

Mark Oliphant College

Mark Oliphant College (B-12) and Mark Oliphant College Children's Ctr

2022 annual report to the community

Mark Oliphant College (B-12) Number: 1900

Mark Oliphant College Children's Ctr Number: 1448

Partnership: Peachey

Signature

School principal:

Mrs Kerry Williams

Governing council chair:

Mrs Lee Russell

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights for the combined site

Mark Oliphant College B-12 (MOC) is a Birth to Year 12 School with a category 2 level of disadvantage. It has a very high multicultural enrolment of 1892 students in the northern suburbs. It has over 170 Aboriginal and Torres Strait Islander students, accessing support from the Aboriginal Education Team, including specialised programs such as Kurna Language classes and South Australian Aboriginal Secondary Training Sports Program.

At Mark Oliphant College, our focus has been to provide a consistent whole school approach to teaching Literacy with an emphasis on reading. Effective literacy skills form the foundation upon which all learning is built by developing independent life-long readers and writers who comprehend and communicate effectively. Improved reading outcomes within a culture of high expectations. All students having access to high quality literacy opportunities that support them to become balanced readers. These priorities have been supported through teacher training and development opportunities which have focused on quality data analysis processes and reading comprehension training across the entire site. This will continue for the 2023 academic year as we further refine our practices based on ongoing review and evaluation of our student progress.

Our Children's Centre is an integral part of our College. The Centre offers a wide-range of programs in response to our diverse community, with the intention of supporting early childhood development and parenting. A broad range of playgroups targeted toward pregnant mothers, babies, toddlers and preschoolers are offered, allowing families to engage in parenting programs, occasional care, preschool and other therapeutic programs and/or supports.

Our integrated Preschool (80 children) and Occasional Care (52 children) program is also highly utilized, catering for children 0-5 years. Our Occasional Care program has provided a crucial bridge for families into our Centre, particularly for those who are vulnerable. Families are able to build strong and trusting relationships with staff which have proven to be a platform for engagement with other targeted programs such as SPOT playgroup (Speech/OT).

Our Children's Centre leadership team includes a Community Development Coordinator, Family Practitioner, Occupational Therapist and Speech Pathologist. Our multidisciplinary team work collaboratively, with our regular 'It Takes a Village to Raise a Child' meetings promoting a whole team around the child/family approach.

Governing council report

This year has certainly been an interesting one with the start of the Year bringing COVID rapidly into schools and causing a delay to the start for many, Lee worked closely with the school making sure where Governing Council could assist getting announcements into the community fast where possible.

This year 99% of our meetings were held online, with wonderful attendance during a hard time we were dealing with Covid.

Governing Council with the assistance from leadership and staff hosted our first Colour Run and Raising close to \$6,500 which the money was going towards a new BBQ trailer to assist with future events at the school. Governing Council was also behind the Random act of kindness gifts to staff in 1st semester in 2022 and really appreciated by all.

Many Governing Council members attended year 12 graduation this year and seeing our amazing year 12's Graduate on stage.

Reflecting back on this year, we had a one year return review though I can see many wins for the school. Data showing an increase in our Literacy especially.

Mark Oliphant College has an amazing cohort of staff and even with COVID surrounding us, our staff stuck together and with Kym's leadership we got through a very hard and trying year.

Governing Council assisted with discussions and moved to accept the change with our devices and deposits program into 2023.

We say Goodbye to Kym Grant after 5 years of hard work and dedication to our MOC site, with 3 years of Kym's tenure being Covid it certainly has been a interesting time.

We Thank Kym for his dedication and wish him the best for 2023 at Mt Gambier High School

We welcome our new Principal appointed for 12mths Mrs Kerry Williams.

School quality improvement planning

Our F-6 staff have continued to develop consistent coherent practices by embedding phonological awareness practices in every classroom through an improvement process of Professional Learning, planning time, a commitment to action, sprints to implement commitment, leader walkthroughs identifying “champions” and peer to peer observations followed by an agreed set of non-negotiables to ensure quality practice. Staff have continued to work towards achieving the challenge of practice with a focus on strengthening practices to develop quality literacy blocks. Modelled reading and guided reading were focus areas of professional learning in terms 3 and 4 to continue and embed in 2023. Teachers’ trialled fluency pairs as a guided reading strategy and this will continue in 2023 with strategic planning to support resourcing and assessment. Staff continued to work in PLTs to further refine practice for identified wave 2 students. PAT R data was used to identify gaps in learning for students in years 2-6 and OARS resources were utilised to support targeted intentional teaching of reading strategies. Foundation and year 1 teachers focussed on strengthening phonics instructional routines that were consistent across all year levels.

The year 2 team participated in the ORF trial administering the 1 minute assessment each term and implementing strategies to support the growth of fluency in students reading as one element of reading comprehension. This data was triangulated with running records and PSC data. All year 2 classes showed growth and teachers further strengthened their practice. In term 4 the year 2 teachers shared their journey with staff to begin the process of staff using the Dibels ORF assessment tool. The LGU coach continued to work with year 2 teachers to further build consistent quality in instructional phonics routines. The feedback from the LGU coach was that there was significant shifts in practice across all classes.

The year 4 team engaged with the curriculum lead in trialling units of work. They shared their journey with staff and all year 3-6 classes trialled a unit of work in terms 3 and 4. Regular meetings with the curriculum lead provided opportunities to refine the process of adapting and adopting the units of work to meet the needs of the students and understand where units of work fit in with quality practices in the literacy block. This work will continue in 2023 with the support of the curriculum lead as year F-2 begin to trial the new units of work.

Our 7-12 staff have continued with our focus on reading comprehension with an emphasis on before, during and after reading activities. The implementation of these strategies was monitored through ‘walkthroughs’, PDP conversations, formal observations and the ongoing monitoring of teacher confidence in the teacher actions of the SIP. Feedback from these processes has influenced further refinement of our secondary processes and professional development with a greater emphasis being placed on the ‘science of reading’ to enable teachers to gain a more holistic view of the pedagogies associated with BDA. This identified need is now reflected in our professional learning calendars for 2023. In addition, initial reading comprehension and fluency diagnostic testing on our year 7 cohort has revealed the need for further refinement of our site’s diagnostic testing regime and associated wave 2 & 3 intervention strategies.

Preschool quality improvement planning

Through the self-review processes two priorities were identified including:

1. Phonological Awareness Skills
2. Oral language Development

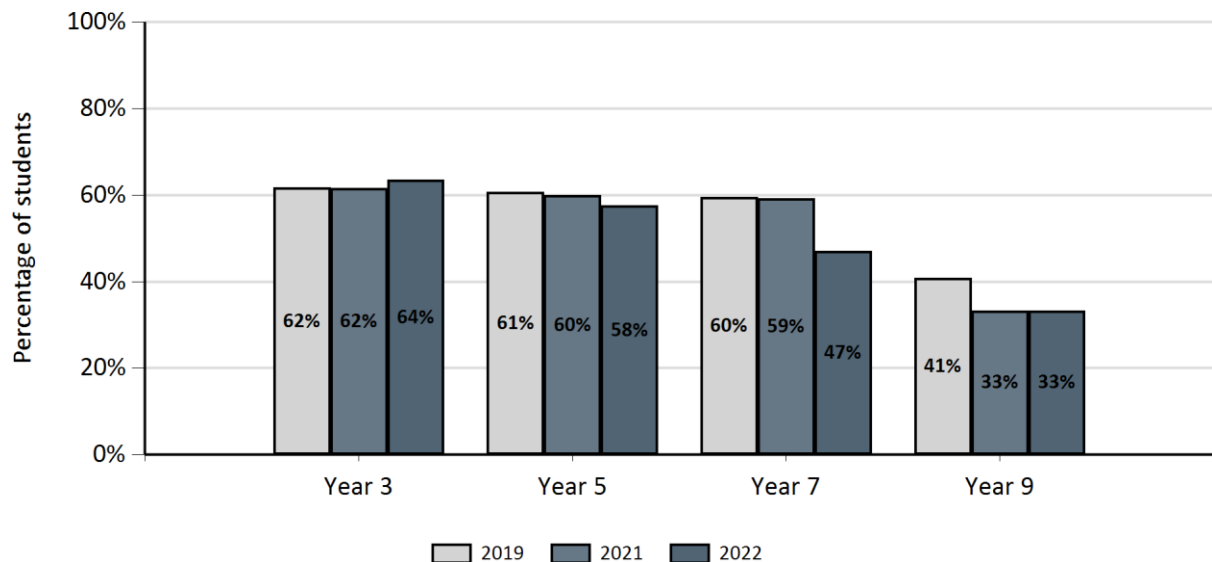
During the first half of the year the team experienced a change in leadership and the teaching team. There was a focus on ensuring that all teachers and educators were consistent in their interactions with the children and families with all staff participating in the Responsive Relationship program facilitated by the allied health team. Additionally, the focus on early literacy development specifically phonological awareness, concepts of print and tier 2 and 3 vocabulary development. Practice was developed through targeted professional development, coaching, modelling, observations, feedback and visiting other sites to observe practice. Using evidence-based teaching strategies (book-based program, Karen Carson) intentional teaching of phonological awareness skills was implemented through small groups and became embedded in the program. Regular monitoring and tracking of data highlights that all children experienced growth in their phonological awareness skills and oral language development.

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

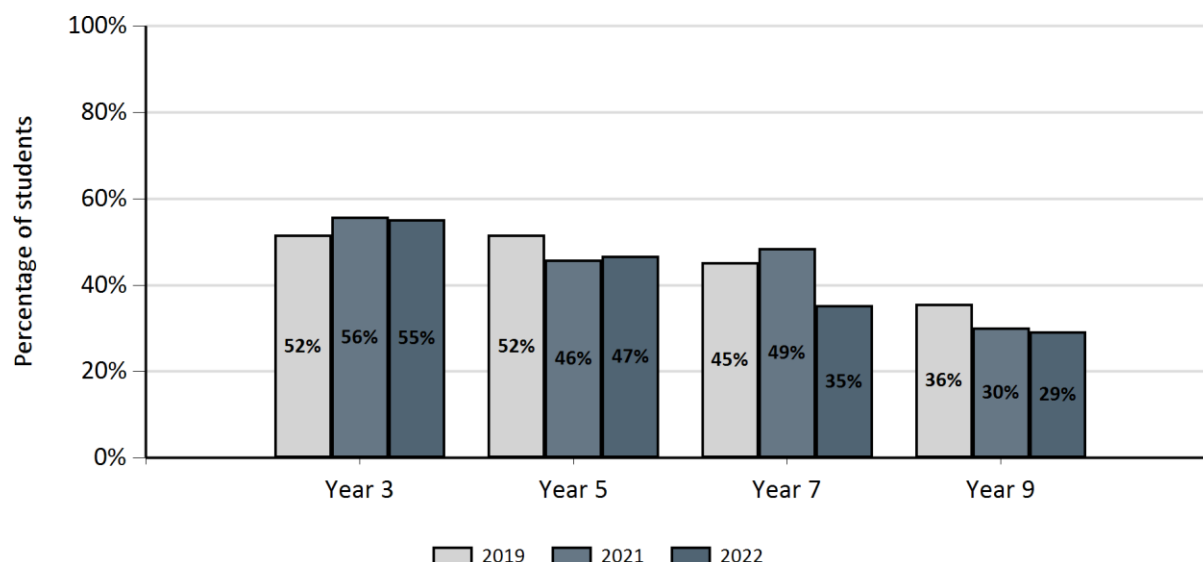


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	85	85	24	8	28%	9%
Year 03 2021-2022 Average	85.5	85.5	21.5	6.5	25%	8%
Year 05 2022	92	92	11	5	12%	5%
Year 05 2021-2022 Average	88.5	88.5	8.5	4.5	10%	5%
Year 07 2022	204	204	10	4	5%	2%
Year 07 2021-2022 Average	153.5	153.5	11.0	7.5	7%	5%
Year 09 2022	198	198	2	3	1%	2%
Year 09 2021-2022 Average	195.0	195.0	5.5	3.0	3%	2%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

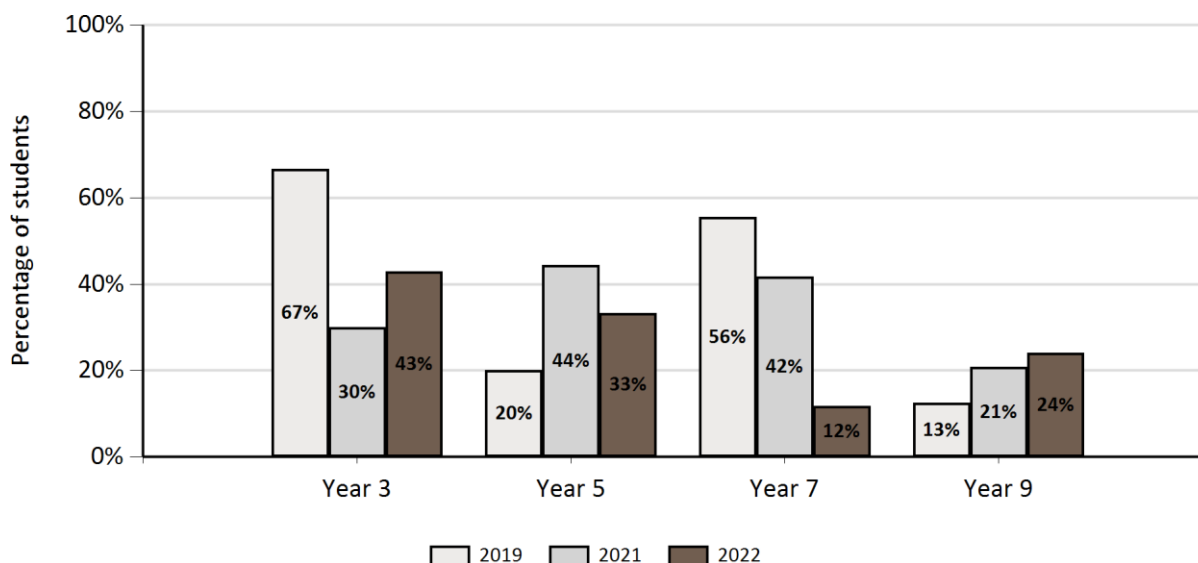
[^]includes absent and withdrawn students.

*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



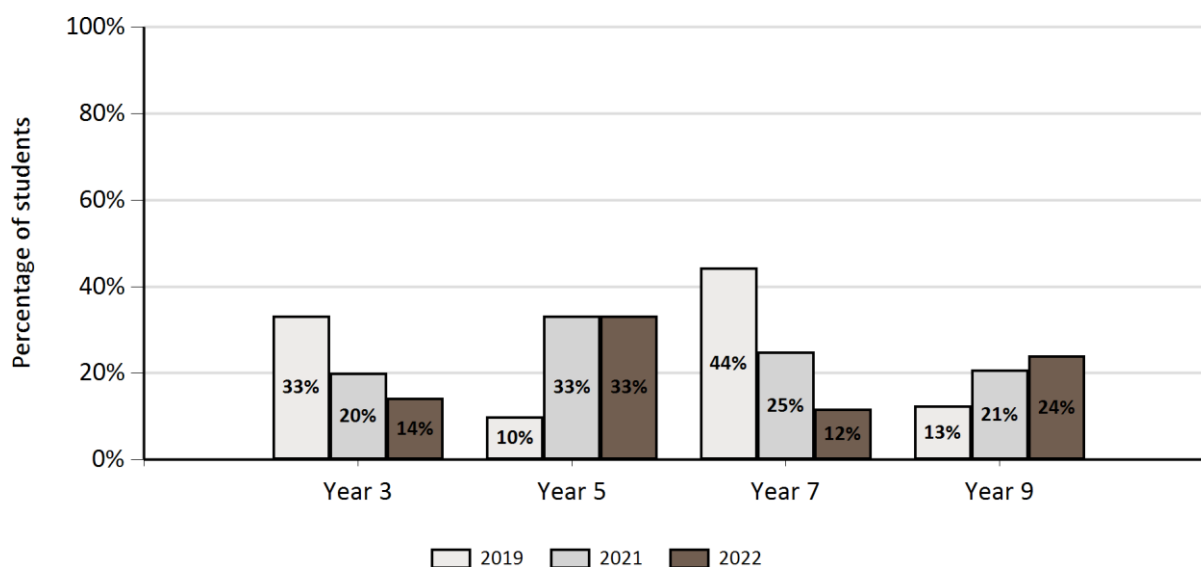
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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 2022.

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 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 03 2022	7	7	2	1	29%	14%
Year 03 2021-2022 Average	8.5	8.5	1.5	0.5	18%	6%
Year 05 2022	6	6	1	1	17%	17%
Year 05 2021-2022 Average	7.5	7.5	1.0	0.5	13%	7%
Year 07 2022	17	17	0	0	0%	0%
Year 07 2021-2022 Average	14.5	14.5	0.0	0.0	0%	0%
Year 09 2022	25	25	0	0	0%	0%
Year 09 2021-2022 Average	24.5	24.5	0.5	0.0	2%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]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 2022: Tracking & Monitoring

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

Our Aboriginal Education Team comprising a B1 Leader, 2 AET's an ACETO 2 and 2 AEW's promotes a 'child-centered' approach to learning within an Aboriginal community context. Working in collaboration with all key stakeholders we have aimed to provide Aboriginal students with quality learning and developmental experiences. In accordance with DfE's Aboriginal Learner Achievement - Quality Matrix and Action Template we are focusing on 'Tracking and Monitoring Growth & Achievement'. Over the next five years our Aboriginal Education Team Action Plan will focus on the following 2 Goals:

1. To improve literacy benchmarks across all sub-schools, through the tracking, monitoring and use of data.
2. To engage Aboriginal families as partners by engaging Aboriginal communities to develop the culture and identity and create opportunities for communities to engage in the delivery of cultural knowledge and languages within our site.

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

School grade achievement data is tracked term-by-term, as is attendance and wellbeing data. The achievement data shows that students who continue through to stage 2 are successful in achieving their SACE. This year 7 of our Aboriginal Students successfully completed their SACE. There is however a significant number of students who do not remain at Mark Oliphant College to attain that level, and there is a degree of transience and non-attendance amongst ATSI students. This has been a focus of our Team throughout 2022 with an emphasis on community and family connections with an improvement over all of 30% in attendance rates across the College. It is envisaged that greater family connections will occur on the completion of our new AB Ed. Centre which will be fully functional in 2023. Achievement data for individual students is available to all teachers and support staff, via Day map and is used to differentiate classroom teaching. There has been a particular emphasis on tracking and monitoring growth and achievement in order to provide appropriate learning interventions. This included using a data wall to track student grades term by term across several years of data.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
94%	96%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	0%	0%	0%
A	3%	1%	1%	2%
A-	3%	4%	3%	6%
B+	6%	9%	10%	10%
B	11%	12%	15%	12%
B-	17%	14%	17%	14%
C+	21%	18%	19%	19%
C	26%	26%	22%	27%
C-	7%	11%	11%	9%
D+	2%	2%	1%	0%
D	2%	1%	0%	0%
D-	1%	1%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

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

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

2019	2020	2021	2022
93%	85%	90%	94%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	97%	96%	99%	100%
Percentage of year 12 students undertaking vocational training or trade training	43%	44%	48%	53%

School performance comment

An analysis of our Semester 1 and 2 A-E grades across years 1-11 revealed that students meeting SEA increased 2.5% from 72.9% to 75.4%. During the same period the number of A grades increased by 1.6% going from 4.9% to 6.5% of all grades. There was also a corresponding 2.5% decline in the number of students not meeting SEA reducing from 27% of all grades to 24.5%.

SACE completion increased from 98% in 2021 to 100% in 2022. Overall 97 students attained their SACE and 23 of those students received university offers through SATAC. 99.3% of Stage 2 grades were at C- level or above continuing the trend upwards since 2020. Achievement in the A grade band increased 4.6% moving from 3.9% in 2021 to 8.5% of all grades in 2022. Our highest achieving student achieved an ATAR of 98.25.

Every Stage 1 student successfully completed English and the Personal learning Plan and 64% of Stage one grades in Mathematics were a C grade or better.

Every Stage 2 student achieved a C grade or better in the compulsory Activating Identities and Futures subject with 35% of all grades being in the A and B grade bands.

53% of students studied VET while completing SACE and 31 of those would not have achieved their SACE without VET. 9 students participated in an Australian school-based apprenticeships or traineeships. 13 Alternative learning students successfully completed their SACE. 100% of students enrolled in the Stage 2 Modified SACE completed their SACE.

The 2022 PATM data showed that the majority of students in Years 7 to 10 were achieving at or above SEA. This number fluctuates slightly through years 7 – 10, with the highest achievement observed in years 8 & 9 with increases in students achieving SEA and an increase in those above the 50th percentile in years 8 & 10. The data shows that approximately 47% of our Year 7 cohort, 66% of our year 8 cohort, 67% of our year 9 cohort and 58% of our year 10 cohort achieved SEA which is consistent with our ongoing challenges in maintaining participation rates after Year 8.

Our secondary PATR data demonstrated that 45% of year 7 students, 71% of year 8 students, 60% of year 9 students and 61% of year 10 students achieved SEA. The most notable growth area was noted with the 2021 year 7 into year 8 cohort SEA achievement increasing from 71% in 2021 to 84% in 2022.

Our 2018 and 2022 NAPLAN data indicates:

18 year 7 students demonstrated growth in NAPLAN numeracy with 6 students progressing closer to meeting SEA, 10 students progressing from achieving below SEA to meeting SEA and 2 students progressing from meeting SEA into the higher achievement bands. During the same period 30 students maintained their achievement at SEA and 2 students maintained their achievement in the higher bands.

24 year 9 students demonstrated growth in NAPLAN numeracy with 15 students progressing closer to meeting SEA, 8 students progressing from achieving below SEA to meeting SEA and 2 students progressing from meeting SEA into the higher achievement bands. During the same period 30 students maintained their achievement at SEA.

36 year 7 students demonstrated growth in NAPLAN reading with 8 students progressing closer to meeting SEA, 25 students progressing from achieving below SEA to meeting SEA and 3 students progressing from meeting SEA into the higher achievement bands. During the same period 27 students maintained their achievement at SEA and 5 students maintained their achievement in the higher bands.

25 year 9 students demonstrated growth in NAPLAN reading with 11 students progressing closer to meeting SEA, 13 students progressing from achieving below SEA to meeting SEA and 1 student progressing from meeting SEA into the higher achievement bands. During the same period 34 students maintained their achievement at SEA and 1 students maintained their achievement in the higher bands.

Primary PAT Reading patterns of improvement were evident in all year levels 4-6, with an average of 76% of students increasing their

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	100.0%	98.2%	99.4%	96.8%
2020 centre	98.8%	N/A	80.2%	85.6%
2021 centre	87.6%	81.2%	89.4%	77.3%
2022 centre	70.1%	68.6%	76.3%	90%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	92.7%	83.6%	90.6%	84.2%
Year 1	91.3%	86.4%	87.4%	87.0%
Year 2	91.3%	84.9%	89.7%	83.6%
Year 3	91.6%	86.4%	90.5%	85.9%
Year 4	88.9%	86.0%	90.7%	87.0%
Year 5	92.2%	83.6%	89.8%	84.5%
Year 6	88.8%	82.3%	86.9%	84.1%
Year 7	87.2%	78.4%	86.4%	82.0%
Primary Other	N/A	N/A	N/A	N/A
Year 8	84.5%	77.8%	81.4%	78.8%
Year 9	81.7%	74.1%	77.8%	70.4%
Year 10	79.1%	75.5%	75.8%	77.4%
Year 11	78.2%	72.7%	78.0%	75.4%
Year 12	75.4%	77.7%	74.8%	76.7%
Secondary Other	84.9%	77.9%	80.3%	72.2%
Total	84.8%	79.4%	82.7%	79.6%

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

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

Attendance comment

We have a clearly defined process for monitoring individual student attendance. For students demonstrating poor attendance patterns, Home Group teachers work with our administration staff, Student Wellbeing and Engagement Coordinators, parents and outside agencies to address the problem in a strategic manner which may involve home visits, referrals and developing modified programs to support those students who have significant attendance issues. Our whole of College attendance rate for the 2022 year was 85% which is lower than in previous years.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	80	79	80	83
2020	82	N/A	84	87
2022	79	79	80	80
2021	89	87	85	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

Behaviour management support strategies continue to be a focus at Mark Oliphant College. The data has indicated for all year levels that there have been progressive reductions of Reflection Room referrals by staff as the year has progressed with 500 less behavioral incidences F-12 being recorded. Positive Education underpinned by Restorative Practices is a priority at Mark Oliphant College with a focus on positive relationships across the site. Strategies are embedded in classroom practice encouraging students to flourish in all sub-schools. There was 29 instances of bullying and harassment reported, all of which have been resolved to the satisfaction of all parties. All staff have been trained in restorative practices and those new to the school in 2023 will receive additional training.

Parent opinion survey summary

Parent satisfaction with the School has seen ongoing improvement. The overall improvements in the number of agree responses are attributed to a range of initiatives including: regular communication with parents via Day Map, SMS, Facebook, class Dojos and a greater focus on individual student engagement and resiliency, clear and accessible policies, clear and well publicised School directions and ongoing facilitation of our communications strategy. It was also evident via parent comments that our communication processes were further refined throughout the COVID lockdowns which have now been adopted by the school in all parent communication.

All other indicators showed an improvement in positive responses from 2% to 5% when compared with 2021 results. Parents again, highlighted that respectful relationships are a feature of the college between staff and students, Communication was also highlighted with some parents still having problems with accessing the parent portal. Parents also possessed clarity as to what is expected of their child at school but there was a general sentiment that more information was required from teachers as to how best to support their child at home.

Our student wellbeing and engagement survey reflected students feeling strongly connected to the school particularly with their teachers as well as with their peers. It was pleasing to note that the students believed that all forms of bullying had substantially reduced in comparison to previous survey results. This was further reflected in the results of a bullying audit conducted in term 4 of this year which revealed only minimal ongoing bullying was occurring predominately through social media.

Staff have been surveyed in a variety of forums as the school begins to refocus and realign itself to ensure clarity of direction as well as improving conditions for learning. The Site's perspectives survey highlighted a variety of perceived issues as it related to Leadership, decision making, communication, and change and will form part of the overall improvement agenda for the College.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1900 - Mark Oliphant College (B-12)	160.0%	182.5%	185.9%	168.4%
8033 - St Columba College	12.5%	7.5%	2.4%	10.5%

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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	36	15.7%
NS - LEFT SA FOR NSW	6	2.6%
PA - PARENTING/CARER	1	0.4%
PE - PAID EMPLOYMENT IN SA	27	11.7%
QL - LEFT SA FOR QLD	9	3.9%
SM - SEEKING EMPLOYMENT IN SA	26	11.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	109	47.4%
U - UNKNOWN	5	2.2%
VI - LEFT SA FOR VIC	7	3.0%
WA - LEFT SA FOR WA	4	1.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

As a site we experience a high level of transiency, this being reflected in the significant number of students who transfer interstate/overseas or to another government school throughout the year. As a site however, we recognize the need to review our exit processes to monitor student destinations more closely as we still have a disproportionately high number of unknowns.

Relevant history screening

Mark Oliphant College ensures compliance with the Departmental history screening verification by:

- Sighting and recording clearance information on EDSAS
- Verifying the identity of first time visiting DfE, CAHMS, Families SA and other support agency employees and noting verification next to their name in the site's sign in book
- Establishing shared-use agreements with community groups
- Maintaining the accuracy of screening information on EDSAS

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	186
Post Graduate Qualifications	74

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	2.0	124.9	5.1	53.7
Persons	2	130	6	69

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$54,760
Grants: Commonwealth	\$3,000
Parent Contributions	\$523,366
Fund Raising	\$15,561
Other	\$2,500

Data Source: Education Department School Administration System (EDSAS).

2022 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 school)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
Targeted funding for individual students	Improved wellbeing and engagement	Our well-being leaders have been instrumental in the implementation of a whole school approach to restorative practices. This has involved all in our community staff, students and parents being trained to utilize the practices. Further training and workshops will occur in 2023, further embedding the practices into the culture of the College.	Reduction in the number of suspensions and confrontational behaviour incidents is occurring.
	Improved outcomes for students with an additional language or dialect	Literacy focus within the Site Improvement Plan. All staff provided with PD in levelling. Appointment of 3 EALD teachers owing to an increase in students	All students appropriately levelled with associated targeted intervention strategies.
	Inclusive Education Support Program	Support across the entire College for students verified and identified with varying levels of disability. Support staff received targeted PD in a variety of areas aligning with students they support. Teachers have further explored differentiated approaches to the classroom practices to support students as required.	Majority of students were able to successfully complete their SMARTER goals
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	<p>ATSI students were supported through the SAASTA program In the Senior Years as well as targeted support across the college. APAS funding further enabled greater targeted intervention of identified students through a one to one support model.</p> <p>The Middle years Supported Learning Program (SLP) has been further refined to ensure expertise of both teachers and support staff align with the identified needs of the students.</p> <p>The College FLO program has been further developed, with the employment of case workers to support all students at the individual level.</p>	<p>All students in the SLP Support classes demonstrated progress.</p> <p>6 FLO students achieved SACE.</p>
Program funding for all students	Australian Curriculum	<p>Staff released to moderate samples of work.</p> <p>Curriculum Leaders were released to work with Curriculum Project Officers to explore and implement the new units of work with an emphasis on embedding literacy practices across all curriculum areas.</p>	This work will be continued in 2023.
Other discretionary funding	Aboriginal languages programs initiatives	N/A	N/A
	Better schools funding	This funding has been utilized to reduce class sizes in our Primary and Early Years to enable teachers to provide greater support to students in progressing our Literacy improvement agenda.	Improved Phonics screening and running records.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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2022 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) (650 characters)	Outcomes achieved or progress towards these outcomes (650 characters)
Improved outcomes for numeracy and literacy	Funding was utilised to provide release time for teachers to participate in professional development opportunities with the Early Childhood Leader and Head of Children's Centre to further develop their understanding and skills around small group planning and programming with a focus on literacy learning specifically Phonological Awareness skills. This included coaching, modelling along with formal observations and feedback. Additional funding was used to purchase resources to support the book-based program.	Data collection (PASM, COP & Yakka Trakka) indicates that all children had significant growth in their oral language development, phonological awareness skills and early literacy skills.
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Inclusive Education Support funding allocation was utilised to support children to access 1:1 support with SSOs to develop their functional needs. All staff were involved in professional development with the Department Speech Pathologist to develop their understanding and use of argumentative and alternative communication to support the high number of children who required communication support. In addition to small group intervention for children requiring speech and language support and social and emotional skill development.	Successful targeted small group intervention program, children making progress in speech and language. Children developing their functional needs and meeting their goals for the personalised plan accessing the preschool program. Along with support for families accessing support and education pathways for 2023.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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