



# Central Yorke School and Central Yorke Early Learning Centre

## 2022 annual report to the community

Central Yorke School Number: 761

Central Yorke Early Learning Centre Number: 6612

Partnership: Southern Yorke

Signature

School principal:

Ms Sharon Illingworth

Governing council chair:

Janine Burrows

Date of endorsement:

21 March 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Central Yorke School is a B-12 coeducational, comprehensive multi-campus school located in the heart of the Yorke Peninsula. Created in 2017 following the amalgamation of Maitland Area School, Point Pearce Aboriginal School and the Maitland Preschool Centre, the school comprises the Maitland Campus Early Learning Centre, Primary R-5, Middle School 6-9 and Senior Secondary 10-12 as well as Point Pearce Campus Early Learning Centre and R-2 school. This provides a seamless transition of learning, aligning the Early Years Framework, the Australian Curriculum and SACE. Central Yorke School continues the proud traditions of its amalgamated schools with a K-12 Agriculture program, the SAASTA Aboriginal Sports Program, the Yorke Peninsula Combined Schools Concert Band, extensive opportunities in SAPSASA and Knockout Sports and a focus on 21st Century Learning and digital literacy across the school.

The 2022 school year has provided students with opportunities across academic and extra-curricular fields. Highlights include:

- The transition programs between the Early Learning Centre, Point Pearce Campus and the Maitland Campus, ensuring seamless continuity of learning B-12.
- Stage 2 results include 100% SACE completion, 25% A band, 42% B band, 33% C band and a Merit in Agriculture Production. 100% Eligible ATAR achievement and highest ATAR result of 96.2. All students aiming for university received a conditional offer through the preassessment centre or in the first round.
- Data informed practice consistently implemented to build staff capacity in reciprocal reading pedagogy.
- Prioritising reading progressions and increasing the number of students achieving the SEA and reaching higher bands.
- Upgrade and development of our Agriculture facilities in partnership with business and industry and the continued successes at the Kadina and Royal Adelaide Shows.
- The introduction of the DayMap Learner Management system improving greater communication between staff, students and families
- Individual students sporting success reaching State representation.
- Winning all four SAASTA competitions.
- Student representation in the Festival Choir, school musical 'Hat Trick' and Showcase Concert.
- First Southern Yorke Peninsula Senior School Formal hosted by Central Yorke School.

Central Yorke School values equity, opportunity and high expectations for all. We pride ourselves on providing a holistic, personalised and developmental approach to learning, ensuring all young people thrive and flourish. We have a culture of respecting difference, welcoming others and providing a learning environment which is responsive to each individual student.

# Governing council report

2022 saw Central Yorke School welcome new Principal Sharon Illingworth to our school community and Governing Council.

We had a positive Annual General Meeting which saw a number of new members join Governing Council, including Lana Bagshaw, Linda Heinrich, Mel Dickie, Belinda Wheare, Kayla Johnson and Gavin Tape. It is fantastic that we had such great parent representation from across all sub-schools and student ages. We welcomed the return of staff representatives Pat Hasting, Amanda Wheeler, Mel Richards and Kath Magery. Continuing on we had Sarah Rawlings, Ange Everleigh, Michelle Cross, myself and Danny Allen.

We thank those community members who chose not to continue on Governing Council in 2022, A special mention to Victoria Johns, a past Chairperson who retired from governing council after approximately 11 years of service.

At the start of the year, we were again slow to start with more Covid interruptions, both impacting the return to the school year and also the ability to hold face to face meetings. I was particularly keen this year to streamline Governing Council meetings and tried to encourage all reports to be emailed and read by members prior to meetings, so that meetings were more discussion based, with opportunities for questions and answers around information we had been provided. Whilst we welcome the option of zoom for meetings, I don't feel this method of meeting is as beneficial in forming relationships and good discussion, so I would hope to limit this option moving forward into 2023. I also think that as Governing Council members grow in confidence and knowledge of the school environment, discussion will hopefully improve at meetings.

Part way through the year, our long serving canteen manager Victoria Johns, notified us of her resignation and we welcomed Jenny Molony to the part time position, to share with Kelly Tape in managing the CYS canteen. Unfortunately, 2022 has not been a great year for the canteen financially, however moving forward 2023 we will have to give some consideration to changes, as the service cannot continue to be run at a financial loss.

The Agriculture and Grounds committee had a robust meeting with Sharon, the Ag teachers Sarah Townsend and Jaynelle LeFeuvre and groundsman David Ramsey around how the Ag block would operate and the option of students being more involved in the cropping program, particularly given that both Sam Johns and Danny Allen who had provided a lot of assistance in cropping, spraying and reaping the crop in recent years, will no longer have students at CYS beyond 2022. This will continue to be something the school will need to focus on, as the Ag block could be a shining light and a point of difference in attracting and keeping students.

We held a very well attended working bee in the Ag block early in Term 4, despite the extreme weather. We should all be proud of what we achieved in a relatively short time. Thanks must go to Harrison Briggs, Briggs Carpentry for overseeing the spray painting of the Ag block classroom on the previous evening to ensure that we could move in the new commercial kitchen which had been obtained by Principal Sharon Illingworth from her former school in Whyalla. Whilst moving the stainless steel components across the Ag block in extreme weather, the finished classroom was exciting a gave a great lift to the area. It was great to see such a community effort getting behind the school after two covid years where parental involvement and presence on school grounds was limited. Hopefully this will be ongoing and we can re-establish a strong family and community feeling around Central Yorke School.

Governing Council representatives again rallied to cook the barbeque for the recent Christmas on the Green celebration which was very well attended. Thanks to all volunteers.

Thanks must also go to the P & F committee, led by Chloe Clarke, who have been extremely active, particularly in their support of the Senior School formal.

# School quality improvement planning

Through our professional development strategy we have built the capacity of staff to be clear in their knowledge and understanding of the challenge of practice which was to deliver consistent reciprocal teaching programs across the school which integrate the knowledge of the reading progressions. We built a whole school commitment to action and this is evident across the school with our visual learning approach to reading goals and next learning steps. Building a consistent understanding around the simple view of reading and the Big 6 has also provided clear direction to our approach to reading across the site. Reciprocal teaching is embedded in our current practice and is making a visible impact towards improving student reading comprehension. Using the literacy progressions to build teacher understanding around the skills and abilities required around reading at each year level has provided teachers with the ability to align clear next steps for learning and reading goals which has promoted a culture of personalised learning for all. This year we have focused on how we build teacher capacity across the site to use the literacy progressions within their curriculum work and in context of the teaching and learning cycle. This has allowed us to improve our differentiation practices by identifying the literacy necessary to access the content as well as the relevant sub elements of the progression which will support individual student success. This process has also informed assessment and feedback methods which promote our culture of personalised, high impact achievement for all through data informed practice and evidence-based teaching and learning. Our reciprocal reading rubrics showed a great lift in teacher practice through the way they annotated next learning steps for the students and also how they used this to inform their own next steps in improving their practice. Our NLS stickers within the Primary have also provided a clear line of sight between learning intentions, success criteria and how teachers provide curriculum aligned next learning steps. Having these visible has allowed us to strengthen our learning conversations with staff, students and families and has promoted a great sense of student agency to drive self-improvement. Our explicit and differentiated teaching through our InitaLit and Heggerty programs R-2 have provided students with the ability to consolidate the skills and abilities required to become skilled readers and decoders. Our final drive in improvement has been in our commitment and rigor in collecting and responding to a large number of "little data" sets alongside of "big data" sets to inform NSL and NCD. At CYS we collect a large range of data, some of which includes: InitaLit progress monitoring and cumulative reviews, stop and check spelling tests, comprehension and fluency tests, WARP testing, WARL testing, WARN testing, Heggerty testing, Bridge the gap testing, spotlight checks against literacy progressions, student reading goals and recorded progress sessions, differentiation tables and running records data. It is an expectation that all of the data is present on Teams and it is updated regularly against our data commitment schedule. While we use our "big" data sets of NAPLAN, PAT and the Phonics Screening checks as our main data, prioritising little data sets alongside this has built our momentum in providing differentiated teaching and learning for all students R-12. In reflecting on this year's results we will move toward having an intentional focus on reading instruction to make complex academic meaning. With the reciprocal reading approaches already embedded students should be able to respond to increasingly complex, subject specific texts when provided the opportunity. However this will need to be scaffolded through shared and guided reading approaches. This will also be reinforced through incorporating specific academic vocabulary to support reading, speaking and writing across the curriculum. We will look towards improving our approaches in the three tiers of reading instruction which includes choice reading, shared reading and guided reading. This will support all students to interpret explicit information and enable them to make accurate inferences across a range of text types but with particular focus on information texts to support and prepare students moving into their senior years. We will also work towards developing and embedding whole school processes to strengthen learning design which will ensure all students have the opportunity to demonstrate learning at a higher level. This will have a clear focus on challenge and stretch processes and how we provide differentiated learning, multiple exposures, and quality feedback and how we strengthen metacognition strategies.

# Preschool quality improvement planning

The Point Pearce Parent Child Centre PQIP goal in 2022 was to extend student's vocabulary. Through analysis of our pedagogical documentation we saw children bravely having a go at new words; using non-verbal and verbal communication, including home language, to retell stories; representing ideas in a range of ways; communicating for purpose using language to notice, name, request, inform or recount as well as showing an understanding of new words being intentionally introduced. The pedagogical documentation process incorporated the preschool literacy indicators of students using language to connect with their world, understanding the language of their world, engaging with texts, and representing their world symbolically to evaluate student growth. These indicators also supported educators to set up learning environments that were intentional in enabling children to develop literacy understandings, plan for and construct learning experiences that were relevant to the children in their local context, plan for individual, small groups and the whole group of children as well as identifying and planning for children who were not progressing in their learning through targeted learning goals and additional supports.

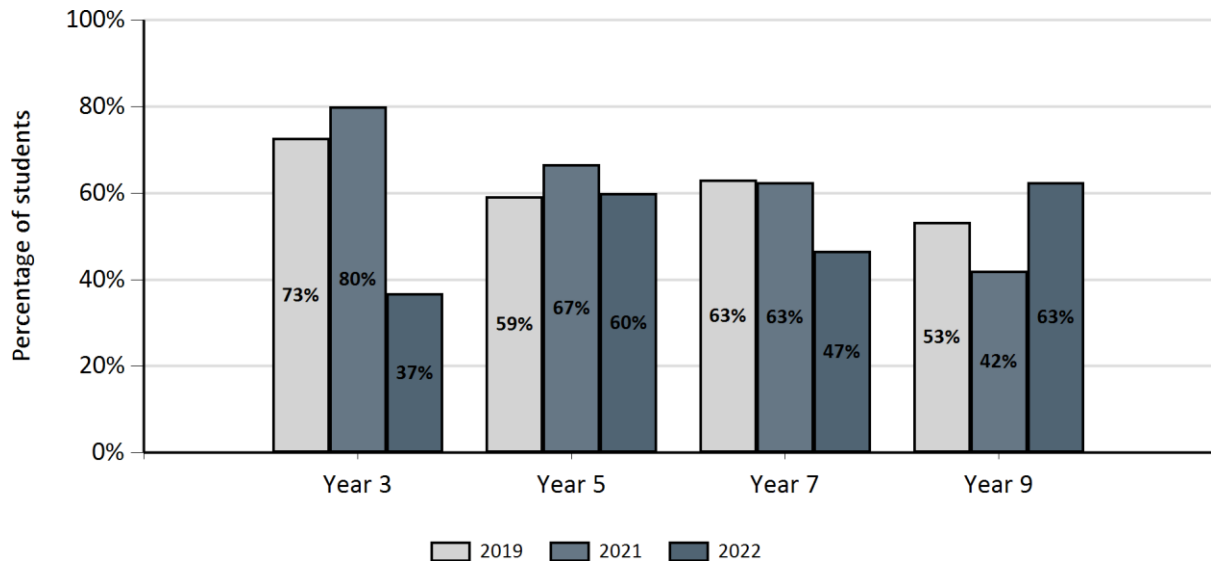
We recorded growth in all students in their use of Tier 2 language and also saw the introduction of low tech SIMM pod devices which assisted our non-verbal student's ability to communicate. Speech therapists from Healthy Families through the NDIS worked with two of our students which also contributed to an increase in the acquisition of language skills both receptive and expressive. We utilised the Talk Play Read Resource throughout the year which includes curriculum resources, structures and tools to improve teaching and learning for Aboriginal children. It also provides effective, evidence-based strategies and ways of working for Aboriginal children's literacy achievement as well as strengthens partnerships between preschools and the families of Aboriginal children to acknowledge and extend Aboriginal children's reading and literacy achievement. Our literacy program aimed to build students capacity, confidence and disposition to use language in all its forms including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, reading and writing. Placing the students and the EYLF at the centre of everything we did in 2022 recognised each child as a capable and competent learner who brought their diverse experiences, perspectives, expectations, knowledge and skills to their learning. All children met our PQIP goal of extending their vocabulary in 2022.

# Performance Summary

## NAPLAN Proficiency

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

### Reading

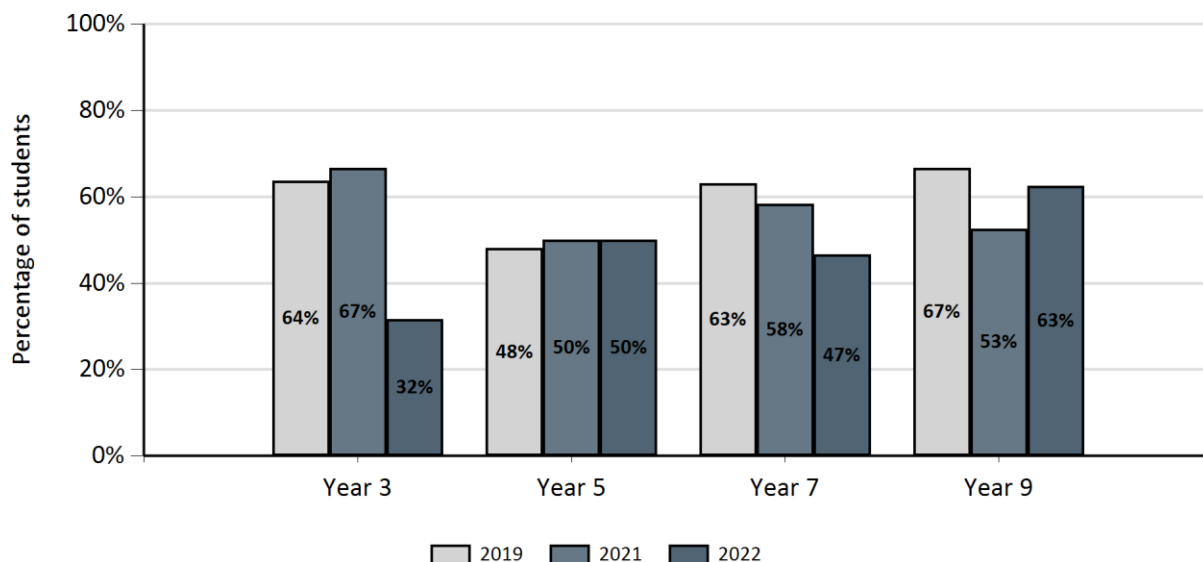


\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## Numeracy



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

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

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <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 03 2022	19	19	2	2	11%	11%
Year 03 2021-2022 Average	17.0	17.0	5.0	5.0	29%	29%
Year 05 2022	10	10	0	0	0%	0%
Year 05 2021-2022 Average	11.0	11.0	2.0	0.0	18%	0%
Year 07 2022	15	15	4	3	27%	20%
Year 07 2021-2022 Average	19.5	19.5	3.5	2.5	18%	13%
Year 09 2022	16	16	2	3	13%	19%
Year 09 2021-2022 Average	17.5	17.5	2.0	2.0	11%	11%

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

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

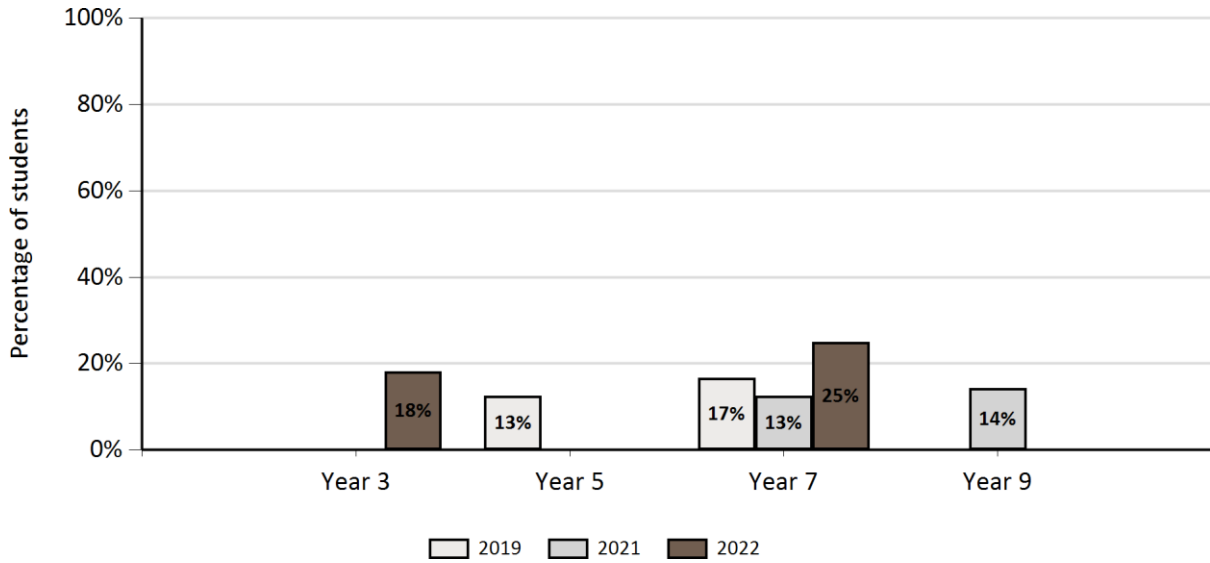
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



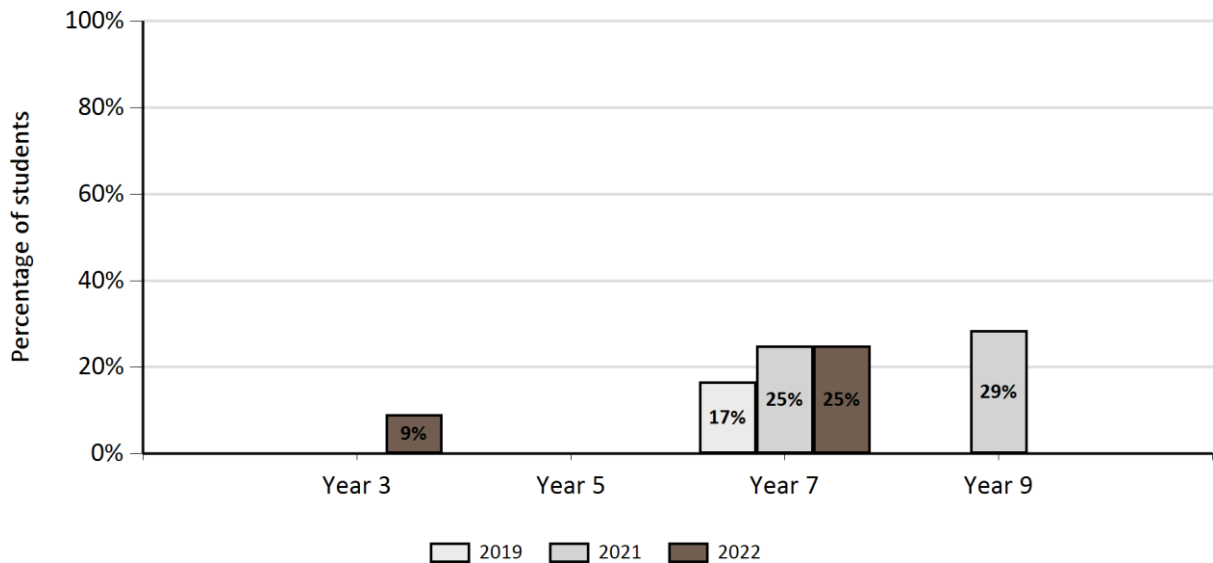
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners



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

	No. of students who sat the test <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 03 2022	11	11	0	0	0%	0%
Year 03 2021-2022 Average	8.0	8.0	1.0	0.5	13%	6%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	8	8	1	1	13%	13%
Year 07 2021-2022 Average	8.0	8.0	0.5	0.5	6%	6%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

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

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

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Data Informed Planning

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

The Aboriginal Education team met to develop an assessment and reporting schedule which included the collection and strategic analysis of assessment data to inform literacy and numeracy priorities and practice for Aboriginal learners at the school, team and teacher level.

Professional Development of staff around the ALAR occurred twice a term during staff meetings to support teachers to monitor progress, analyse outcomes, and plan effective and targeted learner interventions which support and/ or extend Aboriginal learner achievement and embed Aboriginal knowledge, cultures and perspectives in the teaching and learning programs. This included the annotation of work samples, EALD levelling of work samples, Initia Lit F-2 data, Phonics screening, WARP/WARL/WARN data, Heggerty, Pat R and M data, formative and summative Maths assessments, SACE achievement data, NAPLAN data and Early Years pedagogical documentation.

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

Improvements in Aboriginal Learner Achievement saw growth in the majority of learners. The continued professional development of staff around data analysis and collection has seen a renewed focus on identifying learner gaps and growth points, then planning accordingly. The improvements that have been made and will continue to be built upon in 2023 are outlined in our new Aboriginal Learner Achievement Policy Document and include:  
Participating in professional learning to ensure pedagogy and professional learning is culturally responsive and inclusive.

Collecting and analysing data to systematically monitor Aboriginal student achievement.  
Designing quality learning experiences for Aboriginal students through intentional learning design, based on the EYLF, Talk, Play, Read, newly released Preschool curriculum documents, SA TfEL Framework and the Australian Curriculum.

Developing detailed individualised learning plans for Aboriginal children and young people.  
Strengthening the delivery of Aboriginal histories and cultures across the curriculum, starting with science elaborations.

# South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	93%	98%	100%

Data Source: SACE Schools Data reports, extracted February 2022

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	5%	0%	0%	3%
A	5%	5%	9%	6%
A-	12%	9%	14%	15%
B+	12%	17%	13%	15%
B	24%	19%	18%	13%
B-	17%	7%	16%	14%
C+	10%	12%	11%	13%
C	10%	19%	14%	18%
C-	7%	5%	4%	3%
D+	0%	7%	2%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*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

2019	2020	2021	2022
86%	99%	58%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2021	2022
Percentage of year 12 students undertaking vocational training or trade training	93%	63%	64%	7%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	92%	100%

# School performance comment

Our goal for the 2021 – 2022 Strategic Improvement Plan (SIP) was to increase the number of students achieving SEA and reaching the higher bands for reading.

The comparative results of the cohort between 2021 to 2022 included the following:

In Year 3, 58% of students achieved SEA compared 84% of these students 2021. These results were significantly impacted by students engaging in online learning in 2020 and 2021. 25% of students achieved within the higher bands 2022 compared to 42% in 2021.

In Year 5 we showed consistency in our results with 72% of students achieving SEA in 2021 and 2022. 24% of students achieved in the high bands in 2022 compared to 37% in 2021.

In Year 7, 72% of students achieved SEA in 2022 compared to 79% in 2021. 22% of students achieved in the high bands for both 2021 and 2022.

In Year 9 we had 66% of students achieving SEA in 2022 compared to 68% in 2021. 16% of students achieved within the high band compared to 12% in 2021 which was a slight increase.

The results from Years 5 to 9 certainly show consistency, however we need to be reflective of future practice to ensure we can further extend our student results in 2023. We will be more targeted in how we respond to student results with a particular focus on improving student achievement within their targeted sub strands. We have made an action within our 2023 SIP to strengthen our approach in contemporary learning design to ensure all students have the opportunity to demonstrate learning at a higher level. By utilising student data we will continue to ensure that teaching and learning is responsive to student needs. Alongside this, teachers will also provide consistent feedback by articulating clear next learning steps to drive student agency in achieving improved results.

Teachers consistently use a wide range of data sets to inform responsive differentiation within their teaching and learning which has been key to ensuring we are targeting student's growth points in order for them to show improved results. Our Phonics screen check results have shown that the explicit teaching within our InitiaLit program has been working. These programs have strengthened students' phonological awareness and in turn their confidence in reading. We have also maintained our whole school focus around Reciprocal Teaching across all year levels which has improved students' ability to comprehend texts across a wide range of text types.

In 2023 we plan to review our reading intervention programs for those students who are not progressing through the reading intervention of Mini and MaqLit. This year we are trialling the Sounds Write program with a trial cohort to measure impact against MaqLit for the middle years. We hope that by doing this we will have a clearer picture of what program best meets the needs of our students and provides the most impact for students reading improvement.

Across the school we have seen a slight decrease in student results in numeracy. Throughout 2023 we will be developing our numeracy goal and aligned actions within our SIP for 2024. This will be responsive to student needs, indicated through NAPLAN and PAT data.

Stage 2 results include 100% SACE completion, 25% A band, 42% B band, 33% C band and a Merit in Agriculture Production. 100% Eligible ATAR achievement and highest ATAR result of 96.2. All students aiming for university received a conditional offer through the Pre-assessment Centre or in the first round. In 2022 teachers implemented a number of support strategies to build student engagement and achievement such as holiday tutoring sessions, improved formative assessment and feedback and flexible subject offerings which were responsive to student pathways.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	83.9%	84.6%	88.9%	81.0%
2020 centre	84.6%	83.8%	79.0%	89.8%
2021 centre	86.7%	80.3%	87.5%	86.2%
2022 centre	86.2%	82.5%	75.2%	23%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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

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

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

## School attendance

Year level	2019	2020	2021	2022
Reception	79.1%	89.5%	83.9%	82.5%
Year 1	85.8%	85.5%	88.2%	80.5%
Year 2	88.7%	86.5%	85.8%	89.8%
Year 3	79.1%	90.6%	89.4%	78.3%
Year 4	80.0%	89.7%	91.4%	83.4%
Year 5	88.2%	84.3%	82.4%	80.8%
Year 6	85.0%	89.5%	83.8%	81.1%
Year 7	83.6%	89.4%	85.5%	78.9%
Year 8	89.3%	93.4%	84.7%	78.2%
Year 9	84.4%	89.8%	80.5%	72.0%
Year 10	84.0%	87.6%	83.4%	76.9%
Year 11	96.9%	87.4%	82.5%	77.4%
Year 12	95.2%	96.2%	89.3%	84.0%
Secondary Other	100.0%	89.7%	N/A	N/A
Total	86.7%	89.1%	85.0%	80.2%

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

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

## Attendance comment

Central Yorke School's overall attendance rate is 82.3%. This is below our aim of 95% attendance. Our Aboriginal students are sitting at an overall attendance rate of 75.6% and our non-Aboriginal students are sitting at an overall attendance rate of 86.5%. Looking at the absence summary over the past several years, we are seeing similar rates for Family/Cultural/Social Absence. The major difference this year for our attendance rate dropping, is that we have an increase in Ill without certificate attendance, rising from 4.7% in 2020 and 4.9% in 2021, to 6.8% in 2022. This increase is a result of the Department's direction for our response to the COVID-19 protocol, where students are encouraged to remain at home if they are unwell or show any signs/ symptoms of the Corona Virus. Our Aboriginal attendance rate is lower than our non-Aboriginal attendance as a result of our local Aboriginal Point Pearce Community being at high risk for the Corona Virus.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	32	37	34	34
2020	22	21	23	26
2022	25	30	30	30
2021	30	32	22	30

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

Central Yorke School behaviour data informs us that educators' expectation and response to negative behaviour incidents has been more consistent and has resulted in a higher level of consequences. Continuous monitoring of well-being has become paramount as we cater for the changing needs of our students during the pandemic. An elevation of 48 suspensions was recorded compared to the previous school year. Further analysis of the data highlights inconsistency of attendance due to COVID restrictions has impacted students' ability to successfully re-engage in positive sociable behaviours and the expectations of the learning environment.

Central Yorke School has maintained our focus on responding to challenging behaviours and providing consistent and equitable well-being processes to enable students to develop an understanding of school and community expectations in regard to sociable behaviour. Proactive programs including "What's the Buzz" and a targeted Pastoral Care Program have also supported the development of students' social and emotional intelligence in providing a high resilience response in challenging situations for students who have the most challenging and complex needs.

## Parent opinion survey summary

Of our parent population, 37 parents responded to the survey. Overall, our parent opinion survey indicated parents were more engaged in their child's learning and development and this will continue to be strengthened by the new implementation of our Daymap learner management system. 100% of our families believe that education is important which is reflected in their engagement with the school to ensure student success. In 2023 our parents will have access to the Daymap parent portal which will enable them to engage in their child's learning by acknowledging ongoing teacher feedback and assessment as well as having the ability to communicate directly with teachers. This enables a greater three-way partnership between teachers, students and families which deprivatizes teaching and learning. Additionally, 70% of families believe teachers and students are respectful and that their child is valued and important and 75% of families know the standard of work. This is above the partnership average.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
761 - Central Yorke School	59.1%	25.0%	27.8%	75.0%
9103 - Maitland Lutheran School	40.9%	75.0%	72.2%	25.0%

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

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

## Intended destination from School

Leave Reason	Number	%
DE - DECEASED	1	2.9%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	20.0%
PE - PAID EMPLOYMENT IN SA	4	11.4%
QL - LEFT SA FOR QLD	1	2.9%
TA - LEFT SA FOR TAS	1	2.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	48.6%
U - UNKNOWN	4	11.4%

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

## Destination comment

100% of all students achieved their intended pathways post school including University offers, VET pathways and employment. All students aiming for university received a conditional offer through the Pre-assessment Centre or in the first round.

## Relevant history screening

All staff have current up to date Relevant History Screening checks. We monitor expiry dates and screening through our DfE screening register. Notification is received via the portal when staff have 6 months before renewal of the DCSI screening expiry date. Our Business Manager leads all processes relating to staff, volunteers and relevant others.

# 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	42
Post Graduate Qualifications	20

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

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

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	25.7	2.2	18.0
Persons	0	28	4	28

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

## Financial statement

Funding Source	Amount
Grants: State	\$6,140,326
Grants: Commonwealth	\$7,900
Parent Contributions	\$49,967
Fund Raising	\$884
Other	\$37,000

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

## 2022 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the school)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
Targeted funding for individual students	Improved wellbeing and engagement	Training and capacity building of two staff members as Wellbeing for Learning Leaders, who provide ongoing wellbeing support for students who are at risk of disengaging from school. Additional case management support is provided through the Wellbeing Hub for students with high anxiety and/or additional needs.	Increased student engagement and attendance. Case management of students provided staff with greater understanding and context of student needs resulting in improved responsive teaching and learning.
	Improved outcomes for students with an additional language or dialect	Funding was used to employ a 0.6 EALD teacher. Additionally, SSO's worked in conjunction with a speech therapist supporting oral language development in early years at both Point Pearce and Maitland campus. An SSO was employed to run Narungga language with EALD students. A range of literacy interventions have been put in place to support students such as Minilit and Maqlit.	Improved targeted interventions provided across R-12 increasing students achieving SEA. Consistent use of data to inform curriculum development, learning design and assessments.
	Inclusive Education Support Program	Funding used to employ 1:1 SSO support for high category students. Primary Learning Hub implemented for students with multiple disabilities who cannot access a Disabilities Unit due to availability and distance. An SSO employed to work in conjunction with an Occupational Therapist. Creation of an OT room with specialised equipment for students needing physical therapy.	Taking a holistic approach to students learning has seen greater engagement and a reduction in student behaviour management. We are seeing improvements in leaning outcomes as well as students' personal development.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy</li> </ul> including early years support First language maintenance and development Students taking alternative pathways IESP support	Increase in ACEOs time across Point Pearce & Maitland campus. School implementing Initialit for all R-2 students including associated extra literacy interventions. Whole school Berry Street training and implementation Increased cultural events and celebrations to recognise our Aboriginal families and history. Improved transition for Point Pearce students to Maitland campus. Re-introduced Narungga language lessons in primary as well as cultural acknowledgment during the welcoming circles as one of the Berry Street strategies. Flexible subject offerings in SACE including integrated learning across subjects. Continuing the SAASTA program.	Significant improvement in both big and small literacy data in Junior Primary. Improvement in SACE results, 100% SACE completion with 25% A Band, 42% B Band and 100% C grade or better. Academic A to E results also increased.
Program funding for all students	Australian Curriculum	Macquarie literacy program. Initialit, minilit, macqlit, multilit. Professional learning for staff in using the DfE Australian Curriculum units of work. Mapping of scope and sequence across the school. Provided leadership time to drive data collection and implementation strategies.	Increase in PAT score. increase in students meeting the phonics testing score. Improved curriculum development and task design which has improved student engagement. Improved data informed practice to guide responsive teaching and learning.
Other discretionary funding	Aboriginal languages programs initiatives	Site offers the SAASTA program with flexible SACE accreditation and addition language options.	100% retainment of Year 12 Aboriginal students and 100% Aboriginal students achieving their SACE.



	Better schools funding	<p>Purchased QuickSmart program for numeracy intervention.</p> <p>Funding used to provide secondary 1:1 SSO support. Funding supported the Secondary Learning Hub for group intervention with students with learning difficulties.</p>	<p>Improvement in engagement and accessibility to teaching and learning at students' entry points. Improvements continue to occur which is evident through our data tracking and monitoring.</p>
	Specialist school reporting (as required)	<p>We employ a GSE2 to manage the farm as well as an SSO to manage the Paddock to Plate program. This includes maintenance of the farm machinery, livestock, cropping and extensive kitchen garden.</p> <p>The Central Yorke SAASTA Academy engages Aboriginal students from across the district. The Football academy program engages students in a sports specialist program from across the district.</p> <p>VET and SACE subjects which are offered across the partnership. Music program.</p>	<p>The Central Yorke SAASTA academy won the SANTOS Power Cup as well as a number of other events. SAASTA provided flexible SACE opportunities which supported our Aboriginal students to achieve their SACE.</p> <p>The farm provides cross-curricular learning opportunities for students to engage in hands on learning. We have seen the development of the Entrepreneur Program with the recent new farming facility.</p>
	Improved outcomes for gifted students	N/A	N/A

## 2022 Preschool Annual Report: Tier 2 Funding Report\*

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) (650 characters)	Outcomes achieved or progress towards these outcomes (650 characters)
Improved outcomes for numeracy and literacy	<p>The learning improvement goal for Central Yorke Early Learning Centre was: Children will develop their early phonological awareness skills of rhyme, rhythm, first sounds and syllabification. The challenge of practice was: If, we as educators have a deeper understanding of the developmental order for phonological awareness, we can then intentionally plan for and implement experiences for growth in every child's understanding of rhyme, rhythm, first sounds and syllabification. Children's phonological awareness has been at the forefront of our practice and programs in 2022 and has been driven by our site improvement goal.</p>	<p>After analysing the data collected on all children against our success criteria, we have seen growth in all children against our learning improvement goal. Our pedagogical documentation has provided data for educators to be more intentional and targeted in our planning for individual children and in identifying and implementing high impact teaching strategies to provide stretch for children in their learning. Educators have seen children when engaged in play: Listening and responding to sounds in speech, stories, rhyme and environmental sounds in context, Sing and chant rhymes, jingles and songs, identify words that rhyme etc</p>
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	<p>Funding was used to employ an SSO to work with children with a speech and language program from the DfE speech pathologist. We continued to conduct articulation screening for all preschool children. SSO support was provided to children with extensive adjustments and children who did not meet criteria. Staff implemented the music strategy to support and encourage oral language and development.</p>	<p>Educators have seen children when engaged in play:</p> <ul style="list-style-type: none"> <li>• Listening and responding to sounds in speech, stories, rhyme and sounds in context.</li> <li>• Sing and chant rhymes, jingles and songs.</li> <li>• Identify two words that rhyme and responding yes or no (recognition of rhyme).</li> <li>• Match the rhyme from a choice of 1 or 2 words (rhyme matching).</li> <li>• Identify which word does not rhyme from a choice of 2 words.</li> <li>• Produce the rhyming word without prompts (rhyme production).</li> <li>• Chunking words into syllables.</li> <li>• Clapping syllables in familiar words, including their name.</li> <li>• Recognising the beginning sound in their name.</li> </ul>

Improved outcomes for non-English speaking children who received bilingual support	Additional SSO support for Aboriginal children requiring language development and or bilingual language support.	Improved self-confidence and development in their language development and social interactions.
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\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

