



Avenues College and Avenues College Children's Centre

2022 annual report to the community

Avenues College Number: 906

Avenues College Children's Centre Number: 1582

Partnership: Torrens

Signature

School principal:

Mr Hamish McDonald

Governing council chair:

Sarah Philips

Date of endorsement:

7 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Avenues College is a category three school in the northern East suburbs of Adelaide, offering many opportunities for students in a Birth to Year 12 setting.

The school combines a long history of education in the local neighbourhood through an amalgamation of Gilles Plains Primary School which opened for its first students in 1901, the secondary school opened in January 1960. The Gilles Plains Children's Centre was opened in 2013. The College hosts students from the Wiltja boarding, supporting young people from the APY lands to experience and learn in a mainstream school setting.

The Centre for Deaf Education (CDE) supports Deaf and Hard of Hearing students 8 – 12 and has operated on the college site for over 20 years.

The highlight of the 2022 school year was the completion of some capital works still awaiting finalisation from the amalgamation, including grounds and technology infrastructure.

Avenues College maintains a long-standing inter-school exchange program with an interstate college. This unique program continues to offer our secondary students opportunities to engage and represent their respective schools with pride. Due to the COVID-19 pandemic, this was postponed for 2022 and will resume in 2023.

Governing council report

In Term 4, the Governing Council was involved in the College's External School Review. This provided us with the opportunity to highlight the ongoing improvement that has been evident in the College via the learning program and in the improvement in NAPLAN and SACE results. These results have assisted the College to continually gain the community's confidence. To further support the community's trust in the College's educational program, the Governing Council worked with the local council and appropriate local members to consider parent matters such as school crossings and the chicane outside the school to address the ongoing safety concerns. Furthermore, our preschool enrolments have grown to a capacity of 60 for 2023, and we look forward to implementing a mid-year intake for preschools in Term 3, which will increase the preschool further.

2022 was both exciting and challenging for Avenues College with all the planning to be ready for our new year 7 and 8 students as part of the state-wide Transition to High School change, as well as the technicalities of Covid-19 and what it meant week-to-week and even day to day for learning and indeed working on the site either face to face or remotely.

Students have participated in many great activities across the preschool, primary and secondary sub-schools involving sporting, visual and performing Arts events and enrichment activities like Pedal Prix and Nunga Tag. They have also continued to show great team spirit and leadership at our College through the many House activities provided. Our children's centre community programs are shared with the broader school, including Twilight transition evenings, Minya Mob playgroup, Art Gallery, and a Nature play day. This has actively supported stronger connections between Playgroup/Preschool and our Junior Primary years. Next year we look forward to resuming the interschool exchange program, which has continued to be on hold due to COVID travel restrictions.

Staff at Avenues College have continued their support and care for all students within the College to ensure they have every opportunity to achieve their very best.

I want to thank the Governing Council members for their time and contribution to college matters. I appreciate their openness and their dedication to the College. I want to pay special tribute to Ms Margaret Couchman, our community member on the Governing Council, who celebrated a milestone of 50 years connected with our school. This is indeed a commitment well worth celebrating.

To all the students at Avenues College, we hope you had another great year. We want to congratulate our Year 12 students for their achievement. We thank you for your contribution to our community and wish you every success with your future goals and life beyond High School.

School quality improvement planning

As seen in the data analysis of the school performance section, Avenues College has a clear improvement agenda: To increase students' high achievement and growth in Reading, focusing on vocabulary and comprehension. This improvement goal was identified by reviewing the available data from PAT, NAPLAN, school achievement grades and phonics screening checks.

A direction from a recent external school review suggested the learning community collaboratively develop and embed whole-school literacy and numeracy practices to ensure an evidence-based pedagogical approach is implemented across all classrooms to engage and challenge learners. As a result, the staff developed a clear challenge of practice for their improvement in line with both identified areas to collaboratively develop and embed an R-12 whole school consistent literacy practices in Reading by strengthening formative assessment strategies and high-impact teaching strategies underpinned by the Literacy Guidebook and Science of Reading research to intentionally plan and design learning across the curriculum that stretches all learners aligned to the English Literacy Scope and Sequence.

To track our collective efforts as a learning community, we set ambitious targets to increase to 25% (i.e. maintaining 35 students, 8 additional students) of Year 7 students achieving in the high bands as this was considered a focus area. In an evaluation of our actions, we recorded an effect size in Reading of 0.6 to 1.0 across R – 10, and more importantly, in Year 7, we recorded an overall improvement of 0.74.

At a recent whole school review and evaluation day to assess and reflect on our actions and targets, the staff celebrated this success and achievement but further refined their challenge of practice actions to focus on the development of and embedding R-12 whole school consistent literacy practices in Reading by intentionally planning and designing learning across the curriculum that stretches all learners developing formative assessment practices and high impact teaching strategies. We intend to achieve and measure this through the following ways: CURRICULUM & ASSESSMENT - Develop and use formative and common summative assessments across year levels to track progress and inform quality planning and differentiation, PEDAGOGY - Develop a shared understanding and implementation of Reading practices within curriculum planning & documentation focused on: explicit teaching, Before, During & After (BDA) & close reading strategies, and other identified HITS (differentiation, feedback).

Once these elements (whole school curriculum, assessment and pedagogical understanding) are embedded, all teachers will move to focus on the link between Reading (Vocab & Comprehension) and Writing (elaboration of ideas, sentence structure, cohesion), Moderation through the use of common texts/text types, and the transfer of practices into other Learning Areas (inter-disciplinary/core concepts).

Preschool quality improvement planning

The collaborative self-review process has been a culmination of many meetings/workshops to engage in the annual self-review and PQIP. Key actions have been 1. Quality observations of children's learning- Understanding and using Yakka Trakker has enhanced our quality observations of children to record them initiating conversations, types of vocabulary used, understanding of questions, turn-taking in conversations, phrase length and topic maintenance. Worked in pairs to record observations during group times.

2. Enhancing 'Wait time'- Anecdotally, we have noticed that all educators give longer wait time to give children the opportunity for their voices to be heard. This simple, mostly consistent focus has allowed children to think about what they want to say or do next. 3. Developing a shared understanding of Pedagogical Documentation- We saw ourselves as learners and so were able to develop learning in children. Our team presentation, 'Same, same but different: How learning from each other leads to Educators noticing more in children,' demonstrated that we are a diverse, cohesive team. 4. Parent feedback/parent input. We added elements to the 'Planning Book'. We trialled inquiry-based learning and aimed to develop two Big Ideas each cycle to share with families. Avenues families enjoy commenting after learning experiences through class Dojo.

Processes supporting our goal's progression included: 1. Revisiting the philosophy statement with the whole children's centre team has elicited values/beliefs and created a safe space for dialogue and challenging different views. 2. Creating intentional events for family learning days, celebrations of learning and cultural celebrations within our community for educators to share stories, specific learning examples and the growth of individual children. They provide an authentic opportunity for families to share their perspectives on their child's learning. 3. Allocation of meeting times to analyse individual pieces of ped doc to find examples of individuals and groups of children progressing towards our goal of developing reciprocal conversations.

Processes that have challenged our progression are 1) Appointment of the new director in term 2, which provided challenges in balancing focus from the partnership direction and the existing QIP. Staff felt comfortable about sharing that in the initial change, they felt led off track from reciprocal conversations to mark-making. 2) A perceived 'too big' change in direction - Resolution was reached through the hard work of all educators in new team building, team alignment and understanding others' perspectives. Developing shared understandings of ped doc returned the focus to reciprocal conversations. 3) Timing of research- Through looking at research on 'purposes of language,' it was felt that using a tool to guide us through our ped doc discussions would be helpful to embed 2023, ensuring we allow time for meta-cognition and reflection on levels of questioning.

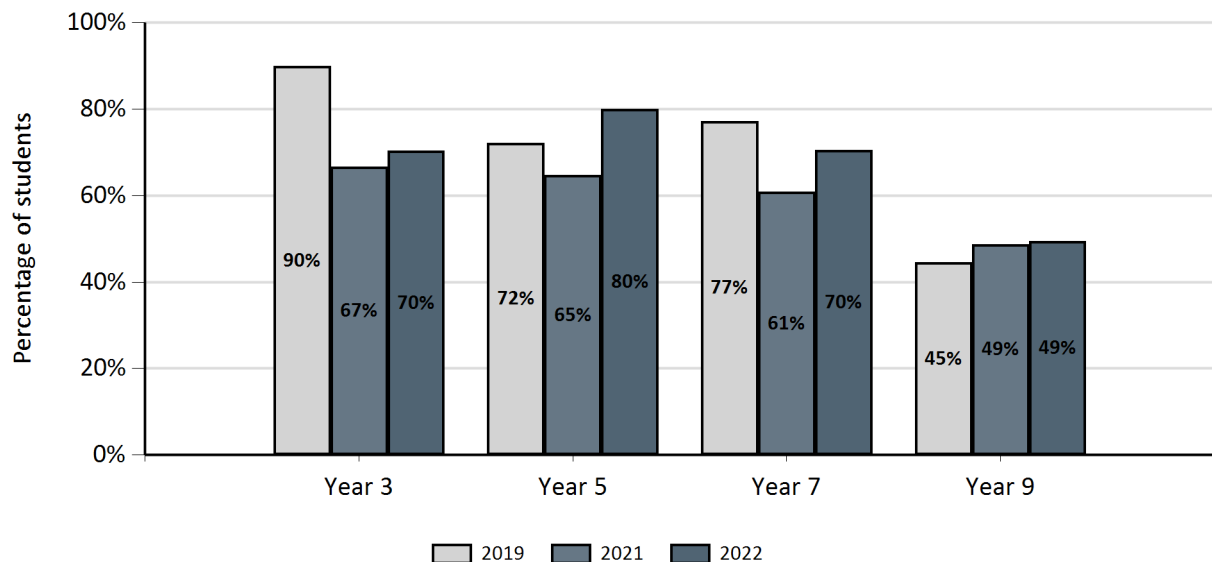
Clear next steps are 1. Applying our learning to our new planning cycle template to guide the facilitation role of educators to plan for individual's growth. 1. Profile a calendar for the year to plan professional learning and embed ped doc analysis 2. Consolidate using Building and Strengthening co-planning cycle 3—support co-planning and team collaboration by developing a team prep/meeting room 4. Further, enrich ped doc analysis by ensuring there is an expectation that all staff contribute to ped doc 5. Enhance working with families by augmenting Dojo messaging with 'before, during and after' experiences provocations.

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

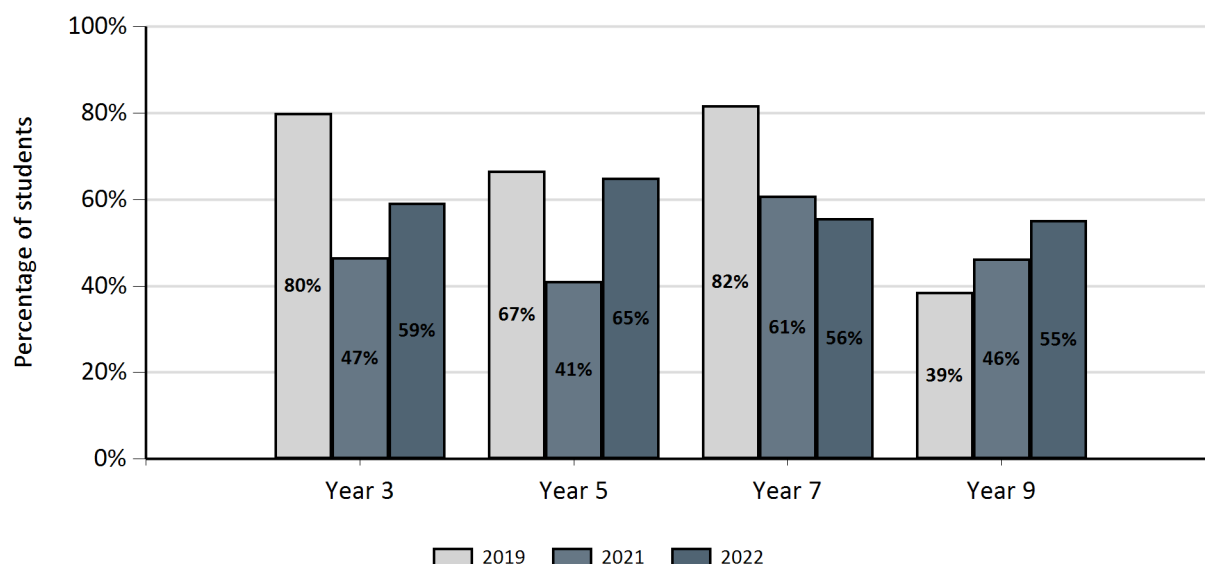


*NOTE: No NAPLAN testing was conducted in 2020.

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	27	27	12	2	44%	7%
Year 03 2021-2022 Average	21.0	21.0	6.5	2.0	31%	10%
Year 05 2022	20	20	6	2	30%	10%
Year 05 2021-2022 Average	18.5	18.5	6.0	2.0	32%	11%
Year 07 2022	61	61	13	10	21%	16%
Year 07 2021-2022 Average	42.0	42.0	9.0	6.5	21%	15%
Year 09 2022	87	87	5	3	6%	3%
Year 09 2021-2022 Average	84.5	84.5	7.5	3.5	9%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

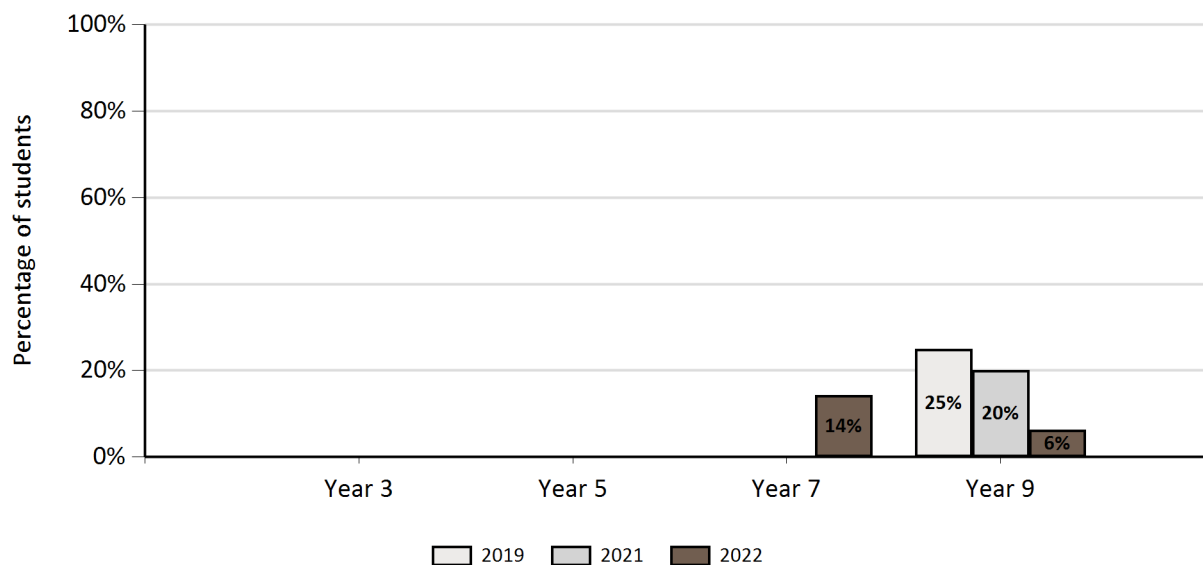
[^]includes absent and withdrawn students.

*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



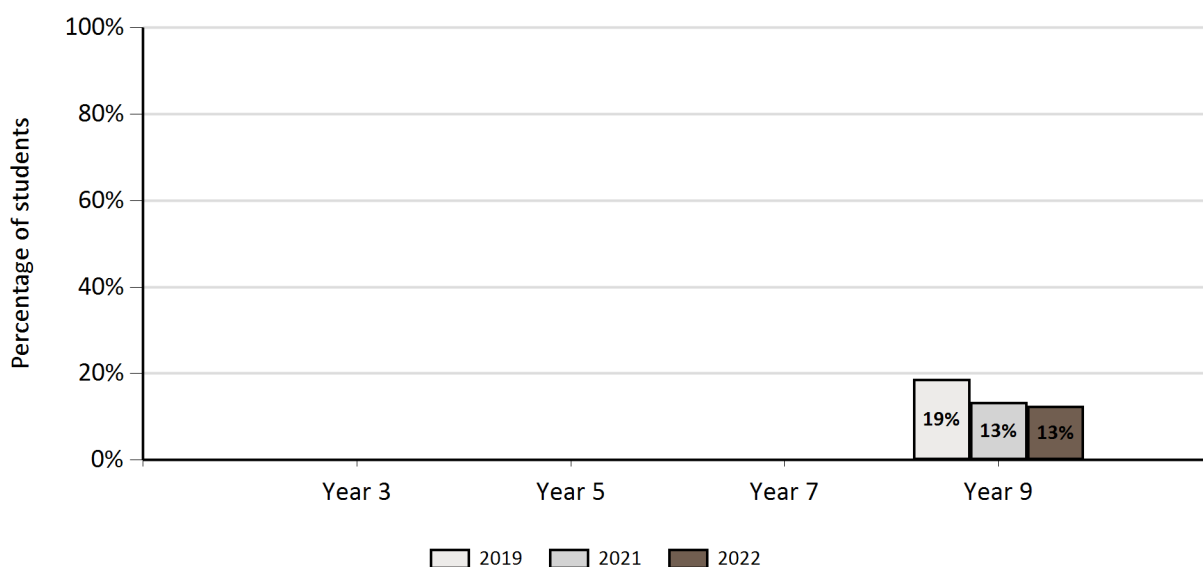
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	7	7	0	0	0%	0%
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	16	16	0	0	0%	0%
Year 09 2021-2022 Average	15.5	15.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 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: Intervention & Support

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

The key element of the ALALR, which Avenues College focussed on during 2022, was intervention and support. Aboriginal learners comprise a high proportion of Avenues College students (close to 20%), with a mix of urban and remote community members. Several of our teaching and non-teaching staff members have engaged in the EAL'D Hub learning resources, supported by a partnership EAL/D Coach. This work will continue into 2022, with additional PLTs added to our professional learning calendar. There was a focus on mentoring and supporting primary staff to work with students using EAL/D pedagogies. Literacy (reading) improvement is a crucial SIP goal for all Avenues College students. The impact of improvement in teacher knowledge across the school in supporting rich appropriate vocabulary development and comprehension is demonstrated with the improvement of NAPLAN/PAT-R results. ATSI learners continue to be supported by our Aboriginal Education Team (ASETO, ACEO, Well-being EAL/D and Aboriginal Education Coordinators, AET's and Director of Inclusion), who continue to work with and collaboratively support teachers.

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

Aboriginal Programs Assistance Scheme (APAS) at the Avenues College provided specific and tailored literacy and numeracy support to year 11 and 12 Aboriginal students regularly. The program was facilitated by an APAS tutor each Tuesday. Support with learning occurred in small group tutorial settings during timetabled study lessons. Tutoring targeted Stage 1 and 2 SACE subjects - Research Project, PLP, Essential English, Essential Maths, Digital Communication solutions, and Aboriginal Studies. This program supported 5 Year 12 students and 6 Year 11 students to work towards completing SACE compulsories.

The 2022 Aboriginal Programs Assistance Scheme (APAS) Primary School component at the Avenues College provided targeted literacy and numeracy support to students in years 3 – 6. The program was facilitated by an APAS tutor each Tuesday. Students were withdrawn from class to receive one-to-one support. Flexible Learning programs were provided to 23 Aboriginal students in 2022 to re-engage with learning and increase attendance. Strategies included SACE Completion accessed through NESPN CLC, Transition to Work and Outreach reconnection.

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
100%	96%	99%	98%

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+	0%	0%	1%	3%
A	3%	1%	6%	5%
A-	4%	5%	18%	10%
B+	12%	9%	12%	14%
B	19%	24%	24%	14%
B-	12%	13%	12%	15%
C+	14%	11%	9%	14%
C	30%	28%	12%	19%
C-	6%	5%	5%	4%
D+	0%	3%	0%	1%
D	0%	0%	0%	1%
D-	0%	0%	0%	1%
E+	0%	1%	1%	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
78%	78%	89%	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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	98%	100%	97%
Percentage of year 12 students undertaking vocational training or trade training	#Error	66%	68%	61%

2021	2022
100%	100%
75%	51%

School performance comment

NAPLAN Reading (% achieving Standard of Educational Achievement SEA): 70% Of Year 3's, 80% of Year 5's, 70% of Year 7's and 49% of Year 9's, compared to 2021 results of 67%, 65%, 61% and 49% across respective year levels. This was an increase from 2021.

NAPLAN Numeracy (% achieving Standard of Educational Achievement SEA): 59% Of Year 3's, 65% of Year 5's, 56% of Year 7's and 55% of Year 9's, compared to 2021 results of 47%, 41%, 61% and 46% across respective year levels. This was an increase from 2021.

SACE: In 2022, there were 35 students eligible to complete their SACE and Modified SACE.

100% of eligible Year 12 students attained a Year 12 certificate (SACE completion). This is 1.34% above the state average of all students who completed their SACE, which was 98.66%.

There has been a shift upward in grade distribution compared to State results. While the median has remained the same, there has been a shift with the lower end of results to equate the state average.

34 [18.48%] of all SACE Stage 2 grades were in the A band in 2022 compared to 37 [24.18%] in 2021. This is a decrease of 5.7% in A grades compared to 2021.

Our top student, Arjan Kulthrestha achieved an ATAR (Australian Tertiary Admissions Rank) score of 98.86.

51.43% of students completed the SACE and gained credits through the recognition arrangements for VET in SACE. 27 Year 11 – 12 students were involved in vocational and trade training courses, and six were in year 12. These figures represent 21 students participating in VET in School, with 6 in Australian School Based Apprenticeships.

75.58% of SACE Stage 1 student achieved C and above grades, a 0.65% increase compared to 2021. There was a decrease in A grades of 0.19%, a reduction in B grades of 0.56% and an increase in C grades of 1.4%

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	83.9%	73.1%	57.4%	75.0%
2020 centre	79.1%		82.7%	84.3%
2021 centre	75.4%	83.1%	65.8%	70.3%
2022 centre	82.1%	79.3%	69.8%	55%
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	86.6%	89.7%	89.6%	78.0%
Year 1	83.2%	83.0%	90.0%	76.5%
Year 2	88.5%	76.7%	88.3%	76.6%
Year 3	91.1%	83.2%	83.4%	74.2%
Year 4	92.2%	87.8%	89.3%	71.8%
Year 5	91.6%	88.0%	82.6%	70.9%
Year 6	90.3%	85.9%	92.9%	78.8%
Year 7	90.8%	87.4%	80.3%	80.2%
Primary Other	N/A	87.6%	N/A	N/A
Year 8	84.7%	82.8%	82.5%	69.4%
Year 9	79.4%	77.9%	80.8%	75.1%
Year 10	84.0%	77.4%	75.9%	76.8%
Year 11	88.1%	79.6%	79.8%	82.9%
Year 12	81.2%	82.5%	74.7%	77.6%
Secondary Other	96.0%	93.8%	86.9%	83.1%
Total	85.3%	81.6%	81.6%	76.8%

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

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

Attendance comment

The overall school attendance in 2022 was 76.8%. COVID presented some complexities for students in returning to school regularly. The positive strategies we have implemented to improve attendance rates include care group teachers actively following up on absences, subject teachers offering a meaningful curriculum, employment of an SSO Attendance Officer and three student well-being managers across the site, the SMS message system, 3 and 5-day absence letters to alert parents/carers of their child's absence from school.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	41	38	40
2020	45	N/A	35	34
2022	37	46	45	49
2021	32	32	35	49

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

An analysis of student behaviour management incidents showed a significant decline in incidents from 2021 for the whole school. Some behaviours were evident in the Year 9-10 level, which are recognised as challenging year levels to support positive behaviour choices.

Overall, it was a very positive transition year having a double cohort commence High school with the Year 7's moving to this secondary campus. The College started training in the recognised Berry Street Education Model. This work has developed a focus on supporting all students site-wide with a focus on positive engagement/respect and Consistent Predictable Routines.

Parent opinion survey summary

Comments provided by parents were positive, acknowledging the service, professionalism and commitment of educators to the programs provided. Responses received from parents were appreciative of the school's efforts in several areas, with a majority expressing satisfaction with the school. All results were within the state's comparison group results. Areas of further focus for parent engagement and improvement include:

- Students are perceived as respectful to teachers and others
- Students and parents to have a clearer understanding of the standard of work being carried out
- More feedback on learning tasks

Areas of significant impact included:

- Teachers and staff working and talking with students
- Parents value the importance of education and home learning routines
- Students are equipped to plan pathways

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
906 - Avenues College	0.0%	4.0%	0.0%	57.1%
146 - Avenues College Beatty Ave Campus	57.9%	60.0%	72.0%	10.7%
1043 - East Marden Primary School	5.3%	0.0%	0.0%	3.6%
665 - Hillcrest Primary School	5.3%	0.0%	4.0%	10.7%
898 - Klemzig Primary School	0.0%	0.0%	0.0%	3.6%
9115 - Prescott Primary Northern	0.0%	0.0%	0.0%	3.6%
9031 - St Martin's Catholic Primary School	5.3%	4.0%	4.0%	7.1%
8364 - St Paul's College	0.0%	4.0%	0.0%	3.6%

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	9	7.0%
NS - LEFT SA FOR NSW	1	0.8%
NT - LEFT SA FOR NT	3	2.3%
OV - LEFT SA FOR OVERSEAS	1	0.8%
PE - PAID EMPLOYMENT IN SA	4	3.1%
QL - LEFT SA FOR QLD	5	3.9%
SM - SEEKING EMPLOYMENT IN SA	31	24.2%
TA - LEFT SA FOR TAS	1	0.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	64	50.0%
U - UNKNOWN	2	1.6%
VI - LEFT SA FOR VIC	6	4.7%
WA - LEFT SA FOR WA	1	0.8%

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

(Preschool) over 50% of the children will attend Avenues College Primary School. Approximately 30% will attend other primary schools, which are spread across private and other Department for Education sites.

(School) Retention of students from our Preschool to our Junior Primary classes continues to increase, providing continued opportunities to develop lasting relationships with families and children from our playgroups to Year 12. Data from Term 3 indicates that 24.2% of our students left Avenues College seeking paid employment, with 3.1% achieving employment. 57% moved to study further, and the remaining students' destinations are unknown.

Relevant history screening

All visitors and volunteers are screened following Department for Education guidelines and policies. The screening and preparation of our volunteers are an integral part of our College, ensuring all requirements by DfE are followed and that our students benefit from our community's involvement in their learning.

The continued restrictions caused by the COVID-19 pandemic meant few volunteers could support the school on-site; Governing Council members and community gardeners could continue as much of their presence are out of hours and outside. All have mandatory notification training, working with children and appropriate clearances in place.

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	109
Post Graduate Qualifications	48

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	1.0	53.6	2.5	18.6
Persons	1	62	3	26

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

Financial statement

Funding Source	Amount
Grants: State	\$8,204
Grants: Commonwealth	\$17,051
Parent Contributions	\$182,037
Fund Raising	\$0
Other	\$70,499

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.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Targeted students were identified to support and assist retention and supportive learning outcomes achieved or progress towards these additional students were supported to return to the site.	Attendance was maintained, and additional students were supported to return to the site.
Targeted funding for individual students	Improved outcomes for an additional language speakers	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
Improved outcomes for numeracy and literacy	Inclusive Education Support Program	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
	Improved outcomes for sustained shared thinking.	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
	Improved outcomes for - rural & isolated students	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
	Improved outcomes for - Aboriginal students	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
Targeted funding for groups of students	First language development	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
Inclusive Education Support Program	Students taking IESP support	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
Program funding for all students	Australian Curriculum	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
Improved outcomes for non-English speaking children who received bilingual support	Aboriginal languages programs	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
	Initiatives	Targeted funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable). Case managers were assigned to coordinate customised learning programs delivered in the school/community.	Processes identified a collective SEA met by EAL students R-7. Accurate understanding of pedagogical documentation LEAP levels were used to identify and support case management.
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level			
Other discretionary funding	Better schools funding	Supporting the appointment of an SSO Attendance Officer to assist with additional parent follow-up. Release for staff to undertake home visits for non-attending and targeted vulnerable students.	The attendance officer worked with the wellbeing team to support greater student engagement and outreach to support programs and actions.
	Specialist school reporting (as required)	Not Applicable	Not Applicable

	Improved outcomes for gifted students	Not Applicable	Not Applicable
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