators.

Quality area 6: Collaborative partnerships with families and communities

Programs continue to be offered to families in the community to support them in parenting and build greater capacity for coping, and building networks. Having the Community Development Coordinator and Family Support Coordinator move into the main buildings has also improved access to them by our site community and educators building greater capacity at many levels.

Quality area 7: Leadership and service management

Leadership continues to build lines of communication to build greater understanding of the needs of the staff, families and community. This included seeking feedback at every level to identify needs i.e. day to day routines, philosophy and policies.



Improvement Planning and Outcomes (School)

At our site review day held in 4th Term staff and community were led through processes to review our 2016 Site Improvement Plan Focus Areas, Targets and Strategies.

Numeracy: Analysis of data sets across all year levels reveals a mostly upward trend for all students accumulating with 100% of Year 7 students achieving benchmark. Whole site Maths agreement created. Intensive training has occurred this year to develop teacher skills in both how to teach mathematics, what to teach and when. Recommendations for 2017 include implementation of Maths Agreement and the 'viable and guaranteed curriculum'; monitor, report and moderate student portfolios across partnership. Continue the development of Natural Maths / enquiry / pedagogy to promote intellectual stretch and powerful learners.

Literacy: Whilst our analyses of data sets across all aspects of literacy remain impressive the area of writing was highlighted for improvement and will remain an area of focus in 2017. Recommendations for 2017 include the trailing of Brightpath for monitoring students writing in parallel to the scaling against EALD. The writing of a common literacy agreement between staff. Implementation of the Daily 5 pedagogy (Teachers were trained in 2016). Literacy focus teacher R-7 to coordinate all aspects of literacy including Jolly Phonics and EALD.

Powerful Learners: It was the final year of our partnership TfEL project which has significantly added valuable insight and processes into our practices as educators. Learner dispositions and latest brain theory on learning has been a strong focus. Students (Yrs 3-7) and teachers successfully completed the online Mindset Works / Brainology courses from Stanford University. After three years in the planning the redevelopment of our multipurpose Resource Centre has been completed with the kitchen to be completed in 2017. Recommendations for 2017 is to continue the TfEL work with a focus on Science. Year 3 students to complete Brainology. Utilization of redeveloped Resource Centre and kitchen. Continued focus on intellectual stretch and the promotion of academic excellence. Continued promotion of inquiry based learning, authentic student influence (student voice and SRC), feedback for learning, transforming tasks.

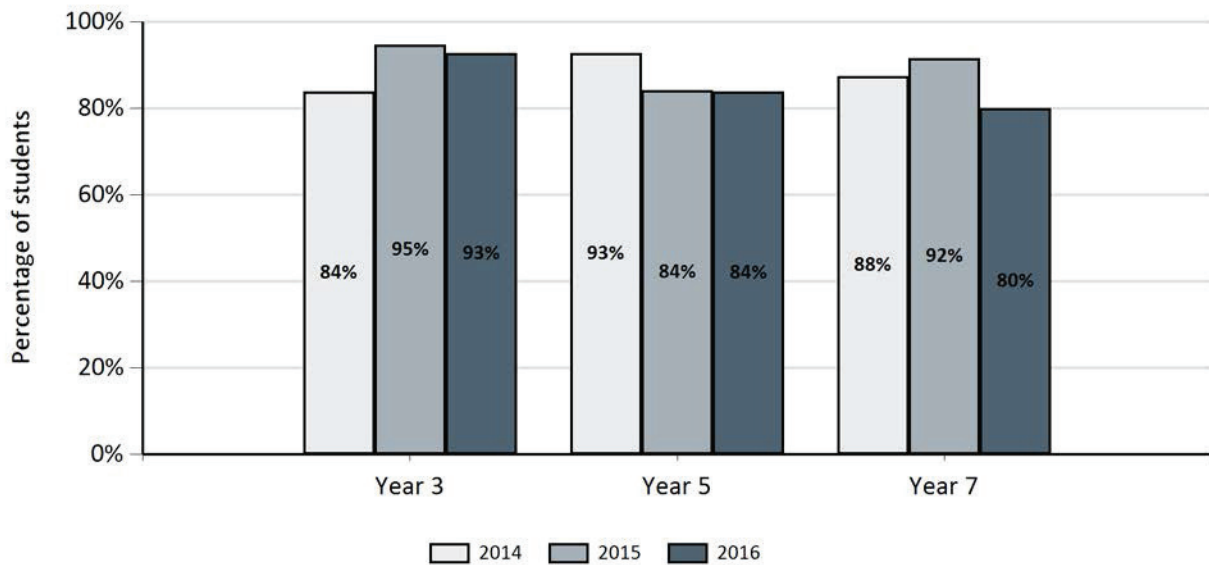
Relationships and Learning: Strong support for "Play Is The Way" methodology to continue. Behavior Management is consistently well managed across the site. Various Well-Being surveys throughout the year indicate that the students are happy in their relationships with fellow students and staff. Recommendations for 2017 include new staff to be trained in "Play Is The Way" methodology. Being an inner city school with a focus on excursions continue Way2Go /road safety/ bike education programs. Emphasise on celebrating our cultural diversity & inclusiveness throughout the year.

Performance Summary

NAPLAN Proficiency

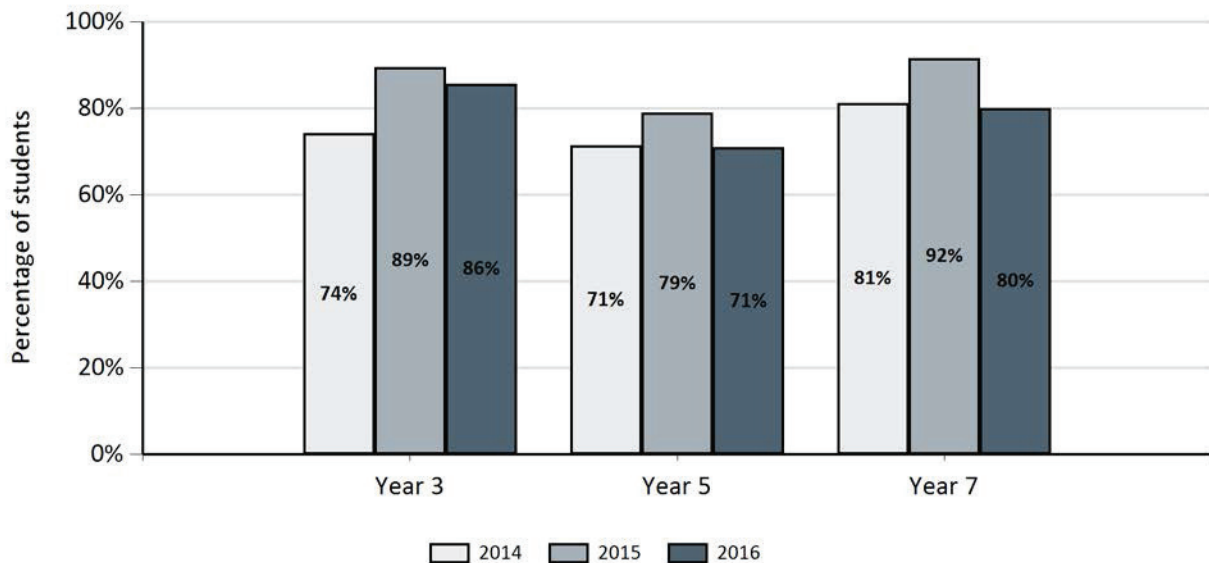
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	23%	0%	25%
Middle progress group	42%	43%	50%
Upper progress group	35%	57%	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	27%	25%	25%
Middle progress group	46%	25%	50%
Upper progress group	27%	50%	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	14	14	7	8	50%	57%
Year 3 2014-16 Average	21.3	21.3	12.3	6.7	58%	31%
Year 5 2016	31	31	12	6	39%	19%
Year 5 2014-16 Average	21.3	21.3	8.0	4.3	38%	20%
Year 7 2016	10	10	5	5	50%	50%
Year 7 2014-16 Average	12.7	12.7	6.3	4.7	50%	37%

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

Student performance is monitored through a range of assessment practices which are then utilised to inform teaching practice.

In the Junior Primary Years, Running Records results provide valuable insight into the progress of student's literacy skills. This year, 66% of Reception reached the DECD Standard of Educational Achievement goal by the end of term 3. 61% of Year One students and 87% of Year Two students reached the benchmark by the end of Term 3. These attainment levels were slightly above state and similar schools. All students who did not achieve the benchmark received early intervention to support their progression.

A School Performance Report for 2011-2015 show that our students are on an upward trend with reaching recommended reading levels and this years' results follow that trend.

All students who are independent readers have access to Literacy Pro, giving them books suitable to their reading level and supporting the development of comprehension skills. Data from this program shows that 67% of students are proficient or advanced in their reading and comprehension abilities. Collectively, our students took over 2000 quizzes to collect this data, reading close to 40 million words.

Our NAPLAN results for reading is impressive – 87% reached benchmark in Year 3, 97% in Year 5 and 100% in Year 7. All students who did not reach benchmark (3 students in total) have access to support. Trends show that most students who achieve in the higher bands for NAPLAN are retained. PAT-R results also reveal an upward trend with student results with minimal numbers of students not achieving the benchmark.

Student writing is scaled twice per year using the Language and Literacy Levels. Our EALD teacher then supports students to improve their writing skills through in-class support. Staff meetings provide opportunities for teachers to moderate student writing and discuss effective teaching practices to improve student writing. NAPLAN results show that 87% of Year Three students achieved the minimum benchmark in writing and spelling, and 100% of both Year Five and Year Seven students achieved these benchmarks.

In Maths, our PAT-M results reveal a mostly upward trend for all students. NAPLAN shows that 87% of both Year Three and Year Five students reached the minimum benchmark whilst 100% of Year 7 students achieved the benchmark.

Intensive training has occurred this year to develop teacher skills in both how to teach mathematics and what to teach. Staff have been actively involved in analysing student performance throughout the year at both a site and partnership level. The analysis involves considering each NAPLAN question and our student's performance against both schools of a similar category and nation-wide. Staff consider data in a triangular way – looking at 3 different pieces of student data- to diagnose individual learning strengths and needs. This occurred twice in the year and provided opportunities for staff to discuss the data professionally and to inform their teaching practice. Staff worked with teachers from our partners

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	85.0%	89.5%	88.6%	88.9%
2015 Centre	84.6%	83.3%	70.3%	81.8%
2016 Centre	86.5%	77.8%	88.9%	
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	93.6%	94.2%	92.6%
Year 1	93.6%	92.8%	89.2%
Year 2	92.6%	91.4%	91.2%
Year 3	95.8%	95.6%	92.0%
Year 4	93.6%	93.5%	94.3%
Year 5	95.7%	93.6%	94.6%
Year 6	94.0%	94.7%	93.7%
Year 7	90.6%	89.0%	94.9%
Total	93.8%	93.2%	92.7%

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

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

Attendance Comment

Attendance levels across the school remain consistently high. The introduction of the SENTRAL School Management System has improved the ability of teachers and leadership to monitor attendance. The school continues to struggle with a large number of students arriving late which we believe is related to students travelling into the city from 40 various post codes around Adelaide.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	40	38	35	36
2015	39	36	37	33
2016	37	36	36	

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

The preschool enrolment fluctuated during the year due to a number of transient (international) families. There is a waiting list for preschool so positions were filled easily during the year. Families accessing the kindy are offered a guaranteed place in the preschool despite where they may reside. Places filled are a combination of children living in the CBD, families working in the CBD, families from neighbouring suburbs and those which have been referred through our Community services or Housing SA who runs programs for Aboriginal women experiencing domestic violence. In 2016 families have been able to access the universal access preschool through five sessions. Many families use a combination of preschool and long day care either for extended care to enable them to work and/or book additional long day care sessions. We have had a flexible approach to session preferences, allowing families to choose relating to their work, study and other commitments.

Behaviour Management Comment

Behaviour Management is a permanent agenda item at staff and Governing Council meetings where data and management issues are discussed. Our data indicates that there are a small number of students that make up the majority of the behavior incidents. During the course of 2016 students have generally been very well behaved with only minor issues recorded. There has been 5 suspensions. We continue to address this through a range of initiatives such as early intervention programs for Junior Primary with targeted social skill programs 'What's the Buzz'. In 2016 all of the teaching and support staff have now been trained in the "Play Is The Way" social skills program which underpins our whole school methodology.

Client Opinion Summary

The Children's Centre families were given a survey covering all of the 7 quality areas under the National Quality Standards (NQS).

Relationships with families and children was highlighted as the greatest strength of the Centre. Families spoke of caring, warm, friendly staff whom they felt comfortable with and respected their knowledge of child development and planning for children's development.

An area highlighted as having room for improvement was communication. This has been highlighted in the Centre's QIP and covers areas for communication from daily communication, sharing of child's development and learning outcomes and information from leadership.

All 120 families in the school were provided with surveys for the 2016 parent survey – and disappointingly there were only 22 survey's completed. The following responses demonstrate 19% of parents from our enrolment.

From the surveys received it is clear that there is a high level of satisfaction in the program, however it is clear that we need to find other avenues of collecting parent opinion, given the limited response to surveys.

Key points

- Teachers at this school expect my child to do his or her best. 89% Agree /Strongly Agree
- This school is well maintained 92%
- My child feels safe at this school 89%
- I can talk to my child's teachers about my concerns 88%
- Teachers at this school motivate my child to learn. 80%
- My child's learning needs are being met at this school. 69%

Selected comments

- As a small school some aspects are harder to offer, but I feel the school goes to great lengths to offer students diversity and fun.
- My child feels safe at school. He is encouraged to be curious with his learning and he is allowed to have his personality show through his work. I appreciate this.
- My child's teacher is exceptional. There are always challenges in such a diverse student group and she responds to these with skill, compassion and fairness. She is attuned to my individual child and has responded to our concerns with great empathy for us and our child, observing carefully and conveying to us all the complexity she observes and making thoughtful suggestions.

Parent Involvement

- Difficult at this stage due to work commitments.
- I would love to help out more and be involved with the school more - though I work 5 days a week - so I'd need to take time off work to help out during school hours. If there was more outside of school hours - I could consider it.
- Out of school hours events/activities where more school community is involved so can interact with other parents.

Curriculum and specialist teachers

- The majority of the responses favoured Physical Education and Visual Arts followed by Music, Information Technology and Science.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0120 - Gilles Street Primary School	3.7%	4.4%	8.7%
0179 - North Adelaide Primary School	3.7%	0.0%	0.0%
0207 - Kilkenny Primary School	3.7%	0.0%	0.0%
0475 - Westbourne Park Primary School	3.7%	0.0%	0.0%
0548 - Black Forest Primary School	0.0%	4.4%	0.0%
1881 - Sturt Street Community School	81.5%	91.3%	87.0%
8074 - Scotch College	3.7%	0.0%	0.0%
8311 - St Aloysius College	0.0%	0.0%	4.4%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	20.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.9%
Transfer to SA Govt School	27	77.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Families come to Sturt Street Community School from over 40 different post codes around Adelaide. The school population is generally stable with small student movements due to changes in family circumstances. A majority of the children attending preschool access Sturt Street Community school. This provides a seamless transition for those children as they had attended a weekly session with the reception class for 2016. The other two schools accessed are also city schools as their families live and/or work in the city.

DECD Relevant History Screening

All staff in ELC, school and OSHC present current DCSI clearances as a pre requisite of their employment. Teachers continue to be cleared through their teacher registration. This is renewed every 3 years. Existing staff renew clearances when flagged as within 90 days of expiry in administration records. Teachers have this recorded on their Teachers registration and DECD authority to teach certificates. All other staff are required to undertake the screening and provide a copy of the documentation prior to working at the site. Visiting consultants and therapists present their clearances on their first attendance at the site. The school continues to process applications for clearances for all volunteers, including parents as these parents usually wish to assist with Swimming Week and overnight camps.

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	16
Post Graduate Qualifications	6

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	9.4	0.0	1.8
Persons	0	11	0	2

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

Financial Statement

Funding Source	Amount
Grants: State	\$ 2,281,100.50
Grants: Commonwealth	\$0
Parent Contributions	\$72,450
Fund Raising	
Other	\$0

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	The preschool was involved in the SPLASH program (6 month inquiry project) to help improve speech and language learning outcomes for children by increasing the knowledge and skill base for teachers about their pedagogy. Teaching resources were also purchased to support their work with children.	Intentional teaching was evident in regard to speech and language. Improvements made for all children were evident in from data collected. Families accessing several services.
Improved ECD and Parenting Outcomes (Children's Centres only)	Extensive and varied programs offered to families onsite and in local community. This has meant a greater more diverse access for families. Children's Centres have worked together to offer programs such as Bringing up Great Kids (BUGK) and Circle of Security (COS). Evidence of families accessing all services shows capacity building.	
Improved outcomes for children with disabilities	Families and children are offered additional support using DECD special services and Inclusive Directions. This has enabled staff to work in both small groups and 1:1 care at times. Staff have attended specific professional development to build knowledge and skills to better support these children and work in partnership with families.	Children are included and supported into Centre programs - providing skills for children to be independent learners.
Improved outcomes for children with additional language or dialect	Building capacity of staff to work with children requiring additional support through professional development and mentoring using bilingual workers and DECD speech therapists. Resources developed for use with these children to support them with their daily communication.	Children understanding and accessing resources/teaching tools to help them communicate their needs and understand the routines.

* 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	In 2016 we were allocated an additional 0.2 towards a Primary School Counsellor. This time was consolidated within our Deputy Principals duties across the site.	Play Is The Way underpins our social and emotional learning across the site.
	Improved Outcomes for Students with an Additional Language or Dialect	In 2016 a specialist EALD teacher worked 0.3 across the site providing literacy support for students and teachers.	All students across the school are levelled against the EALD literacy levels.
	Improved Outcomes for Students with Disabilities	In 2016 students 6 D - levels and 1 A- level students were supported in their learning with targeted teaching and Individual Learning Plans.	Individual Learning Plans written for all 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	In 2016 Aboriginal Students were supported through additional leadership, teaching and SS0 support. Individual Learning Plans for all students have been updated. In addition an ACEO worked with students across the site for 15hrs/per week In 2016 our First Language Maintenance allocation has been reduced to the following staffing level 0.15 as per DECD directives. In 2017 this will again be reduced to 0.1 In 2016 we received \$7,723 Primary Australian Curriculum Strategy. This was spent on providing teacher release to work on a series of Mathematics assessment and moderation workshops which was a Adelaide /Prospect Partnership initiative.	Individual Learning Plans written for all Aboriginal students. Modified program was offered to our Greek speaking students with a focus on the Early Years.
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding	In 2016 we received \$11,560.00 as part of the Better Schools Funding (Gonski)	This was combined into the total school budget.
	Specialist School Reporting (as required)	N/A	N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	N/A	N/A

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