



# The Pines School and The Pines Child Parent Centre

## 2021 annual report to the community

The Pines School Number: 1777

The Pines Child Parent Centre Number: 1789

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Mrs Cherie Collings

Governing council chair:

Paul Williamson

Date of endorsement:

16 March 2022



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Our Preschool and school have continued to grow and our Intensive English Language Centre had steady enrolments throughout the year. We thank all families for their co-operation and support this year through Covid restrictions.

Highlights of the year include a very successful Big Splash held at the Salisbury Swimming Centre in Term 1 and Sports Day in Term 3. Students participated in many SAPSASA District Competitions throughout the year and the school hosted a number of sporting programs. The Pines School was once again recognised as a “High Achiever School” in The Premier’s Be-Active Challenge. Harmony Day was celebrated with student designs on a small pebble path, created around our three new flagpoles. The Instrumental Music Program continues to grow, as does the school band. We have just over ninety students learning twelve different instruments. Students perform regularly at school assemblies, special events and an annual music concert. The Adelaide Youth Orchestra continues to support our school. The school has been successful in securing a three-year sponsorship with Musica Viva.

Our senior school students were lucky to go on a school camp at Narnu Farm, situated on the picturesque Hindmarsh Island.

We had significant improvements to the Junior Primary, Primary and Preschool playgrounds by additional nature play sections and the extension of climbing equipment. These projects were funded entirely by the school.

The oval was fenced to provide further safety for our students and staff.

The school received \$100, 000 to use on maintenance and much of this was spent on fixing the roofs of the transportable buildings in the 30s block, as well as painting and repairing the GLA roof.

This year we farewelled our Year 7 student cohort for the very last time as the ‘Year 7 to High School’ program starts at the beginning of 2022. We also farewelled our year 6 students as they headed to high school. Two successful Graduation ceremonies were held. Some of our families left us and we wish them the very best for the future.

We farewelled some long serving staff members, including Mr. Peter Lydeamore SSO and Mrs Belinda Renfrey who have retired. Mr Dylan Provis and Ms Lauren Marveggio both won transfers to teach year 7 in high schools. Mr Nat Eldridge has taken a one year position in another school.

A group of students in years 5 and 6 participated in The Tournament of Minds. Our school entered a team and we received a special commendation for our efforts coming second. Students also participated in Math Olympiad. This gave students an opportunity to compete with students from other schools across Australia and New Zealand. The school has continued focusing on Reading and Numeracy improvement, including moving students into higher bands in NAPLAN.

# Governing council report

## Governing Council Report From 2021

Firstly I would like to thank all council members, parents, students and staff for successfully navigating an interesting 2021 due to COVID restrictions changing how the school community interacted and functioned.

The events of 2021 highlighted the resilience of students, teachers and parents to successfully navigate lockdowns, home schooling, web based learning, zoom meetings and everything else that came with the crazy year. It was great to see the confidence displayed by the reception children and parents dealing with school gate drop off. Although this was a departure from a traditional start to formal schooling, it will build confidence and resilience for years to come.

As a council we were extremely excited to see many, many years of negotiation come to fruition with the building of the school fence. The council has devoted many hours to this project over the last 7 years which illustrates that persistence, patience and hard work really pays off.

Over the year the council deliberated, consulted, authorised and provided feedback on many other items including:

Principal's Report, Student Voice, OSHC Report, Canteen reports, Financial Reports, Pre School Reports, Naplan Results and Site Improvement Plans.

I would sincerely like to thank all involved in making 2021 a successful school year given all of the challenges put in front of us.

Hopefully 2022 will allow us to gather as a school community in person more often and celebrate the successes of the school.

I also hope that with the new year beginning, that our work to upgrade the school gymnasium will not linger as long as the fence. A new gym facility will be a significant asset to the school.

Finally, I would like to thank all the parents and staff that have volunteered their time, skills and expertise that contribute to the long term school improvements being delivered through the School Governing Council.

Paul Williamson  
Chairperson

# School quality improvement planning

## Numeracy-Mathematics

In 2021, we continued our work on Numeracy improvement. Teachers follow the 'Whole School Mathematics Agreement,' which is updated annually. This ensured that teachers have used Big Ideas in Number strategies, Problem Solving, and have planned and developed class programs using the 4 Proficiencies outlined in the Australian Curriculum (fluency, understanding, problem solving and reasoning). We introduced a school wide 'Problem Solving Model' for students to use as a guide through the steps of problem solving. We also worked through strategies students can use to solve mathematical problems.

We provided training to teachers in Problem Solving and the proficiencies, real world tasks and Mathematical language. Teachers new to the school were mentored in using Big Ideas in Number strategies in their class by the Numeracy Senior Leader. Many teachers also worked collaboratively on Learning Design, learning intentions and 'Bump it up Walls' with the Senior Leader in School Improvement. The Deputy Principal worked with teachers on Learning Talk. SSOs provided a range of Numeracy interventions, including Big Ideas in Number for Years 3-7, QuickSmart for Year 7s, and a group intervention Smart Lite for Years 4-7.

We have seen steady improvement results in Numeracy in PAT-Maths assessments. Levels of student growth were higher than the expected level of growth for Year 4 and 5. Year 7 was just slightly below the expected growth.

In PAT-Maths, years 3, 4, 5 and 6 all achieved higher than the Australian mean scores, which is significant, as most schools of a similar demographic and category are typically below the Australian mean. Every year level mean 3 – 7, were well above Department for Education (DfE) Benchmarks.

Mathematics interventions were successful, as the majority of students who participated in intervention, achieved significantly higher levels of growth in PAT-Maths assessments than DfE Benchmarks, and generally higher levels of growth than other students, not participating in Maths interventions.

With many of our students now achieving higher levels in maths, we are always looking at ways of continuing to support and challenge all students. 2021 was our first year being part of the National Maths Olympiad competition. This maths competition connects with our SIP focus on problem solving in maths.

In 2021, we had two Maths Olympiad teams, with 50 students from Year 4-7 involved. We also identified our high achieving Reception – Year 2 maths students and provided extra support and challenge for them. This included being part of an extension maths group and support with resources and planning for classroom teachers.

## Literacy

2021 was a busy year in the area of literacy improvement in the school. Much work was done in improving phonemic awareness across all year levels. All teachers implemented daily phonemic awareness instruction using the book by Heggerty, from Pre-school to year 2 and the Kilpatrick book from years 3-6. Year 7 students who required intervention in phonemic awareness worked 1:1 with SSOs.

Explicit instruction in phonics continued in the early years. Results of the year 1 phonics screen were analysed and students were group according to need, for targeted instruction. 69% of year one students scored over the required 28 in the Year One Phonics screen, an increase of 5% from 2020. Many more students scored in the mid to high 30s than previous years.

Explicit Direct Instruction was implemented in two areas this year. Spelling Mastery was taught across year 2 and 3 classes. This is a research-based program produced by ACER. Six teachers and one leader undertook a week of professional learning during the holidays at the end of Term 3 in Orton Gillingham methodology. This explicit direct instruction is implemented in many junior primary classes across the school to teach phonics, reading, vocabulary and spelling. Guided Reading continued as a focus.

# Preschool quality improvement planning

During 2021, the Preschool continued with their numeracy based goal. The plan focused on children learning and developing number vocabulary and concepts, transferring these into their play. The challenge of practice involved educators strengthening their understanding of number vocabulary and concepts, as well as creating an environment rich in number experiences.

The actions of the 2021 PQIP outlined planning and opportunities for:

- Mentoring and building educator capacity with the school mathematics leader, sharing information, ideas and advice.
- Linking numeracy with literacy through planned experiences, group times and interactions with children.
- Providing support and intervention by collecting data and monitoring each child's learning and growth.
- Engaging with families to share their child's learning. Having discussions with families and posting on Class Dojo to provide information and activities to support their child's learning at home.

Key achievements across the year included:

- All educators developed a deeper understanding of number vocabulary and concepts, and how to teach them. This was achieved through additional mentoring and support for new educators. As well as opportunities for all educators to share, critically reflect, seek advice and support from each other and the School Math leader.
- Observations of children playing and engaging in the preschool environment were notably more numeracy rich. This was due to children having more opportunities to explore and expand upon their numeracy learning. Educators were more purposeful and intentional in noticing and extending children's number vocabulary and concepts.
- Each child showed growth in the 4 top 5 concepts in number over 2021. Data was collected on each child, tracking their progress. An SSO was employed to further support children who were identified as showing less growth. A timetable was created for the support SSO to work with children one to one and in small groups to use and practice particular number vocabulary and concepts. The SSO was employed for all of Term 3, 1 day for each group, supporting children for up to 20 minutes a day. As a result, these children displayed growth in the 4 top 5, as well as an increase in confidence to participate during small numeracy groups.
- Using Class Dojo, we focused on communicating children's number learning with photos, explanations, visuals and links. This provided families information about children's learning at preschool, as well as ideas to continue learning at home.
- As well the Pre-school staff implemented phonemic awareness.

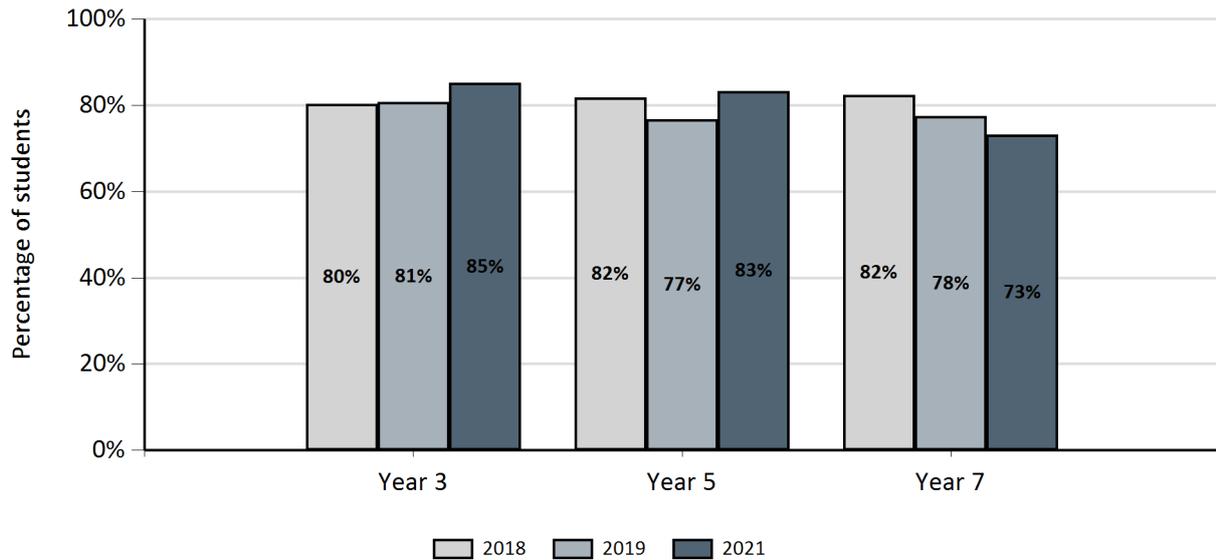
The next steps for the Preschool in 2022 will be to continue with a number based goal and challenge of practice. This also aligns with the School's SIP, creating continuity of learning. While all children showed growth in the understanding and use of number vocabulary and concepts (4 top 5), there is still room for growth.

# 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

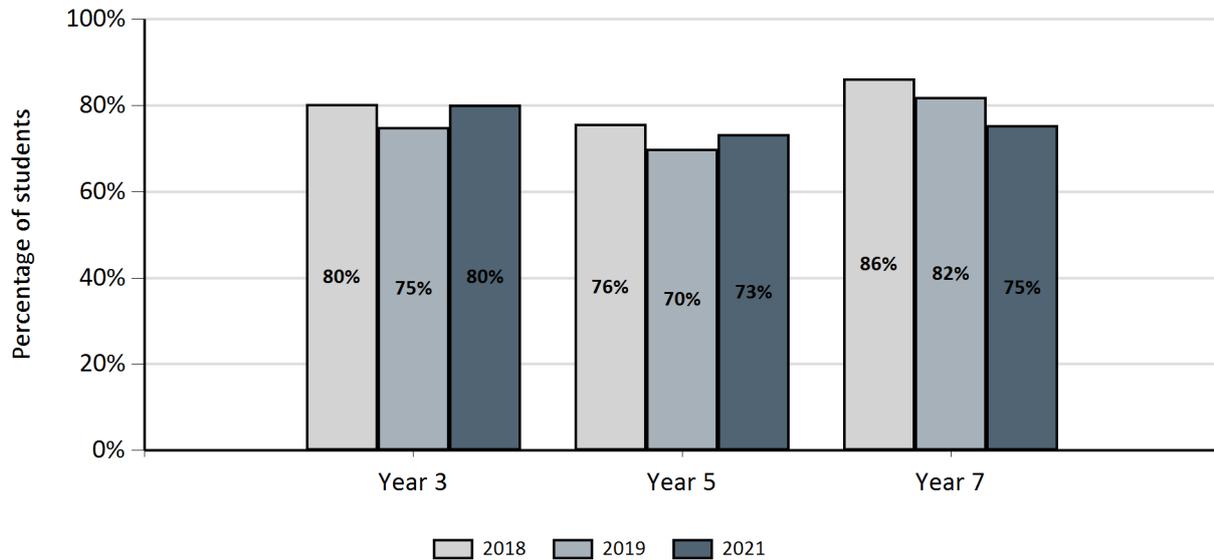


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	35%	28%	33%
Middle progress group	55%	58%	48%
Lower progress group	11%	14%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	32%	44%	33%
Middle progress group	60%	46%	48%
Lower progress group	8%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	81	81	38	15	47%	19%
Year 3 2019-2021 Average	82.0	80.5	36.5	20.0	45%	25%
Year 5 2021	90	90	28	17	31%	19%
Year 5 2019-2021 Average	81.5	81.5	21.0	13.5	26%	17%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

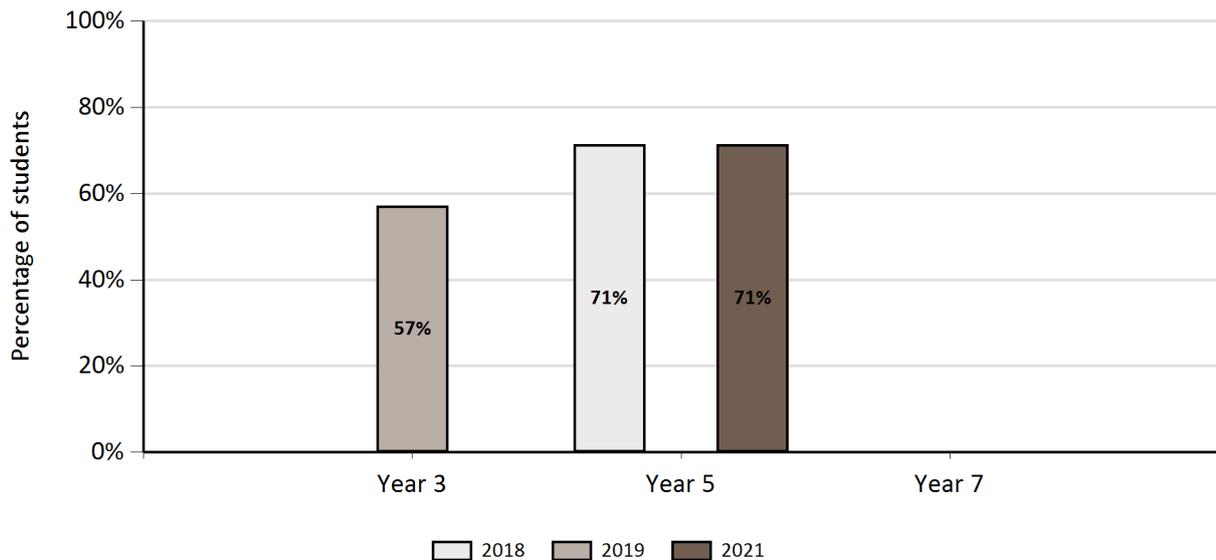
<sup>^</sup>includes absent and withdrawn students.

\*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



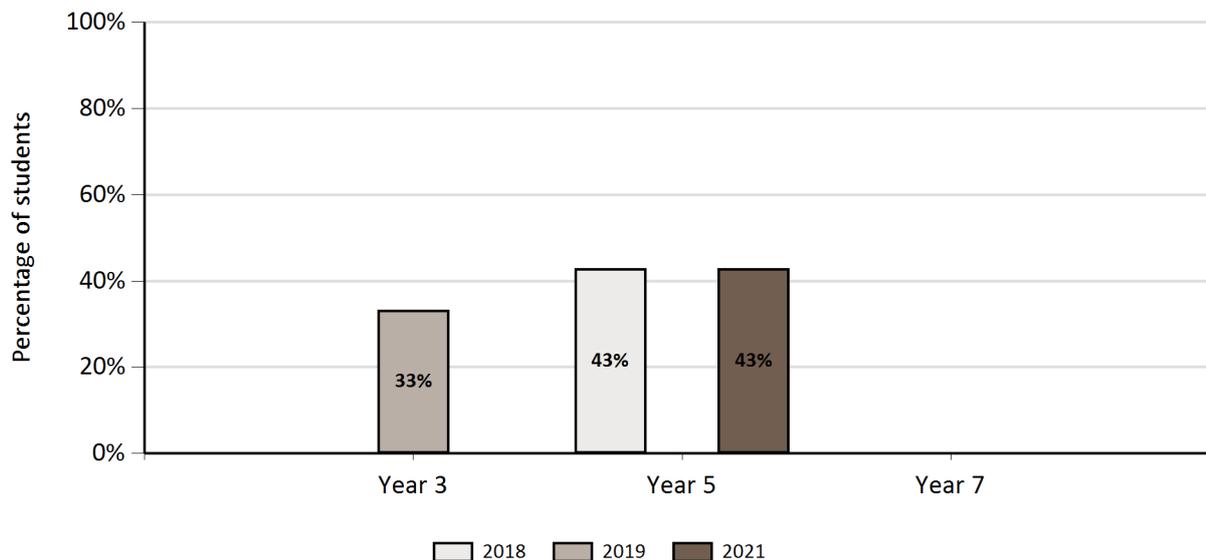
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	6.0	*	1.0	*	17%	*
Year 5 2021	7	7	1	0	14%	0%
Year 5 2019-2021 Average	*	*	*	*	*	*

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<sup>^</sup>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 2021: Quality Teaching

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

Aboriginal Education took a high priority in 2021. We utilised a Senior Leader as our AET. Our Aboriginal Action Plan previously was developed in line with the DfE Aboriginal Education Strategy 2019-2029, and the Aboriginal Learners Achievement Leaders Resource. One focus was the element of Assuring consistent, high-quality classroom practice. We implemented staff training for Literacy – Phonological awareness and Phonics, and in Numeracy – Big Ideas in Number. We worked on the elements of Tracking, monitoring growth and Applying rigorous, evidence-based learning interventions, by regularly checking and analysing data of our Aboriginal students. From analysis we planned the next step for each student. This informed intervention. Tracking outcomes termly, ensured we are providing relevant learning programs, as well as updating intervention groups. Many intervention strategies have been implemented to support our Aboriginal students.

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

We have also focussed on Promoting the Continuity of Learning, by improving our transitions between Pre-School and Reception, between each year level and between Primary and High School for ATSI students.

In 2019 and 2020, 58% of Aboriginal students were below benchmark in reading. However in 2021, we now have 42% below the benchmark, with 58% above SEA. We will continue to implement effective teaching programs to continue to reduce students below benchmark. Most pleasing has been that 45% of our ATSI students (Year 1-7) achieved at the Blue and Purple level, which indicates achieving 1 to 2 years above the bench mark for their year level in reading. This is in comparison with only 26% in the Blue and Purple in 2020. Improving attendance for Aboriginal students has been a strong focus in 2021, and a range of measures have been put in place. However, low attendance has continued to be a significant contributor to some of our Aboriginal students' achievement. Attendance will continue to be a focus in 2022.

# School performance comment

## NAPLAN

The Pines School continues to engage in Naplan Online which sometimes provides some extra challenges for our students. Naplan was postponed in 2020 because of Covid-19.

The latest results indicate that there has been an increase in years 3 and 5, in the percentage of children achieving the Department Standard of Educational Achievement (SEA), both in Numeracy and Reading.

Year 3 Numeracy 80% of students achieved SEA or above.

Year 3 Reading 85% of students achieved SEA or above.

Year 5 Numeracy 73% of students achieved SEA or above

Year 5 Reading 83% achieved SEA or above.

In year 7-Reading 73% of students achieved SEA or above.

Year 7 Numeracy- 75% of students achieved SEA or above.

A positive result from this year's Naplan results was the high growth that our students achieved from Naplan 2019 to Naplan 2021. On average over 1/3 of our students achieved growth into higher bands both in numeracy and reading, which was higher than the state average.

As a result, 47% of our year 3's achieved in the top two bands in Reading which was a fantastic result. 19% of year 3's achieved in the top two bands in Numeracy.

In year 5, 31% of students achieved in the top 2 bands in Reading. The percentage of year 5 and 7 achieving in the top two bands in Numeracy was similar to the year 3 results.

Naplan Years 3-5 Reading growth from 2019 to 2021 showed 35% of our students in upper growth which was above the state average, 55% in middle growth which was also above the state average. It was pleasing also to see only 11% in the low progress group when the state average had more students making low growth.

In Naplan Years 3-5 Numeracy growth we had 32% of our students achieving upper progress growth, which was the same as the state average.

60% of our students made middle progress in comparison to the states 48%. It was again pleasing to see only 8% of our students in low growth, in comparison to the state 18% in low growth.

In years 5-7 growth in Reading we had slightly less students than the state average making upper growth, 58% making middle growth, however we had 14% in the lower progress group less than the states 19%.

Years 5-7 –Numeracy -It was excellent to see 44% of our students making upper progress growth, significantly higher than the states 33%. We had similar middle progress growth to the State and 10% making low growth once again less than the States 18%.

Learning Talk which teaches children how to think aloud and explain their thinking has been a focus in the school. Teaching students about developing a growth mindset has also been a priority. These strategies have been part of our focus in developing students' ability to enjoy challenges and problem solve.

Learning Talk has continued to be a focus in classrooms in 2021. Mentor teachers have supported colleagues by providing and implementing "Learning Talk" strategies in the classroom to encourage students to discuss their learning with other students and their teacher.

The children continue to develop skills to actively engage in group discussions, sharing ideas and strategies during problem solving activities. We presented our "Learning Talk" project to a State Orbis Leadership meeting and we received positive feedback from fellow participants.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.9%	93.0%	91.1%	89.0%
2019 centre	87.2%	84.5%	86.4%	86.6%
2020 centre	85.1%		85.2%	91.4%
2021 centre	90.0%	85.4%	88.2%	86.7%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	89.2%	91.8%	89.3%	90.3%
Year 1	91.5%	90.2%	90.8%	93.6%
Year 2	91.5%	91.1%	89.1%	94.0%
Year 3	92.1%	92.1%	90.8%	91.2%
Year 4	92.8%	91.4%	90.6%	92.3%
Year 5	93.6%	91.5%	89.4%	92.6%
Year 6	91.7%	93.1%	89.8%	92.1%
Year 7	92.6%	90.6%	90.4%	91.0%
Primary Other	94.7%	93.9%	91.3%	93.4%
Total	92.1%	91.7%	90.2%	92.3%

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

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

## Attendance comment

In 2021, despite COVID, our whole-school attendance rate was 92.3%. This is the highest attendance rate at the Pines School for the past 4 years, with an improvement of 1.9% from 2020. The staff continues to follow our attendance policy and procedures diligently to ensure all student's attendance is monitored and recorded. Using class dojo has improved communication with families, allowing teachers to connect on a more regular basis and decreasing the number of unexplained absences within our school. We aim to achieve the department goal of 95% but family holidays and students visiting family overseas tend to impact our improvement data.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	92	93	92	89
2019	90	91	90	89
2020	90	N/A	90	89
2021	89	90	90	90

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

The Pines School overall behaviour incidents have decreased significantly from 2020 to 2021. Time out office incidents have decreased by 46% and the number of take homes and suspensions have decreased by 33%. This behaviour data is a result of the effort our staff put into creating a positive class culture, monitoring students' wellbeing and incorporating social emotional learning skills into their everyday teaching. Our staff explicitly teach social skills using 'What's the Buzz' in Years 2-7 and 'Kimoichis' in R-1 classes. Staff also used our Interception room to support high needs students with emotional regulation, which also resulted in a decrease in time out office incidents. We continue to use the Positive Education model and teach about character strengths, with a focus on Growth Mindset, The Learning Pit and Powerful Learners. In 2021 a number of our teachers were also trained in Berry Street Education, a trauma-informed model; with a focus on improving all students' self-regulation, relationships, wellbeing and academic achievement.

Our student wellbeing survey with year 4-7 students showed our students positively rated all areas over 90%.

# Parent opinion survey summary

## Preschool Family Opinion Survey Results 2021

Families' responded to a range of questions around the quality of the preschool's teaching and learning. For example, knowledge the educators have about their child, teaching pedagogy, the attitude and efforts of the teachers, communication about the learning program, etc.

One family commented: "The teachers have really made an effort to create opportunities for my child to learn in ways that relate to my child's interests. This has helped their confidence grow and made a difference in their formal learning journey"

Results across all areas were generally positive, Questions 1,2,3,4,5,7,8 and 9 received positive results. Question 6 received a couple of 'disagree' responses to the question 'My child's teachers clearly inform me about the learning program'. On reflection as a preschool team, our program planning, as well as learning snapshots will be more regularly posted on Class Dojo as more and more families are using this platform. COVID 19 restrictions such as families unable to enter the preschool building and attend events had a negative impact on opinion results. For example, one family commented: "Because of covid we aren't able to stay and chat with the teachers so at the moment it's really hard to know what they are up to and how they are doing". While as a Preschool team, we adapted and used a variety of strategies to support and involve families during these restrictions, it is difficult to match coming into the preschool building, looking at their child's folder, displays, etc.

Strategies included using the Class Dojo app to communicate and share children's learning, text messages for notices, talking to families in the outdoor area of the Preschool.

## School Parent Opinion Survey

The Overview of the parent survey was very positive. 86% of parents surveyed agreed/strongly agreed that students and teachers are respectful at The Pines School.

75% of parents agreed/strongly agreed that the school provides useful feedback to the school community.

Very pleasing to note that 94% of parents agree/strongly agree that education is important for their children at our school.

An area for further investigation is "providing learning tips" for parents. 46% of parents saw this as a need for improvement. In 2022 we will provide information about useful tips for families to assist their children with learning, in our Newsletters and via Dojo.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1777 - The Pines School	89.0%	90.5%	87.1%	90.7%

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 2021 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	6.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	59	74.7%
U - UNKNOWN	15	19.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.



## Destination comment

Our school and Preschool continue to be in demand.

Our local high school and school of right is Parafield Gardens HS. Most year 7s transition there. Some students also enrol in other schools, both public and private schools.

The Pines continues to grow in enrolments. 75% of our students leaving the school transfer to South Australian Government schools, with 17.5% transferring to Non-Government schools.

## Relevant history screening

All staff have relevant screening. The school is compliant and follows the Department for Education requirements.

It is a requirement that all Governing Council members, some volunteers in both the school and canteen, SSOs and teachers all have current Child related screening- Working with Children Check-WWCC.

To work in SA government education sites and services (including Department for Education corporate offices) you must have a current Working with Children Check. The check must be updated every 5 years. The WWCC is a checking process undertaken by the Department of Human Services (DHS) Screening Unit. It involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening Unit.

# 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	75
Post Graduate Qualifications	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	45.0	0.9	19.3
Persons	1	52	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$8,545,649
Grants: Commonwealth	\$2,000
Parent Contributions	\$216,604
Fund Raising	\$6,350
Other	\$12,429

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

## 2021 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 2021 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 wellbeing and engagement	The school is funded for a Wellbeing Leader who works in partnership all leadership including our Students Engagement leader and school staff to ensure support and special social skills programs for our students.	Outcomes include reduced suspensions, increased student engagement.
	Improved outcomes for students with an additional language or dialect	Our School employs a specialist EALD teacher to work in classes modelling best practice for teachers. The EALD teacher also provides assistance/ intervention for EALD students either 1:1 or in groups as required.	Outcomes - teacher best practice development, improved student achievement.
	Inclusive Education Support Program	Inclusive support for our students and families is provided by our school Engagement Leader and other Leadership. The Smith Family provides a Homework Club and sponsorship for nominated students.	N/A
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	APAS is provided for some Aboriginal learners. Intervention 1:1 and in small groups provides tailored support for students in Literacy (reading) and Numeracy to improve students outcomes. An ATSI Community Group and Homework Club also support ATSI students. SSO support is also used to support students below benchmark. Extension support is provided by the AET and School Improvement leader for Aboriginal learners above their year level standard to further extend them. IESP funding is accessed to support at risk students.	Improved ATSI achievement for those students attending regularly. Improved support for individualised programs.
Program funding for all students	Australian Curriculum	Staff are continually trained in the Australian Curriculum. Training for staff is included in staff meeting. As well staff are released to attend training out of the school.	Staff plan effectively and assess against curriculum standards.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Class sizes have been reduced by using some resources from the Better School grant for an extra teacher. SSO support for early years intervention and development of teacher practice has been supported by this grant.	Explicit teaching in both Reading and Number has supported students' achievement
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2021 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):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Educators continued to develop their knowledge and teaching strategies for our number related PQIP goal. The school's Maths leader mentored and coached the preschool educators during small numeracy groups, as well as offering further resources and ideas. The Preschool team attended training around how to support families with continuing numeracy learning with their children at home.</p> <p>An SSO was employed to support children identified as needing a more individualised program using PASM and 4 top 5 data. This SSO worked 1:1 and in small groups with children to provide further explicit teaching and practice.</p>	All children showed growth in their PASM and 4 top 5 data.
Inclusive Education Support Program	<p>24 children were supported with IESP funding. Identified students were supported in speech and language, Others were supported with a range of needs such as social and behavioural. Individualised learning programs, arranged by the Special Ed teacher in consultation with DfE Special Support Staff were in place.</p> <p>One child with extensive needs received 12 hours of support every week. A number of children with limited language were supported by staff using Key Word Signing training.</p>	All children demonstrated growth in observations, assessments and reporting.
Improved outcomes for non-English speaking children who received bilingual support	46 children were referred for bilingual support in 15 languages. Teaching programs including bilingual workers ensured each child was supported. BSSOs supported each child's home language and English, as well as contributing to the curriculum and helping to build relationships with families.	All children showed growth in their English language and learning. Cultural celebrations were included in planning.

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