

# Williamstown Primary School and Williamstown School-Based Preschool

## 2021 annual report to the community

Williamstown Primary School Number: 0482

Williamstown School-Based Preschool Number: 1628

Partnership: Greater Gawler

Signature

School principal:

Ms Lynette Simons

Governing council chair:

Jasmine Simes

Date of endorsement:

11 March 2022



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Williamstown lies 60km from Adelaide on the border of the Barossa Valley region and the Adelaide Hills. The school has been on its current site since opening in 1861 and maintains a strong community support for the learning of children from preschool to year 7. The location and setting of the school provides many opportunities for authentic learning, especially in environmental education and science. There is a strong commitment to recycling and educating about waste management and the school links with the Northern Resource Management (NRM) for ideas and support in this area.

In 2021, there were 201 students in Reception to Year 7 and 27 children in the Preschool. The school is a Category 6 school.

The school population in 2021 included:

- 23% of families eligible for School Card assistance
- 1.5% Aboriginal students
- 8.5% students with a disability
- One family from a non-English speaking background

In 2021, we continued to use the School Improvement Plan (SIP) and Preschool Quality Improvement Plan (QIP) to guide our learning improvement journey. The SIP and QIP are our focused literacy and numeracy development plans which encourage a sustained approach to site improvement and student learning outcomes. As in previous years, strong collaborative practices between the preschool and school staff formed the basis for staff professional learning and improved teaching and learning for students.

All staff received PD with the refresher of the Jolly Phonics, Spelling and Grammar and 7 Steps to Writing success programs. These programs are consistently implemented across the school and have formed part of the actions in our SIP.

Targeted support was provided for students with additional needs through individualised learning programs and SSO support in classrooms. Each student with a verified disability has a One Plan to guide the goals and support needs of the student.

In 2021, we received significant infrastructure grants from the Department for Education. In the school, we were able to replace the admin roof and ceilings, paint and carpet classrooms and the library and upgrade some air conditioners. In the preschool, the verandah area was enclosed and the blinds repaired and the garden area upgraded. Further grants and fundraising money was used to develop the vegetable garden and orchard area which is due for completion in 2022, install nature play areas and the lawn at the front of the school. Families were consulted as to how the fundraising money should be spent and students determined what the nature play areas would look like and helped with the design and planting of the vegetable garden.

Despite the interruptions with Covid, as a site we were able to participate in some special events including Sports Day, swimming week, some SAPSASA events, Book Week, Year 6/7 camp, playgym, Kindy in the Forest, JP excursion to the wildlife park, preschool and Year 6/7 graduations and the End of Year Concert.

# Governing council report

2021 was my first year as Chairperson and I would like to start by thanking all of the 2021 Governing Council Committee for your individual involvement in the past year. The past year has again thrown us many Covid-19 challenges and I'm sure we all certainly look forward to a time when Covid does not feature so heavily in everything that we do! Thank you to the Staff of the school for setting up and enabling Governing Council meetings to continue online when necessary. Thank you to Brittany Matthews, Vice Chairperson for chairing meetings when I was absent. I must acknowledge the time and effort that both Heidi Shields and Steve Thorsteinsen contribute in their roles as Secretary and Treasurer, your time and effort certainly does not go unnoticed.

I would like to send a big thank you to the staff at Williamstown Primary School for continuing to adapt and respond to Covid-19 challenges. I acknowledge that our students have been forced to be understanding and resilient when it comes to changes and cancellations over the last few years. We appreciate and acknowledge all the work that has been done by staff to ensure that opportunities and activities went ahead where possible. I hope that the school continues to enable such opportunities to take place and I know that parents look forward to the time when school normalities such as science shows, camps and audiences at assembly return.

Over the last year, the Governing Council has undertaken many roles and initiatives and I would particularly like to mention the following:

- Throughout the year we reviewed and provided feedback to the Quality Improvement Plan & Site Improvement Plan to ultimately support the development of literacy and numeracy skills in our children.
- The OSCH committee raised numerous concerns with our provider over the year, including availability and vacation care. Ultimately, these concerns were addressed and the contract for the service was renewed at the end of 2021. I continue to encourage feedback for this service so that the OSCH committee can address any ongoing concerns that should be addressed with this new contract. We look forward to our school community finally having the opportunity to use vacation care this year, a big win for our community!
- The fundraising committee had a wonderful year again raising over \$11,000. I really support the way the committee has continued to involve the school community in deciding where these funds are spent. I feel it is really important to give the school community the knowledge of what it is that their fundraising is contributing to. Personally, I have enjoyed the special lunches, and a special thanks to all of the volunteers who have made these days happen.
- The grounds committee has again benefited from the success of the fundraising committee. Notably using funds for the extension of the lawn and irrigation at the front of the school, additions to the nature play/sandpit play space and continued work in the vegetable/fruit garden. Not only do the improvements of these spaces improve the look of the school, they also provide outdoor learning spaces for our teachers.
- In 2021 our End of Year Concert was held outdoors. Holding the event outdoors was a request that the committee had previously raised as a way to ensure that the audience was not restricted by the capacity of our school hall. Covid-19 restrictions would have further impacted audience size or perhaps even forced the event to be cancelled. On behalf of the Governing Council I would like to thank all of the staff for the huge effort that was made to hold this event outside, ultimately allowing the event to go ahead without audience restrictions.

I would like to send a warm farewell and huge thank you to Dawn Karlovcec who's youngest child (of 3) graduated from Williamstown Primary School last year. Dawn has contributed many years of volunteering service to the school community, and I was pleased to see the school acknowledge this contribution at our end of year concert last year. Her can do, no fuss attitude and bubbly nature will be missed by this committee.

Finally, I want to thank you all for the different points of view and discussions generated at our meetings. I hope that this can continue to be a constructive forum where ideas and opinions are raised and considered thoughtfully and respectfully. We are here to support and foster a cohesive and supportive learning space for our children and the build in numbers in the committee over the last few years is certainly demonstrating that the parents of Williamstown Primary School children want to take an active role in achieving this.

Jasmine Simes - Chairperson

# School quality improvement planning

Goal 1 - Increase the number of students who maintain or improve in NAPLAN Numeracy in Years 5 and 7  
Target: All student who sit Year 5 and 7 NAPLAN will maintain or improve their achievement from the previous tests  
Analysis of NAPLAN data indicates that Year 3 students remain in Band 4, as with 2019 which is above the SEA of Band 3. Year 5 students remain in Band 5 (at SEA Band 5) and Year 7 increase to Band 7 which is above previous two NAPLAN tests of Band 6. Analysis of the NAPLAN Numeracy data indicates a steady growth in the Mean score for years 3, 5 and 7 when compared to the previous two tests in 2018 and 2019. The growth of cohorts of students between Year 3 (2019) and Year 5 (2021) indicates 34% of students made low growth, 33% made medium growth and 33% made high growth. For the Year 5 – 7 cohort of students, 17% made low growth, 58% made medium growth and 25% made high growth.

Beginning in Term 4 2021 and continuing into the next phase of the Site Improvement Plan is continuity of maths planning and teaching from preschool to year 6. With the new plan, preschool to year 2 teachers will work together to develop a progressive maths learning program which is differentiated for all learners. Teachers of students Year 3 -6 will work together to use the Maths Units of Work. Professional learning in Week 0 and during staff meetings, sharing of resources and good practice during year level meetings and the support of PMA and Curriculum Lead will be utilized. A new numeracy agreement will be developed outlining whole school agreements such as the use of number talks and problem solving and differentiated learning that supports and extends students. Student voice will be encouraged with students identifying tools to support and goals to progress their learning.

Goal 2 - Increase the number of students achieving at or above School Index in writing in Years 3,5 and 7 Vocabulary, Text Structure and Sentence Structure

Target: The school percentage of NAPLAN achievement in Vocabulary, Sentence and Text structure will increase by a further 10% at all year levels

In 2019, the number of Year 3 students achieving at or above SEA in writing was 16/17 or 94% with one student not achieving the SEA in NAPLAN Writing. In 2021, the number of Year 3 students achieving at or above SEA in writing was 27/ 33 or 82% with 4 absent and not completing the test and two below SEA in Writing. Of the four absent for the test, three of the students have demonstrated benchmarks in their moderated writing samples suggesting that if they had completed the writing test that they would have met the SEA raising the achievement level to 91%. In 2019, the number of Year 5 students achieving at or above SEA in writing was 11/17 or 65% with 6 students not achieving the SEA. Of those six students, two achieved the SEA in year 7 NAPLAN Writing in 2021 demonstrating significant progress in their writing abilities between Year 5 and 7. In 2021, the number of Year 5 students achieving at or above SEA in writing was 14/ 17 or 82% with 2 students absent and one not achieving the SEA. This meets the target with an increase of 17% of Year 5 students achieving at or above the SEA. The Mean Score increased by 40 points and the Band from 4 to 5 in this time.

Over the past three years of the improvement cycle, there has been a focus on the development of sentence structure, spelling and grammar through the use of the Jolly Phonics, Spelling and Grammar program and text structure and genre development through the use of the 7 Steps to Writing Success program. Staff have engaged in whole site professional learning in these programs in 2019 and 2020 with follow up retraining in 2021. These programs will continue in the next iteration of the Site Improvement Plan in a maintenance capacity. Next steps in the writing improvement cycle include developing the topic specific vocabulary and student agency through individual goal setting and writing continuums.

## Preschool quality improvement planning

The preschool Quality Improvement Plan had two goals in 2021.

Learning improvement goal 1: To support children to become effective communicators through oral language  
Educators have used the RRR to develop a tool to monitor and record the educators' practice through observations and targeted feedback based on the tool. Through the PDP process, the principal has observed all of the educators during group and intervention time with a focus on developing the language, literacy and mathematical concepts of the children. This was evident in the engagement of the children in the group and intervention sessions and the development of the children's ability to rhyme, recognise initial sounds in words and break words into syllables, recognise numerals and number amounts to 10. Educators set play opportunities which encouraged the development of varied and rich language and conversations between child/child and child/adult.

Learning improvement goal 2: To support children to become effective communicators through mark making  
All preschoolers are attending playgym. The program is highly supportive of the children's physical skills to develop readiness for mark making. A motor skill observation tool has been developed by educators to track this development. Educators provided many and varied opportunities for the children to engage with mark making during the preschool day. This will continue as a focus for the school Site Improvement Plan and demonstrates the importance of these foundation writing skills and mindsets being developed prior to school.

Numeracy focus group and intervention time was developed to focus on foundation mathematics skills. This has included subitizing amounts, recognizing and writing numerals and counting amounts during songs, stories, games and activities.

The collaborative work between the preschool educators and school JP teachers will continue into 2022 with the further development and implementation of writing continuums, numeracy progressions, shared mathematical language and mark making. Children's mathematical understandings and confidence will be a focus in 2022 with the idea of 'I am a mathematician'.



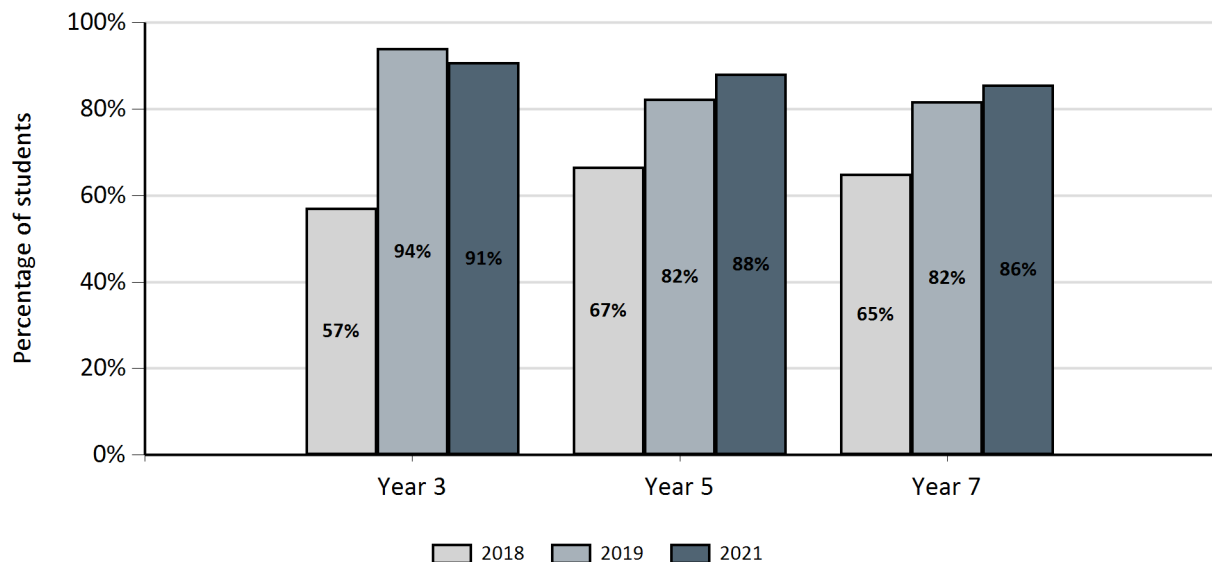


# Performance Summary

## 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

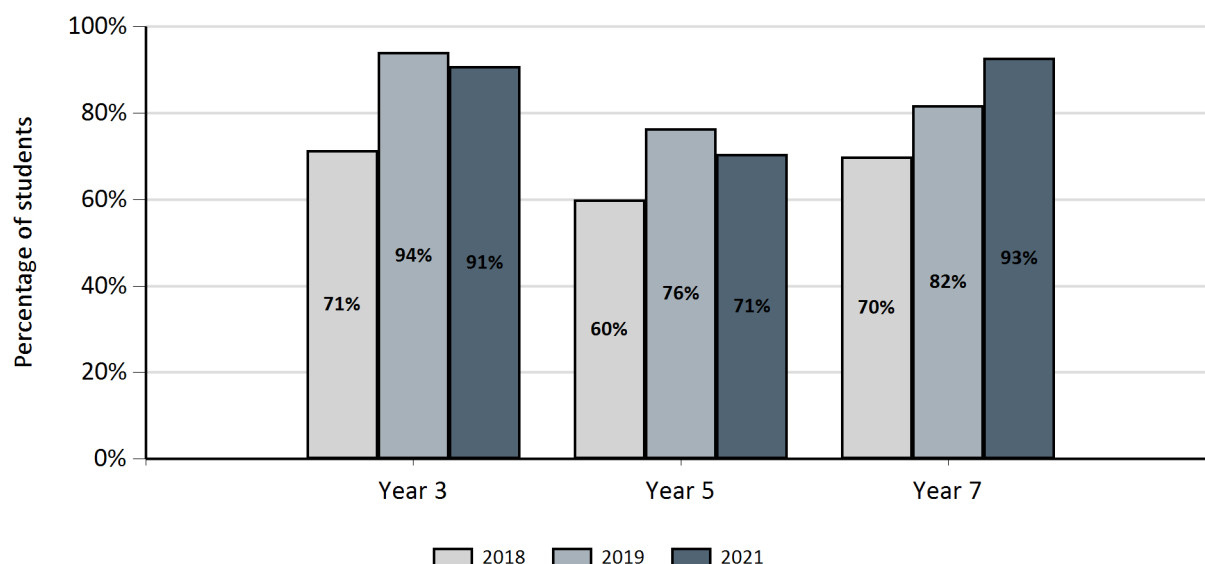


\*NOTE: No NAPLAN testing was conducted in 2020.

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	47%	*	33%
Middle progress group	47%	50%	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	*	*	33%
Middle progress group	47%	*	48%
Lower progress group	*	*	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	33	33	17	7	52%	21%
Year 3 2019-2021 Average	25.0	25.0	12.5	5.5	50%	22%
Year 5 2021	17	17	6	4	35%	24%
Year 5 2019-2021 Average	17.0	17.0	5.5	3.0	32%	18%

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

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

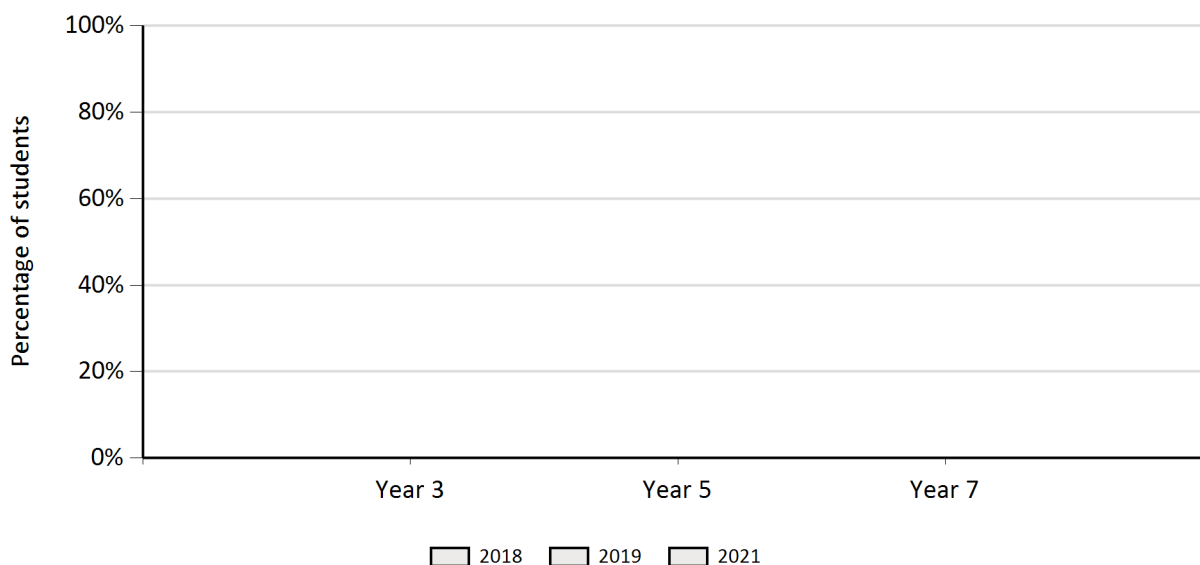
^includes absent and withdrawn students.

\*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.

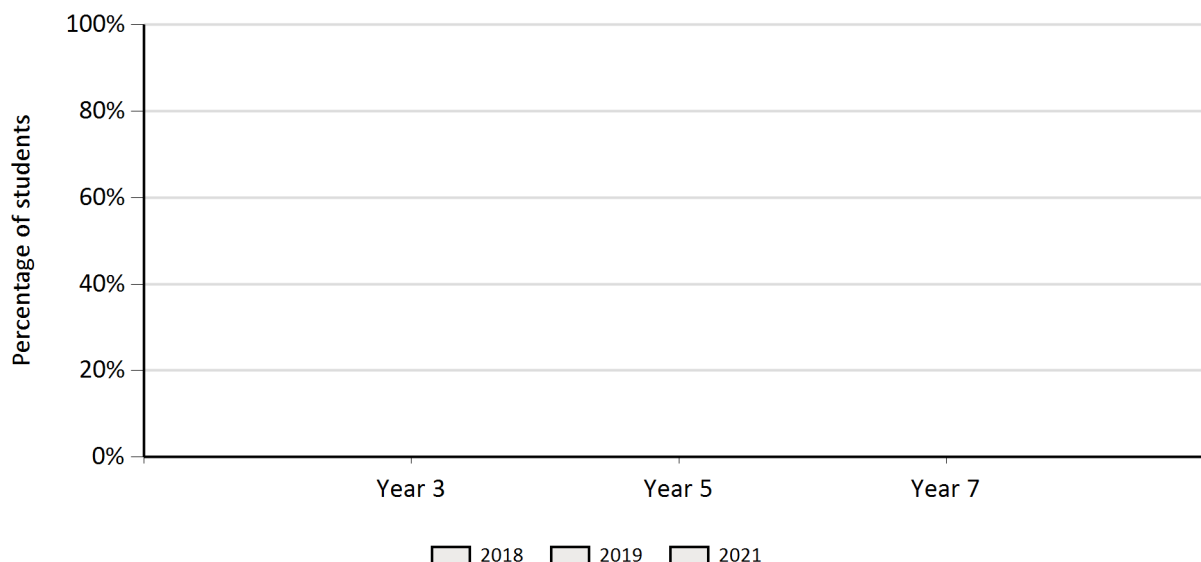
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
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.

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

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

<sup>\*\*</sup>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: Tracking & Monitoring

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

The learning of the three Aboriginal students was regularly tracked through NAPLAN, PAT, attendance and learning participation and achievement and the data used to direct targeted support and feedback to the students and families. Targeted literacy support was provided for one Aboriginal learner who was achieving below benchmarks in reading.

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

PAT R and Running Records data indicate that the student with targeted support progressed from reading below benchmarks to achieving in the SEA range in reading. NAPLAN and PAT R indicated that another student had improved reading results with her PAT R score in the high bands when compared to the previous year's results.

# School performance comment

Each year, year 1 students complete the Phonics Screening test. In 2021, 57% of the students met the Standard of Education Achievement (SEA) which was lower than the 2020 results of 75% achievement of the SEA. Analysis of the results indicated a small cohort of students who sat the test with a number of those students experiencing speech/language and literacy learning difficulties. Those students not meeting the SEA in the Phonics Screening also demonstrated below benchmarks in their reading Running Records. They all received additional learning support in 2020 and this will continue in 2021 with ongoing tracking of progress made.

Late in term 3 of each year, the Running Record levels for year 1 and 2 students is collected and compared to the SEA expected level. The results indicated that 48% of year 1 students met or exceeded the SEA of level 13 and 91% of year 2 students met or exceeded the SEA of level 21. The year 2 result is the highest in seven years and indicates progress with three more students achieving the SEA in reading when compared to the same cohort of children as year 1 students.

PAT Reading Comprehension testing occurs in term 3 for students in years 2 - 7, with the DfE having SEA expected levels for students in years 3 - 7. In 2021, 93% of the year 3 students who completed the reading test achieved the SEA, 90% of year 4 students, 94% of year 5 students, 67% of year 6 students and 92% of year 7 students met the SEA. Analysis of the previous year's results indicated a need for targeted teaching of aspects of reading comprehension. Professional development was provided to teachers to further develop their skills in planning for and teaching comprehension. Analysis of the current PAT Reading tests indicated an improvement in aspects of comprehension which had been the focus of the staff training and targeted teaching.

PAT Maths testing also occurs in term 3 for students in years 2-7. In 2021, 86% of year 3 students who completed the maths test achieved the SEA, 85% of year 4 students, 86% of year 5 students, 70% of year 6 and 83% of year 7 students met the SEA. A mathematics focus will remain in the 2022 SIP with whole school expectations around the language of mathematics, consistency of planning in the early years and primary years teams and tracking and monitoring student achievement in mathematics.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	93.0%	88.3%	90.8%	94.5%
2019 centre	96.2%	91.3%	80.0%	82.9%
2020 centre	92.9%	90.4%	88.0%	84.4%
2021 centre	82.4%	91.0%	91.0%	91%
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	92.2%	93.2%	88.0%	92.3%
Year 1	86.9%	91.5%	89.6%	88.3%
Year 2	92.6%	91.9%	89.4%	92.3%
Year 3	92.4%	94.3%	86.3%	90.2%
Year 4	90.1%	89.7%	88.9%	89.1%
Year 5	91.2%	92.0%	89.2%	90.2%
Year 6	91.1%	90.8%	90.6%	91.4%
Year 7	92.4%	91.1%	89.3%	91.1%
Primary Other	58.9%	N/A	N/A	N/A
Total	90.9%	91.8%	88.8%	90.7%

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

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

## Attendance comment

Regular and on time attendance is essential for the academic, social and emotional development of children and students. It is the collective responsibility of parents, students and school staff. Parents are encouraged to contact preschool/school staff concerning student absences either directly to the class teacher, through the front office or via a phone message. Class teachers and preschool staff follow up unexplained absences to ensure accurate details are kept.

Collectively, the attendance rate for the school year was at 91% which is below the Department for Education expectations of 94% but an improvement on the previous year of 88.8% attendance. Analysis of attendance data identified a small number of children who had habitual non-attendance due to illness or family reasons. In each of these cases, regular contact was made with families to determine the reasons for the absence and work towards improved attendance. Ongoing concerns were followed up with DfE Support Services.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	43	41	39	40
2019	21	23	23	21
2020	35	34	34	33
2021	27	27	27	27

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

In 2021, suspension and take home which was used for incidents of unsafe behaviours, remained low. Support of students with self-regulation and social skills difficulties continued with targeted learning programs, scheduled breaks, modified learning programs and additional SSO support in the classroom and yard. The Friendly Schools program continued across all year levels with consistent language and expectations including anti-bullying and social development lessons. New structures for children self-regulating in the classroom and yard through 're-setting' behaviours was introduced. This included opportunities for time out to reflect on behaviours then re-join a game or lesson following the 're-set' time. The site commitment to the Friendly Schools program will continue in 2022.

## Parent opinion survey summary

The online school parent survey was completed by 54 parents from 151 families in the school. An overview of the results indicated:

- \* overwhelmingly that education is important to families and that parents regularly talked with their children about school and their learning
- \* people are respectful and children are viewed as important at school
- \* parents feel equipped to plan pathways with their children

\* 60% of the responding parents felt that they received enough communication, with 8 people not agreeing or disagreeing and 13 people concerned that they did not receive enough communication.

Areas of greatest concern to the responding parents included:

- \* not knowing the standard of work of the year level for their children
- \* not having input into learning and,
- \* not receiving learning tips.

We thank parents for taking the time to share their feedback with us. In 2022, parent forums will be available supporting parents to understand aspects of literacy and numeracy teaching and learning. Information about the school's priorities through the Site Improvement Plan are shared with families in the newsletter and is accessible via the school website.

Eight parents completed the preschool parent survey from the 27 children who attended preschool in 2021. An overview of the results indicated:

- \* Parents were happy with the leadership, relationships, program and support in the preschool
- \* Parents were satisfied with the communication between the preschool and home via Dojo messages and in person conversations.

An area of concern was how Covid restrictions impacted on families' direct involvement in preschool activities.

We thank the preschool parents for completing the survey and sharing their opinions with us. The preschool staff will continue to provide a quality program at Williamstown School-Based Preschool.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
8424 - Bethany Christian School Inc	2.0%	0.0%	0.0%	3.7%
547 - Birdwood Primary School	2.0%	0.0%	0.0%	3.7%
8165 - Trinity College Blakeview School	0.0%	0.0%	0.0%	3.7%
482 - Williamstown Primary School	81.0%	91.3%	90.9%	88.9%

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

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	12.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	34	87.2%

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

## Destination comment

Of the 27 children who attended our School-Based preschool, 22 enrolled at the school with five attending other Department schools or the local private school for Reception. Three additional students enrolled in reception from other preschools.

Of the 31 graduating year 6/7 students, 28 students enrolled in the Department for Education High Schools and three went to private schools.

## Relevant history screening

Williamstown Primary School and School-Based Preschool complies with the relevant History Screening as guided by the Department for Education Screening and Suitability policy. All employees, volunteers, external third-party providers and tradespeople have a current Department for Communities and Social Inclusion Screening (DCSI). In 2021, 3 parents completed the DCSI screening in order to volunteer at the school, during excursions and sporting events. In 2021, Covid restrictions impacted on the number of excursions and sporting events and opportunities for families to volunteer at the school.





# 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	19
Post Graduate Qualifications	3

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	11.4	0.0	11.1
Persons	0	13	0	15

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,924,511
Grants: Commonwealth	\$1,499
Parent Contributions	\$90,544
Fund Raising	\$20,861
Other	\$11,944

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	Additional funding was used to assist students with engagement in learning and social skills and decrease inappropriate yard behaviours through targeted support and programs.	Students have shown increased engagement and more settled with cooperative play.
	Improved outcomes for students with an additional language or dialect	One student accessed ongoing support to develop English language skills, phonics and reading comprehension.	Gains in English language and literacy skills were noted.
	Inclusive Education Support Program	With targeted support, students verified with a disability or specific learning difficulty were assisted to work toward the goals in their one plan or literacy/numeracy personal goal.	Individual learning growth and/or social skill development was demonstrated.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	The preschool IESP funding provided for additional SSO time to work with individual children developing play and social skills. Individual and small group speech and language programs were carried out by the educator under the guidance of DfE speech therapist.	Progress was observed in all children with some requiring additional transition to school support.
Program funding for all students	Australian Curriculum	Ongoing PD was provided to staff in the 7 Steps to Writing program and Jolly Phonics programs to support the writing goal for students.	Moderation of writing samples indicated growth in student writing over the year
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The Better Schools funding provided targeted support for students with learning difficulties with a focus on developing literacy skills through MiniLit and individualised support programs run by the Deputy and SSOs.	Data indicated literacy growth for all students participating in interventions
	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	Intentional teaching of phonemic awareness and foundation numeracy skills occurred during group time and intervention sessions through the use of songs, stories and activities. PASM tests were completed for all children. .	Tracking of phonemic awareness and foundation numeracy skills indicated that the majority of children achieved the expected results.
Inclusive Education Support Program	With targeted support, children verified with a disability or specific learning/social need were assisted to work toward personal goals as indicated in their One Plans/support and therapy goals.	Individual learning, speech/language growth and social skill development was demonstrated with children achieving set goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.