

Lake Wangary Primary School and Lake Wangary Preschool Centre 2018 annual report to the community



Government
of South Australia

Department for Education

Lake Wangary Primary School Number: 563

Lake Wangary Preschool Centre Number: 6630

Partnership: Port Lincoln

Name of school principal:

Sandra Spencer

Name of governing council chair:

Therese Hutchens

Date of endorsement:

4/12/18

Site context and highlights

On the 1st of January the Lake Wangary Preschool Centre officially amalgamated with Lake Wangary Primary School. The renovations of the Preschool commenced at the beginning of the year and were completed by the start of term 3. Once the required 'Certificate of Approval' from the Education Board was provided, we were able to hold our first on site Preschool session on 21st of August. On the 29th of January the site name changed from Lake Wangary Primary School to Lake Wangary School. These changes were only possible by the support of parents, staff & students. Lake Wangary School now caters for children from Preschool to Year 7 and is a small rural school. It is situated 45km from Port Lincoln. The school enrolments numbers for 2018 were 70. The school population includes 14% Aboriginal students, 5.7% students with disabilities, 1.3% children in care & 14% of families eligible for School Card assistance. The majority of the students are from the township of Coffin Bay, 15 km from the school. The school also services the growing communities of Wangary, Dutton Bay, Coultas & Wanilla. The majority of students travel to school via either the DfE bus (Coffin Bay) or the private contract bus (Warrow). Staff comprised of 2 full time classroom teachers, 4 part time teachers, 1 part time Pastoral Care Worker, 1 part time ACEO, 2 classroom SSO's, 1 Library SSO and 2 Admin/Finance SSO's. The school leadership team consisted of a Principal, as there are no other leadership positions in the school. We provide an accessible high quality education service that is well resourced with professional and knowledgeable staff that works in partnership with the families and community to provide a program that is responsive to the learning needs of students.

Programs/Events that added value to the educational programs of Lake Wangary School in 2018:

- Port Adelaide Football Club visit, 12th of Feb
- Acquaintance Night & Governing Council AGM, 13th of Feb
- Aquatics in Coffin Bay for the 5/6/7 class, 15th & 16th of Feb
- Queen's Baton Relay at Coffin Bay, 19th of Feb
- Dean Grocke's Grounds Person retirement, 23rd of Feb.
- Harmony Day, 21st of March, on this day we celebrated cultural diversity, unpacked 'Harmony Day', displaying their learning on a class jigsaw piece and participated in 'Play is the Way' activities
- National Day of Action against Bullying, 16th of March, all classes spent time unpacking 'bullying' and students wrote a 'pledge' to support our school to be 'bully' free which are displayed on orange boards in the eating area
- Parent/Teacher/Student Conferences, 19th to 22nd of March, these discussions were a way to convey information about a child's development in various curriculum areas, set goals for the year and answer any concerns or issues
- Sports Day, 29th of March, Tiger Sharks Sports Day winners. Final scores were: Firefish 993, Blue Rays 1021, Tiger Sharks 1151
- Athletics Day at Ravendale Oval, 5th of April
- Visit by Indonesian students, May
- Ukulele lessons with June Sims for 6 weeks in terms 2 and 3 were offered for willing students
- Kids Kitchen program was ran by parent, Skye Bradford for all classes over terms 2 and 3
- Simultaneous Story Time, 23rd of May
- Greenly Planting Day, 3rd of June. The 140 people planted 1200 plants, helped Karen Carr construct the eagle sculpture and children enjoyed building and flying kites. Thanks to Natural Resources and Lower Eyre Coastcare who organised the day and supported our students to grow the plants at school
- Chief Executive, Rick Persse visit, 20th of June, we showcased the many wonderful learning opportunities that happen at our site and the Year 7's students showed Rick around and chatted about what makes Lake Wangary School great
- International Mud Day, 29th of June
- Science Fair, 4th of July
- 5/6 students attended the Science Engineering Challenge Day, 5th of July
- Book Week, 20th-24th August, dress up like a pirate day, theme 'Find your Treasure'
- Culture Studies; Culture Week, 3rd to 7th Sept (opening ceremony, flag raising, our school rotation day)
- Footsteps, 10th & 11th of Sept
- Woolworths Cricket Blast coaching clinic 11th of Sept
- Whole School Concert, 25th Sept, 'Back to the Gary'
- Cricket Blast, 5/6/7 class 31st of Oct
- Theatre Sports at KPPS, 5/6/7 class, 13th of Nov
- Swimming lesson, F-4, 20th to 23rd of Nov
- KidsMatter Day, 29th Nov, Yarn bombing the friendship tree, activities held in Coffin Bay
- Year 7 Graduation Ceremony, 11th of Dec
- Whole School Assemblies throughout the year
- Book Fairs terms 2 & 4
- Drama throughout the year and many visiting performances
- Working with the Community; Natural Resources (plant propagation, vegetable garden, bush tucker trail)
- SAPSASA; basketball, football, cricket, touch, swimming, touch
- Various class excursions throughout the year
- Transition to High School; Cummins Area School & Port Lincoln High School
- Student Voice; SRC, principal of the day, radio station, fundraiser events such as 'Colourathon'

Governing council report

As of the 1/1/2018 the Lake Wangary Preschool amalgamated with the school. As of the 29/1/2018 the official name changed and Lake Wangary Primary School became the Lake Wangary School. Following this, the building of the preschool was completed at the start of term 3 and the kindy children got their first day in their new kindy on the 21st of August.

There was an official opening on the 27/9/2018. A lovely afternoon, attended by children, teachers, parents and Sally Cormack (Early Childhood Leader). Everyone in the school is very proud and happy to have the preschool children become part of our school community.

On the 3/6/2018 a tree planting day hosted by Natural Resources and the Department of Lower Eyre Coast Care was held at Greenly Beach. Kerryn McEwen, along with students, cultivated 1200 native seedlings on site. These were planted by students, families of the school and the broader community. The Governing Council held a sausage sizzle as a fundraiser and will do this again next year.

In August an extremely successful Auction Night was held at the Coffin Bay Yacht Club. Extensive planning, organising and fundraising by Kirby Stott and Governing Council led to a fantastic night, where many businesses kindly donated a range of items. Local chef Nic Carlson and musicians showcased food and entertainment. The successful night was enjoyed by all and Governing Council was just shy of raising \$10 000.

In other fundraising news, Governing Council sold chocolates, had a mother's Day raffle and have continued on with the Kindy bottles and cans run. This is not made possible without the help and support of parents. We are proud to say that our fundraising efforts have supplied the children and the school with a new sound system, new line markings around the school including hop scotch, 100 grid, chest board and coming soon the basketball lines. New library furniture has been ordered and should be here by the end of the term.

Its been a very rewarding, successful year and no doubt with the help and support of Governing Council, parents, teachers and community 2019 will be much the same.

Quality improvement planning (preschool)

QA 1: Action: Educators are deliberate, purposeful, and thoughtful in their decisions and actions

Process: Implemented partnership 'Oral Language Project', used 'Teach, Use, Revise' process, defined 'Do and Revise' Maths terminology, attended termly Professional Learning Community sessions on conversation story reading, implemented speech pathologist input, shared learning with EY team about Oral Language Project, implemented changes to planning and pedagogy in Story Group and Listening and Talking in small groups and whole group sessions, kept anecdotal records and Learning Stories aligned to the EYLF outcomes, attended the LDAR training that included 'The Nest' sharing.

QA 2: Action: Health practices and procedures

Process: Preschool staff ensured that the policies are reflected and connected to the school practices and values. Policies updated and included in 2019 enrolment packs

QA 3: Action: Resources support play-based learning

Process: Staff visited other sites (Tumby Bay & Poonindie Preschool) and observed their learning programs that demonstrated links between the arrangement and choice of materials and equipment and learning outcomes, follow up discussions/planning around creating inspiring play spaces occurred and implemented, parents and the community were actively involved in developing new indoor and outdoor environments which that promoted exploration and imagination. Children, parents and the community demonstrate a 'Belongingness' to our new preschool site, staff developed plans for the arrangement of play spaces to create inviting learning environments that support exploration and play based learning

QA 4: Action: Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills

Process: Staff developed a smooth transition from Preschool to Foundation in the area of English & Maths with the Preschool and Foundation teachers unpacking and developing a common understanding of the EYLF, Preschool Literacy & Numeracy Indicators and English & Maths Australian Curriculum and created opportunities for the students to grow in these areas, Preschool and Foundation teacher conducted peer observations of each other and discussed strengths and areas to develop, Early Years staff explored and implemented ways to improve continuity for all children from preschool into the foundation class

QA 5: Action: Dignity and rights of the child

Process: Each child's ILP reflected their individual strengths and knowledge including parents opinions of their child's strengths and abilities, through parent meetings and conversations documentation showed family backgrounds and values were considered in planning and programming for each child, EYLF strong sense of identity planned such as 'Special Persons Day', 'Cultural Themes' & 'Celebrations'

QA 6: Action: Transitions

Process: Reviewed existing transition practices made changes as required, implementation of high quality transition program that support continuity of learning from preschool to school, regular visits by F/1 teacher and class and Preschool students visiting the F/1 class, information shared between educators from preschool to school, summative reports provided to the Foundation teacher outlining information of progress towards learning outcomes

QA 7: Action: Educational leadership

Process: Early Childhood Leader and Preschool Policy team supported Principal to develop a good understanding of preschool operations, teacher and Principal attended EY training and development, regular visits from the Principal into the Preschool, teacher felt supported and involved in school activities such as assemblies, sports day, concert and excursions

Improvement planning and outcomes (school)

English: Built students vocabulary:

- Displayed Word walls/charts relevant to current learning
- Unpacked Tier 1, 2 & 3 words and supported students to be conscious word users
- Attended and implemented learning/strategies from Oral Language trainings (Sheena Cameron and Preschool Professional Learning Community meetings, Anne Bayetto)
- Provided scaffolding to support students writing and stimulus to prompt rich writing
- Collected, analysed & moderated unsupported writing pieces to guide teaching focus and individual student goals using EALD scales, also done in conjunction with another site. SLLIP and a competent user supported training in EALD scales to deepen teacher understanding
- Recorded students sharing their thoughts, opinions and thinking about the use of rich vocabulary which was shared and analysed, post discussion staff were mindful of how students thought about use of words
- Strengthened students word knowledge through the introduction of spelling rules, each staff meeting staff unpacked a spelling rule together

Maths: Developed students in the areas of Measurement:

- Introduced whole school focus to unpack and deepen students understanding in measurement in term 2
- Built teacher capacity and confidence through moderation, deprivatisation (LDAM) with another like school, supported by the SLLIP and Training and Development opportunities (teachers completed the YuMi Deadly Maths Training) and moderated Maths samples using the LDAM strategy and worked on transforming tasks
- Embedded YuMi Deadly Maths strategies across the school, built teachers capacity through utilising the online resources and providing all teachers training by the coaches and teachers made use of different learning spaces eg outdoors
- Planned with Learning Design, collected/analysed data termly through waving, disciplined dialogue, individual goal setting to inform programming, utilised PAT resources to guide and support teaching, developed consistency and coherence via a whole school approach in Maths agreements

Wellbeing: Developed student engagement and wellbeing:

- Staff commenced the KidsMatter Component 3 online training, created opportunities to invite parents into the school such as Breakfast Program, Kids Kitchen, reading, whole school concert, Science Fair, fundraising events eg Colourathon
- Continued Buddy Reading program to encourage cross age year level relations
- Participated in inter school sports and drama activities to encourage relationships with Port Lincoln partnership schools
- Teachers informed of students termly attendance data, celebrated each term students who attended 95% higher through recognition at whole school assemblies, informed parents of their children attendance each term, implemented an aspired pedagogy; design oriented & responsive, low floor high ceiling, peer teaching/collaboration, growth mindset, constructed understanding, problem solving and reasoning
- Ensured students built respectful relationships, had a sense of belonging and inclusion by unpacking and deepening students understanding of the school values
- Continued appointment of the Pastoral Care Worker and implementation of the Mentoring Program and student voice strategies
- Promoted and facilitated whole school dialogue with staff, students and the school community about student wellbeing for learning

Indicators:

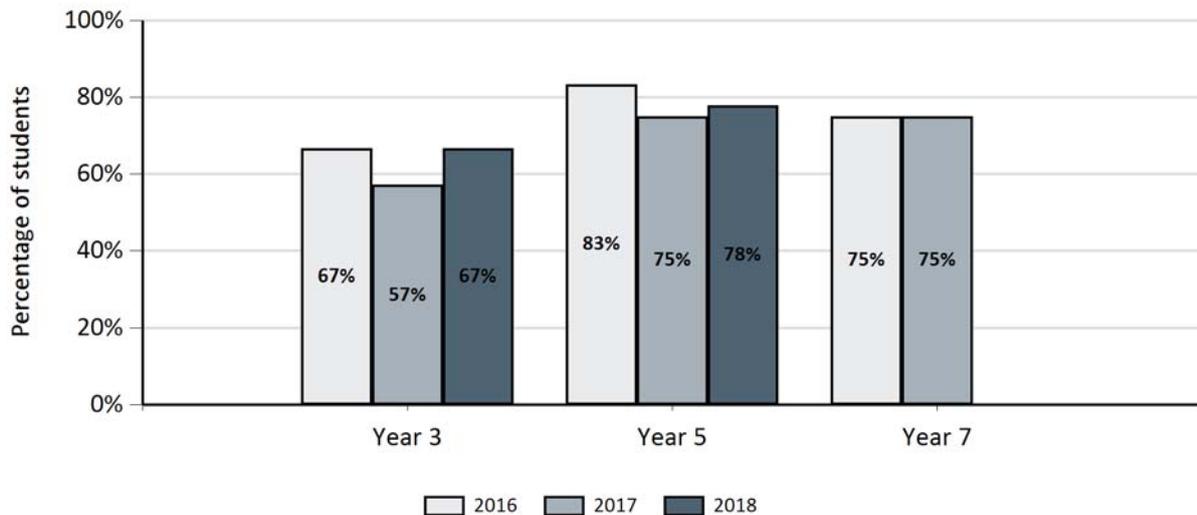
- Majority of students meeting the DfE SEA in PAT M & R
- Teachers refined/modified teaching plans in response to formative assessment data
- Termly data conversation indicated student growth
- Change in classroom structure learning evident through observations/overviews
- Students ability to write complex sentences and use descriptive language evident through writing samples
- Increase in parents involvement evident through high attendance of events

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

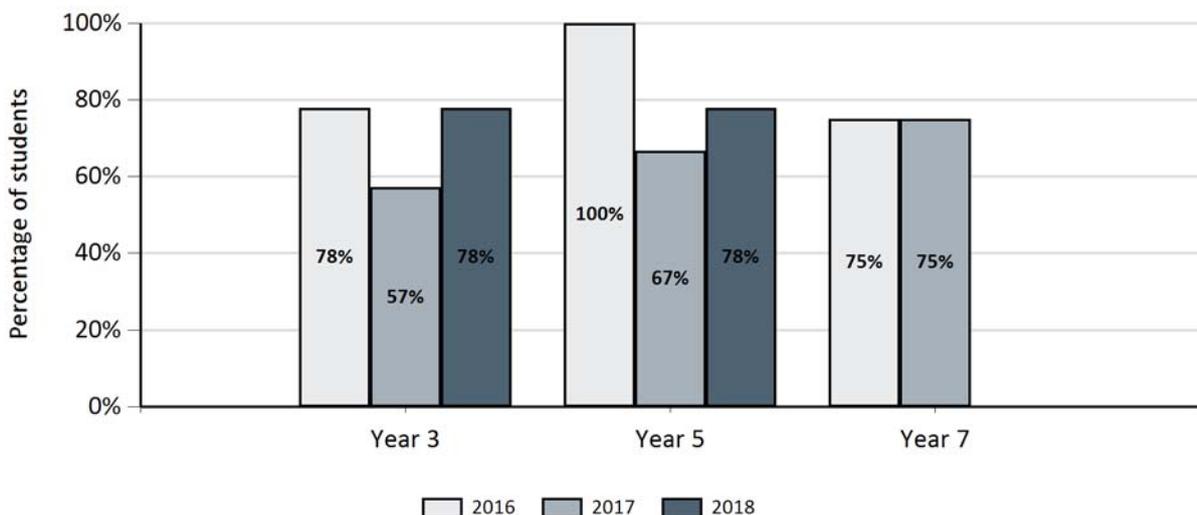
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	67%	*	25%
Middle progress group	0%	*	50%
Lower progress group	33%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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)
Upper progress group	33%	*	25%
Middle progress group	50%	*	50%
Lower progress group	17%	*	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*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 2018	9	9	4	1	44%	11%
Year 3 2016-18 average	10.7	10.7	3.7	1.7	34%	16%
Year 5 2018	9	9	4	0	44%	0%
Year 5 2016-18 average	9.0	9.0	3.0	0.7	33%	7%
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	6.3	6.3	2.3	1.0	37%	16%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the numbers of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. There are no results for the year 7 students as there was only 3 year 7 students in 2018.

The NAPLAN Reading indicates that years 3 & 5 students who had demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA showed better results in 2018 compared to 2017. The year 3 students achieved the same results as 2016 and the Year 5 students achieved slightly below the 2016 results. The year 5 students achieved 67% in the upper progress from year 3 in comparison to 25% state average, no middle progress was made in comparison to 50% state average and 33% lower progress was made in comparison to 25% state average. Both years 3 & 5 students achieved 44% in the upper two bands in comparison to previous years average of 33%.

The NAPLAN Numeracy indicates that years 3 & 5 students have demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA showed better results in 2018 compared to 2017. The year 3 students achieved the same results as 2016 and the Year 5 students achieved 78% which is below the 2016 results of 100%. The year 5 students achieved 33% in the upper progress from year 3 in comparison to 25% state average, 50% achieved middle progress which is the same as the state average and 17% lower progress was made in comparison to 25% state average. 11% of year 3 students achieved in the upper two bands in comparison to previous years average of 16% and 0% of year 5 students achieved in the upper two bands in comparison to previous years average of 7%.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	100.0%	86.3%	100.0%	76.0%
2016 centre	97.1%	93.5%	100.0%	88.8%
2017 centre	92.5%	97.9%	75.5%	77.4%
2018 centre	85.0%	90.4%	84.6%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

School attendance

Year level	2015	2016	2017	2018
Reception	89.3%	90.8%	91.4%	86.7%
Year 1	89.6%	93.6%	92.1%	90.0%
Year 2	91.3%	92.5%	90.8%	93.4%
Year 3	85.8%	93.0%	89.3%	93.1%
Year 4	88.6%	92.5%	88.9%	92.3%
Year 5	86.6%	95.3%	90.6%	91.1%
Year 6	90.7%	92.0%	91.6%	89.7%
Year 7	88.5%	94.8%	81.2%	93.7%
Total	89.0%	93.1%	89.5%	90.8%

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

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

Attendance comment

The Preschool attendance results indicate that the results were better than 2017 however not at 100% like in 2016 and 2015. The School attendance results indicate that the 2018 attendance is up from 2017, however it is still not better than 2016 results. Parents this year have taken extended holidays during the term (putting in an exemption form for approval) and there has been a number of illnesses throughout the year. Staff implemented strategies including regular newsletter articles, termly waving data, disciplined dialogue & setting individual goals. Students received recognition at assemblies. Parents were informed through a termly letter home & Governing Council informed of termly data & strategies. Teachers made regular contact with parents & held fun whole school events to encourage attendance.

Attendance strengthened through student positive wellbeing with the support of the Pastoral Care Worker, ACEO, Kidsmatter Day & student voice opportunities.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	6	6	6	6
2016	14	12	12	11
2017	11	10	11	11
2018	10	11	10	10

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

This year we commenced the year with 10 students however part way through term 1 a 3 year old Aboriginal students began. At the start of term 2 a family moved interstate which took the numbers back to 10.

School behaviour management comment

2018 results were considerably lower than 2017. We implement a proactive approach; individual recognition, positive reinforcement, stimulating learning, safe supportive classroom, regular parent communication, private conversations/counselling, restorative justice approach, student voice, promotion of school values, Kidsmatter implementation, implementation of the CPC. With the appointment of the Pastoral Care Worker, ACEO and proactive approach majority of students have a positive wellbeing & able to self-regulate.

Client opinion summary

The surveys were carried out at the end of term 3 2018. We used the ACARA School Survey on-line facility to generate and compile our data.

We had 10 Preschool families from which we received 6 responses. All families agreed or strongly agreed with majority of the questions. One to three families response was 'don't know' to the following 'my child would receive support for any special needs he/she had', 'the preschool has information available about other support agencies within the community', 'this preschool provided opportunities to discuss my child's progress', 'the preschool seeks parents' opinions about educational programs', 'I am given the opportunity to be involved in the preschools educational activities', 'the preschool is always looking for ways to improve what it does', 'parents are invited to participate in decisions about their child's education', 'parents have the opportunity to be involved in the development of school plans through the GC' and 'the preschool includes parents and community in decision making'. One family was neutral with 'the preschool seeks parent's opinions about educational programs'.

We had 42 school families from which we received only 14 responses. All families agreed or strongly agreed that 'teachers at our school expect their child to do his or her best'. Twelve families agreed or strongly agreed that 'teachers at this school provide my child with useful feedback about his or her school work' and 2 parents neither agree nor disagree. Thirteen families agreed or strongly agreed that 'teachers at this school treat students fairly' and 'my child feels safe at this school', only 1 parent disagreed. Twelve families agreed or strongly agreed that 'this school is well maintained', 'I can talk to my child's teachers about my concerns' and 'teachers at this school motivate my child to learn', 1 parent neither agreed nor disagreed and 1 family disagreed. Nine families agreed or strongly agreed that 'student behaviour is well managed at this school', 3 families neither agreed not disagreed and 2 families disagreed. Ten families agreed or strongly agreed that 'my child likes being at this school', 1 neither agreed nor disagreed and 3 disagreed. Twelve families agreed or strongly agreed that 'this school looks for ways to improve', 2 families neither agreed nor disagreed. Nine families agreed or strongly agreed that 'this school takes parents' opinions seriously', 4 families neither agreed nor disagreed and 1 family disagreed.

The student survey was completed by majority of students (55), the results indicated that majority students recognised that teachers expect them to do their best, teachers provide students with useful feedback about their school work, they feel safe at school, the school looks for ways to improve and the school gives them opportunities to do interesting things. Areas that we could improve on were treating students fairly, maintaining the school, ensuring that students can talk to their teacher about their concerns and like being at school, manage student behaviour well, teachers to motivate students to learn and taking their opinions seriously.

The year 4 to 7 students completed the Wellbeing and Student Engagement survey of the 26 students majority indicated that they were happy, optimistic, connected with adults at our school, had friendship intimacy, were cognitive engaged and had academic self-concept. The results also indicated that students felt victimisation at our school in particular verbal and social victimisation.

The staff survey was completed by 10 staff members. All staff agreed or strongly agreed to all areas.

Overall the surveys from parents, students and staff indicated very positive results confirming that the many strategies that we have implement through the SIP and QIP are supporting the whole school community. We will continue to implement strategies to ensure that the school community is supported, informed and aware of the direction of the school.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0563 - Lake Wangary Primary School	100.0%	100.0%	100.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	17.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	4.3%
Transfer to SA Govt School	18	78.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

All Preschool students attend the school as they have done so for the past 3 years. Majority of students who leave Lake Wangary go to a public school rather than a private school. This year we had 2 families moved interstate.

Relevant history screening

Our site complies with the responsibilities related to Relevant History Screening of anyone working/visiting the site. The Principal uses the HRS system to track staff members. SSO staff are made aware of the expiry dates by the Principal. Parent volunteers attending overnight camps are checked for compliancy with having an up-to-date Relevant History Screening as well as mentors. All trades present their Relevant History Screening check before proceeding with any work. All paper work is kept on site and recorded on EDSAS, managed by an Admin officer.

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	9
Post Graduate Qualifications	3

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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	5.1	0.2	2.5
Persons	0	6	1	6

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	\$862453.58
Grants: Commonwealth	\$6000.00
Parent Contributions	\$19805.87
Fund Raising	\$17314.25
Other	\$16181.72

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<ul style="list-style-type: none"> -Staff training and development, LDAR & PLC's -Released to observe in the foundation class -Purchase of resources; Maths and English resources to build vocab 	<ul style="list-style-type: none"> Enact changes in pedagogical practice Use of mathematical language Improve Literacy planning cycle Improvement in Phonological Assessment Skill Mapping for all children
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	<p>Throughout the year we received funding to support 3 children. Two for language development and one child for Autism. We received (on average) 3 hours per week each term to employ a support worker. Her time was used to relieve our ECW, who provided a speech program, and to work one on one with the autistic child.</p>	<p>All speech children were assessed as age appropriate by the end of the year. The child with autism has made a successful transition to school.</p>
Improved outcomes for non-English speaking children who received bilingual support		

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

2018 school annual report: Tier 2 funding report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	NA	
	Improved outcomes for students with an additional language or dialect	The funding was converted to additional SSO hours to support Aboriginal students. Students received 1:1 support in the area of English to achieve their ELP goals.	Progress in English/Maths, evident in A-E results, 7/8 students 'C' or above
	Improved outcomes for students with disabilities	The targeted funding was converted to SSO hours to improve outcomes for students with disabilities. Students received 1:1 support in the area of English to achieve their Negotiate Individual Plan goals.	Students made significant progress throughout the year to achieve NEP goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support <p>First language maintenance and development Students taking alternative pathways Students with learning difficulties grant</p>	Funding utilised through; opportunities to go on excursion, access performances, employment of an ACEO worker, Staff accessing Professional Learning such as YuMi Deadly Maths, Sheena Cameron, Preschool Professional Learning Community meetings, Anne Bayetto, LDAM moderation and LDAR etc in order for programs to be implemented, teachers released to work collectively with the SLLIP, support agencies, Lake Wangary preschool director & the purchase of programs such as spelladrome support the development of English.	QuickSmart students made growth, students meeting the DECD SEA in PAT M & R, teachers refined & modified teaching in response to formative assessment data.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	NA	
	Better schools funding	Funding increased SSO hours to support students in wave 2 & 3 and who did not meet DECD SEA. Also paid for relief teachers and training cost so our teachers could access professional development.	Students growth in data conversations, Running Record, PAT M & R & NAPLAN result
Other discretionary funding	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	All staff, ACEO & Pastoral Care Worker supported the wellbeing of students as required.	Student surveys showed student positive wellbeing had increased