



Orroroo Area School and Orroroo Kindergarten

2021 annual report to the community

Orroroo Area School Number: 0740

Orroroo Kindergarten Number: 6648

Partnership: Flinders

Signature

School principal:

Mrs Jenny Stringer

Governing council chair:

Rebekah Rasheed

Date of endorsement:

16 February 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Again this year has been different, with many changes to the way we operate as a school and community. The work of the school staff under the guidance of the leadership team at the beginning of the year professionally set up the students for a successful and engaging year in learning. With improving student outcomes at the fore, the leadership team, all staff ensure that the tools for learning are shared in an engaging environment. The staff know the students well and scaffold their learning through providing them with the tools and structure as well as curriculum in order for the students to take responsibility for their learning, through well-established learning conferences and coaching young people for success. The schools improvement plan saw successes and areas for improvement and modification as we continue to strive for excellence in all areas.

Our school values of respect, responsibility, excellence, tolerance and honesty continue to hold major focus in classrooms and celebrated regularly. Our associated learner qualities: of having perseverance; being connected; showing courage; developing self-awareness and being inquisitive are well established and continue to be a focus in learning for students and staff.

Our student numbers in 2021 were on average 140 across Reception to Year 12, with an additional 13 being in the Preschool class: making 153 students in total.

Our own school and MSEC swimming carnival, OAS sports day and MNSEC Athletics Carnival were held without too many concerns. We were also able to host the MNSEC Formal, with resounding success due to the support and work of our senior students. The middle school Amazing Race was held within the confines of our community/local area and an overnight stay in Burra . Briefly, the Amazing Race for years 7, 8 and 9 is a week-long activity, organised by staff and which took on a life of its own following the theme of 'Many Minds and Metals', where staff planned and executed activities that stretched student thinking. Thanks goes to the staff for their enthusiasm and planning of this STEAM event.

Some middle school sports activities were held across MNSEC, as well as Sapsasa events when restrictions allowed. The year 10 Community Studies projects, through the work of Marg Custance, had each student choosing projects that held their interest and then working with community groups and members. The presentations to their peers and community groups at the completion of their projects showed enthusiasm, skill and communication skills beyond their years.

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

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

Many thanks to the leadership team, staff and support workers of Orroroo Area School. You have been great to work with in 2021 in what has certainly been another extraordinary year with many twists and turns. Your flexibility, understanding, professionalism but above all your care and prioritising of our students learning and well-being during this year is appreciated.

Jenny Stringer

Governing council report

As always, school is a hive of activity with so many contributing to its running. To our Principal, Jenny Stringer; Matt Dignan, Sarah Hazel and Julianne O’Dea in leadership; thanks for all your efforts in driving our school in 2021. To our teaching staff – thanks for your tireless work with our children across the year. We appreciate your dedication and recognise that there is much we don’t see in relation to your work. Teaching is most definitely not an 8:30am-3pm job. Special mention to our support staff at school; people who may appear more in the background on an everyday basis, but by no means are less integral to the running of our school. We thank our SSO’s, administrative staff, grounds, cleaners, bus drivers, and especially our TRT’s, who are often called upon last-minute to ensure our kids have a leader to help them learn on any given day.

We have several school values and learner qualities at OAS. The learner quality I’ve decided to focus on this year is ‘connected’. We live in a world with unsurpassed opportunities to ‘connect’ with people near and far. With today’s technology, we’re often able to do this without leaving our own home. This has enabled some incredible opportunities, yet also poses some questions regarding our personal connections. Habits such as playing games online, scrolling through social media stories or pictures, or posting various aspects of our real lives on our virtual ones can easily creep in, so we can sometimes lose sight of the importance of personal interaction. A quick chat after school or a at a sporting practice or making the effort to attend a school event can have a positive impact for kids and adults alike. Small personal gestures can make a difference to someone who may be struggling. Whilst there is a place for social media, real personal interaction strengthens connections we can continue building within our small rural school setting, for our children, staff and parents.

We are fortunate to have pre-schoolers to Year 12’s on campus here at OAS, which promotes connection between a vast range of age groups. Our staff have delivered numerous experiences for students this year, with camps again being a major highlight. Other noteworthy events included Swimming Carnival, Sports Day, assemblies, Book Week and Book Fair, Colour Fun Run, MNSEC Formal, Choir and the much-anticipated Amazing Race to name a few. There have also been several food-related activities taking place in the school this year, such as the ‘Good Looks Cooks’, milkshake and BBQ days, bake sales and other specialty food days. These have proven very popular, and we’re lucky to have some magnificent chefs in our school. Connections made through sharing food and drinks are often memorable. The Year 12 breakfast is another example of this, and hopefully a continuing annual tradition.

With our inaugural ‘Wool, Wine and Dine’ event, we were overwhelmed by the support shown to us both through the donations of wool for our fleece competition (49 fleeces) and by the donations from local and not-so-local businesses. Our aim was to sell a bale of wool and cover our costs for prizes. Through the generosity of many, we managed to raise in excess of \$7000 for our school from the event, which surpassed all expectations! We thank every person and business who supported us in this endeavour, and we sincerely hope everyone who attended our event had a memorable and enjoyable evening. We look forward to continued community support for any future wool-related fundraisers.

I’d like to express my gratitude to the members of the Governing Council in 2021: Lauren Shephard (secretary), Donna Wood, Charmayne Clarke, Anna Schories-Williams, Paul Gameau, Daniel Williams, and our staff representatives, Sarah Hazel and Jess Kuerschner. Thanks for all your efforts throughout the year. Special mention to our longest-serving member, Shane Rowe. We thank Shane for her tremendous dedication to our school over many years, both on governing council and in any school and community-related events. Thanks also to all our volunteers who are vital in the running of our school. Thanks especially to the new parents who have been willing to work in our school canteen, and to Birgit for once again giving up considerable time to run it for our school.

I also recognise the SRC and Crunch representatives and thank them for their leadership. Thanks especially to the SRC President, Takara Austin. To the graduating Year12 class of 2021, I wish you all the very best in whatever you choose to do in the future. Our school and community have appreciated your contribution to our school and your efforts throughout the wider community. Thanks to you and your families for your dedication to the Orroroo Area School. Enjoy whatever the next chapter in your lives brings, and always strive for your best. To our departing staff members, we wish you all the very best in your future endeavours.

Rebekah Rasheed, Chairperson

School quality improvement planning

The School Improvement Plan was reviewed and evaluated several times throughout 2022 at a school and Flinders Partnership level, with OAS Leadership and staff and the Local Education Team, with steps in the new three-year plan to be presented to Governing Council at the beginning of 2022. In the implementation of the plan, OAS reviewed the Literacy Agreement, published it for teachers to plan, teach and assess in alignment. The next step for 2022 is to 'hold the line' with the writing goal and explore the new reading goal by further involving staff in specific areas of impact and inform students, so they can be aware of expectations and assist them to set individual goals.

OAS need to continue the student trials of writing for moderation and as a next step in 2022 to develop understanding of Brightpath Information Report writing formats; Develop greater understanding and development of Australian Curriculum (English) with Brightpath Literacy Progression linked to Literacy Guide Books and NAPLAN marking guides. To be achieved through quarantining one staff meetings per term for investigation into Brightpath and creating a common language for the teaching of writing. OAS completed writing assessments in 2021 using the Brightpath tool and used data between term 1 and term 3 to measure the growth in scores, from Brightpath moderation, OAS staff were closely aligned in their marking. Our NAPLAN results in Writing, saw 77% reaching the Standard of Educational Achievement across years 3,5, 7 and 9. In 2022 we have set the goal for all students to display growth in NAPLAN scores. Our Numeracy goal was achieved in 2021, with the vast majority (over 90%) of all students achieving SEA in the NAPLAN results, this exceeded the target set for this year! As a result, our numeracy focus will go into maintenance mode.

The next steps in the SACE is to maintain the direction, goals and targets from 2021 with a change from the SACE target focus on a B grade to a Grade Point Average (GPA) with our new year 10 cohort. The 2021 Stage 2 cohort received a GPA average of 4.13. Based on current year 9 (year 10 in 2022) with an average GPA of 3.230, therefore 90% of our year 10 cohort will achieve growth in their average GPA across all of their SACE subjects between term 1 and 3 reports. The school improvement plan 'point of impact' for all staff was discussed at length and shared with the Flinders Partnership LET.

Preschool quality improvement planning

At Orroroo Preschool, a small team, consisting of the preschool teacher, Anna Froling and SSO, Lynne Gibb are joined on Thursday mornings by SSO, Kerry-Ann Davies who runs the Occasional care program and SSO, Carissa Gameau who helps as well as providing some extra help with speech therapy and fine motor skill development. Anna has worked closely with the Flinders Partnership, Early childhood leader, Alison Arthur. We have been supported by the Principal, Jenny Stringer, ancillary staff in the front office and support services in the form of a speech pathologist from Port Pirie education office and CAYFS health nurse visits.

We had thirteen energetic and happy four-year-old preschool children this year. On Thursday's during occasional care, we have welcomed another eight children aged from two – four years of age who attend from 8:30am until 11:30am.

Our goal was that children would develop as readers by extending their comprehension and vocabulary and be motivated to explore ideas in response to text. We really wanted to support our preschool children to develop a love of books and set each child up to become a reader whose imagination is sparked by the plot of a story, who can see the perspectives of different characters and who learns by making connections from ideas encountered in books to their own experiences.

We were intentional about making the daily reading routine 'quarantined time' in which we shared quality texts with children in a quiet, comfortable space. During shared reading times, we used a dialogic approach in which the teacher pauses for children to share their ideas and perspectives. We noticed high levels of engagement as the children eagerly recalled their own experiences or knowledge relating to ideas in the text and the teacher listened and responded to each child's contribution. Our learning as educators was around the importance of relationship in growing children's engagement with reading. We read and re-read a text over several weeks to give children the opportunity to embed new vocabulary and engage deeply with the ideas they encountered in the story.

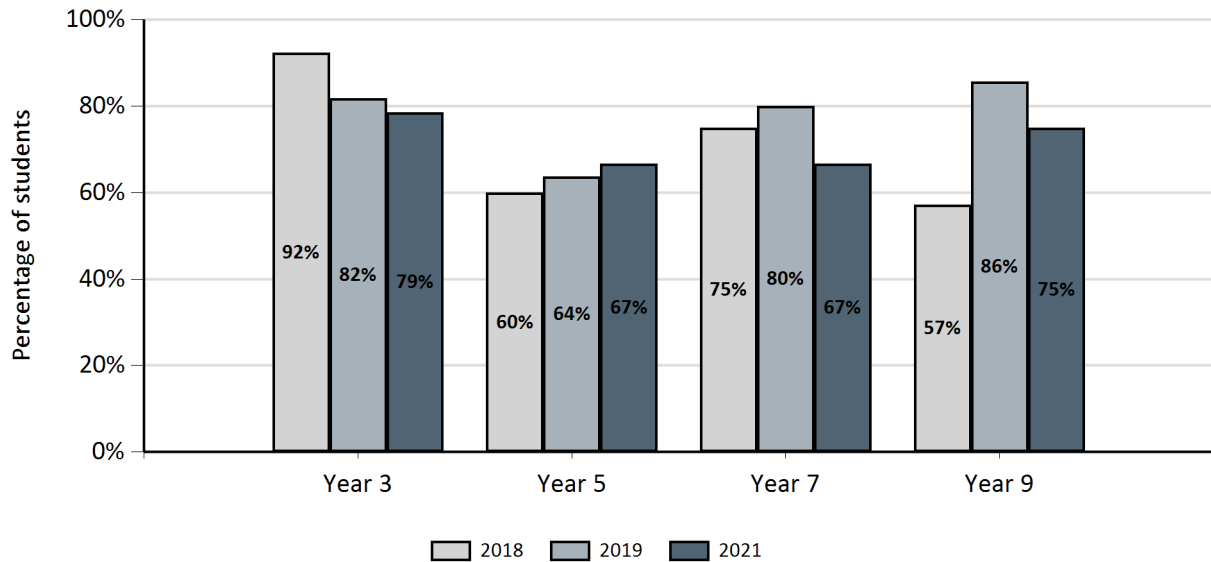
To encourage the children to explore ideas in response to text, we intentionally planned experiences for children to revisit stories through imaginative play as well as art and craft. This inspired the children to re-enact or innovate on stories in play. For example, we observed children making their own gooey, chewy wombat stew in the sandpit ('Wombat Stew'), children making biscuits in the sandpit ('Anzac Biscuits'), dressing up as a bride and groom for a wedding (Maisie Middleton's Wedding), making treasure maps and playing pirates ('Tough Boris'), drawing maps from home to kindy (Rosie's walk), and dressing up as Little Red Riding Hood and the wolf to act out many versions of this story throughout the year. We noticed children using the language and vocabulary from the stories in their imaginative play, showing the anticipated improvement. Anna Froling

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

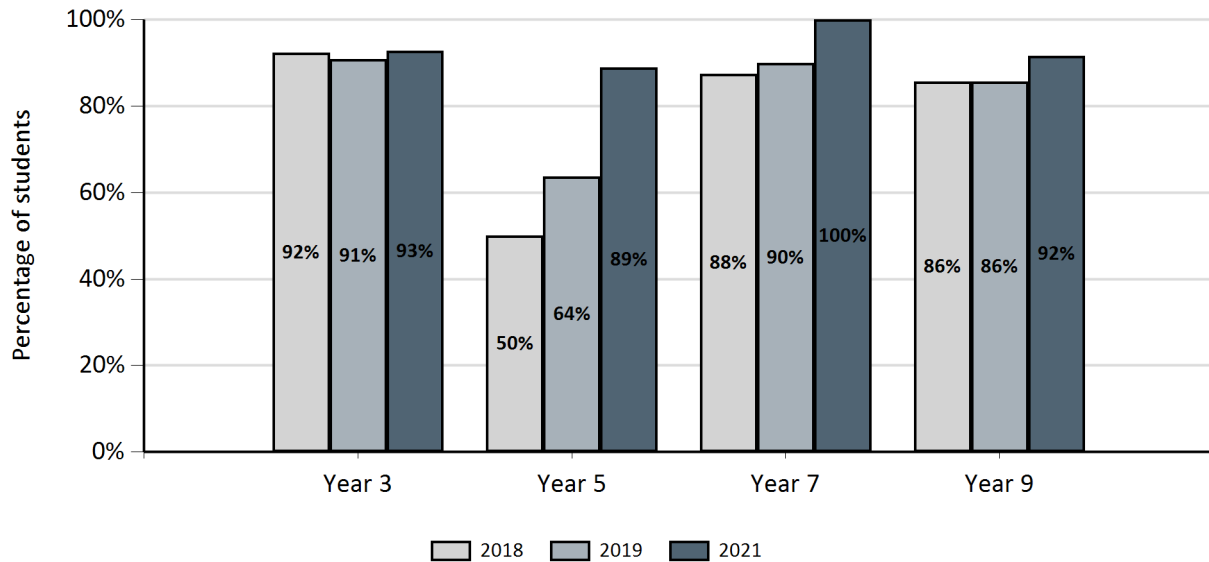


*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 7-9	State (average)
Upper progress group	*	*	58%	34%
Middle progress group	*	*	*	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	*	34%
Middle progress group	*	*	*	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	14	14	3	4	21%	29%
Year 3 2019-2021 Average	12.5	12.5	3.0	3.0	24%	24%
Year 5 2021	9	9	2	1	22%	11%
Year 5 2019-2021 Average	10.0	10.0	1.0	0.5	10%	5%
Year 7 2021	9	9	0	1	0%	11%
Year 7 2019-2021 Average	9.5	9.5	0.5	2.5	5%	26%
Year 9 2021	12	12	0	2	0%	17%
Year 9 2019-2021 Average	13.0	13.0	0.0	2.5	0%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

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

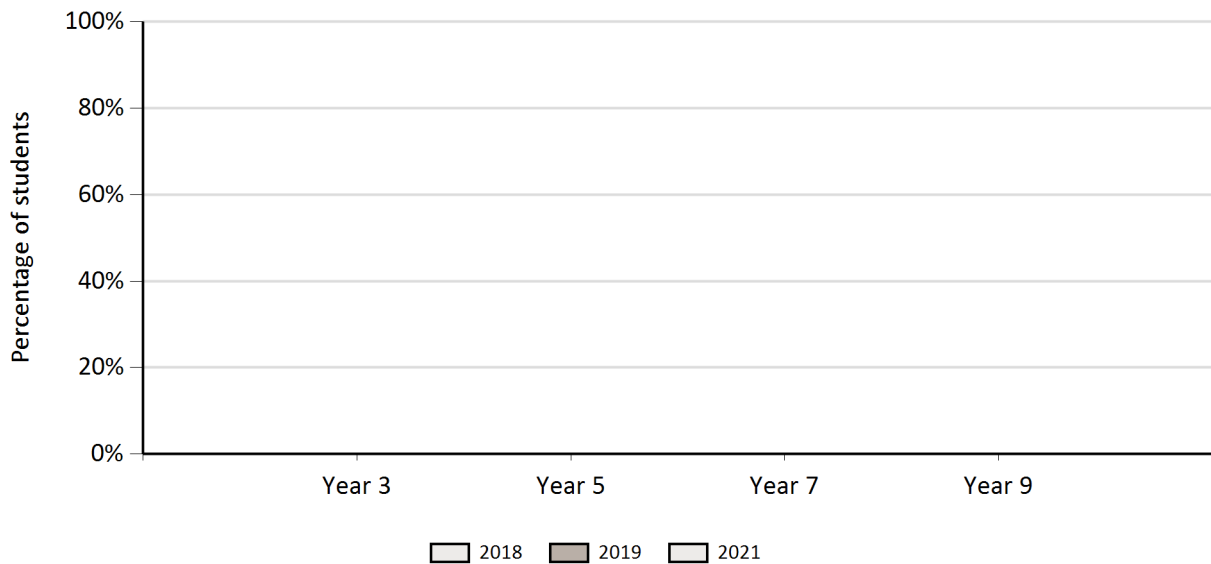
[^]includes absent and withdrawn students.

*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



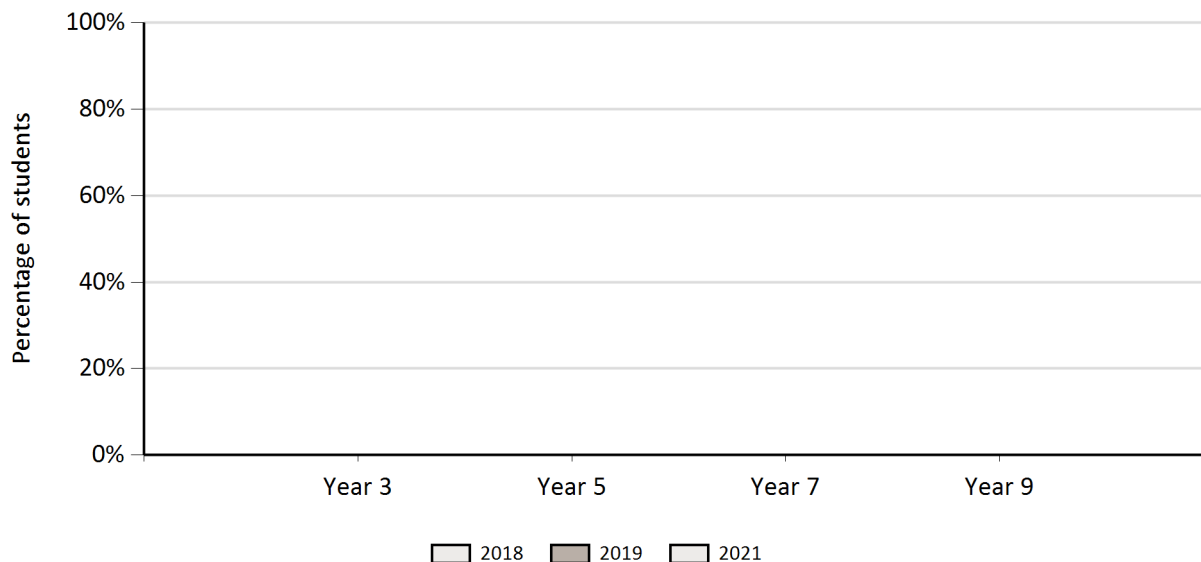
*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	47%
Lower progress group	*	*	*	24%

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	Year 7-9	State (average)
Upper progress group	*	*	*	28%
Middle progress group	*	*	*	48%
Lower progress group	*	*	*	24%

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	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 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: Tracking & Monitoring

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

Increased LSA hours to include numeracy, finance by WCH.
0.1 teacher salary dedicated to monitoring student outcomes and supporting staff to complete One Plans, inclusive of improved student outcomes.

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

SACE achievement for a student. Three students placed in Middle and Upper Bands from NAPLAN testing, while also meeting SEA (with one exception in Reading). For those students falling outside of NAPLAN testing, one student was close to achieving SEA in Running Records. Two students requiring further assistance to improve in PAT/NAPLAN outcomes.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
100%	100%	100%	96%

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	0%	7%	2%	0%
A	7%	11%	4%	5%
A-	24%	22%	28%	8%
B+	21%	13%	26%	0%
B	10%	16%	13%	16%
B-	7%	9%	17%	19%
C+	21%	7%	7%	0%
C	10%	11%	2%	30%
C-	0%	4%	0%	0%
D+	0%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	2%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
100%	100%	100%	93%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	#Error	83%	38%	73%

2021
93%
46%

School performance comment

91% attendance rate at school in 2021, with 15 % of students chronic non-attendees, 38% habitual non attendees across the school.

This varies little from the previous year, where attendance was at 92% for the school and the preschool with 92%.

In the main, absences were based on health or Family Reasons. From the health aspect, both children and students' families were informed to keep children home if unwell, in keeping with Covid-19 restrictions.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	95.8%	84.4%	87.5%	93.3%
2019 centre	95.5%	75.0%	92.7%	87.3%
2020 centre	98.3%	96.7%	92.6%	74.2%
2021 centre	95.0%	93.0%	89.5%	92%
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	92.3%	90.9%	91.9%	92.7%
Year 1	88.4%	93.1%	98.3%	90.7%
Year 2	86.3%	95.1%	94.7%	91.6%
Year 3	88.6%	91.1%	95.4%	93.9%
Year 4	88.9%	95.0%	89.7%	94.3%
Year 5	90.3%	88.4%	95.0%	90.1%
Year 6	94.6%	88.0%	89.3%	92.9%
Year 7	91.2%	93.8%	95.4%	89.3%
Year 8	92.1%	90.4%	91.4%	90.4%
Year 9	89.9%	92.9%	85.5%	91.2%
Year 10	92.3%	90.0%	91.5%	83.9%
Year 11	93.5%	90.6%	86.5%	91.2%
Year 12	97.8%	95.6%	94.0%	91.0%
Total	90.9%	91.9%	92.0%	91.4%

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

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

Attendance comment

Preschool had an early entry child begin scheduled sessions in term 4, making a total of 3 early entry children who will remain in the preschool in 2022.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	6	8	8	9
2019	11	10	11	11
2020	12	12	14	15
2021	13	12	12	13

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

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

School:
In 2021 there were 3 incidents recorded where there was threatened or perpetuated violence, with 9 reports of threats to Safety or Wellbeing and two recorded incidents of Persistent and Willful Inattention. There 6 records of students being internally suspended, 1 Suspension and 4 records of Take Home actions.

Parent opinion survey summary

We had a total of 18 parent responses to the survey.

There were 5 free text comments, which ranged in response with some concern about the Seesaw app from communication through to looking for more communication/feedback about individual student progress. Also that homework is considered to be an overload when linked to completion expectations by several teachers.

94% of our parents feel that people are respectful, whilst 56% don't agree that they have input into their child's learning and 53% don't agree that they receive learning tips. 94% of our 18 respondents often talks with their child.

83% of our respondents agree or strongly agree that they receive enough communication from the school, while 72% feel that the school communicates effectively with them.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
740 - Orroroo Area School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2021 collection.

Intended destination from School

Leave Reason	Number	%
PE - PAID EMPLOYMENT IN SA	1	7.7%
U - UNKNOWN	11	84.6%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	1	7.7%

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

All eligible children from the preschool have enrolled at Orroroo Area School. SACE Stage 2 students have either found employment, have enrolled in TAFE or a university, with some taking a break before choosing from their options.

Relevant history screening

Preschool:

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

School:

The recording of Relevant History Screenings is kept on a spreadsheet/folder with tabs for staff, students and volunteers. They are listed in alphabetical order by name with the screening type (DCSI), the date it was approved and the expiry date.

Any personnel who work in schools or pre-schools now require on-line DCSI applications / approvals, RRHAN-EC. For both the school and Preschool, our staff complied for an Authority to Work.

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	26
Post Graduate Qualifications	7

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	13.6	0.0	8.0
Persons	0	18	0	15

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

Financial statement

Funding Source	Amount
Grants: State	\$2,854,743
Grants: Commonwealth	\$1,900
Parent Contributions	\$85,357
Fund Raising	\$5,579
Other	\$44,311

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

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	<ul style="list-style-type: none"> • SSO time to support speech report and oral language and Multi-Lit. • Preschool Teacher and Principal attended Partnership meetings where literacy improved outcomes were discussed. Principal attended Brightpath training in Whyalla. 	<ul style="list-style-type: none"> • Learning showed significant progress for all children in numeracy and some improvements in literacy. Some children receiving speech report had their case closed by Services.
Inclusive Education Support Program	OAS employed extra staff using withdrawal strategies to support students with the greatest needs. Extra staff including 0.1 Intervention Teacher. As One Plans were developed for students, funding was also provided for staff to complete them to support student learnin.	One Plans were completed, some extra funding was secured in 2021 as a follow-up to IESP applications
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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