



Orroroo Area School and Orroroo Kindergarten

2020 annual report to the community

Orroroo Area School Number: 740

Orroroo Kindergarten Number: 6648

Partnership: Flinders

Signature

School principal:

Ms Jenny Stringer

Governing council chair:

Rebekah Rasheed

Date of endorsement:

1 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

In preparing this report the overwhelming thoughts are of how different this year has been, so many changes to the way we operate as a school but also as a community. So many thoughts of 'what if' or 'how will it affect us' have been the norm for much of the year. Let's hope for a much more 'normal' 2021!

The work of the school staff under the guidance of the leadership team and Principal Jenny stringer at the beginning of the year professionally set up the students for a successful and engaging year in learning. The leadership team, with staff, present as a collegiate, enthusiastic and knowledgeable team charged in improving student outcomes. The staff know the students well and scaffold their learning through providing them with the tools and structure as well as curriculum; in order for the students to take responsibility for their learning, through well established learning conferences and coaching young people for success. The schools improvement plan saw successes and areas for improvement and modification as we continue to strive for excellence in all areas.

The site underwent an external school review during week 9 of term 3. As a leadership team, staff, SSO and student body we demonstrated our strengths and had areas of improvement identified through three lines of inquiry. The results of this review will be the foundation for further improvement in the school improvement plan and also to drive student engagement, learning and strengths of our school.

Our school values of respect, responsibility, excellence, tolerance and honesty continue to be a major focus in classrooms and are celebrated regularly. The associated learner qualities of perseverance, connected, courage, self-awareness and being inquisitive are well established and continue to be a focus in learning areas.

Our student numbers in 2020 hovered around 140 in the Reception to Year 12 section, with an additional 15 being in the Preschool class; making 155 students in total.

Our own school swimming carnival, MNSEC swimming carnival and our sports day were able to be held without any thoughts of what was to come. All activities from this point were postponed or cancelled which was disappointing but out of our control.

We were eventually able to conduct our middle school amazing race within the confines of our community and local area. Briefly, the Amazing Race for years 7, 8 and 9 was a week long activity, organised by staff and which took on a life of its own following the theme of 'backyard DIY', where staff planned and executed activities that stretched student thinking. Thanks goes to the staff for their enthusiasm and planning of the week long event.

Some middle school sports activities were held with restrictions easing. 5-a-side Soccer and TAG Rugby were held at Booleroo and Jamestown with our students showing competitive spirit and teamwork amongst their peers.

The year 10 Community Studies projects, through the work of Marg Custance, had each student choosing projects that held their interest and then working with community groups and members. The presentations to their peers and community groups at the completion of their projects showed enthusiasm, skill and communication skills beyond their years.

To our student leaders of our CRUNCH or as Junior House Leaders, thank you for your efforts over the course of the year. At the start of the year you were elected into your positions by your peers to represent them in various decisions, committees and events within the school which I believe you have done with great energy and enthusiasm.

To the members of the School Governing Council I thank you for your time and efforts this year. We have passionate people who have the success and effective running of the school at the forefront of decisions.

My final thank you goes to the staff and support workers of Orroroo Area School. You have been great to work with in 2020 in what has certainly been an extraordinary year which has taken many twists and turns. Your flexibility, understanding, professionalism but above all your care and prioritising of our students learning and well-being during this year has been outstanding.

The end of year Presentation Night highlighted special awards for the students based on their achievements.

Best news at the end of 2020 were the SACE Stage 2 results with 100% achieving their SACE Certificate. Fantastic.

Governing council report

What a year 2020 has been! Every year we are presented with challenges, and this year certainly provided some interesting ones for our school and the wider community. As the year draws to a close, we pause to reflect on the happenings of 2020 at OAS. As Governing Council, the new school signs at our entrance (highlighting our school values) were probably our most exciting development. In addition, we were pleased to be involved in getting the new pathway alongside the school and pre-school underway and are looking forward to further development of a new amenities block in the near future.

We were very fortunate to be able to hold our annual swimming carnival and sports day this year. Primary students enjoyed a few excursions, along with the annual Junior Primary Patch Theatre trip. Middle school students were excited to be involved in the much-anticipated 'Amazing Race'. There have been various other extra-curricular activities, including a few SAPSASA and sporting events, along with community events supported (including catering and music). Unfortunately, several other events were cancelled, such as the school production, formal, 'Heaps Good Day' and camps to name a few. There have been considerably less fundraising opportunities this year, and sadly one of our main fundraisers and major community events, the Carrieton Rodeo, has also had to be cancelled. Our signs erected at the front of the school this year were partly funded by the Rodeo, and we really appreciate their support.

Jenny Stringer, as principal, led the school through what we hope to be the worst of the covid -phase, and showed care for all those within the school community. Unfortunately, Jenny has been unwell recently, and we wish her all the best in her recovery. In her absence, Matt Dignan has worked tirelessly to maintain momentum at school, completing the external review and minimising disruption for our Year 12 students as they've completed their final assignments and exams. We thank all the leadership team for their efforts.

As per most years, there were changes to staff in 2020, and I would like to extend my gratitude to each and every member. From classroom teachers, specialist teachers, relief teachers to SSO's, admin, finance, groundsman, and bus drivers; I'd like to thank you for your work this year in helping educate our children and provide the best possible environment for them to thrive. Congratulations to those who have won permanent positions – I hope you will hit the ground running in 2021. To the staff whose time at Orroroo has ended, I thank you for your service and wish you all the very best for your future. It would be remiss of me not to recognise the work of Birgit Buchner in our school canteen – we appreciate all your time and effort in keeping our school canteen running. Anyone who's volunteered there this year would've noted the shiny new cupboards we've been able to purchase as a result of the success of our canteen over the past couple of years.

As I reflect on the year, I think 'tolerance' has been a school value that has shone through. Tolerance of situations out of our control, tolerance of being unable to participate in much-anticipated school and community events and understanding that coping in these uncertain times may look different from one person to another. This has led to our learner qualities coming to the fore – the main two being courage and perseverance. I'm sure there have been disappointments for students this year, and particularly our Year 12's, but they've soldiered on, and seem to have worked together to help each other through. One moment that stood out to me was when the Orroroo Yr 12's went on an end-of-year trip to the beach that ended up being cut short by Covid. I popped into a local business and noticed not just the daughter of the butcher, but several others offering to come in and help during a busy time. This shows the character of these young people. They should be very proud of their efforts, both in relation to school and more broadly, and hopefully this ability to persevere when things become challenging will hold them in good stead for challenges they may face in the future.

I'd like to recognise the student leaders within our school in 2020, through SRC (SS) and Crunch (JS). I'd like to make a special mention of Chloe Reddaway, who has led the SRC this year). To the graduating class of 2020, congratulations on making it through the year, and I wish you every success in whatever you strive for in the future. Thanks also to your families for their dedication to Orroroo Area School, particularly those whose time with children at the school has come to an end.

Thanks also to the members of the Governing Council for 2020 - Shane Rowe (Secretary), Gaye Kuerschner (staff representative), Lisa Reddaway, Donna Wood, Anna Schories-Williams, Charmayne Clarke, Lauren Shephard, and Belinda White. On behalf of the Governing Council have a safe and a happy break.

School quality improvement planning

In 2020 we implemented the following Improvement Priority from our Preschool Quality Improvement Plan: Improvement Priority: For children to extend their STEM knowledge, skills and understandings through shared learning exploration.

Challenge of Practice: If we respond to children's STEM thinking through supportive interactions and formative assessment processes within a project approach, children will extend their STEM knowledge, skills and understandings through shared learning exploration.

Staff implemented a reimagined program and planning cycle with a STEM learning opportunity presented to the children for each three-week program. We conducted a collaborative inquiry / project based on children's STEM thinking each term, using pedagogical documentation to make visible our shared learning exploration. This STEM provocation evolved over each planning cycle, with all aspects of STEM address over the course of each term. Using the language of dispositions with children enabled educators and children to become familiar with the terms and more able to see them in action as the year progressed. An opportunity for critical reflection and collaborating at each three-weekly staff meeting as well as in depth observations occurred throughout the year. Documentation which included program notations, children's portfolio books, photo evidence and staff reflections of STEM learning experiences, it was evident that children began to display higher levels of engagement over the year. It showed that children were demonstrating more instances of the learning dispositions and processes needed to solve increasingly complex problems. In addition, the Preschool also implemented a reflection routine during each preschool day to provide opportunities for children to revisit their ideas, share their thinking and plan next steps. Educators were able to refine the processes to make learning visible to families through sharing photos and documentation across a wide range of avenues, including photos displayed on the interactive TV during parent drop off and pickup, the use of Seesaw, bulletin board greeting families daily, newsletter articles, interactions on the School Facebook page and the children's portfolio books, as well as it being evident in the planning cycle and documentation. It was shown that Children were observing and experimenting (Science), choosing and using tools (Technology), designing solutions for problems (Engineering) and measuring and quantifying to find patterns and understand solutions (Mathematics) in the context of shared learning exploration. Very high levels of engagement and progress in learning for all children were documented in the children learning statements for 2020.

Preschool improvement planning - review and evaluate

The School Improvement Plan was reviewed and evaluated several times throughout 2020 at a Flinders Partnership level, OAS Leadership and staff level, with next steps in the plan to be presented to Governing Council at the beginning of 2021. In the implementation of the plan OAS reviewed the Literacy Agreement, published it for teachers to plan, teach and assess in accordance with it. The next step for 2021 is to 'hold the line' with the three established goals, further involve staff in specific areas of impact and inform students so they can be aware of expectations and assist them to set individual goals.

OAS needs to continue the student trials of writing for moderation and as a next step in 2021 to develop understanding of Brightpath scores and bringing in to the target – specific data related to Brightpath; Develop greater understanding and development of Australian Curriculum (English) Brightpath Literacy Progression links using Guide Books and NAPLAN marking guides and quarantine 2 staff meetings per term for investigation into Brightpath and creating a common language for the teaching of writing. OAS completed writing assessments in 2020 using the Brightpath tool and used data between term 1 and term 3 to measure the growth in scores as a measure. In 2020 87.5% (7/8) students achieved growth with an average 21 point increase in our target cohort of year 7 students. In 2021 we have set the goal for all students to display growth in brightpath scores.

Our Numeracy goal was achieved in 2020, with 83% of students, achieving SEA for Pat-M testing in the selected cohort of year 9 students (no NAPLAN 2020). This exceeded the target set for this year of 70%! The new target for 2021 will be for 80% of this cohort to achieve SEA in the Pat-M testing.

The next steps in the SACE is to maintain the direction, goals and targets from 2020 with a change from the SACE target focus on a B grade to a Grade Point Average (GPA) for easier detection of improvement over time. The change then for 2021 has been confirmed as 80% of our stage 2 cohort will achieve growth in their average GPA across all of their SACE subjects between term 1 and 3 reports, and 80% of students will achieve an average GPA of 4.

Through the external review conducted in term 3 of this year, the school improvement plan 'point of impact' for all staff was discussed at length. This has already been a focus for this year during a student free day and will continue to be during the preparation for 2021 in week 0 to ensure all staff are aware of where they impact the SIP and how we can best continue to engage our learners to achieve growth in all areas which can be measured with the specific, targeted cohorts.

Improvement: Aboriginal learners

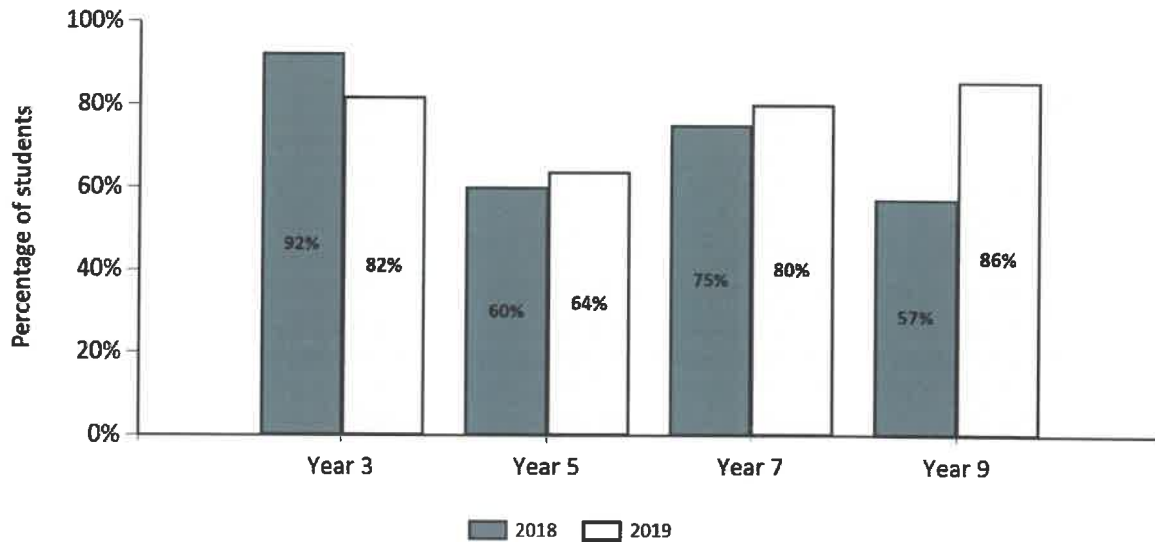
Oneplans are compulsory for Aboriginal learners. All were completed to track and monitor students development between year levels, subject modifications where necessary and support mechanisms to maximise chances of successful school completion.

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

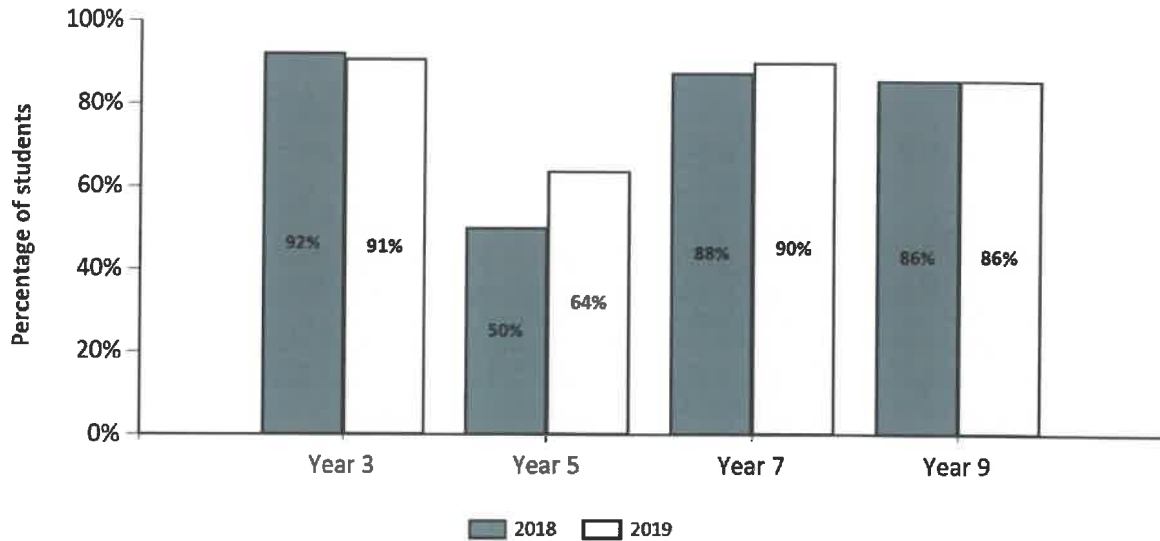


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	75%	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	58%	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 [^]		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 2019	11	11	3	2	27%	18%
Year 3 2017-2019 Average	12.3	12.3	3.0	1.7	24%	14%
Year 5 2019	11	11	0	0	0%	0%
Year 5 2017-2019 Average	10.0	10.0	1.7	0.7	17%	7%
Year 7 2019	10	10	1	4	10%	40%
Year 7 2017-2019 Average	10.0	10.0	0.7	2.7	7%	27%
Year 9 2019	14	14	0	3	0%	21%
Year 9 2017-2019 Average	16.3	16.3	1.7	2.7	10%	16%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	2020
A+	0%	0%	7%	2%
A	20%	7%	11%	4%
A-	3%	24%	22%	29%
B+	10%	21%	13%	26%
B	27%	10%	16%	13%
B-	17%	7%	9%	17%
C+	10%	21%	7%	7%
C	7%	10%	11%	2%
C-	7%	0%	4%	0%
D+	0%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

*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	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	#Error	83%	38%	73%

School performance comment

The SACE results measured against the school improvement goals and targets were again outstanding. For a measuring tool we reviewed the target and looked at using individual students Grade Point Average (GPA). This is calculated by scaling grades from A to E with a point value from 5 to 1. There was student lift in outcomes throughout the year at a SACE level. The final SACE Stage 2 results were comparable to the outstanding results of 2019. In 2020 73% of the final grades were a B grade or better. The overall SACE grades for stage 1 and 2 were at a healthy 76% of B grade or better, a good reflection of the work of our SACE teachers.

School performance in the Brightpath and Pat-M standardised tests indicated an improvement by the cohorts targeted in the school improvement plan. 88% (7/8) of our target group achieved growth in their Brightpath scores from term 1 to term 3, slightly below the target of all showing growth. 83% (5/6) of the targeted group in numeracy achieved SEA in the Pat-M testing, exceeding the target of 70%.

Orroroo Area School attendance data continues to be at 92% for 2020. This is extremely positive considering we had a number of families with explained absences during the covid-19 issues throughout the year. The number of explained absences continues to be a focus for home group teachers with the department target of 95% still within reach. Attendance is stressed in newsletters and meetings throughout the year. Through wide research it is known that absence from school has an impact on student learning outcomes. Our Wellbeing priority team continues to implement strategies such as SMS family contact, attendance protocols, and articles to promote attendance. The school utilises the Flinders Partnership support service staff, with student attendance counsellors contacted to assist in working with students and families for a more pro-active plan to rectify attendance issues/patterns.

Orroroo Area School continues to provide seamless transition for all points of change in a student's life: from Preschool to Junior Primary, Primary to Middle School and into SACE. With the transition to life beyond school, whether it be to work, an apprenticeship, TAFE or university our students are well placed through the counselling, support and guidance of all teachers.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	85.0%	90.6%	84.0%	89.3%
2018 centre	95.8%	84.4%	87.5%	93.3%
2019 centre	95.5%	75.0%	92.7%	87.3%
2020 centre	98.3%	96.7%	92.6%	92%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	92.8%	92.3%	90.9%	91.9%
Year 1	93.2%	88.4%	93.1%	98.3%
Year 2	92.3%	86.3%	95.1%	94.7%
Year 3	90.0%	88.6%	91.1%	95.4%
Year 4	91.3%	88.9%	95.0%	89.7%
Year 5	94.6%	90.3%	88.4%	95.0%
Year 6	93.3%	94.6%	88.0%	89.3%
Year 7	95.8%	91.2%	93.8%	95.4%
Year 8	95.6%	92.1%	90.4%	91.4%
Year 9	94.3%	89.9%	92.9%	85.5%
Year 10	92.7%	92.3%	90.0%	91.5%
Year 11	93.8%	93.5%	90.6%	86.5%
Year 12	95.2%	97.8%	95.6%	94.0%
Total	93.5%	90.9%	91.9%	92.0%

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 data shows a 92% attendance across the whole year. Once again, a solid grounding for learners to develop good attendance habits and shows the importance that families place on preschool education.

Preschool is held on each Tuesday and Thursday as well as Wednesdays in weeks 3, 6 and 9 to fall within the minimum attendance time for preschool age children.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	15	16	15	15
2018	6	8	8	9
2019	11	10	11	11
2020	12	12	14	15

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.

Preschool enrolment comment

In 2020, the preschool started with 12 students and had three more enroll during the year, meaning the preschool completed the year with 15 students.

Behaviour support comment

Preschool:

All Preschool students have a sense of pride and confidence as a learner and feel a part of the Preschool community. Students consistently make good choices and are encouraged to discuss their feelings through different modes of language when she or he is upset. Students interact positively with familiar and new peers and adults.

School:

In an increase from 2019 in 2020 there were 20 incidents recorded across 17 students, with 5 breaking the behaviour code multiple times. There were 2 suspensions for the year (included in the incident number). The student Intervention Team (SIT) meet weekly to discuss and look at ways to support students, monitor behaviour with different strategies. Our 'Safe School Audit' is used once per term, and is also readily available on student servers and classrooms, provides a safe and consistent method of reporting by students of incidents they are concerned about that have happened without teacher knowledge.

Client opinion summary

The school parent opinion survey saw 33 responses. Responses to the questions in the survey weighed heavily toward the 'agree' to 'strongly agree' in a high percentage of the questions asked. Some of the lower performing areas according to the survey were regarding the communication between the school and parents and parents ability to have input regarding their child's learning.

The staff perspective survey saw a response of 96% employee engagement from the 26 responses. Ranked focus items included more recognition for high performing staff members for their work, leaders actively seeking feedback from staff, encouragement of more robust challenge of practice between colleagues and a site-wide consistent behavioural support policy being consistently applied. Formal discussions have been held within staff meeting times to brainstorm ways of improving these identified areas for 2021. Feedback to staff through professional development meetings and performance conversations with line managers rated highly as a focus area to continue to drive engagement.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
740 - Orroroo Area School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	1	2.8%
Interstate/Overseas	7	19.4%
Other	1	2.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	8.3%
Transfer to SA Govt School	11	30.6%
Unknown	13	36.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

Preschool:

All 2020 students enrolled to attend the local School, Orroroo Area School. A full transition program with the Reception Teacher at OAS was completed in Term4 2020 to ensure a successful transition from Preschool to Schooling. This program incorporated 6 visits to the School to assist the students to get a feel of 'school life'.

School:

Orroroo Area School continues to provide seamless transition for all points of change in a student's life: from Preschool to Junior Primary, Primary to Middle School and into SACE. With the transition to life beyond school, whether it be to work, an apprenticeship, TAFE or university our students are well placed through the counselling, support and guidance of all teachers.

Of the 11 stage 2 students in 2020, 4 applied for university entrance, all others were entering into further training or apprenticeships.

Relevant history screening

Preschool:

All staff working at Preschool have current Criminal History Screening Clearances, First Aid Certificates, RAN training and through their DfE approvals to work, any other clearances related to their employment rating and status.

School:

The recording of Relevant History Screenings is kept on a spreadsheet/folder with tabs for staff, students and volunteers.

They are listed in alphabetical order by name with the screening type (DCSI), the date it was approved and the expiry date.

All screenings are now done on-line but prior to this our site kept a paper copy of what was sent off.

We were audited in 2016 and found that our processes met the required audit.

All personnel who work in schools or pre-schools now require on-line DCSI applications / approvals.

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	24
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.6	0.0	7.9
Persons	0	18	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,451,622
Grants: Commonwealth	\$7,311
Parent Contributions	\$70,436
Fund Raising	\$1,500
Other	\$21,779

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

2020 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 2020 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	Funding was allocated to support individual or small cohorts to improve engagement, on-task behaviour and learning outcomes.	Case management-improved on-task outcomes and behaviour data.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Funding was allocated to support the students through individual, small group or within a whole class context support via SSO support. This was timetabled, learning needs identified and supported.	Goal setting in 3WLC, One Plans developing. Facility plans approved.
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	Due to our rural context, students may not always have access to resources, workshops or excursions and camps as afforded to other students. OAS provides quality learning opportunities and outcomes for our students including funded travel options. Prior planning to access, engage and enthuse of students with facilitators, experiences and quality teachers is vital, we therefore have also utilised the funding to employ extra staff for part of the week and or day, using withdrawal strategies to support students with the greatest needs.	Student driven goal setting through three way learning conferences. Staff began planning for students using One Plan requiring further support to complete.
Program funding for all students	Australian Curriculum	Funding was used to train staff in the delivery of Mimitit to support the ongoing work in Multilit for improved student outcomes in Literacy. Funding was also used to utilise SSO for classroom support.	Individual student progress was recorded in literacy, including targeted cohorts
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding allocated to support individual students and small cohorts of students or classes in relation to numeracy and literacy in addition to verified student funding.	Targeted cohorts supported. Literacy outcomes still to be fully realised.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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"> • SSO time to support speech report and oral language. • Preschool Teacher and Principal attended LDAR Professional Learning Program and action research connected to literacy indicators 	<ul style="list-style-type: none"> • Learning showed significant progress for all children in numeracy and literacy. All children receiving speech report were case closed
Improved ECD and parenting outcomes (children's centres only)	OAS employed extra staff using withdrawal strategies to support students with the greatest needs. Extra staff including 0.1 Intervention Teacher. As OnePlans were developed for students funding was also provided for staff to complete them to support student learning.	OnePlans were completed, some extra funding to be secured in 2021 as a followup.
Inclusive Education Support Program	SSO time to support speech report and oral language.	All children receiving speech report were case closed by the end of the year.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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