

# One Tree Hill Primary School and One Tree Hill Preschool 2018 annual report to the community



Government  
of South Australia  
Department for Education

One Tree Hill Primary School Number: 322

One Tree Hill Preschool Number: 1785

Partnership: Uleybury

Name of school principal:

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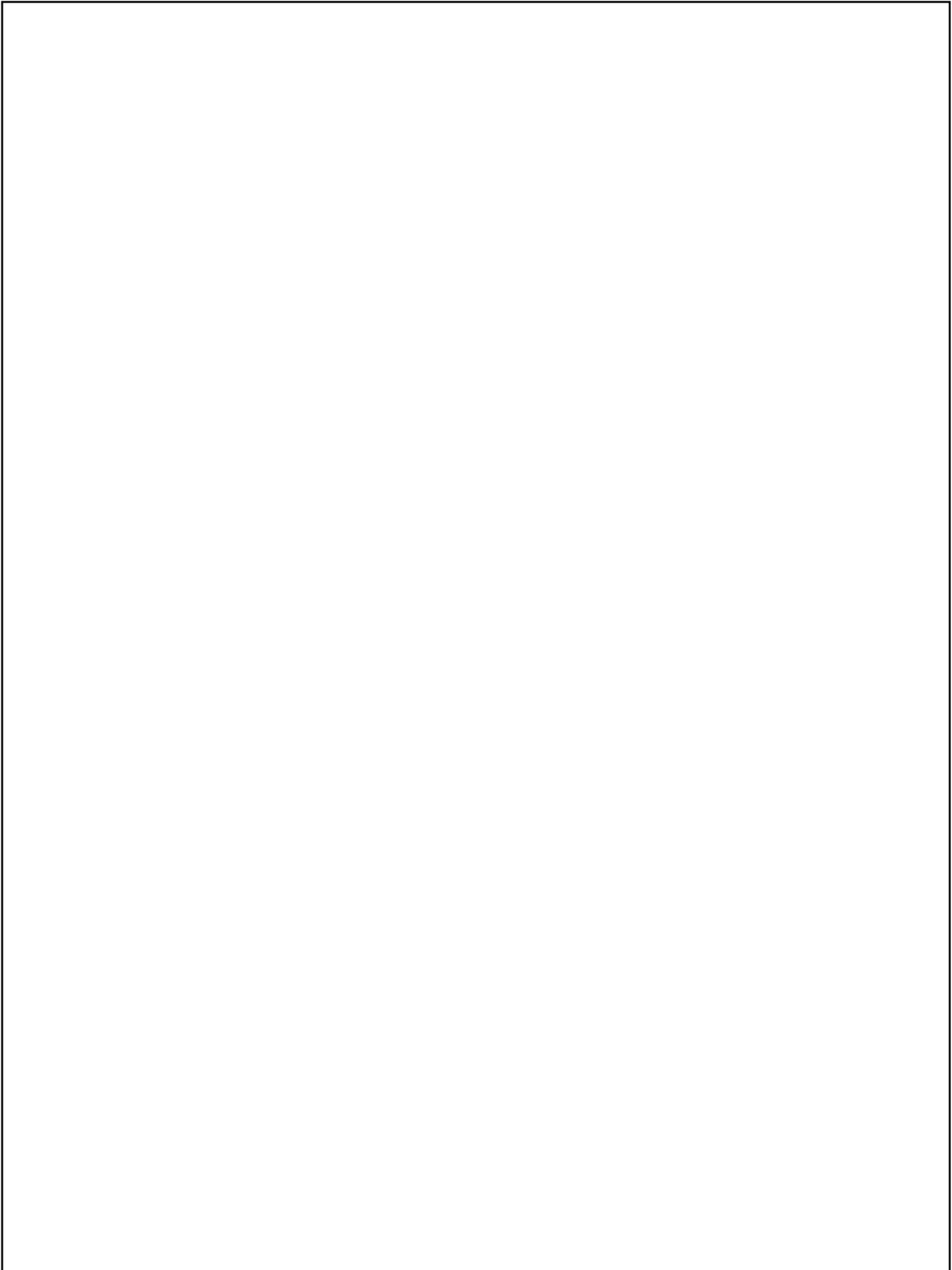
Name of governing council chair:

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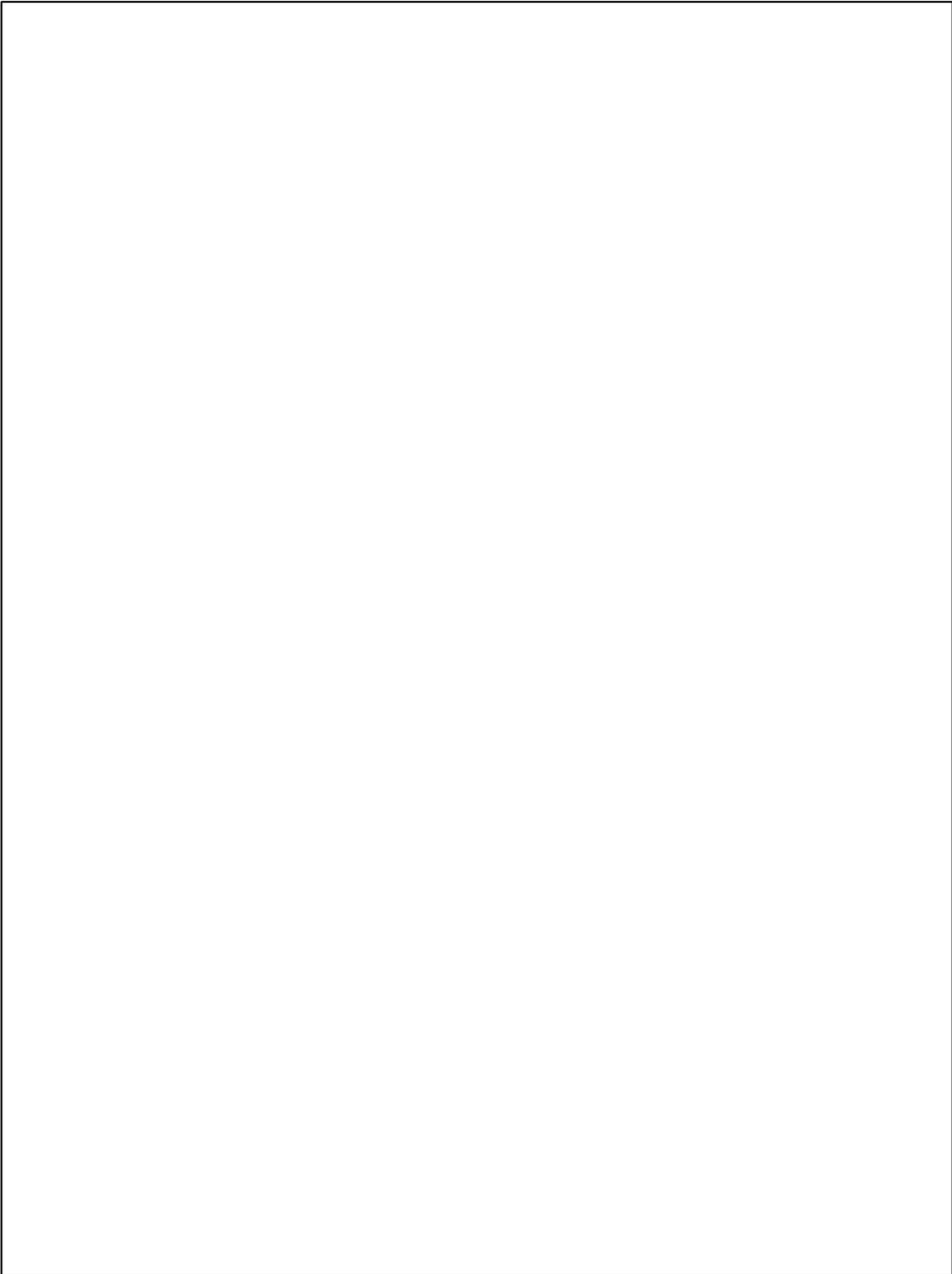
Date of endorsement:

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## Site context and highlights



# Governing council report



## Quality improvement planning (preschool)



# Improvement planning and outcomes (school)

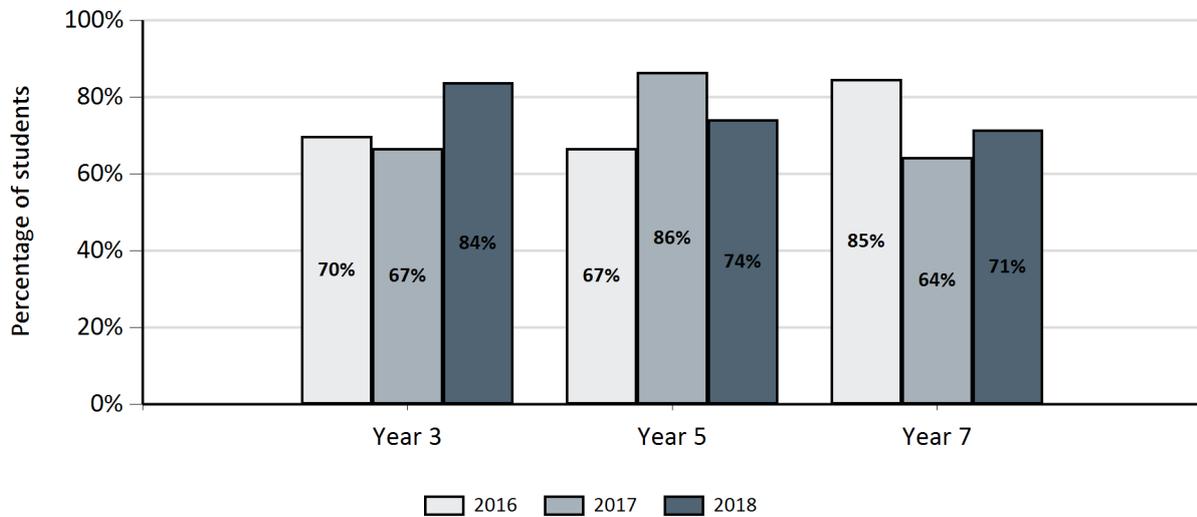
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## Performance summary

### NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

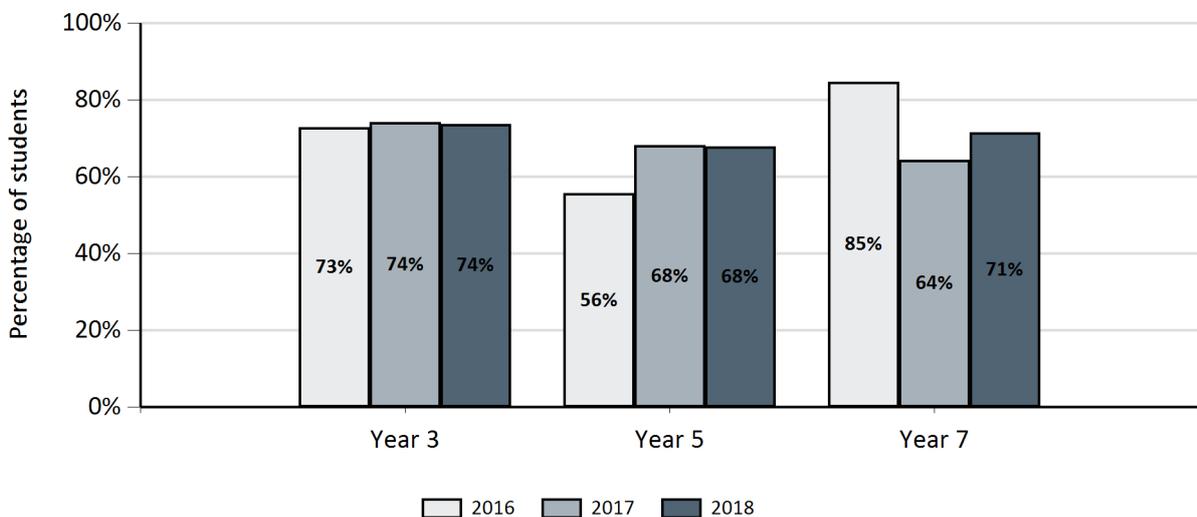
#### Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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.

#### Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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 2016 to 2018 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	27%	60%	25%
Middle progress group	45%	20%	50%
Lower progress group	27%	20%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*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%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	9%	0%	25%
Middle progress group	50%	60%	50%
Lower progress group	41%	40%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*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%.

## 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 3 2018	37	38	18	7	49%	18%
Year 3 2016-18 average	32.3	32.7	11.0	5.3	34%	16%
Year 5 2018	27	28	5	3	19%	11%
Year 5 2016-18 average	19.3	19.7	2.7	1.7	14%	8%
Year 7 2018	7	7	1	0	14%	0%
Year 7 2016-18 average	11.3	11.3	1.0	1.0	9%	9%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

<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.

## School performance comment

## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	93.7%	88.0%	88.0%	72.2%
2016 centre	91.9%	92.0%	74.7%	86.5%
2017 centre	81.2%	85.6%	85.5%	88.9%
2018 centre	90.0%	87.3%	83.9%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

## School attendance

Year level	2015	2016	2017	2018
Reception	89.6%	88.3%	88.8%	93.4%
Year 1	92.6%	87.5%	89.1%	90.3%
Year 2	87.9%	91.0%	90.2%	90.6%
Year 3	88.0%	87.1%	89.9%	94.4%
Year 4	85.8%	87.0%	86.5%	90.0%
Year 5	88.4%	89.2%	87.3%	89.6%
Year 6	84.3%	88.9%	86.4%	88.9%
Year 7	89.7%	80.8%	83.5%	92.2%
Total	88.7%	87.9%	88.3%	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 enrolment

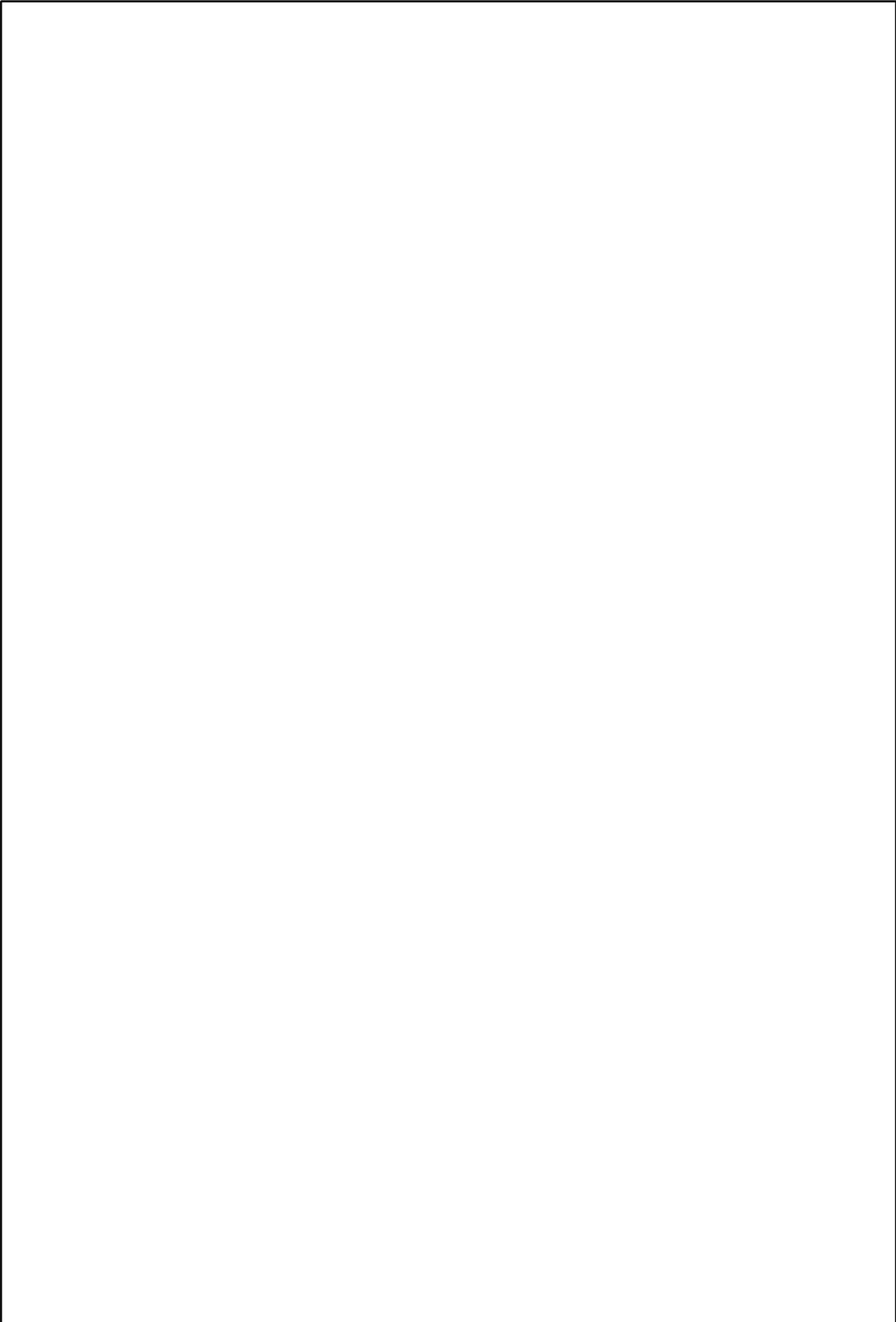
Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	51	52	52	52
2016	42	43	40	42
2017	55	55	54	54
2018	45	48	45	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool enrolment comment

## School behaviour management comment

# Client opinion summary



## Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0204 - Kersbrook Primary School	2.0%	0.0%	2.0%
0322 - One Tree Hill Primary School	97.0%	94.0%	83.0%
1879 - Playford Primary School	0.0%	0.0%	2.0%
8033 - St Columba College	0.0%	0.0%	2.0%
8165 - Trinity College Blakeview School	0.0%	3.0%	4.0%
8421 - King's Baptist Grammar School	0.0%	1.0%	0.0%
8439 - Tyndale Christian School	0.0%	0.0%	2.0%
9757 - Our Lady of Hope School	0.0%	0.0%	2.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

## Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	30.4%
Transfer to SA Govt School	32	69.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Destination comment

## Relevant history screening

## Teacher qualifications 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	21
Post Graduate Qualifications	8

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	14.6	0.0	8.7
Persons	0	17	0	15

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

## 2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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		
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities		
Improved outcomes for non-English speaking children who received bilingual support		

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

## 2018 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 2018 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 behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities		
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 including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Students with learning difficulties grant		
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		