



Flinders View Primary School and Flinders View Child Parent Centre

2022 annual report to the community

Flinders View Primary School Number: 1396

Flinders View Child Parent Centre Number: 1783

Partnership: Port Augusta - Quorn

Signature

School principal:

Mrs Anna Nayda

Governing council chair:

Tiffany Mitchell

Date of endorsement:

3 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Flinders View is a preschool to year 6, Category 1 School situated in Port Augusta West. The school has an ICSEA value of 753 and commenced the year with 139 students. Enrolments included approximately: 69% school card holders, 72% Aboriginal and EALD learners; 17% IESP funded students - two of whom required 1-1 support and another in Term 4, and 4% of students in Care.

The preschool, capped at 30, began with 24 enrolments. Ongoing enrolments lead to a capacity increase late in term 2. Term 4 commenced and finished with 40 enrolments. Of these 40, 23 were eligible enrolments, 16 early access, and 1 pre-entry child. Of the 40, 31 children identified as Indigenous/Torres Strait Islander, 9 non-Indigenous; 8 with verified speech needs; 2 with individual diagnosis of ASD and GDD.

The school maintained seven classes, despite losing the Year 7 cohort the previous year, and stability in staffing with 2 teachers joining the team. Of the 13 teachers, 1 was a Lead Teacher, 1 a Step 9 and 7 had less than five years teaching experience. Two of these were graduates who had previously been employed as SSO's within the site. Three specialist teachers delivered Science, Health and Physical Education, the Adnyamathanha language and Technologies. Two part time teachers facilitated Literacy and Numeracy intervention across the school. Unfortunately due to limited relievers the continuity of the math intervention program was disrupted. The teacher was utilized to provide backfill and in Term 4 went on Maternity Leave. Leadership continued to remain stable. During the year ancillary staff were employed to support IESP funded students and those with additional needs.

Staffing in the preschool included: 0.8 Coordinator, backfilled by a 0.2 teacher who also filled relief days across the school, 1.0 Aboriginal Families Literacy Strategy Teacher, 1.0 SSO, 1 ACEO who supported for 9 hours a week and 2 additional SSO staff employed from term 3 to fill funded IESP hours.

To support readiness to learn, students accessed the Wellbeing Room; targeted Social Emotional and mentoring programs; a pastoral care worker who helped in classes and ran weekly lunch time engagement activities. Brekky Club, attendance initiatives, fruit program, Play is the Way and Restorative practices also supported this. Emergency Lunch processes were reviewed and improved. The Polly Farmer Learning Club for Yr. 3-6 Aboriginal students ran with 8 students regularly taking up this opportunity.

2022 saw a slightly different structure for the Student Representative Council. It featured 2 nominations from each of the Upper and Middle primary classes and the introduction of 2 School Captains and Vice Captains. This made for plentiful student leader numbers to provide service to the school and their fellow students, all of whom engaged in decision making, public speaking and facilitation of whole school assemblies and events. The school also participated in the Adelaide Dream and Lead Conference run by the Youth Leadership Academy via zoom.

Although the year started off with restrictions a number of events were able to take place with adjustments. Highlights included events such as Harmony Day and Sports day, NAIDOC and Reconciliation activities, National Simultaneous Story Time, Book & Science Week activities, SAPSASA events, a school fun day incorporating Jumpy Castles, Colour Fun Run, and a float in the Port Augusta Christmas Pageant. The Flinders View Xmas Extravaganza topped off our end of the year with a traditional Xmas lunch in the gym for students and staff in recognition of our students' academic growth in 2022. The Reconciliation Action Plan was developed, approved and outlines our commitment and action toward Reconciliation. Highlights in the preschool included receipt of the Woolworths Junior Landcare and Parents in Education Engagement grants to establish a vegetable garden and support parent engagement; winning a merit award for our recycled fashion entry to Trashion; ra

Governing council report

This year again proved to have some challenges with COVID looming earlier in the year and again toward the end. Only 7 face to face meetings were able to be held with the AGM run prior to a meeting in March.

During the year we approved the schools' Decision Making policy, Site Improvement and Attendance plans and the Materials & Services fees for 2023. The Preschool Water Safety and Sun Smart policies and Preschool Quality Improvement plans were shared and also approved. An additional \$5000 funding was approved to support the completion of the bush tucker garden to ensure it was completed consistent with the original plan and to support undertaking any maintenance required for the 12 month period.

The new reporting format was tabled and shared with members and implemented in Semester 1 to report to families.

We contributed to the School's Reconciliation Action Plan through discussions and provided input into the development of the school's vision for Reconciliation and the final plan.

An ad hoc sub committee was formed to make amendments to the Governing Council Membership in the school constitution and a Special Resolutions meeting was held as part of our last meeting to discuss and seek approval to the changes.

The Fundraising Committee again supported and helped facilitate the Colour Fun Run, which raised \$1829 and was once again a hit with students. Governing Council members helped out on Sports Day and Family Night obtaining survey feedback from families about why they send their children to school. It was great to see that the majority of parents who responded wanted their children to get a good education with 14.3% of parent's wanting their children to be involved in things that make them happy and 14.3% wanting them to learn positive behaviours.

We were impressed to hear from two students who attended this year's STEM Conference in Adelaide and the impact of this experience it had on them. We encourage the school to provide such aspirational opportunities for other students.

The canteen continues to be a valuable and highly utilised service to the school and the Spriggy app is now being utilised more readily by families. A few special days were held this year including special snacks such as donuts during NAIDOC week. Volunteers started off well in the canteen however COVID impacted on this during the year with some inconsistency in volunteers assisting. We again thank Vicki Anderson as canteen manager for her approachability, the canteen's smooth operation and the introduction of a number of successful canteen initiatives. Governing Council has reappointed Vicki in the canteen manager role for a further two years.

The Rowan Ramsey award this year was presented to Kevin Schwab for his ongoing commitment to maintaining and beautifying our school grounds and facilities. We are very lucky to have him.

Lastly I'd like to thank all governing council members for their support during my first year as Governing Council Chairperson and I look forward to working with them all again in 2023.

Tiff Mitchell

School quality improvement planning

In 2022, we achieved all student achievement targets outlined in our Site Improvement Plan (SIP).

In Mathematics, we set our targets to 41.6% (10/24) of YR 3 students to achieve SEA or above in NAPLaN and achieved 47.3% (9/19) and 30.5% (7/23) of YR 1 students to achieve SEA or above in PAT-M and achieved 85% (17/20). In Reading, we set our target at 40% (8/20) of YR 4 students to achieve SEA or above in PAT-R and achieved 55% (12/22); and 80% (12/15) of Reception students to achieve SEA or above in PASM and achieved 82%, (13/16). In Writing, we set our target at 33.33% (8/24) of YR 3 students to achieve SEA or above in NAPLaN and achieved double with 61% (11/18).

All actions within the SIP aligned to and complemented our focus of building teachers understanding of EIM and HITS, and developing their capacity to consistently implement this pedagogical practice across all classes with a specific focus on warm ups, setting goals (learning intentions & success criteria) to build assessment capable learners and the use of data to inform practice and adjust next teaching steps when planning for wave1,2,3 instruction.

To build understanding teachers and leaders engaged in collaborative professional learning using a shared text during the year to acquire a shared understanding around the components of EIM and how the HITS strategies are embedded throughout this. They focused on their understanding of warm-ups and how these support students learning acquisition into long-term memory learning mastery through teams and developed and implemented warm ups at the start of their lessons using a similar structure. While teachers trialed a variety of HITS, at a whole school level we focused on the HITS of setting goals specifically developing a consistent approach to the use of Learning Intentions and Success Criteria and how these support the development of Assessment Capable Learners. Professional learning was facilitated/delivered by the Instructional coach and leaders worked together to monitor the impact of professional learning through staff feedback and observations to ensure it was narrow and deep and responsive to teacher's needs. Performance development conversations focussed on SIP priorities.

An increase in the consistency of practice was attained through the ongoing instructional coaching of teachers at an individual and team level, the ongoing collaborative planning and work of year like teachers and teams actions in their operational plans which were aligned to the SIP actions.

Like-Years teachers and Teams used data to plan for next steps in their teaching and there was a strong emphasis on the provision of wave 3 intervention specifically in reading with strategies targeting and addressing the learning needs specifically in literacy. This is now an embedded practice however targeting wave1, 2 & 3 maths intervention is an area of focus for 2023.

Due to time constraints, we put a hold on the action around developing teachers understanding of the critical content of their learning areas and how to teach this developmentally at a whole school level, however teachers did build on their knowledge through their collaborative planning with their like year or teams using the DfE units of work and curriculum resources.

As a result the actions that had the biggest impact on increasing teacher understanding, and more importantly consistency of practice across the school, were the professional learning opportunities including the shared text and professional dialogue, work of the instructional coach facilitating the professional learning, focus of the EIM through the literacy lens, collaborative planning opportunities and work of year like teachers and teams aligned to the SIP and use of literacy data to inform practice and plan for wave1,2,3 literacy intervention.

In 2023, we plan to continue with the focus on the explicit instruction model but through a maths lens and use the shared text to build on teacher understanding and capacity. We will also continue to consolidate and embed warmups and learning intentions and success criteria practice in teaching for consistency through teams/year like collaboration to planning and working together, implement impact cycles and focus on the use of maths data to inform the next step at a wave 1, 2 & 3 level.

We will also focus at a whole school level engaging teachers Professional Learning and discourse to develop shared understandings of what the Knowing "I do" this and Practising "We do" components of the EIM looks like in practice including the HITS – (Worked Examples, Metacognitive Talk, Feedback and Multiple Exposures) which predominately support this part of the model and how they can be embedded in the EIM.

Preschool quality improvement planning

The 2022 improvement cycle focused on increasing children's sentence length and building their number sense. To develop children's sentence length educators: engaged in professional learning about sustained shared thinking; reflected upon these trainings as a team; and worked to embed high quality interactions and reciprocal conversations strategies into their practice. Educators used context specific vocabulary with children, high quality modelling of oral language structures and planned and provided provocations such as story tables or role play set ups based on children's interests. This provided opportunities for children to engage in interactions with others. Educators also engaged with Sounds Good to Me-phonological awareness training, developed by Speech Pathologists, to ensure all team members understand and reinforce learning of these skills, which are taught explicitly to build children's school readiness and overall language. Supplementing this, educators also implemented and used the 6 weeks of daily videos supplied by the Music Education Scheme team and engaged in the 2 days of professional learning offered by the partnership, to develop their understanding of how songs and music can be used to improve and supplement learning of language and literacy skills.

Our second goal, to develop children's number sense, was attained largely through embedding number into our program in all instances, provocations, text and song, daily experiences, routines, and activities. Multiple opportunities ensured children were constantly able to explore and play with number, with educators modelling the use of mathematical vocabulary and counting strategies as part of the service's educational program, and at every available opportunity-planned or spontaneous. Anecdotal evidence of children's use of number was noted in the daily reflections book. It was particularly evident during morning routines. Data was collected each term on children's ability to recognise numbers 1-20, count to 10 using 1:1 correspondence, subitising collections up to 10 and doubling numbers 1-10. This guided the direction educators took during group times and in weekly planning. The AFLS teacher attended partnership professional learning communities focused on number sense. She shared this learning with the team and ideas from other educators. This largely confirmed the strong practices embedded at Flinders View, as children were frequently observed: identifying numbers in the environment, singing nursery rhymes, knowing number sequences, and subitising small groups of objects. To support families to build their own knowledge of number, and hence, provide cohesiveness between learning at home and preschool, educators frequently shared number-based learning on Seesaw which explicitly identified mathematical learning linked to numeracy indicators. Further to this, the preschool coordinator presented a family information session using the Smith Family Let's Count framework. This provided ideas on how families could work with their children to explore number and mathematical language through play and everyday activities.

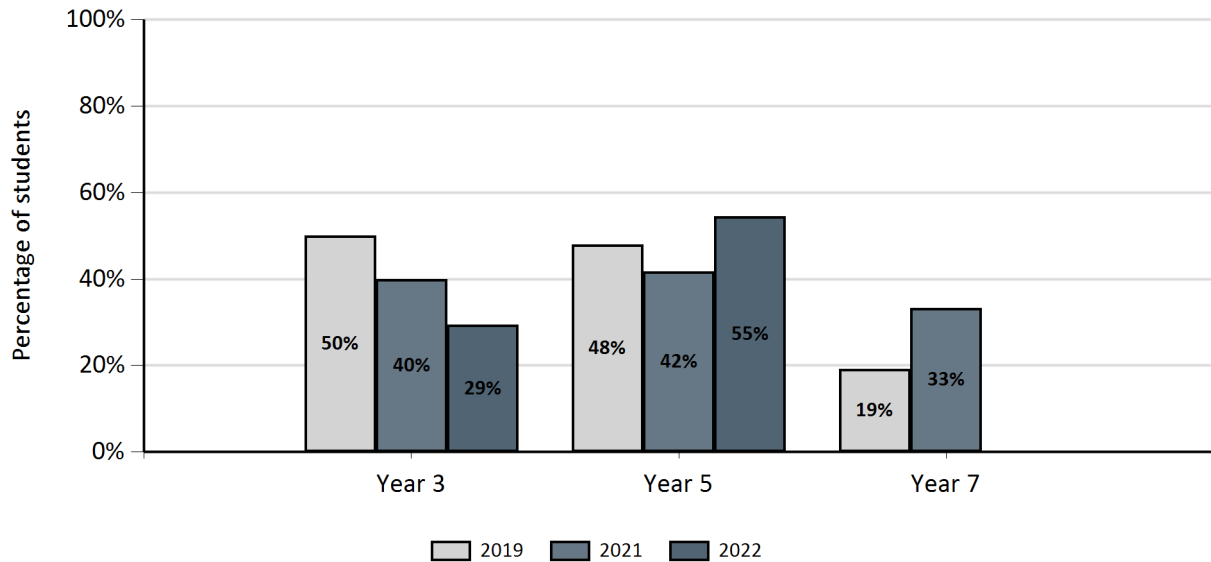
As part of our NQF goals to develop supportive educational partnerships between preschool and families, families were offered opportunities to engage in their children's learning via- excursions; 3 family information sessions on different topics; and our garden and cooking project. Educators also shared information about the educational program and children's learning through Seesaw; on our newly installed and strategically placed display boards in the vegetable garden and at the entrance to the site; learning stories about children which included analysis of learning; and through a weekly floor book detailing a wrap up of the week.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

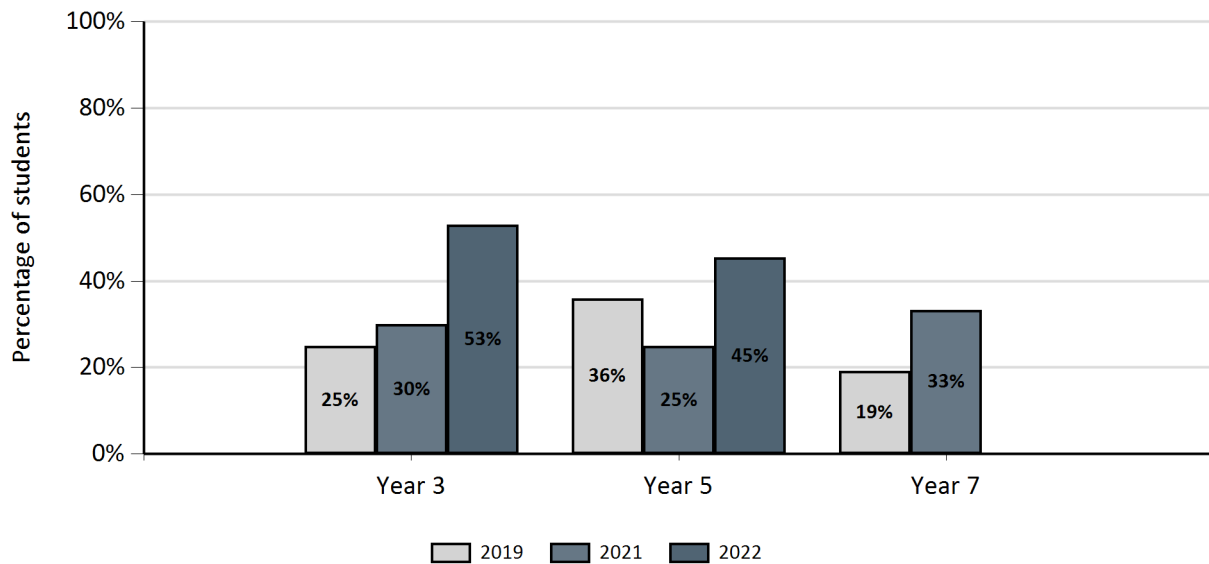


*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	17	17	0	0	0%	0%
Year 03 2021-2022 Average	18.5	18.5	0.5	0.0	3%	0%
Year 05 2022	22	22	3	0	14%	0%
Year 05 2021-2022 Average	17.0	17.0	1.5	0.0	9%	0%
Year 07 2021-2022 Average	24.0	24.0	1.0	1.0	4%	4%

*NOTE: No NAPLAN testing was conducted in 2020.

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

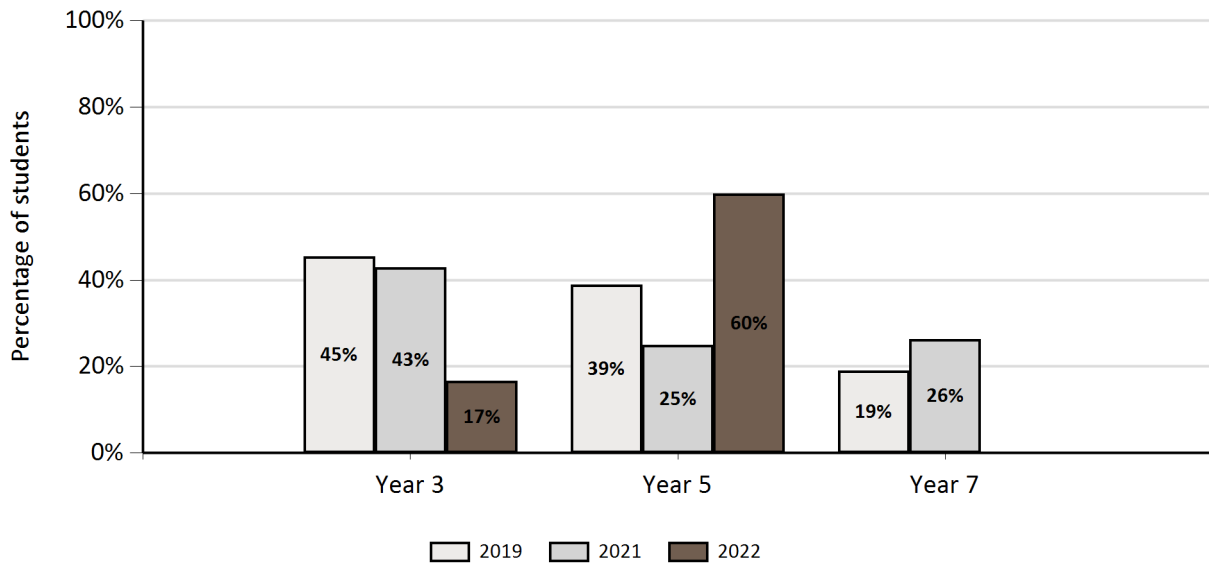
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



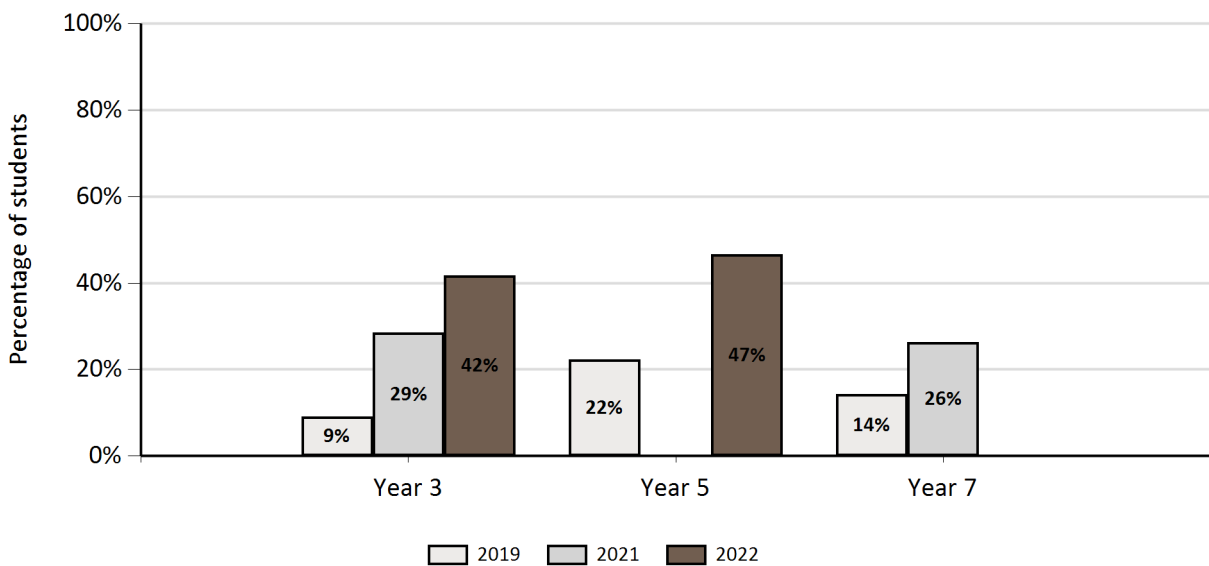
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	12	12	0	0	0%	0%
Year 03 2021-2022 Average	13.0	13.0	0.5	0.0	4%	0%
Year 05 2022	15	15	3	0	20%	0%
Year 05 2021-2022 Average	11.5	11.5	1.5	0.0	13%	0%
Year 07 2021-2022 Average	19.0	19.0	1.0	1.0	5%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

Whole-School Agreements documented and made transparent to all stakeholders.
 All stakeholders have an authentic buy into the development of the SIP and Whole-School Agreements, and authentic ownership of the school's core business at site, PLC, class and individual levels.
 Aboriginal Perspectives, and Learning pedagogies highlighted as key areas of focus throughout SIP.
 Teachers consistently embed Whole-school Agreements and improvement actions from the SIP in their classrooms (as observed through Classroom Observations/ walkthroughs/ instructional coaching).
 Leaders monitored the embedding of WSA through PDPs and Performance Development processes.
 Areas of inconsistency were addressed and monitored through Performance Development meetings and Processes.
 Narrow and Deep Learning Focus mapped out by 3 year Professional Learning Plan (to match the needs of the school as identified through self-review processes); and highlights strategies most conducive to raising the achievement of Aboriginal Learners
 AET supports teachers as instructional coach to improve high-impact strategies that support Aboriginal Learners including those from the EAL/D modules.

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

As a result of this, in 2022 we have noticed that there is a higher consistency of practice embedding the EIM and High Impact Teaching Strategies (including Aboriginal Learning Pedagogies) across the school and this was evidenced through classroom observational data; teacher surveys; walk throughs; in addition to being reflected in teacher planning; and highlighted in collaborative conversations with teaching staff and Aboriginal Education Team.

From the data we also noticed that there has been an increase in the Reading Proficiency of our Aboriginal Students (NAPLAN) particularly as the students move into the Primary Years (years 4, 5, 6). There has also been an increase in numeracy proficiency in years 3 and 5.

School performance comment

As a school that often has fewer than 20 students eligible to sit assessments in each year level, small changes in the number of our student 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.

In 2022, in NAPLAN Reading we saw a 10% increase in the percentage of students in Year 5 achieving at the Standard of Educational Achievement (SEA) from 42% to 52%, while there was a decrease in results for the Year 3s from 40% to 28%. Reading results for the Year 5 cohort demonstrate they have performed significantly better than other Year 5 cohorts at schools of a similar index of disadvantage (Category 1 schools). While two students in Year 5 achieved Higher Band (HB), one Year 3 and four Year 5 students almost made higher band in reading. Of the students who did not make the SEA in Reading, one year 5 student and seven year 3 students were close to SEA.

In NAPLAN Numeracy in 2022 we again saw a significant increase in the percentage of students in both Year 3 and 5 achieving at SEA from 30% in 2021 to 50% in 2022 in Year 3 and from 25% in 2021 to 43% in 2022 for the Year 5 cohort. Year 3 results show a steady increase over the past three years. While no students in year 3 or 5 achieved at higher band, two year 3 students almost made higher band in maths. Of the students who did not make the SEA in maths, six year 5 students and eight year 3 students were close to SEA.

In 2022, 4/19, Year 3 students were withdrawn or absent during testing for reading when compared to the Numeracy test with only 2/19 which impacted the overall Year 3 results in reading.

When examining NAPLAN Reading and Numeracy Achievement for Aboriginal Students there has been a steady improvement since 2021 and a slight improvement in reading.

PAT-R saw a drop in our results when compared to 2021. 36% of students across Yr 2- 6 met the DfE SEA for PAT-R Reading Comprehension, this is a 4% decrease - which highlights a continued need to focus on reading for meaning. There was a significant decrease in our Year 2 students results and a decline in this cohort's results for the past two years which is concerning. However, in our Year 1-6 PAT- M results there was a significant increase from 44% in 2021 to 65% in 2022, an increase of 21%. Every year level showed a significant increase in the % of students working at SEA in PAT- M or above other than our Year 4's.

Yr. 1 Phonics Screening Check (PSC): 33.33% of the Year 1 students tested passed the PSC (Scoring >28/40); 7/21 students. 33.28% increase of students meeting SEA from Term 1- This is a significant improvement from our 2022.- Term 1 data, where only 0.047% of this cohort passed the PSC (*using the 2016 testing materials). There however was a 12.67% decrease on 2021 PSC results- 46% passed their PSC in 2021 and only 33.33% in 2022. Again, student attendance played a significant role in three students' low results which impacted and saw a decline in our whole school results.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	82.7%	81.5%	69.5%	75.4%
2020 centre	84.8%	74.0%	73.6%	79.6%
2021 centre	86.5%	79.7%	73.5%	72.6%
2022 centre	79.4%	64.5%	64.3%	66.2%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	83.4%	67.5%	83.9%	74.2%
Year 1	74.7%	84.8%	77.8%	74.9%
Year 2	79.4%	75.5%	84.2%	68.5%
Year 3	71.5%	74.5%	80.3%	73.8%
Year 4	82.4%	69.4%	78.7%	70.1%
Year 5	81.6%	79.5%	73.5%	69.0%
Year 6	80.6%	72.9%	82.7%	60.8%
Year 7	74.3%	77.0%	77.4%	N/A
Total	78.8%	75.3%	80.3%	70.4%

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

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

Attendance comment

Our attendance for 2022 was 75%, this was a 2.5% decrease from our attendance compared to 2021.

This year's attendance rate of 75% has been our lowest overall attendance for over a decade. Our ATSI students' overall attendance was at 70% compared to 88% of non-ATSI students. Our year 6 student attendance rate of 65% was most concerning, this is 8% lower than any other cohort. Our overall attendance was 73% in Term 1 and 76% in Term 2. In Term 3 and Term 4 we conducted home visits for students who had been absent from school for two consecutive days. We sent a letter to each family in the Term 2 holidays outlining our future direction for improving attendance. This approach saw attendance improve during Term 3 to 81% and in Term 4 to 78%. Our attendance reward program target of 90% or more each term saw 28 students be successful in Term 1, followed by 40 in Term 2, 54 in Term 3 and 62 in Term 4. Non-attendance is followed up daily with a text message to absent families. Home visits have the biggest impact on our families. STAR are allocated to a leadership member to help build relationships, support students to attend school and ensure this target group has regular contact.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	23	20	24	27
2020	27	27	31	36
2022	24	27	34	40
2021	26	30	32	40

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

We had a decrease in suspensions from 36 counts in 2021 to 25 in 2022. Take homes decreased from 71 counts in 2021 to 33 incidents in 2022. We had anticipated that this data would decrease due to this being the first year that we did not have year 7 students included in our data. Of the 25 incidents of suspension, this was from a cohort of 14 students with 5 of these students having two or more suspensions through the year. Of the 33 incidents of take homes, 18 students were represented in this data, with 8 students having 2 or more take homes through the year. Only one female was represented in both our take home and suspension data this year. 24 different students were represented in the 58 total counts of suspension and take-home data for the year. The main reasons for suspension were due to violence or incidents of bullying. Four suspensions were as a result of out of school issues involving violence and vandalism and SAPOL intervention.

Parent opinion survey summary

There has been a steady increase of parents indicating they feel their child is important to the school and there is more respect between people since 2020. While responses indicate there is an increase in the parents receiving enough communication, this is still an area the school needs to work on. Parents like to communicate or receive communication through text messages and newsletters followed by phone calls and parent teacher interviews. See Saw is valued by parents also as a means of communication. They know what standard of work the school expects and feel teachers provide useful feedback to their children. Almost half of our parents wanted help with their child's learning, and a few felt they didn't have useful conversations about their child's learning with the school. Responses reveal parents are involved in learning at home, have good routines around reading, studying and learning and talk with their children about what happens at school. They felt the school encourages and provides them with useful tips on how to help their child at home. However, they still want more support with their child's learning. While they felt optimistic about the importance of education and feeling equipped to help their children, many felt it was too early to determine the pathway their child would take after leaving school. In 2023, we will continue to strengthen our communication through using See Saw across the school and have 1-1 parent teacher interviews in Term 3 to increase communication about learning.

The Preschool parent survey revealed that Quality of Teaching and Learning was our area of strength. All families either agreed or strongly agreed with every statement. Feedback from families included: there is explicit literacy and numeracy development evident from Seesaw, reports, family info sessions, learning stories etc.; children are provided with diverse experiences with many opportunities to engage in different things (garden, recycling, art exhibit); there are many links to everyday life and local (eg., opportunities for excursions). Support of Learning and Relationships and Communication, were also identified by families as areas we perform well in. In particular, it identified families feel welcome at the centre and comfortable to approach their child's teacher to talk about their child's progress as areas of strength. Leadership and Decision Making was identified as our weakest area, with families indicating that the preschool could do more to seek parent opinions on and involvement in the program, and that parents need more opportunities to be involved in the decision making and development of school plans through governing council.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9122 - Caritas College	0.0%	0.0%	0.0%	9.7%
1396 - Flinders View Primary School	100.0%	100.0%	88.0%	80.7%
8259 - Seaview Christian College	0.0%	0.0%	0.0%	6.5%
1481 - Stirling North Primary School	0.0%	0.0%	8.0%	3.2%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	27.3%
NT - LEFT SA FOR NT	1	4.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	68.2%

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

Destination comment

In 2022, 39 school students transferred to other sites during the year. This is an increase of 12 when compared to 2021.

Of the students who transferred, 3 students moved interstate to the Northern Territory (Northern territory & Anangu Lands), 3 transferred to another site in Port Augusta and 5 to the Christian site, 1 moved to Roxby Downs, 5 moved to Adelaide, 4 to a government site in Whyalla and surrounding towns and 1 moved to the Christian site in Whyalla, 2 moved to Pirie and surrounding towns and 1 engaged in Open Access. 35 Students enrolled in the school during the year, 10 of which were Receptions who started the year.

Of the 15 Year 6 students transitioning to Secondary School for 2023, including a home-schooled student, all transitioned to Port Augusta Secondary School.

Of 22 children transitioning from CPC to school in 2023, 16 children are transitioning directly to Flinders View Primary School, the remaining 6 children will be attending, Stirling North Primary School (1), Port Augusta Special School (1), Caritas R-12 College (2) or Seaview Christian College (2).

Relevant history screening

Flinders View Primary School complies with the Working with Children Checking process undertaken by the Department of Human Services (DHS) Screening Unit.

During 2022 the following checks were undertaken:

One new staff member was cleared to commence work in the school's finance role.

One teacher and one early child worker was cleared to continue work in the preschool.

One SSO was cleared to continue work in the school.

One volunteer was cleared to continue providing services through the Governing Council and within the school.

Contractors who undertook work on site including trades, cleaners and health care providers submitted documented clearances prior to commencing services throughout the year.

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	25
Post Graduate Qualifications	3

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.2	15.5	3.2	11.2
Persons	2	17	4	16

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

Financial statement

Funding Source	Amount
Grants: State	\$3,508,925
Grants: Commonwealth	\$14,200
Parent Contributions	\$38,143
Fund Raising	\$4,233
Other	\$28,767

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

2022 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was used to support identified students at risk by assigning mentors to these students and supporting with SEL, anger management, feelings and self-regulation. Funding used for hands on resources to support co and self-regulation in the Wellbeing Room. Also provided 1:1 support for curriculum support for identified students.	There was a decline in behaviour incidents of identified students involved in the mentoring program. Decline in classroom exits to the office due to students using the Wellbeing Room to reset and then being able to successfully return to class.
	Improved outcomes for students with an additional language or dialect	Additional staffing to support teachers to moderate, level and plan for student's needs. Literacy Intervention teacher employed 3 days per week to run literacy class for Yr. 3-6 struggling readers and writers.	Intentional planning and teaching for EALD learner needs at waded level. Improved student confidence to write and uplevel their work in the primary years. In the Early Years students confidence to see themselves as writers has increased with many students moving from mark making to writing descriptive sentences with structure.
	Inclusive Education Support Program	Targetted 1-1 SSO support for particular students focused on engagement and improving literacy/numeracy skills. IESP Coordinator supported teachers with IESP funding process and the development and monitoring of OCOP's	Increased support with improved student engagement during English and Maths lessons. Growth in student achievement data. The OCOPs are more targeted and extra funding was received to support individual students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>SSO support for targeted students in class and to support in the Literacy Intervention class. Targetted Phonics and Phonological Awareness small group intervention in Rec-1 classes.</p> <p>Reading Intervention programs run in the afternoons Multi, Mini Lit & Mac Lit were delivered- 3 times a week provided by a withdrawal program with the Intervention teacher or SSOs, run in groups or 1:1</p> <p>Employment of a FLMD teacher to support cultural specialist in the delivery of an Adnyamathanha language program across R-7.</p>	<p>Identified students experiencing success, improved engagement and individual growth as evidenced by data.</p> <p>Adnyamathanha program embedded across R-6 and reported against Australian Curriculum using A-E grades. Improved cultural awareness and understanding.</p>

Program funding for all students	Australian Curriculum	Time and Professional learning opportunities including collaborative planning provided for teachers to familiarize themselves with the DfE's new curriculum resources - scope and sequence and collaborative planning.	Familiarity of units of work and improved teacher confidence in their understanding and use particularly on how to modify them when working with composite classes. Next step is to look at how teachers to focus on how to better differentiate tasks to ensure all needs are met.
Other discretionary funding	Aboriginal languages programs Initiatives	An Aboriginal Cultural Specialist employed 10 hours to work alongside the FLMD teacher to share their expertise, plan, develop resources and deliver an Adnyamathanha program across Rec – 6.	Adnyamathanha Program is embedded across R-6 with classes receiving 1 lesson.
	Better schools funding	Funding used to contribute to instructional Coach (0.4) salary to develop teacher pedagogical practice and literacy intervention teacher (0.6) to focus on waved intervention. Reduced class sizes.	Improved teacher confidence and consistency of instructional practice- Explicit Instruction Model & High Impact Teaching Practices- setting goals- Learning Intentions and Success Criteria across the school. More focused, explicit and targeted teaching.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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>2022 AFLS Teacher, site funded 0.2 increase to 1.0- allowed child: educator ratios to remain high- provided frequent opportunities for high quality interactions/ sustained shared thinking to promote oral language improvements and vocabulary development. AFLS teacher lead small group literacy work with 3-year-old children, shared strategies with families regarding literacy development using story books; and provided quality provocations such as story tables and role play set ups. The AFLS attended partnership's numeracy PLC, fed back learning to the team, and supported them to implement identified strategies to target number sense development.</p>	<p>Both our literacy and numeracy PQIP goal were successfully achieved. Oral language samples taken for both 3 and 4-year-old children taken in terms 1 and 3 showed improvements in children's sentence length. Those that showed minimal, or no improvements also demonstrated very low or inconsistent attendance.</p> <p>Number sense data tracking number recognition to 1-20, counting using 1:1 correspondence to 10, subitising to 10 and doubling numbers to 10, collected each term, showed most children made improvements each term.</p> <p>Notable learning moments where children demonstrated PQIP goals were noted in daily reflections and our floor book.</p>
Inclusive Education Support Program	<p>With the IESP grant, 1 SSO delivered speech programs to 7 children with verified needs, each for 20mins, 3 days a week; supported ratios and general daily routines, and undertook nappy changes/ toileting of up to 15 children across the year.</p> <p>SSO support was provided for one child diagnosed with ASD who was funded for 12 hours a week for the year. This child went through the Special Options Placement process and has been offered and accepted a place at the Port Augusta Special School for 2023.</p> <p>9 hours was granted in terms 3/4, for a child with a Global Developmental Delay. Due to staff availability, the position could only be partially filled.</p>	<p>All children bar two showed improvements in their oral language samples. Further assessments completed by the speech pathologist showed the child to have inconsistent speech.</p> <p>Supported child with ASD to transition to site, with social interactions and attempted to introduce strategies for communication.</p> <p>Poor attendance saw the child make minimal progress.</p> <p>Child diagnosed with GDD showed good progress in his language improvements and confidence, participation in the program and social skills development. Child also fully toileted.</p>

Improved outcomes for non-English speaking children who received bilingual support	We did not have any children receiving bilingual support funding this past year.	N/A
--	--	-----

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