



St Agnes Primary School and St Agnes Preschool

2021 annual report to the community

St Agnes Primary School Number: 1091

St Agnes Preschool Number: 1620

Partnership: Tea Tree Gully

Signature

School principal:

Mrs Sandee Ising

Governing council chair:

Karen Buenger

Date of endorsement:

31 January 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

St Agnes School (Preschool-Yr 7) is a close knit community catering for approximately 272 primary students and 33 Preschoolers. It is located 17km NE of the Adelaide CBD, in a picturesque bushland setting. The school has an ICSEA score of 1024, and is classified as a category 6 index of disadvantage site. The student population includes 10% English as an Additional Language or Dialect, 7% Indigenous, 4% students with a disability and 16% school card holders. The school motto of 'Learning today, leading tomorrow' encapsulates the school ethos to give students access to high quality education and the opportunity to put skills into action.

The play group, preschool, school and OSHC offer programs that promote creativity and challenge, in a caring and safe environment. A broad and balanced curriculum is offered including specialist subjects of Performing Arts, Physical Education and German. The Australian Curriculum and cross curriculum priorities are embedded in all areas of learning. Facilities include Interactive panels in all learning areas and a well-designed resource centre for students to foster their love of reading.

2021 significant gains and improvements include:

- Consistent academic growth of students as evidenced through NAPLAN, Progressive Achievement Testing and InitialLit data

- A steady increase in and retention of enrolments within the school and preschool

- A continual focus and review of the Site Improvement Plan (SIP) with a major strategic focus on numeracy and literacy.

The school has

maintained targets of retaining students in high bands for literacy and numeracy with a focus on problem solving and the Big Six of

reading. Teachers have opportunities to take up lead roles in an area of the SIP.

- R-2 teachers implemented InitialLit across the early years. The consistent, structured approach to synthetic phonics has delivered solid

foundational skills for early readers. MiniLit and MacqLit intervention programmes support wave 2 learning.

- The 'Science of Reading' has been a consistent professional development focus to build staff knowledge of evidence based practices

supported by the onsite speech pathologist

- An improved capacity to communicate with families and deliver online learning with the site wide Seesaw platform

- Team captains and ambassadors are integral to the school community to lead sports days, present student

perspectives to governing

council, present at assemblies and raise the profile of student voice in the school

- A positive school review as an outcome of gathering evidence within the school to relevant lines of inquiry

- A collaborative staff team who are dedicated to working together to review and improve processes and practices to deliver high quality

learning

- A strong team of volunteers at the heart of a vibrant and passionate wider school community who engage with classroom initiatives,

fundraising ventures and governing council.

Governing council report

2021 was another busy and challenging year for St Agnes Primary School, who along with schools everywhere, had to continue to evolve and adapt. Our dedicated staff and volunteers were instrumental in the following highlights;

- Smashed fundraising goals - School disco, crazy sock day, end of year concert, Pyjama/Oodie Day, Scholastic Book Fair
- \$15,000 donation, plus additional funds planned for future playground upgrades
- Positive outcomes from our external review and OSHC audit. Strategies already in place to address feedback, and recommendations
 - to influence our future site improvement plan
- The popularity of the OSHC holiday program saw numbers book out, and the team celebrated, officially welcoming Holly in her role
 - as Assistant Director
- The Tuck Shop introduced new items proving to be a hit with kids, and negotiated regular fruit donations.
- Improvements – 4 square courts were added to the newly resurfaced northern yard paving, seating and planting added to the Smart
 - Road entrance, a new retaining wall for the OSHC, new seating and planting planned for the year
- Students, teachers and families hard work was highlighted in the outstanding NAPLAN results and high participation numbers in the
 - Premier's Reading Challenge
- Seesaw adopted as the singular online application platform, increasing communication between students, teachers, families,
 - leadership and Governing Council
- Other opportunities included – SAPSASA, St Agnes Voices, Choir and Festival of Music, kitchen and garden lessons, captains and
 - ambassador roles
- Student ambassadors presented school reports to governing council and we look forward to involving more student voices at future
 - meetings
- We farewelled our Year 6's and 7's who have shown such leadership, positivity and resilience during this turbulent year with a fitting
 - graduation ceremony at Sfera's

On behalf of Governing Council, I sincerely thank teachers and leadership for always prioritising the education and wellbeing of our children and putting the community as a whole first. Words cannot express our gratitude for maintaining a calm learning environment where students felt safe. We recognise the time, effort and sacrifices you continually made through another unpredictable year of COVID. Navigating the challenges hasn't always been easy, but the positive outcomes were certainly noticed and appreciated.

To our families - our school year did not play out to expectations and we thank you for the continued support, respect and ongoing understanding. We are so lucky to be part of the wonderful community that is St Agnes Primary.

Finally to my fellow Governing Council and sub-committee members – your time and dedication isn't always seen, but the reward is that we play an important role influencing decisions that ultimately impact all aspects of our children's learning environment. Thanks for your contribution, flexibility, adaptability and resilience. To members leaving us, we thank you for your past commitment and service to our school.

School quality improvement planning

The Site Improvement Plan (SIP) was developed for 2021 through site self-review processes which included analysis of data sets and department school improvement resources.

The 2021 site improvement plan is the final part of a 3 year cycle which has focused on high band retention goals:

Numeracy: A focus on problem solving and task design

Literacy: A focus on the Big Six of reading

Professional learning through staff meetings and a half day release termly focused on both areas of the SIP. This enabled staff to work together in teams to analyse data, plan actions for improvement and to provide feedback to each other when sharing practice. Different members of staff have lead professional learning at staff meetings to unpack data and what it means for differentiated teaching. Professional Learning Communities have a clear focus on improvement conversations and peer sharing of practice with feedback for further development on the line of inquiry that individual staff have identified against the SIP.

Every teaching staff member undertook an action research project for the year to identify an inquiry focus for the classroom. This was reviewed throughout the year at PLC's.

InitialLit has been implemented this year in the Early Years as a wave 1 approach with regular assessments each term. Students are delivered systematic synthetic phonics with consistency and individual results of growth have been positive. MiniLit and MacqLit have been implemented as wave 2 approaches along with SKILL narrative and Heggerty phonemic awareness. This approach in literacy ensures that each quadrant of the simple view of reading is targeted in order for students to be supported with both decoding and comprehension.

System data sets of NAPLAN, Phonics Screening Check and PAT along with school data sets of PASM, InitialLit screening, Misconceptions in Maths and formative assessments are used for teachers to analyse individually and in teams, to plan next steps of learning for students and to track and monitor progress against our SIP goals and targets. A regular review of actions takes place to measure impact on student learning outcomes. A review of the site assessment schedule was undertaken and continues to be a work in progress to align with a Statement of Practice in both literacy and numeracy.

Results of year level cohorts have steadily increased to show a higher percentage of students who are well above SEA and an increased number of students have been retained or increased their achievement to be included in the higher standards.

NAPLAN reading results indicate that 92% of year 3 students, 86% of year 5 students and 97% of year 7 students demonstrated the expected achievement against the SEA.

67% of year 3, 46% of year 5 and 27% of year 7 students achieved in the top 2 NAPLAN reading bands.

NAPLAN numeracy results indicate that 86% of year 3 students, 89% of year 5 students and 88% of year 7 students demonstrated the expected achievement against SEA.

42% of year 3, 29% of year 5 and 27% of year 7 students achieved in the top 2 NAPLAN numeracy bands.

In 2022 the school will have a focus on decoding skills and vocabulary as part of the big six of reading and number sense in mathematics.

Action recommendations: Explicit teaching of gradual release model, development of a whole school statement of practice in literacy and numeracy, staff reflection and analysis of goal setting and sharing of learning intentions and success criteria with students. Staff professional learning in Orbis Maths 3-5 and Seven Steps for Writing Success.

Preschool quality improvement planning

It has been a great year of learning at Preschool. Processes, documentation and the improvement cycle have continued to be refined throughout the year and staff created some different ways of thinking about how and why certain things are in place.

Throughout this year, the preschool team has continued working towards the Quality Improvement Plan goal - Increase children's accurate use and understanding of mathematical language in everyday/play based environments.

There have been many factors and actions which have been critical for success towards this goal. Reflection during the year and regular progress meetings about the PQIP goal were integral to ongoing improvement. Staff reviewed and reflected about ensuring they were on track with agreements and actions. Educators brainstormed tier 2 and 3 mathematical language that could be used and heard in everyday play, and were committed to introducing new vocabulary to children and modelling this vocabulary in play situations, alongside children. They also made time to read through and gain ideas from the "Numeracy Guidebooks for Preschools" which presented the language through practical activities that they could explore. This provided staff with confidence to try out new strategies and different ways of presenting the material, and strengthen their practice with children. Presenting concepts and language through large and small group times has been crucial for children's language development, as it allowed staff to scaffold as required for various groups. A checklist type of observation was incorporated to identify gaps. Staff regularly identified the frequency of mathematical language being used by children in play, within Inquiry. This information allowed staff to plan more purposefully through inquiry, to address gaps and teach more explicitly.

Documentation has been mostly through the 'Project Inquiry' type approach. As a partnership it has been a focus; to further develop our ability as Preschool's, to enhance children's learning in a playful manner. This approach allows staff to connect with the improvement cycle, children's interests and ensure they are covering the curriculum. It also links to the frameworks and literacy/numeracy indicators, which guide their teaching and learning.

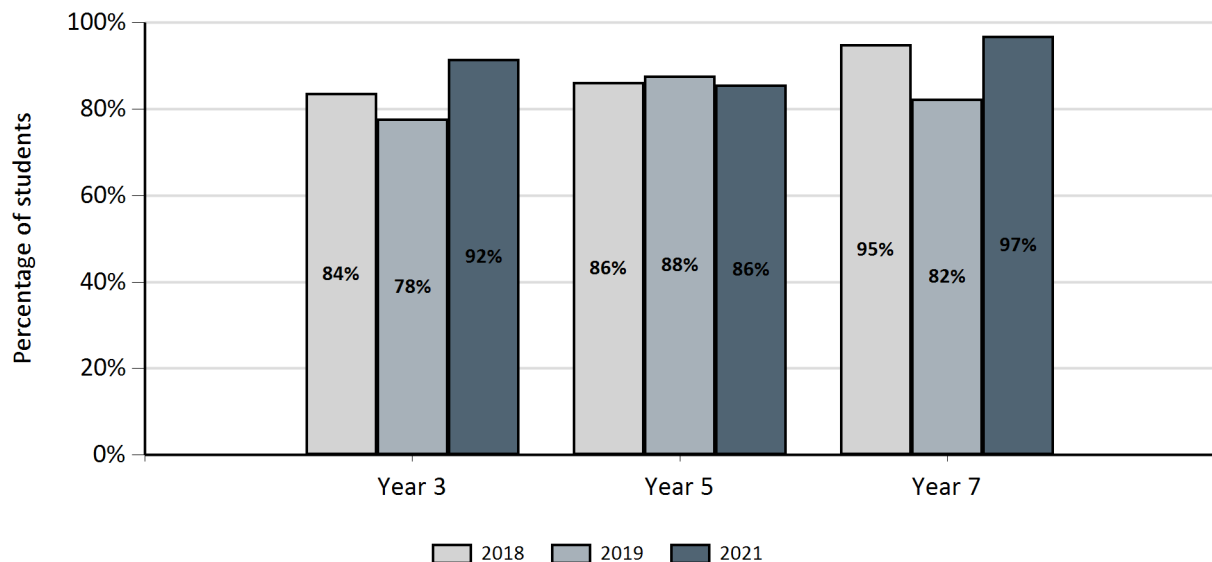
The Preschool team feel as though their progress over the past two years in relation to the mathematical language goal has been successful. They have seen an increase in children's use of this vocabulary both in play and conversations, and feel as though their self-confidence as a staff to model, has vastly developed and therefore supported this growth in children. To be aligned with the school site and keep consistency across P-6 year levels, they are creating a goal for 2022, which is related to Literacy. Utilising the resources they discuss and focusing on in school Professional Development, they aim to develop their phonological knowledge, to build the children's skills in literacy, expressive and receptive I

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

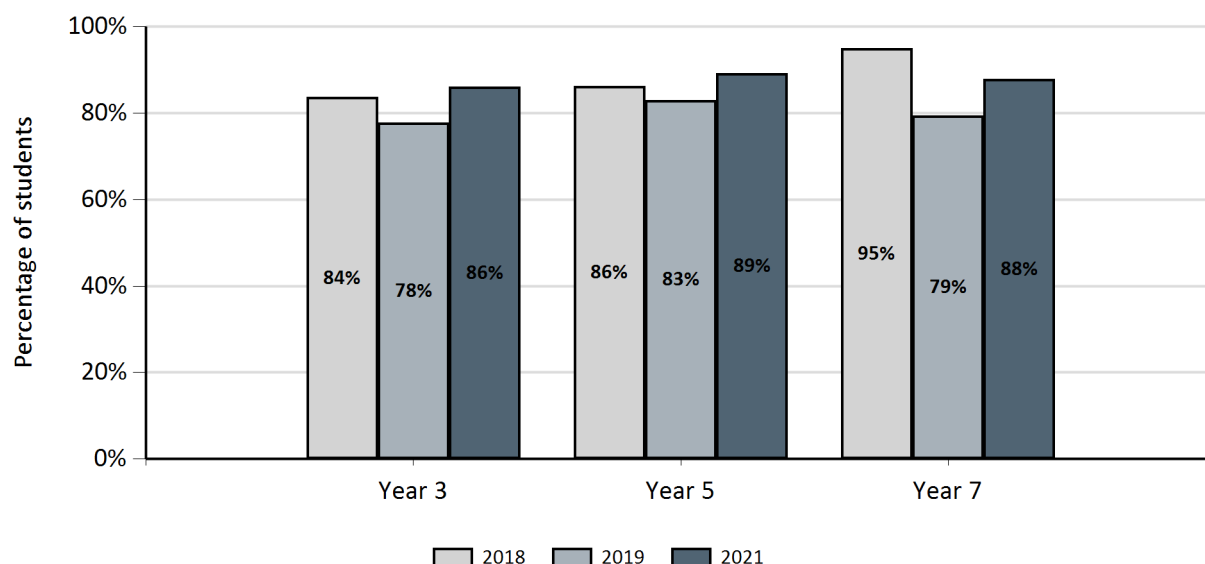


*NOTE: No NAPLAN testing was conducted in 2020.

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%	37%	33%
Middle progress group	62%	47%	48%
Lower progress group	*	*	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	27%	23%	33%
Middle progress group	69%	57%	48%
Lower progress group	*	20%	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 [^]		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 2021	36	36	24	15	67%	42%
Year 3 2019-2021 Average	31.5	31.5	19.5	12.5	62%	40%
Year 5 2021	28	28	13	8	46%	29%
Year 5 2019-2021 Average	34.5	34.5	15.0	8.5	43%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

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

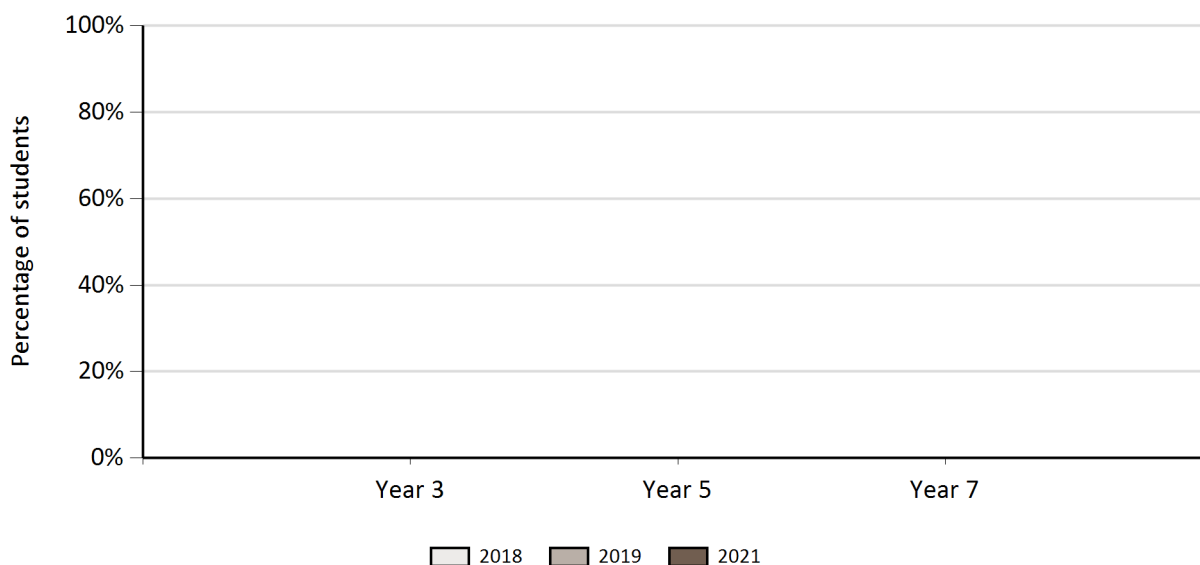
[^]includes absent and withdrawn students.

*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



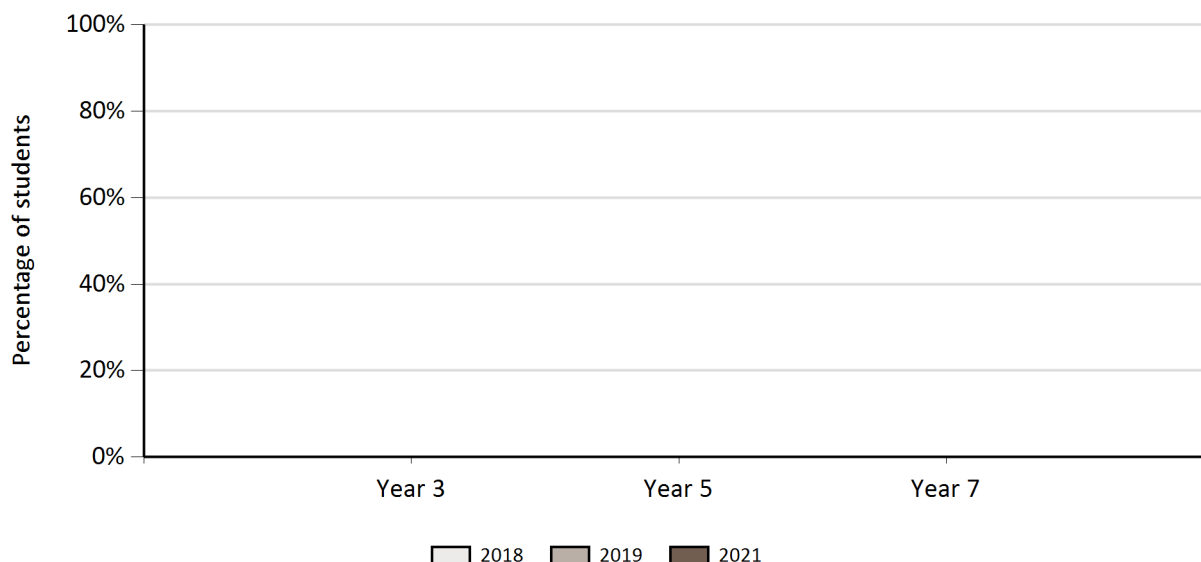
*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
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.

[^]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: Data Informed Planning

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

The 2021 focus for St Agnes School was to use data to help plan and implement targeted learning goals in both literacy and numeracy for all Aboriginal learners to focus on specific misconceptions and understandings. Aboriginal students are prioritised by addressing learning needs and early intervention implemented in the early years to raise achievement. The AET, leadership team and ACEO worked together to track data across numeracy and literacy.

In 2021:

- An AET teacher was appointed with a clear focus on Aboriginal Learner achievement with dedicated uninterrupted time to work with students and teachers
- A data table was created to track student achievement results and inform the sites proposed outcomes and targets, which aligns with the SIP. The data table is reviewed and amended regularly
- Teachers met with AET to set targets and SMARTAR goals are recorded in One Plans, for all Aboriginal and Torres Strait Islander students, informed by data achievement levels and identifying areas of growth needed
- The ACEO worked with students and families to support wellbeing, culture, attendance and build links between home and school to further support student achievement

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

A range of students have been identified across the levels of achievement and growth to assess those who are at risk of not reaching the expected 12 months' growth. Students are then assigned extra support from the AET and SSO's to support targeted learning areas. Comparison of student data to track growth is monitored across the various forms of assessments carried out by teachers including system assessments

- Some students have been involved in MiniLit/MacqLit intervention. All students are working towards their identified goals
- Teachers have professional conversations around ways to differentiate or adapt learning to support the achievement of Aboriginal and Torres Strait Islander students

- One Plan goals and targets are adjusted as review dates outline, or as teachers identify that changes/adaptations need to be made

- The Aboriginal Learner Matrix is reviewed each term with input from staff

This year in both NAPLAN and PAT testing data the majority of lower primary students have shown growth with the majority achieving SEA or higher.

In the middle to upper primary there has been growth with reading showing the most improvement. Where growth has not occurred is for students who have a verified disability.

School performance comment

We have maintained a strong focus on our goal to retain students in high bands for NAPLAN, with targets and actions identified in consultation with staff. Our stage of improvement trajectory has continued on an upwards trend.

Students who have not met benchmark are identified for intervention through the MiniLit/MacqLit program.

2021 NAPLAN

Demonstrated SEA Demonstrated High achievement

Year 3 Reading 91% 68%

Year 3 Writing 97% 70%

Year 3 Numeracy 85% 41%

Year 5 Reading 85% 44%

Year 5 Writing 78% 15%

Year 5 Numeracy 89% 30%

Year 7 Reading 97% 23%

Year 7 Writing 65% 19%

Year 7 Numeracy 87% 23%

PAT-R results in 2021 demonstrated that in each year level the percentage of students who achieved at or above the Standard of Educational Achievement (SEA) are as listed:

Year 1- 78%

Year 2- 90%

Year 3- 91%

Year 4 – 89%

Year 5 – 88%

Year 6 – 87%

Year 7 – 87%

PAT-M results in 2021 demonstrated that in each year level the percentage of students at or above the Standard of Educational Achievement (SEA) are as listed:

Year 1 – 85%

Year 2 – 87%

Year 3 – 89%

Year 4 – 81%

Year 5 – 88%

Year 6 – 97%

Year 7 – 75%

Reception InitialLit Cumulative review data demonstrates that 76% of Reception students achieved 80% or higher in the term 4 assessment.

Year 1 Phonics Screening Check – 47% of year 1 students met the SEA benchmark. The students who did not meet benchmark have been screened for intervention within the classroom and for MiniLit intervention. 2021 is the first year of the InitialLit program for R-2 students. An improvement in phonics data is a target for 2022.

88% of R-7 students achieved a satisfactory 'C' grade or above (A_E grades) in English. This is the Department of Education Achievement. Strong achievement has been maintained as indicated.

89% of R-7 students achieved a satisfactory 'C' grade or above (A_E grades) in Maths. This is the Department of Education Achievement. Strong achievement has been maintained as indicated.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	91.3%	90.5%	93.1%	92.7%
2019 centre	93.0%	86.8%	81.7%	92.8%
2020 centre	94.9%		85.4%	88.2%
2021 centre	83.7%	91.1%	89.0%	94%
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	93.8%	95.6%	92.4%	95.6%
Year 1	94.0%	94.5%	92.8%	95.4%
Year 2	93.0%	95.0%	92.7%	95.1%
Year 3	95.3%	94.1%	95.0%	95.0%
Year 4	93.5%	95.6%	92.6%	95.0%
Year 5	90.7%	93.4%	94.7%	94.5%
Year 6	93.1%	91.5%	89.9%	94.2%
Year 7	96.4%	91.1%	92.9%	91.5%
Total	93.7%	93.9%	92.8%	94.6%

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

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

Attendance comment

At the beginning of 2021, there were 33 enrolments at St Agnes Preschool. At the end of the year we had a total of 96.96% of our enrolments that will be attending St Agnes Primary in 2022, and no one is going elsewhere for their schooling (we have one child who accessed early entry this year and will be returning to Preschool in 2022). Our total attendance rate for preschool for the year was 94.2%. We had a total of 5 staff members in the Preschool, including 2 teachers, an SSO, a support SSO and a bilingual SSO.

In the primary school the attendance policy has been revised and regular communication with families about attendance is encouraged firstly from classroom teachers with follow up from leadership as required. The Department for Education SWISS team is contacted for support with chronic non attenders.

School attendance:

Year level 2018 2019 2020 2021
 Reception 93.1% 93.5% 92.3% 95.3%
 Year 1 94.1% 91.1% 93.0% 94.6%
 Year 2 93.4% 95.1% 91.3% 94.8%
 Year 3 95.5% 92.8% 92.6% 94.0%
 Year 4 95.6% 94.1% 91.5% 94.4%
 Year 5 93.8% 92.6% 92.8% 94.0%
 Year 6 93.5% 93.5% 90.3% 93.7%
 Year 7 91.8% 91.5% 91.4% 90.7%
 Total 94.0% 93.1% 91.9% 94.0%

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	32	33	31	31
2019	27	27	25	25
2020	37	N/A	41	41
2021	33	33	33	33

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

Staff implement the Child Protection Curriculum, anti-bullying and harassment and cyber bullying programs to decrease incidents of bullying and harassment.

Student behaviour is generally very positive with students being able to regulate their behaviour and make successful choices when or if issues arise. Behaviour data for 2021 indicates that 6 students received take homes for reasons including minor violence and non compliance with instructions and 1 student was suspended as consequences for inappropriate behaviour involving violence. In many instances there are repeated incidents by a small number of children. Students proactively sought support from the Deputy Principal who enacts the Counsellor role. Our Pastoral Care Worker engaged pro-actively with students during organised activities in the yard to support positive and modelled behaviour choices. Department for Education Support services behaviour coach and inter-agency services are engaged as required.

The 2021 Wellbeing and Engagement Collection demonstrated that there has been a change in some of the categories with a slight decrease in learning readiness, some parts of emotional wellbeing and health and wellbeing out o

Parent opinion survey summary

The school has strong relationships with the parent community

School Parent Engagement Survey questions:

- People respect each other at this school: Strongly agree 20%. Agree 38%, Don't agree/disagree 12%, Disagree 1%, Strongly disagree 0%
- Teachers and students treat each other with respect at the school: Strongly agree 19%. Agree 42%, Don't agree/disagree 11%, Disagree 1%, Strongly disagree 0%
- I feel like my child is important to the school: Strongly agree 18%. Agree 38%, Don't agree/disagree 11%, Disagree 5%, Strongly disagree 1%
- I receive enough communication from the school: Strongly agree 20%. Agree 35%, Don't agree/disagree 9%, Disagree 3%, Strongly disagree 3%
- The school communicates effectively with me: Strongly agree 17%. Agree 37%, Don't agree/disagree 9%, Disagree 4%, Strongly disagree 3%
- I know what standard of work the school expects of my child: Strongly agree 8%. Agree 34%, Don't agree/disagree 14%, Disagree 10%, Strongly disagree 3%
- Teachers at the school provide my child with useful feedback: Strongly agree 8%. Agree 35%, Don't agree/disagree 15%, Disagree 9%, Strongly disagree 2%
- I have useful discussions with the school about my child's learning: Strongly agree 6%. Agree 37%, Don't agree/disagree 13%, Disagree 11%, Strongly disagree 2%
- The school provides an opportunity for me to have input about my child's learning: Strongly agree 4%. Agree 30%, Don't agree/disagree 21%, Disagree 11%, Strongly disagree 2%
- Overall, my child has a good routine around reading, studying and learning at home: Strongly agree 13%. Agree 39%, Don't agree/disagree 10%, Disagree 6%, Strongly disagree 0%
- I think that education at school is important to my child's future: Strongly agree 45%. Agree 20%, Don't agree/disagree 1%, Disagree 2%, Strongly disagree 0%
- I feel equipped to help my child plan what they will do after they leave school: Strongly agree 12%. Agree 31%, Don't agree/disagree 12%, Disagree 9%, Strongly disagree 0%
- The school encourages parents to help students to learn: Strongly agree 11%. Agree 32%, Don't agree/disagree 19%, Disagree 6%, Strongly disagree 0%
- The school provides me with useful tips on how to help students learn at home: Strongly agree 7%. Agree 20%, Don't agree/disagree 25%, Disagree 13%, Strongly disagree 3%

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1091 - St Agnes Primary 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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	17	38.6%
NS - LEFT SA FOR NSW	1	2.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	26	59.1%

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

Destination comment

100% of enrolled preschool children are starting as Reception students at St Agnes in 2022. 94% of graduating year 6 and 7 students are continuing their education in government secondary schools.

Relevant history screening

Consistent practices are in place for collecting relevant history screens. Child Protection is taken seriously and the screening process is required for employees, volunteers, tertiary students and outside providers who are required to provide relevant documentation on arrival.

All volunteers have current working with children checks, complete Responding to Abuse and Neglect training online and induction to site protocols and procedures. Volunteers register through administration and teachers receive information of registered volunteers to be accessed for classroom support, excursions and camps.

Teachers and staff are screened through the Teachers Registration Board and the Working With Children Check.

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	5

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	0.0	16.2	0.7	4.7
Persons	0	17	1	8

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

Financial statement

Funding Source	Amount
Grants: State	\$3,046,228
Grants: Commonwealth	\$15,186
Parent Contributions	\$128,190
Fund Raising	\$20,413
Other	\$99,791

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	Wellbeing and Engagement is part of the Deputy Principal role to oversee a range of student wellbeing initiatives which include student voice, student engagement across the curriculum using proactive strategies.	Less negative behaviours and students seeking support.
	Improved outcomes for students with an additional language or dialect	EALD support by SSO's in class with a writing focus for small group tutorial support and individual as required. LEAP levels supported individual goals.	Writing samples for moderation (LEAP levels), PAT/NAPLAN results and A-E grades.
	Inclusive Education Support Program	SMARTAR learning goals identified through One Plans with each students receiving funded support to meet One Plan goals. Regular review of One Plan goals.	A-E grades and One Plan goals in mid and end of year reports.
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>Aboriginal and Torres Strait Islander students who have not achieved benchmark supported by Aboriginal Education Teacher and SSO's in intervention programs.</p> <p>One Plans with individual SMARTAR goals for literacy and numeracy supported students in class with data tracked through assessments.</p> <p>Professional learning for staff engaging with the ALAR and teaching Aboriginal Perspectives across the curriculum.</p>	A-E grades and PAT/NAPLAN data results
Program funding for all students	Australian Curriculum	Staff professional learning in the Science of Reading, morphology of words and resourcing to support the numeracy block.	Formative assessment, A-E grades, PAT/NAPLAN results.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Intervention programs to target wave 2 students in MiniLit and MacqLit and misconceptions of maths.	A-E grades and PAT/NAPLAN results
	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	Onsite speech pathologist provided ongoing support and coaching to staff throughout 2021 to target oral language in numeracy and phonological awareness. This has focused staff skills to introduce, model and identify numeracy language through play. TRT's employed to cover teaching staff to work collaboratively with partnership early years leaders to develop leadership capacity and share understanding of early years practices. PD meetings have centred around the partnership 'Project Inquiry'.	Children's increased use of mathematical language has been reflected through the inquiry outcomes and Early Years Observational Data has shown improvement within the areas of
Inclusive Education Support Program	IESP funding allocated to SSO to work with individual students on speech goals as supported by onsite speech pathologist. Goals regularly reviewed and adapted.	Increase in individual student oral language development.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support hours allocated to students to support oral language development in English and enhance effective communication between home and preschool.	Improved engagement of student and family.

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