SEAVIEW DOWNS PRIMARY SCHOOL
GOVERNING COUNCIL
ANNUAL GENERAL MEETING 2021

Government of South Australia
Department for Education

SEAVIEW DOWNS PRIMARY SCHOOL GOVERNING COUNCIL
ANNUAL GENERAL MEETING
to be held on TUESDAY 25 March 2021 in the STEM space at 7.00pm.

We would like to Acknowledge that the land we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

OPENING AND WELCOME – Chairperson Dr Pauline Glover

1.1. Present and Apologies

2. **CONFIRMATION OF MINUTES OF PREVIOUS AGM MEETING.** This meeting was cancelled because of the COVID pandemic and so there are no minutes.

3. **Business arising from minutes.**

4. **REPORTS**

The reports will be presented and tabled in a resource document. Chairs of the committees will speak very briefly to their reports and highlight the best achievements.

4.1 Chairperson's report – Dr Pauline Glover
4.2 Principal's report – Sam Winters
4.3 Finance report – Pauline Glover to report on behalf of Antony Sheehan
4.4 Committees of School businesses
4.4.1 Canteen –Sam Winters
4.4.2 Out of School Hours/Vacation Care – Pauline Glover
4.4.3 Uniform shop – Sam Winters
4.5 Other Committees appointed by Council
4.5.1 Parents and Friends – no report as this group was unable to meet for most of the year.
4.5.1 Fundraising – Kristy McRae
4.5.2 Sports committee – Nathan Bald

5. **ELECTION OF SCHOOL COUNCILLORS**

5.1 Continuing Council members until 2022

Pauline Glover, Antony Sheehan, Iain Stanley, Aneeta Pillay, Dana Gibson and Sam Hards

5.2 Council members whose term is complete in 2021

Katrena Roberts, Nina Sheehan, Alison berends, Sharon Smith, Katherine Matthews, Lauren Flethcher-Rees, Natasha Paul

There are 14 positions to fill.

6. **ANY OTHER BUSINESS**

CLOSE OF MEETING.

The newly elected Council will adjourn for a brief meeting to elect community members to Council and determine office bearers. The first Council meeting for the new Council will be in Term 2, Week 4 commencing at 1900 hours in the staff room.

PRINCIPAL'S ANNUAL REPORT on 2020 to GOVERNING COUNCIL

The Principal's report is found as an attachment at the back of the report. We have presented the report that was sent to the Department of Education.

Finance Committee Report for Governing Council AGM

The school, OSHC and canteen businesses of Seaview Downs Primary School have performed well in what was a very trying year in 2020. The Jobkeeper scheme was an excellent safeguard to the OSHC and Canteen businesses given the obvious impacts of COVID.

A few summary points to the end of 2020 for each of the businesses:

School Finances

- Growth in student enrolments continued in 2020. Enrolments were up to approximately 290-300 in 2020 and will likely increase at least another 10% in 2021.
- Increased utilities and maintenance expenditure was incurred in 2020 mainly due to unforeseen COVID cleaning expenses.
- Site funded works expenditure was also considerably greater in 2020 as Sam and his staff continue to deal with the challenges of managing an older facility. 'Patch up' jobs in their wide and varied forms were an ongoing theme in 2020.

Canteen Finances

- Jobkeeper was a huge help to the Canteen finances in 2020. The many forced closures and the absence of events like sports day naturally impacted Canteen sales.
- The Canteen is in a strong financial position with a healthy cash balance of $12k after realising a surplus of around $8k in 2020. Online and cash sales continue to be strong and Sarah and her staff offer an excellent service to the students. The Canteen business is well prepared for 2021.

OSHC Finances

- Jobkeeper was also a big help to the OSHC business. The interruptions with COVID and site works (e.g. asbestos removal) made for a challenging year for managing the OSHC service. Despite this, the OSHC business was in surplus for 2020 by more than $20k with a healthy cash position of approximately $160k.

With Sam Winters as principal, Seaview Downs Primary School remains in a healthy financial position and under his leadership we continue to see student enrolments increase. With the support of Chairperson Pauline Glover they have continued to lobby the State Government to bring about the required improvements to our aging SDPS facility. All being well, we can expect significant investment in SDPS infrastructure in the coming 4-5 years which will give the school a much needed facelift.

Thanks to the contribution of other council members and volunteers who have all done their small bit for the school in 2020. With a bit of luck the restrictions around COVID will ease in 2021 and this will help restore the strong sense of community that SDPS is renowned for.

Antony Sheehan, Treasurer

COMMITTEES OF SCHOOL BUSINESSES

Canteen

Out of School Hours Care

Uniform Shop

CANTEEN ADVISORY COMMITTEE 2021

TERMS OF REFERENCE

1. **Title of committee**
   Canteen Advisory Committee

2. **Purpose of the committee**

   The committee helps the canteen by liaising with the Governing Council and advising on, and assisting with, the following:
   - Ensuring a good supply of reasonably priced and healthy food
   - Organising and encouraging volunteer assistants for the canteen
   - Resources that are needed in the canteen
   - Review and updating of the canteen policy
   - Ensuring the canteen complies with all relevant legislation, including the Work Health and Safety Act 2012 and the Food Act 2001

3. **Membership**
   All members of the school community are welcome and able to be a part of this committee.

4. **Meetings**
   The committee will meet once each term

5. **Sharing information**
   This committee reports to the Governing Council and communicates updates through Skoolbag and notes home to parents.

2020 ACHIEVEMENTS

- Introduction of both an Autumn / Winter & Spring / Summer menu that provides nutritious, seasonal options
- Continued assessment of our menu based on the Right Bite guidelines
- Successful introduction of "Home made" meals & Sushi Wednesday
- Yearly review of menu item costings
- Streamline many food preparation procedures
- Engage with local schools that are without a canteen, in order to provide our services and thus increase revenue and profitability without significant additional cost
- Consistent canteen opening hours to foster reliability to our community
- Continued assessment of staffing levels to minimize costs
- Introduction of QKR online ordering system, which significantly reduces costs to the canteen, and provides operational ease to both parents and canteen
- Continued support of our students and families with allergies and food issues

2021 OBJECTIVES

- Provide additional day of service for Christ The King School
- Provide an increasing number of "Special Days" of canteen service to Stella Maris School
- Continue to streamline procedures
- Introduction of weekly specials to limit waste and increase profitability
- Increase the number of Volunteers
- Open for a 5th day of Service
- Continue to engage and provide a consistent and high-quality food service to our school community

Sara Lloyd
Canteen Manager
March 2021

OUT OF SCHOOL HOURS CARE ADVISORY COMMITTEE 2021

TERMS OF REFERENCE

1. **Title of Committee**
   Out of School Hours Care Advisory Committee

2. **Purpose of Committee:**

   To support and oversee the provision of quality out of school hours care for Seaview Downs Primary School

3. **Membership**

   OSHC Director, School Deputy Principal, OSHC finance officer, a member of Governing Council plus any parent or member of the school community

4. **Meetings**
   Meetings will be held once a term on Monday the week prior to the Council meeting. A chair will be appointed. Non committee members are not entitled to vote.

5. **Sharing Information**
   This committee will report to the Governing Council.

6. **Review**
   The next review of this committee is in December 2022.

MEMBERSHIP

Chairperson :	Pauline Glover
OSHC Director:	Kristy Weekley
Member:	Sam Hards
Member:	Sue Matene
Member:	Sally Forrest

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2020 ACHIEVEMENTS

- Online professional developments were made available to staff including behavioural provisional development. Staff also attended trainings at Gowrie based on their goals and needs from their individual appraisals.
- All educators gained more knowledge around inclusion and additional needs. Abbie Parker our inclusion Support agent helped us create a Strategic Inclusion Plan for children that need additional support. Steps are constantly being taken to ensure we are putting these strategies into practise including staff meetings and more professional developments.
- Our programming improved immensely. All staff ensure they have input into our program and critically reflect each session. We ensure culture is imbedded into our program. We created a culture corner to ensure we are celebrating, and programming activities based on a different culture each term. We also had many focuses on sustainability including recycling activities, composting, building an indoor garden and contributing to the outdoor garden. We ensure sustainability is programmed each week. We also ensured we contributed to our Seaview downs community including our families and the school. We cheered on our Seaview Downs Netball

and Cricket teams during our after-school sessions. We have also built a great repour with families enabling them to feel confident and more involved in our service. We also contributed to the Newsletter.

- Our building was painted and looks so much fresher. We bought several new resources to keep the program and service looking new including new plates, dishes, bowls, baskets, toys, craft materials, rugs, couches, foosball table, construction equipment, sports equipment, and dramatic play equipment.
- Staff were made permanent to avoid less turn over of staff enabling more security and regularity.
- Parents have been providing more input into our program and getting more involved with our parent feedback forms and suggestions.
- Children had a lot of input into the program and risk assessments. We had more children's meetings to ensure children's voices were getting heard. We also created a child suggestion board to ensure children can contribute to our program.
- Specific activities around physical health were programmed as well as displays that were made for families around healthy eating and healthy lunch boxes.
- We achieved a Meeting rating for all 7 Quality Areas.

2021 OBJECTIVES

Quality area 1 – Educational program and practise

- To further develop children's portfolios
- To ensure each child's learning and development is assessed and evaluated.
- To critically reflect on children's learning and development through observations and learning stories.

Quality Area 2 – Children's health and safety

- Further promote wellbeing and comfort, ensuring children are quiet in these areas to allow for sleep, rest and relaxation.
- Further promote healthy eating and physical activity.

Quality Area 3 – Physical environment

- To continually care for the environment and support children to become environmentally responsible.
- Ensuring premises, furniture and equipment are safe, clean, and well maintained.

Quality Area 4 – Staffing arrangements

- Increasing professional development for staff members.
- Increased professional collaboration.

Quality Area 5 – Relationships with children

- To continuously support children to regulate their own behaviour, respond and communicate effectively to resolve conflicts.

Quality Area 6 – Collaborative partnerships with families and communities

- To further develop the input of expertise, culture, values, beliefs of families.

- Continually support families from enrolment to be involved in the service and contribute to service decisions.

Quality Area 7 – Governance and leadership

- To continuously update educator's appraisal's every 6 months.

THANK YOU
Thank you to all of the advisory committee members for their dedication and continued efforts to providing a high quality Out of School Hours and Vacation Care service for our school community. Thank you to our committed and caring educators who have all made amazing contributions to the service throughout the year.

Kristy Weekley (OSHC Director)
22 March 2021

UNIFORM SHOP ADVISORY COMMITTEE 2021

TERMS OF REFERENCE

1. **Title of Committee**
   - Uniform Shop Committee
2. **Purpose of Committee**
   - To provide a constant supply of affordable and appropriate uniform and school related items to the school community through the Uniform Shop and support SDPS in reviewing and applying the School Dress Code.
3. **Memberships**
   - Any parent, friend or member of the school community
4. **Meetings**
   - The timing and frequency of meetings is to be determined.
5. **Sharing Information**
   - This committee will report to the Governing Council as necessary.
6. **Review**
   - The Terms of Reference for this committee will be reviewed in two years (March 2023.

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2020 ACHIEVEMENTS

- Due to COVID regular meeting times for the committee were not established.
- The Terms of Reference were not reviewed
- The online ordering service was transitioned from Munch Monitor to QKR.
- No new volunteers were able to be recruited due to the restriction of the pandemic.
- Students were encouraged to be responsible for their belongings and thus minimize lost property
- A small group of interested parents, the sport's teacher, the chairperson of Governing Council and the finance manager met to discuss a change of uniform to a more contemporary style. While much progress was made in getting samples and costings, the project was placed on hold until 2021.

2021 OBJECTIVES

- Establish a viable and active uniform committee
- Review the Terms of Reference for this committee
- Recruit volunteers to provide a face to face service for uniform purchase and to assist with stock control and ordering
- Introduce a contemporary and updated school uniform for implementation in 2022 (noting that full implementation would be in 2023)
- Continue to ensure that students are fully responsible for their belongings.

23 March 2021

OTHER COMMITTEES APPOINTED BY COUNCIL

PARENTS AND FRIENDS

FUNDRAISING

SPORTS

The Facilities committee and IT committee did not meet in 2019. They will re convene in 2020.

FUNDRAISING COMMITTEE 2020

TERMS OF REFERENCE

1.Title of Committee

Fundraising Committee

2.Purpose of Committee

To initiate, organise and implement fundraising events, for which all proceeds will be directed towards Seaview Downs Primary School projects or programs, or any other charity as deemed fit by the Fundraising Committee and Governing Council.

3.Membership

Any parent, friend or member of the school community
A representative of Governing Council must be on the committee.

4.Meetings

Seven meetings will be held throughout the school year, generally two will be held in Terms 1, 2 and 3 and one meeting will be held in Term 4.

5.Sharing Information

This committee will report to the Governing Council as necessary.

6.Review

The Terms of Reference for this committee will be reviewed in two years.

(These Terms of Reference have not been ratified by Governing Council)

MEMBERSHIP

Position	Name
Member	Simone Dalgairns
Member	Michelle Devaliant
Member	Kristy McRae
Member	Katrena Roberts

2020 ACHIEVEMENTS

- The fundraising committee has been unable to meet regularly through 2020 due to COVID 19.
- Able to conduct a successful fun run

2021 OBJECTIVES

- Regroup when restrictions allow
- Develop a fundraising plan of activities for 2021
- Actively engage the school community in fundraising activities

THANK YOU

Thank you to members of the committee for their efforts throughout the year. Thank you to all families that support the fund raising efforts of this small committee.

SPORTS ADVISORY COMMITTEE 2021

Terms of Reference

1. **Title of committee**
   Sports Advisory committee

2. **Purpose of committee**
   The Sports Advisory Committee aims to maximise engagement and enjoyment of all students through participation in school sport. Through the use of clear and accurate communication, they will encourage all of the school community to become actively involved in the many facets of school sports.

3. **Membership**
   Open to any parent or member of the school community

Chairpersons	Nina and Antony Sheehan
Sports Coordinator/PE teacher	Nathan Bald
Member	Alison Berends
Member	Josh Charles
Member	Dana Gibson
Member	Katherine Matthews
Member	Sam Hards
Member	Kristy McRae
Member	Teya Carmichael

2020 ACHIEVEMENTS

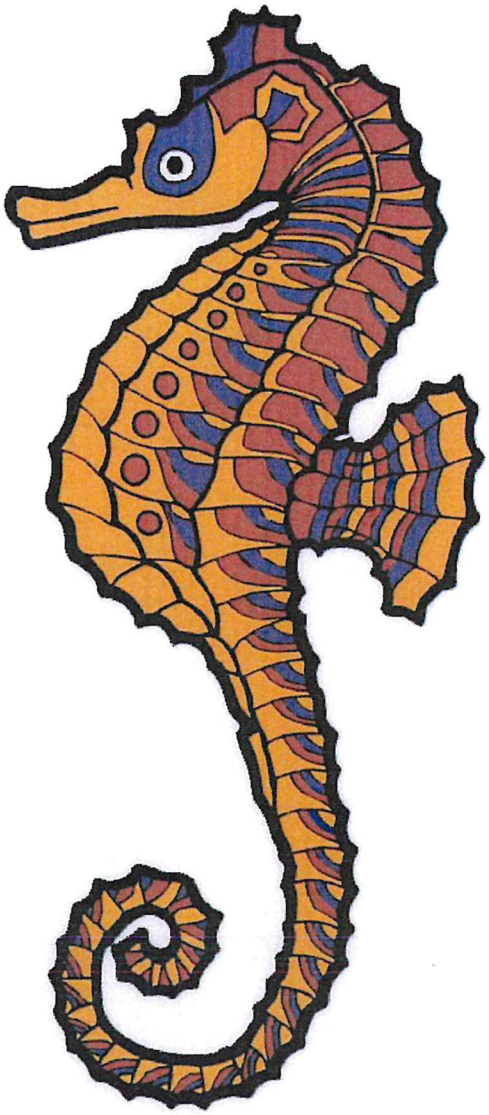
It was not possible to achieve our 2020 outcomes due to COVID 19

- Fundraising was successful in purchasing new Basketball Jerseys for our school basketball teams.

2021 OBJECTIVES

- Fundraising to purchase school netball uniforms
- Increase student participation in school and community sport
- AFL Goals at both end of the school oval
- New matting on the cricket pitch

Nathan Bald
23 March 2021



Seaview Downs Primary School

2020 annual report to the community

Seaview Downs Primary School Number: 984

Partnership: Marion Coast

		Signature
School principal:	Mr Sam Winters	
Governing council chair:	Dr Pauline Glover	
Date of endorsement:	5 March 2021	

Government of South Australia

Department for Education

Context and highlights

Seaview Downs Primary School caters for students from R-7. It is situated 16kms from the Adelaide CBD. The enrolment in 2020 was 302 students. The local partnership is Marion Coast.
The school has an ICSEA score of 1021.00 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. Our Aboriginal and Torres Strait Islander student enrolment accounted for 0.66% of the enrolments. 6.29% of students had verified learning challenges and 9.27% of students were from Non English Speaking Backgrounds.

The teaching staff once again continued moving forward with the 2019-2021 Site Improvement Priorities including:
1) Increasing student achievement in number
2) Increasing reading comprehension achievement
3) Integrating Student Voice in STEM/ problem based learning

Whole school events were impacted by the global pandemic - sports day ran with just staff and students in attendance. Our STEM connections with industry partners was impacted somewhat, however our year 1/2 classes managed to complete an endangered species unit, problem solving habitat reconstruction with the Department for Environment. Classes were able to head out on camps throughout the year and all students who participated enjoyed getting out with peers away from the school site.

Governing council report

Reflecting back on 2020 is quite challenging from a personal perspective and a chairperson perspective. My message from the 2019 year book was a 'watch this space'. From a personal perspective my year has been like the rest of you. Being safe and keeping calm was what we all had to do. From a school perspective it has been interesting to see how the pandemic situation has been handled safely, quickly and well by the staff of the school. They have been well led by the Principal, Sam Winters and his deputy, Sue Matene.
OSHC is one of the businesses of the school and offers a fabulous service under the management of the director Kristy Weekly. The programs have been interesting and fun even with the COVID restrictions that the staff have had to work with. The second business if the canteen and this has been under the direction of our manager Sara Lloyd. Sara has made changes to the service that has seen new choices of food, an improved menu and service to Christ the King School. These small changes and ideas have the canteen prosper and is now a vital part of the school community and not just service. These businesses have some paid staff and volunteers and they have been integral to the functioning during a difficult year.
The Governing Council of 2020 has been myself as the Chairperson, Katrena Roberts (Deputy Chairperson), Antony Sheehan (Treasurer), Sam Winters (Principal), Samantha Hards, Alison Berends, Kristy McRae, Sharon Smith, Katherine Matthews, Nina Sheehan, Lauren Fletcher-Rees, Natasha Paul, Aneeta Pillay and Iain Stanley. A wonderful group of volunteers all with different areas of expertise who have met twice a term, using teleconference during lock down times, to attend Council meetings to ensure the governance of the school. The sub committees have been quite disrupted in 2020, however they have been meeting when they can. Parents and Friends have done a sterling effort to offer their support to the school community even though they have been, at times, homeless.
We are confident that the 44 students who graduated in 2020 will have the ability to be proud of their primary school time together as they continue to inquire and inspire. Their year 7 will be one to tell their own children about at a later time.
Thank you to all parents, grandparents, carers and families of Seaview Downs Primary School for the contribution you have made to the fabric of the school. Last but by no means least is a special acknowledgement to the teachers, school support officers, administrative staff and all ancillary staff. Your tenacity and resilience in 2020, has been positive to ensure the best for the students.

Dr Pauline Glover

Quality improvement planning

Our three priorities from 2019-2021 include:
1) Increasing student achievement in numeracy, particularly the number strand for all students.
2) Increase student achievement in Reading Comprehension across the school.
3) Student voice is evident in the design of STEM/ problem-based learning across the school.

In 2020, to meet our challenges with the associated priorities we:

• Continued to run a fortnightly teacher professional development routine as guided by the numeracy guidebooks – to ensure teachers could design learning following the Big Ideas in Number sequence, focusing on mathematical processes and strategies. Each fortnight teachers used resources identified in the numeracy guidebooks to support critical thinking and planning for number learning R-7. To ensure the teacher learning has impact on achievement in 2020 we aim to continue to implement targeted and explicitly structured lessons.

• Reviewed our literacy practices to ensure we were consistent across Junior Primary, Middle Primary and Upper Primary classes. We reviewed and updated our literacy agreement to ensure data collection and analysis could occur to group students for targeted comprehension support. We worked through Progressive achievement Tests, analyzing students' individual challenges and planned for them through groups. We updated text resources for upper primary students to ensure diversity of text types and availability of material.

• Attempted to partner with industries on problem-based learning, using our Engineering Design Process which enables students to collaborate with professionals in contextual ways. each class was prepared to progress through problem based learning but there were many cancelled opportunities due to health restrictions across schools and communities.

Improvement: Aboriginal learners

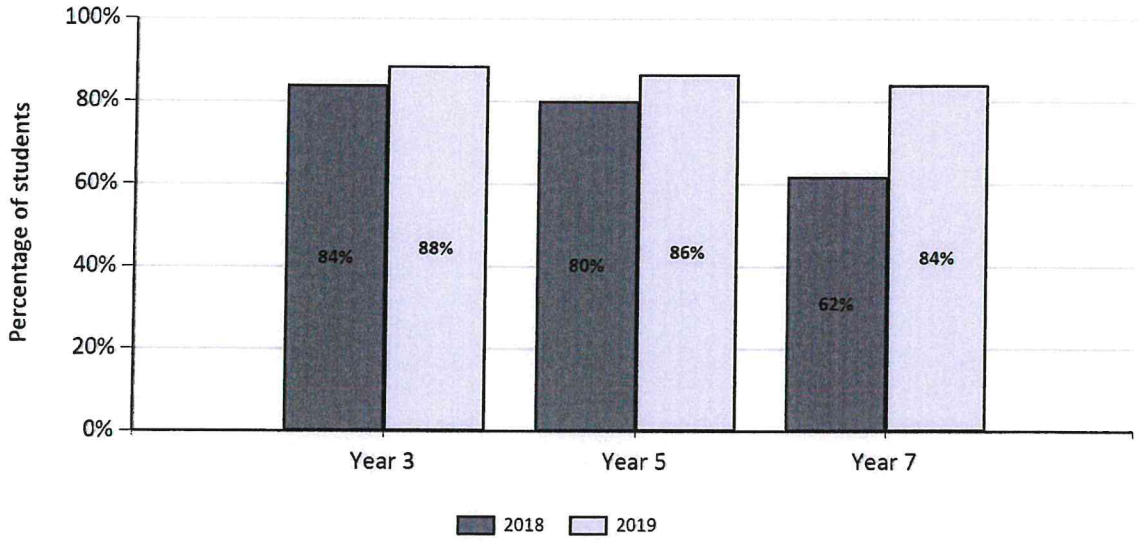
The school continued to support ATSI learners through whole, small and individual instruction.

Performance Summary

NAPLAN Proficiency

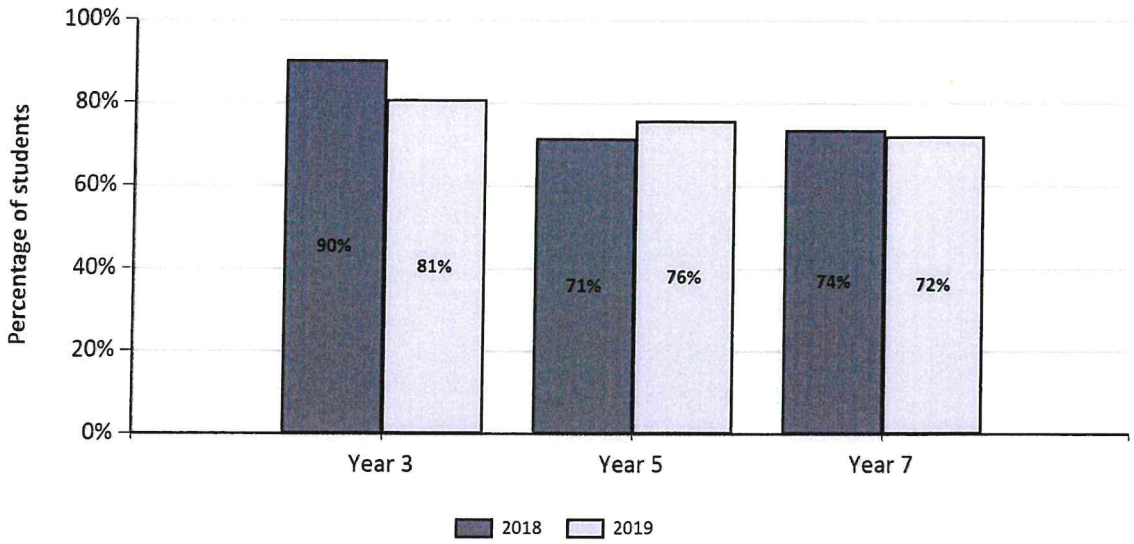
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and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

Reading



*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.
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*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	45%	25%
Middle progress group	57%	30%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	56%	58%	50%
Lower progress group	26%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	26	26	10	5	38%	19%
Year 3 2017-2019 Average	28.7	28.7	12.0	7.7	42%	27%
Year 5 2019	37	37	14	3	38%	8%
Year 5 2017-2019 Average	32.3	32.3	7.3	4.0	23%	12%
Year 7 2019	25	25	5	2	20%	8%
Year 7 2017-2019 Average	30.7	30.7	7.0	4.7	23%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

School performance comment

Due to Covid-19 no National Assessment Program Literacy And Numeracy testing is recorded for 2020.

Of the students who participated in the National Assessment Program Literacy And Numeracy (NAPLAN) the numbers of students achieving the expected level of achievement (the Standard of Educational Achievement) in 2019 was:

NAPLAN READING
YEAR 3 - 23 students out of 26. Year 3 students had an increase in result from 2018.
YEAR 5 - 32 students out of 37. Year 5 students had an increase in result from 2018.
YEAR 7 - 21 students out of 25. Year 7 students had an increase in result from 2018.

NAPLAN NUMERACY
YEAR 3 - 21 students out of 26. Year 3 students had a decrease in result from 2018 of 9%.
YEAR 5 - 28 students out of 37. Year 5 students had an increase in result from 2018.
YEAR 7 - 18 students out of 25. Year 7 students had a decrease in result from 2018.

The NAPLAN results do indicate our Site improvement Priorities as outlined in the 2019-2021 plan intend on improving numeracy - specifically number sense, which is a need as two cohorts declined in achievement result in 2019.

Attendance

Year level	2017	2018	2019	2020
Reception	92.4%	94.5%	94.3%	91.5%
Year 1	93.8%	93.5%	95.3%	90.4%
Year 2	91.3%	94.6%	91.6%	91.3%
Year 3	93.2%	92.1%	93.8%	90.8%
Year 4	92.5%	94.3%	92.0%	91.4%
Year 5	94.7%	93.1%	93.8%	90.0%
Year 6	93.4%	93.8%	90.7%	90.9%
Year 7	92.3%	92.7%	91.8%	89.6%
Total	92.9%	93.5%	92.9%	90.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2020 90.7% was the school attendance rate achieved.
The recorded attendance rate across all year levels R-7 was lower than the previous three years.
There was 2.4% absence due to Family/ Social reasons.
There was 3.0% absence due to Illness without certificate.
There was 2.7% absence which was unexplained/ unsatisfactory.
We acknowledge that many families attendance was impacted during term 1 when communities were concerned with potential Covid-19 outbreaks.

Behaviour support comment

Students are supported to learn positive school community behaviour through whole school agreements and procedures. Play is The Way social and emotional development program and class agreements primarily proactively promote positive engagement and participation through activities about learning responsibly in our school.
The school has behaviour management procedures to ensure individuals who make poor choices have opportunities to think, learn and change.
The school has proactively managed to build an interoception space which students access when they feel bumpy, angry, unable to concentrate, have friendship challenges etc. The interoception space teaches appropriate responses to feelings.
In 2020 there were six suspensions and five take homes.

Client opinion summary

We engaged in the School Parent Engagement Survey in 2020.

The following statements and percentages are linked to the response choices of:
1) Strongly disagree
2) Disagree
3) Don't disagree or agree
4) Agree
5) Strongly agree

People respect each other at this school
8% Did not agree or disagree, 55% Agreed, 33% Strongly Agreed

Teachers and students treat each other with respect at the school
8% Did not agree or disagree 56% Agreed 33% Strongly Agreed

I feel like my child is important to the school
19% Did not agree or disagree 47% Agreed 31% Strongly Agreed

I receive enough communication from the school
5% Strongly Disagreed 9% Disagreed 11% Did not agree or disagree 53% Agreed 22% Strongly Agreed

The school communicates effectively with me
7% Strongly disagreed 9% Disagreed 8% Did not agree or disagree 55% Agreed 20% Strongly Agreed

I know what standard of work the school expects of my child
12% Disagreed 27% Did not agree or disagree 45% Agreed 14% Strongly Agreed

Teachers at this school provide my child with useful feedback about their schoolwork
5% Strongly disagreed 12% Disagreed 26% Did not agree or disagree 43% Agreed 14% Strongly Agreed

I have useful discussions with the school about my child's learning
8% Strongly disagreed 16% Disagreed 26% Did not agree or disagree 38% Agreed 12% Strongly Agreed

I talk with my child about what happens at school
93% - Often 7% - Sometimes

The school provides an opportunity for me to have input about my child's learning
7% Strongly disagreed 25% Disagreed 32% Did not agree or disagree 30%Agreed 7%Strongly Agreed

Overall, my child has a good routine around reading, studying and learning at home
18% Disagreed 15% Did not agree or disagree 58% Agreed 10% Strongly Agreed

I think that education at school is important to my child's future
25% Agreed 73% Strongly Agreed

I feel equipped to help my child plan what they will do after they leave school
7%Disagreed 22% Did not agree or disagree 46%Agreed 20% Strongly Agreed

I would like more help from the school with my child's learning
28% Yes- to help me address their needs 25% Yes-I would like the school to address their needs better 47%- No

The school encourages parents to help students to learn
15% Disagreed 25% Did not agree or disagree 45%Agreed 12% Strongly Agreed

The school provides me with useful tips on how to help students learn at home
8% Strongly disagreed 25% Disagreed 25% Did not agree or disagree 37% Agreed 5% Strongly Agreed

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	14.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	7.0%
Transfer to SA Govt School	34	79.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

All staff, TRTs, canteen and OSHC workers have clearances as part of their eligibility for employment and hard copies are on file in the Front Office. Governing Councillors hold current clearances.
Outside providers all submit a hard copy of their clearances and these are also filed.
Parent volunteers working with their own children no longer need a clearance but those with one have submitted a copy.
Government contractors declare on the sign in sheet that they have clearances. Performers & guest presenters, STEM industry partners also present their certificates before interacting with children.

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	27
Post Graduate Qualifications	5

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	15.6	0.0	4.8
Persons	1	18	0	7

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

Financial statement

Funding Source	Amount
Grants: State	$2,834,639
Grants: Commonwealth	$6,630
Parent Contributions	$99,997
Fund Raising	$6,728
Other	$0

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

2020 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	**Tier 2 category** (where applicable to the site)	**Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes**	**Outcomes achieved or progress made towards these outcomes**
Targeted funding for individual students	Improved wellbeing and engagement	Funded students were supported with SSO hours to manage regulation of learning behaviours and engagement in class programs.	Engagement in classrooms was possible due to SSO support.
	Improved outcomes for students with an additional language or dialect	The school engaged a teacher for one day a week to support English growth in students with English recognised as an additional language dialect.	Literacy growth was achieved for most students accessing the support.
	Inclusive Education Support Program	Funding released the Deputy to work with teachers to create One Plans for students with Disabilities, and monitor goal achievement.	All students had SMARTAR goals regularly reviewed and updated each term.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	A program focused on phonological awareness R-2 continued. Students with Disabilities and Students with Learning Difficulties grants funded intervention program resources and SSO time to manage them. Reading & Numeracy intervention programs included: Levelled Literacy Intervention, MultiLit, Quicksmart Math, TooSmart Maths. Satisfactory progress was made by all students involved and about half graduating from the respective programs. Funded our STEM focus with consumables purchased for problem based learning inquiries with industry partners.	Students accessing support to reach agreed goals toward the SEA from R-7 continued to learn through intervention programs.
Program funding for all students	Australian Curriculum	Staff released to engage in Learning Design Assessment and Moderation training.	Staff trained in LDAM, A-E with applicable resources.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding for students identified through NAPLAN as under SEA to access Quicksmart Maths program. Used to fund Student Support Officers to run programs for 210hours (30 x 7hrs).	Students achievement will be reflected in 2021 result for NAPLAN.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A