2023 annual report to the Community

Aldinga Payinthi College and
Aldinga Payinthi College Preschool

Partnership: Sea & Vines

Aldinga Payinthi College number: 1914

Aldinga Payinthi College Preschool number: 5814

Aldinga Payinthi College Disability number: 5928

School principal:	Alison Colbeck	Signature	
Date of endorsement:	04/03/2024		

Government
of South Australia
Department for Education

Context Statement

Aldinga Payinthi College caters for students from Preschool -9 in 2023. At the time of this report, the enrolment in 2023 is 656. Aldinga Payinthi College is classified as Category 5 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 10% Aboriginal students, 10% students with disabilities, 1% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Aldinga Payinthi College Preschool is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

Governing Council Report

My name is Michael Collins and I am proud to have been Chairperson of Aldinga Payinthi College for the past 2 and a half years.

Governing Council – Overview of Process

GC processes and how we work has been changed and refined over the two years of the school foundation. A focus of this is that GC Members have the opportunity to submit topics for discussion. An Executive group (consisting of Principal, Secretary, Treasurer, Chair & Deputy Chair meet prior to each GC Meeting to formulate the Agenda and consider topics submitted by GC Members for inclusion on the Agenda with the agenda and reports circulated prior to each meeting with the expectation that GC members have read the reports and come prepared to each GC Meeting.

In order to ensure the smooth and efficient running of the meetings GC Members have the opportunity at the start of each meeting to request items for discussion that they would like to ask questions on. If Items are not flagged for questions then it is assumed that the report is taken as read and voted on without debate. This ensures that meetings are run smoothly and effectively and can be concluded by the allotted time – however it doesn't mean that we don't have some really good and lively discussions where needed and with some excellent input from the staff and learner representatives on the Council to provide us with the expert advice and views.

Governing Council Topics discussed during the Course of 2023

Whilst I can't go through all of the items that the GC has considered over the course of the past year, some of these topic have included:

• The Nature Play Space – why is it like it is? How can it be improved to provide an even better experience for learners. This has now grown to facilitate greater utilisation

• School camps – why had these not been happening? What needed to happen in order for the school to facilitate these? An understanding of the start up nature of the college and the interest in having camps as they became viable was unpacked. To date 2 camps have been held from the college.

• Discussions in relation to community traffic congestion around the school and how the college can work with Onkaparinga Council to increase traffic flow and safe parking spaces for families.

• Construction and implementation of the college mobile phone Policy.

• Introduction of grouped Materials and Services charges to ensure learners in Year 9&10 got access to any elective and was not based on subject levies.

• The potential for parent sub-committees to be formed – foundations laid for the first committee based on inclusion.

Key Events and Activities through 2023

During the Course of 2023 the college has hosted and facilitated a number of activities, events, and key milestones these have included:

• The second year of Active 8 – which was re-structured to take into account feedback received from the college community after the first year, and now includes 'house teams' and a start and end of day whole college event.

• The college was an official Fringe Venue in 2023

• It played host to (my favourite politician) Foreign Minister Penny Wong facilitating the Voice to Parliament session at the college which attracted over 280 community members through its community usage agreement and priority.

• The first college camp with years 5/6 learners; and

• First mid-year intake of Preschool learners.

Conclusion & Thanks

• The college is continuing to grow with the intake of two additional year levels since foundation – and increase in educator numbers and leaders to facilitate this.

• The culture is being firmly rooted through the values that are instilled in the college community - including 'tread lightly'. This progressive and inclusive culture is a tribute to the work, ethos and leadership of Ali as Principal, and the other leaders, educators and learners that make up the college community.

• I find it striking that whenever I mention Aldinga Payinthi College to anyone in and around Adelaide that most people know about this college, they know what fantastic facilities it has, and what a great learning environment it fosters.

• I would like to thank the 2023 GC for their work and commitment, giving up their time to read Agenda papers and attend meetings.

• I particularly want to thank the learner representatives and single out Sahara again who has I believe a 100% attendance record at the GC Meetings and regularly contributes to the discussion topics with well-articulated constructive contributions.

• I would also like to acknowledge those 2023 GC Member who are either continuing their term into 2024, 2023 GC members who have nominated to continue on the GC, and the new members who have nominated for the 2024 GC – I look forward to working with you.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.
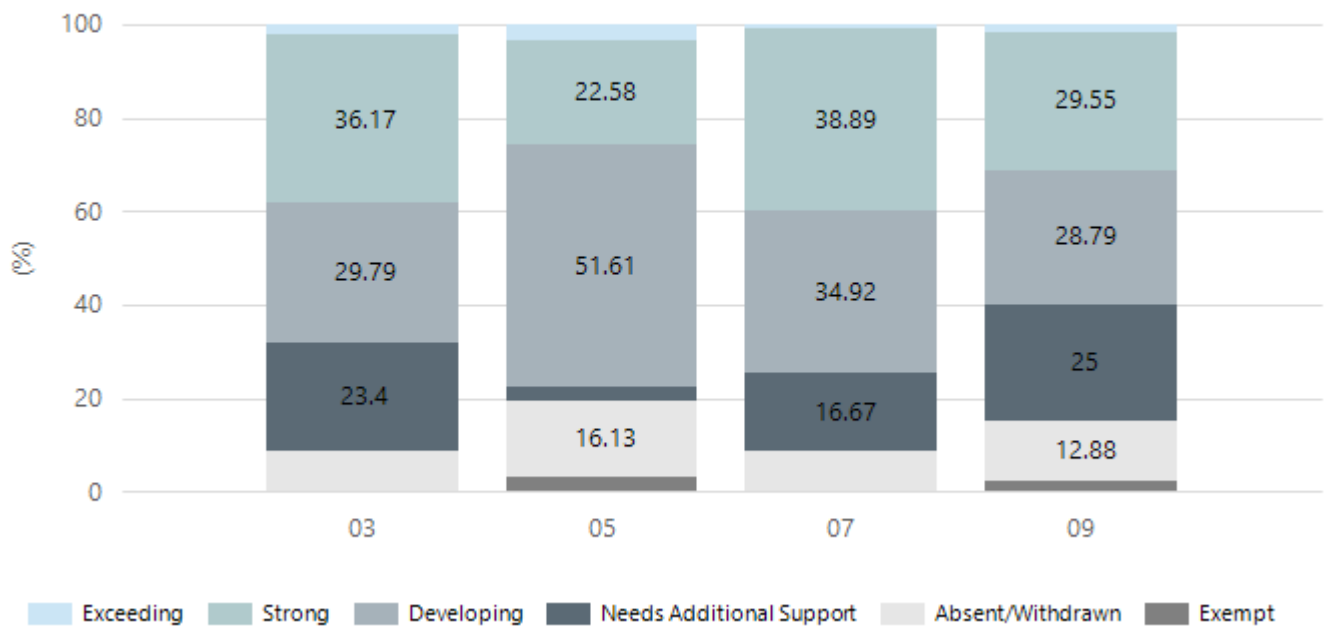
Year Level	03	05	07	09
Exceeding	1	1	1	2
Strong	17	7	49	39
Developing	14	16	44	38
Needs Additional Support	11	1	21	33
Absent/Withdrawn	4	5	11	17
Exempt		1		3
Total	47	31	126	132

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Reading
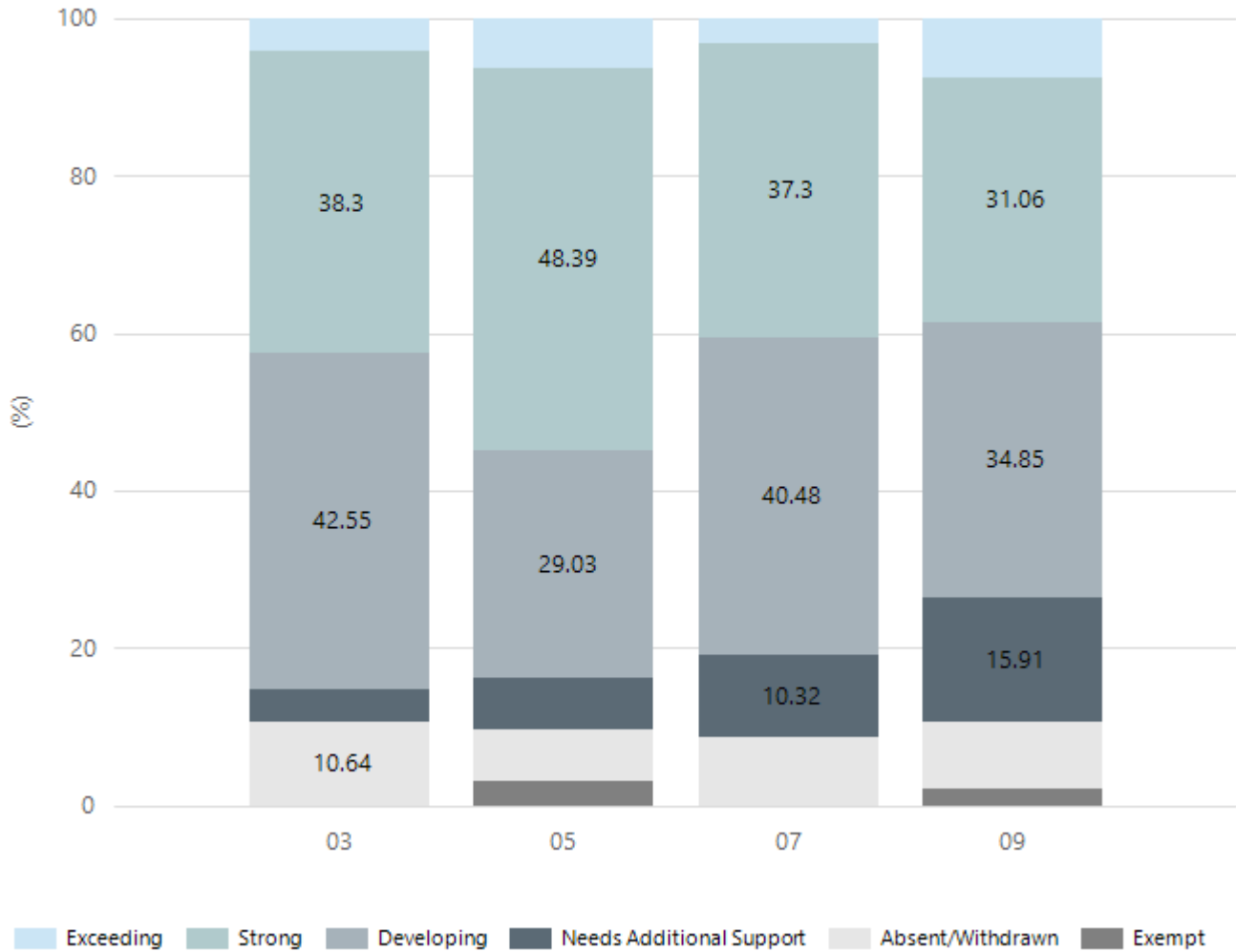
Year Level	03	05	07	09
Exceeding	2	2	4	10
Strong	18	15	47	41
Developing	20	9	51	46
Needs Additional Support	2	2	13	21
Absent/Withdrawn	5	2	11	11
Exempt		1		3
Total	47	31	126	132

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Writing

Year Level	03	05	07	09
Exceeding	1	1	1	7
Strong	17	12	30	36
Developing	12	8	55	43
Needs Additional Support	7	6	34	33
Absent/Withdrawn	10	3	6	10
Exempt		1		3
Total	47	31	126	132

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

Year Level	03	05	07	09
Exceeding			4	4
Strong	10	13	33	34
Developing	21	10	59	51
Needs Additional Support	9	4	23	25
Absent/Withdrawn	7	3	7	15
Exempt		1		3
Total	47	31	126	132

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.
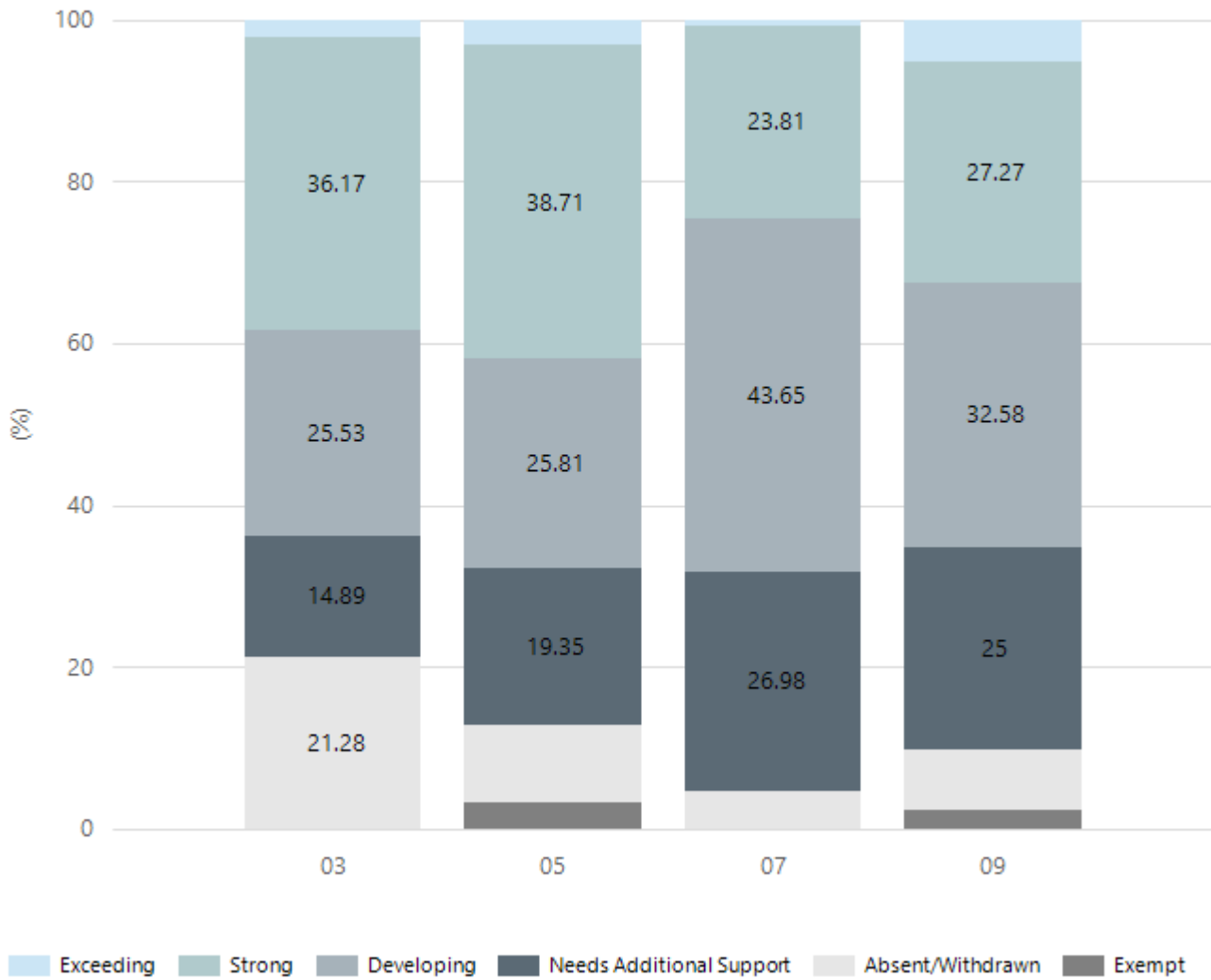
Spelling

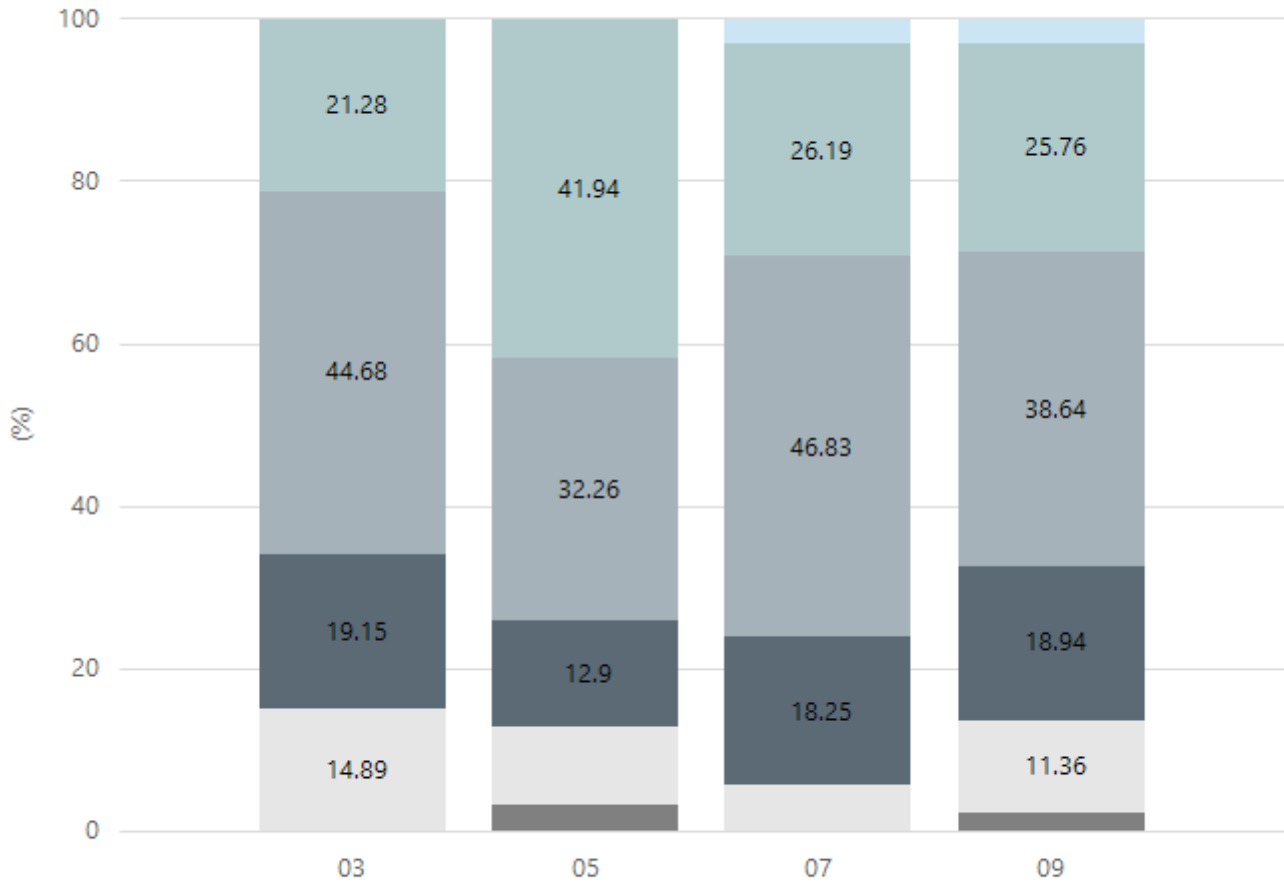| Year Level	03	05	07	09
Exceeding	2		7	4
Strong	16	14	63	61
Developing	14	9	28	33
Needs Additional Support	8	4	21	16
Absent/Withdrawn	7	3	7	15
Exempt		1		3
Total	47	31	126	132

Data Source: Department for Education Assessment Data Holdings, 2023. When there
are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

Numeracy
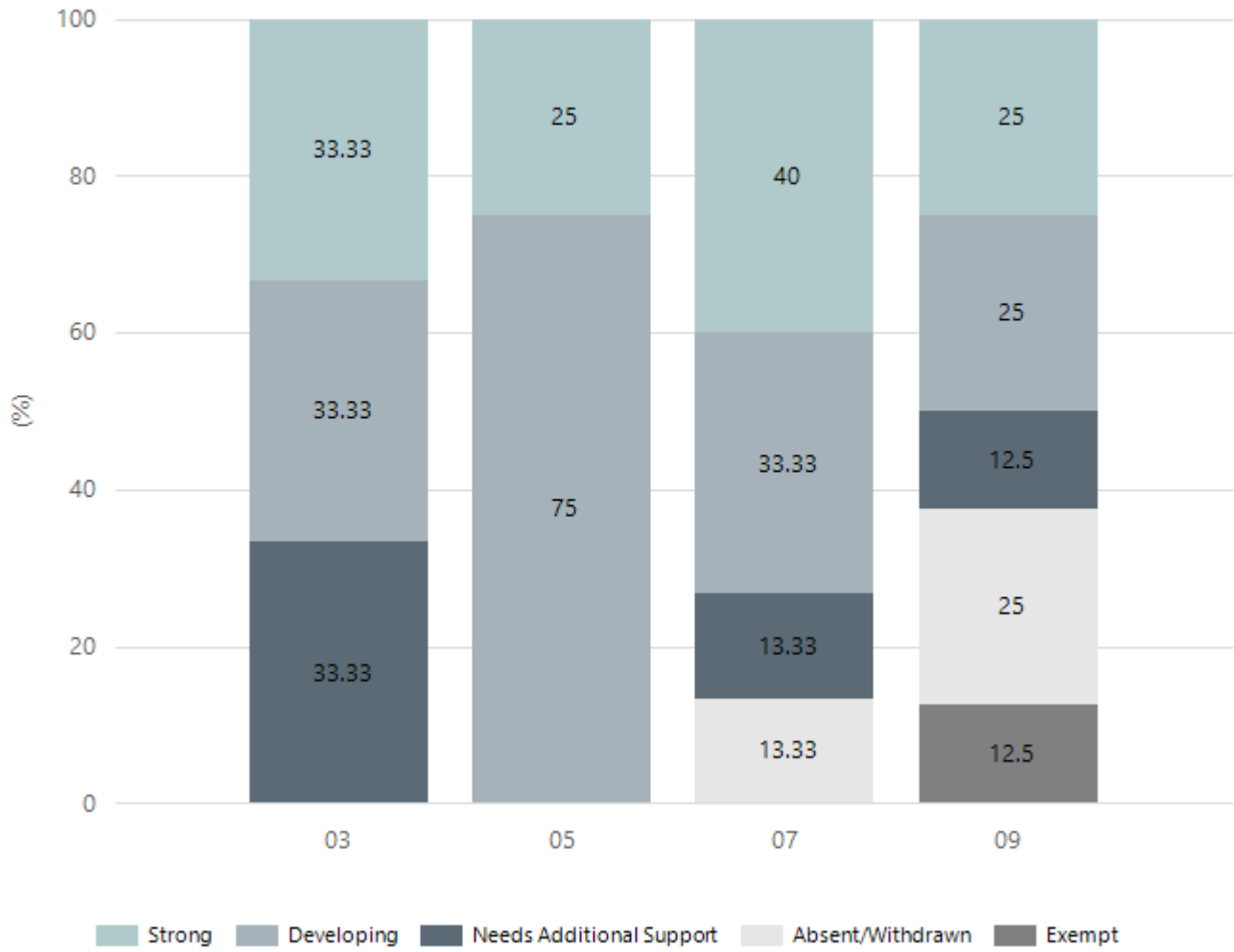
Year Level	03	05	07	09
Strong	2	1	6	2
Developing	2	3	5	2
Needs Additional Support	2		2	1
Absent/Withdrawn			2	2
Exempt				1
Total	6	4	15	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading
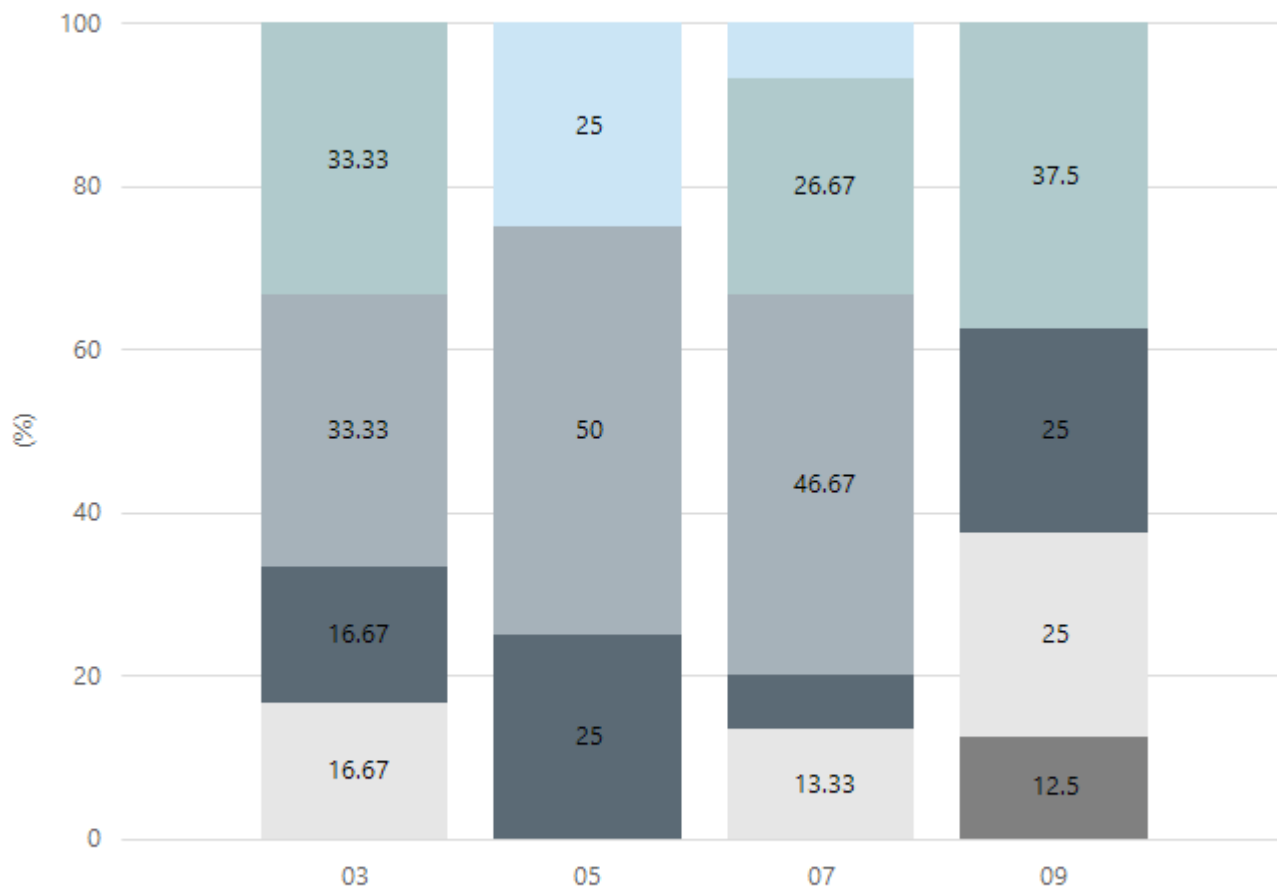
Year Level	03	05	07	09
Exceeding		1	1	
Strong	2		4	3
Developing	2	2	7	
Needs Additional Support	1	1	1	2
Absent/Withdrawn	1		2	2
Exempt				1
Total	6	4	15	8

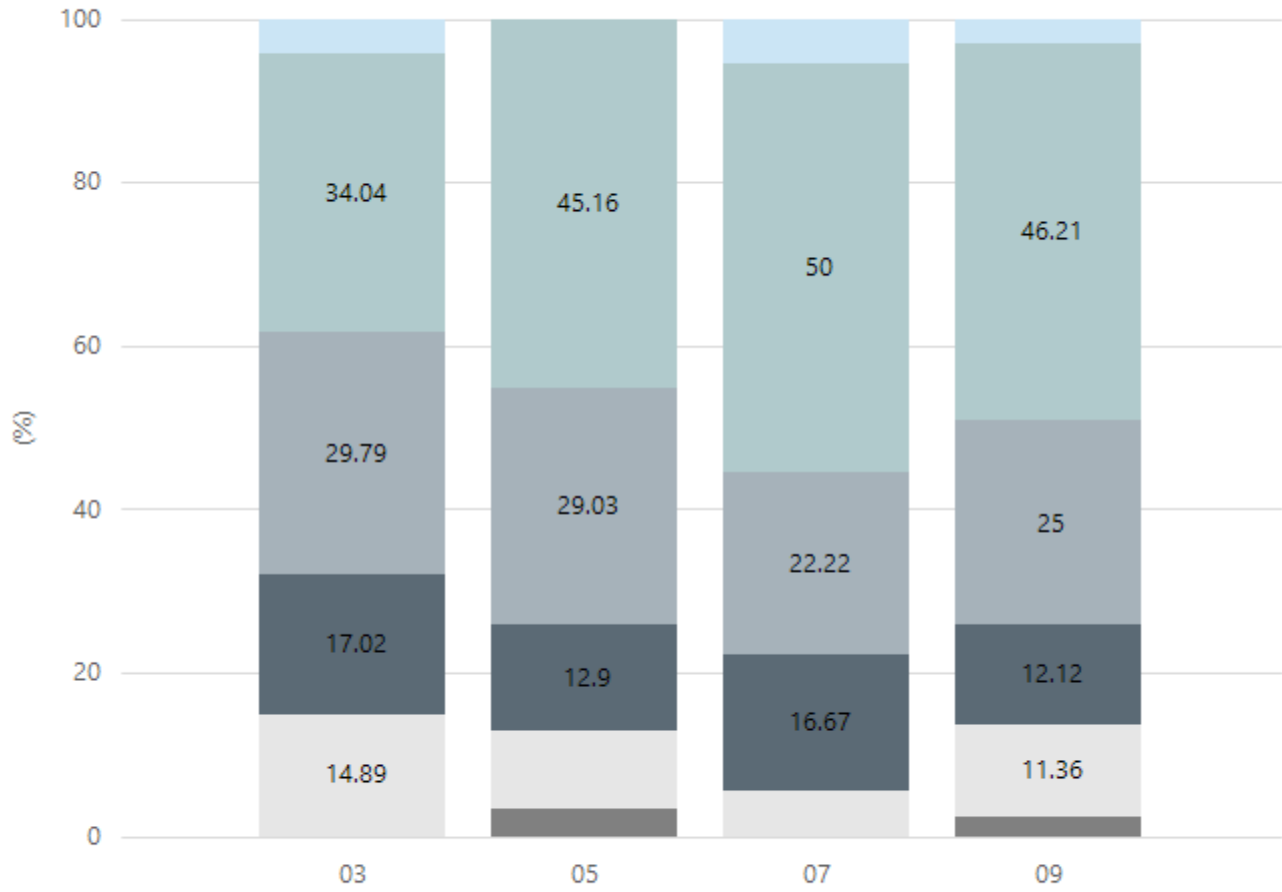Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Writing
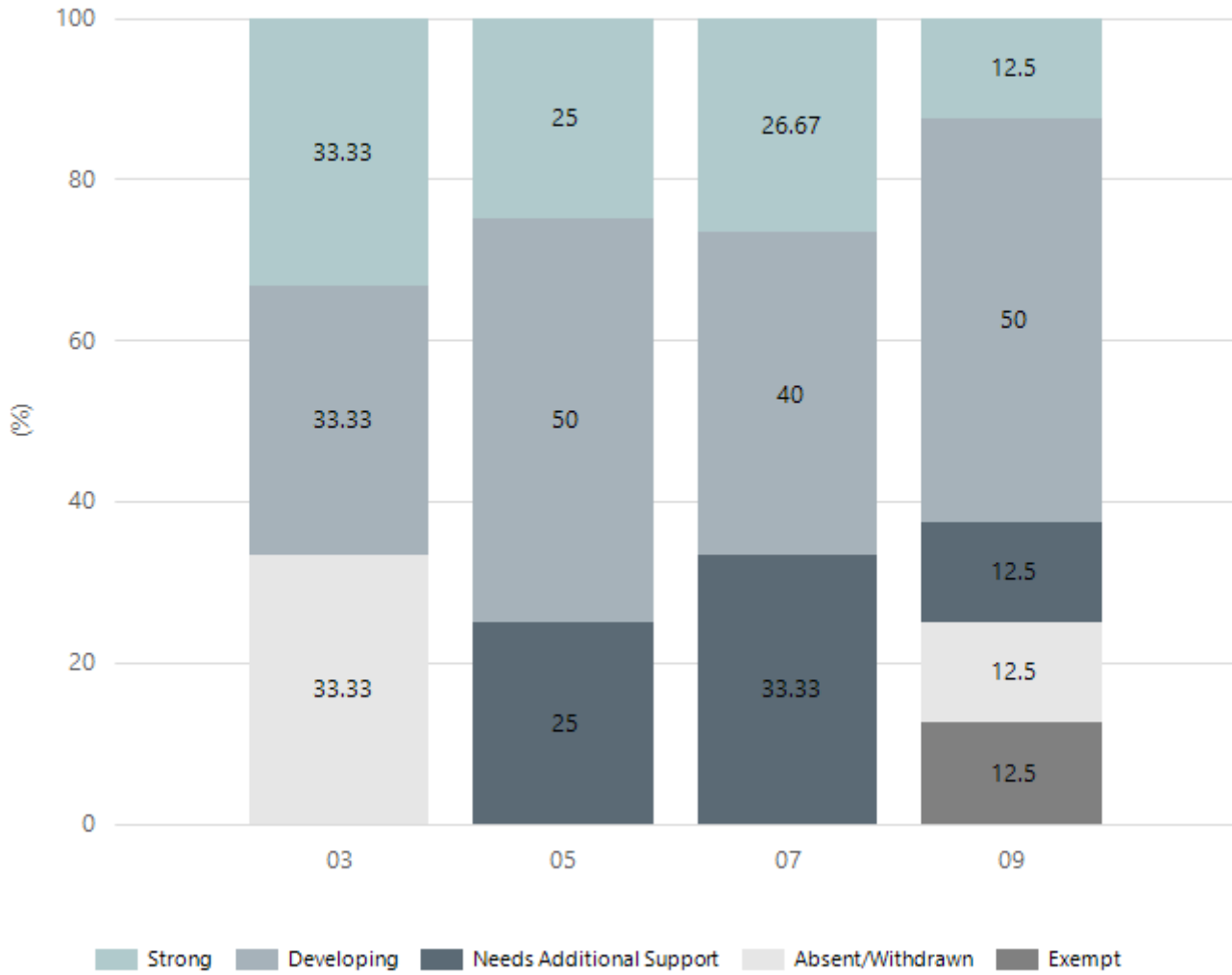
Year Level	03	05	07	09
Strong	2	1	4	1
Developing	2	2	6	4
Needs Additional Support		1	5	1
Absent/Withdrawn	2			1
Exempt				1
Total	6	4	15	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Grammar
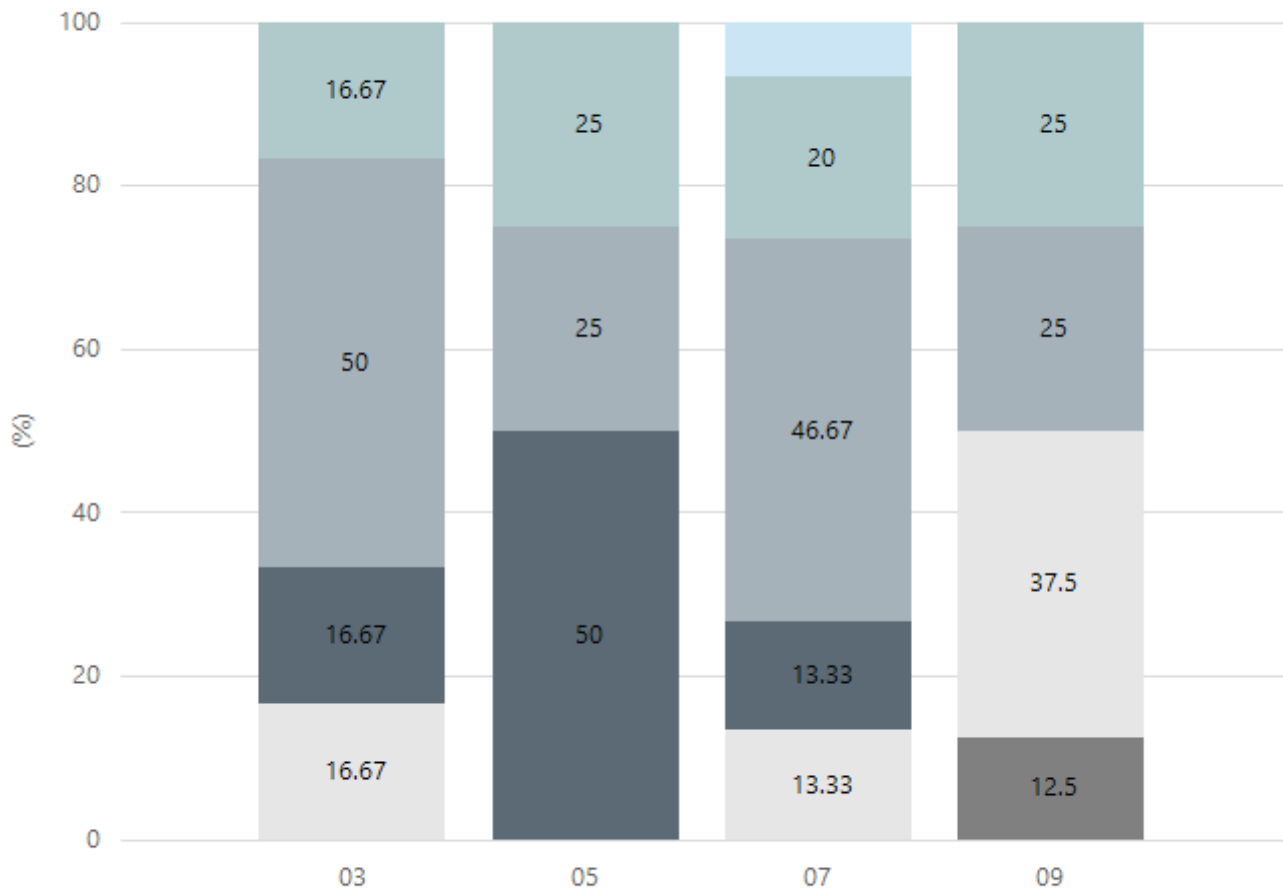
Year Level	03	05	07	09
Exceeding			1	
Strong	1	1	3	2
Developing	3	1	7	2
Needs Additional Support	1	2	2	
Absent/Withdrawn	1		2	3
Exempt				1
Total	6	4	15	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling
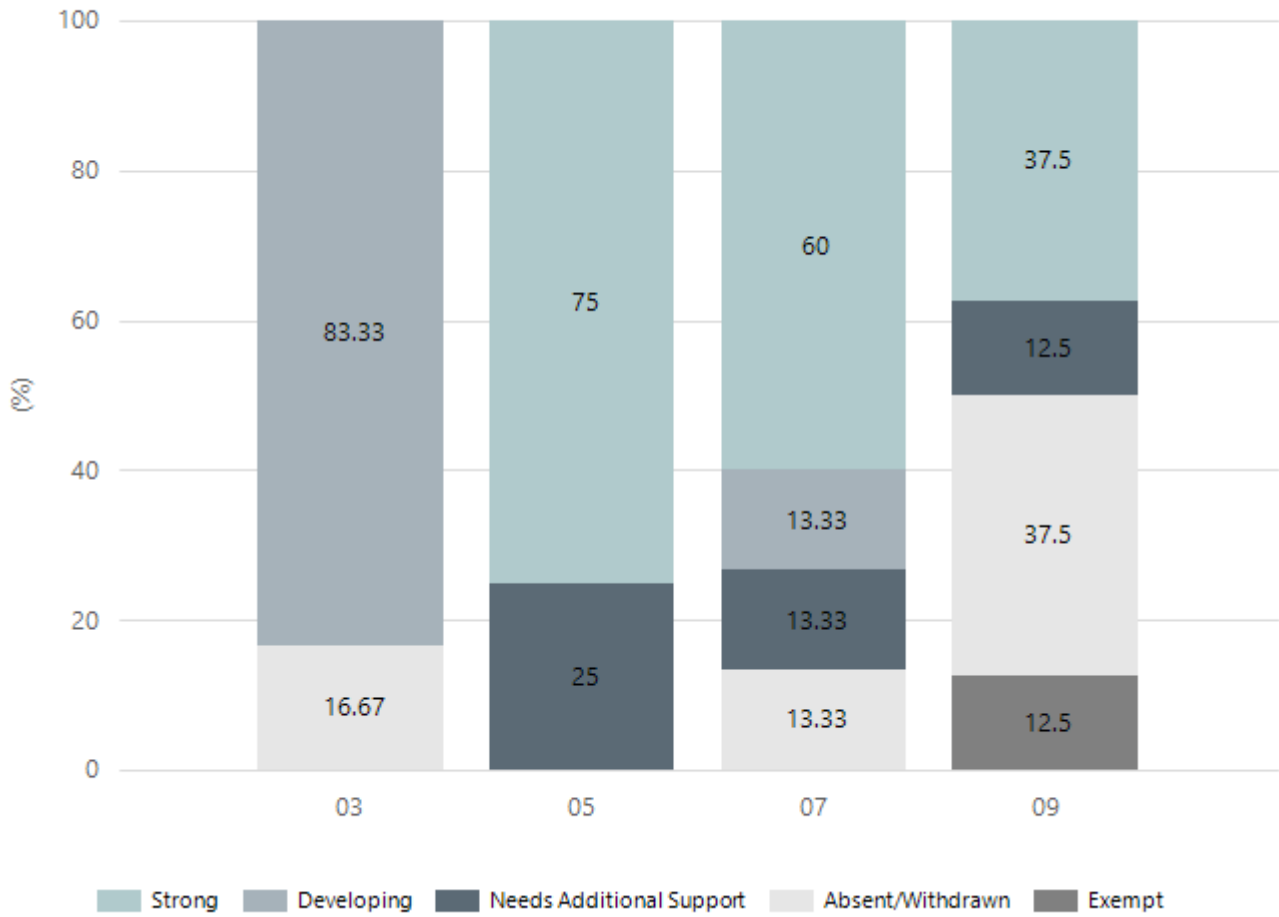
Year Level	03	05	07	09
Strong		3	9	3
Developing	5		2	
Needs Additional Support		1	2	1
Absent/Withdrawn	1		2	3
Exempt				1
Total	6	4	15	8

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2021	2022	2023
Percentage of Year 12 students undertaking Vocational Training or Trade Training	n/a	n/a	n/a
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	n/a	n/a	n/a

Data Source: School supplied data

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2022 centre	95%	87.5%	69.5%	46.5%
2023 centre	97.3%	83.3%	85.4%	80.3%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled.

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

School Attendance

Year Level	2022	2023
Reception	79.2%	83.5%
Year 01	84.8%	82.8%
Year 02	76.7%	86.3%
Year 03	85.8%	78.5%
Year 04	74.7%	88.1%
Year 05	76.4%	77.5%
Year 06	81.2%	78.4%
Year 07	71.5%	84.3%
Year 08	72.3%	77.3%
Year 09		78.5%
Primary Other	75.6%	83.1%
Secondary Other	79.4%	87.5%
Total	75.8%	81.2%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Preschool Family Opinion Survey

Quality of Teaching and Learning

Proportion of agree/strongly agree responses (%)

Statement	Value
This preschool has the expectation that children will learn	100
The preschool has an excellent learning environment	100
Teachers at this preschool really want to help my child learn	100
Teachers are enthusiastic in their teaching	100
My child's teachers make learning interesting and enjoyable	100
My child's teachers know what my child can do and what he/she needs to learn	100
My child's teachers clearly inform me about the learning program	0
I think my child receives high quality teaching at this preschool	100
I am satisfied with the learning programs offered at my child's preschool	100

Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Support of Learning

Proportion of agree/strongly agree responses (%)

Statement	Value
This preschool provides a safe and secure environment	100
This preschool has information available about other support agencies within the community	50
This preschool encourages children to have a sense of pride in their achievement	100
The preschool changes its programs and activities to improve achievement	100
Teachers at this preschool treat my child fairly	100
My child's teacher provide help and support when it is needed	100
My child would receive support for any special needs he/she had	50
My child is motivated to learn at this preschool	100
My child is happy at this preschool this year	100
My child has access to quality materials and resources that help him/her to learn	100
Children know how they are expected to behave at preschool	100
Children have enough materials and resources for their learning	100

Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

Proportion of agree/strongly agree responses (%)

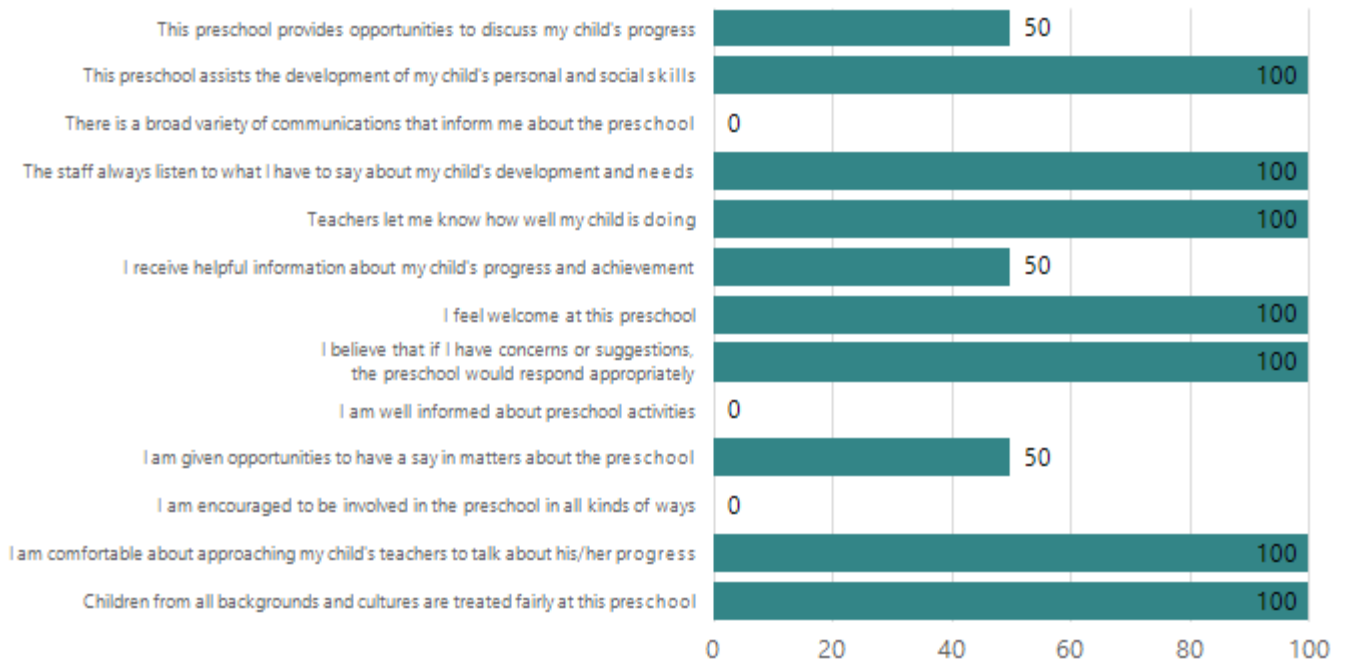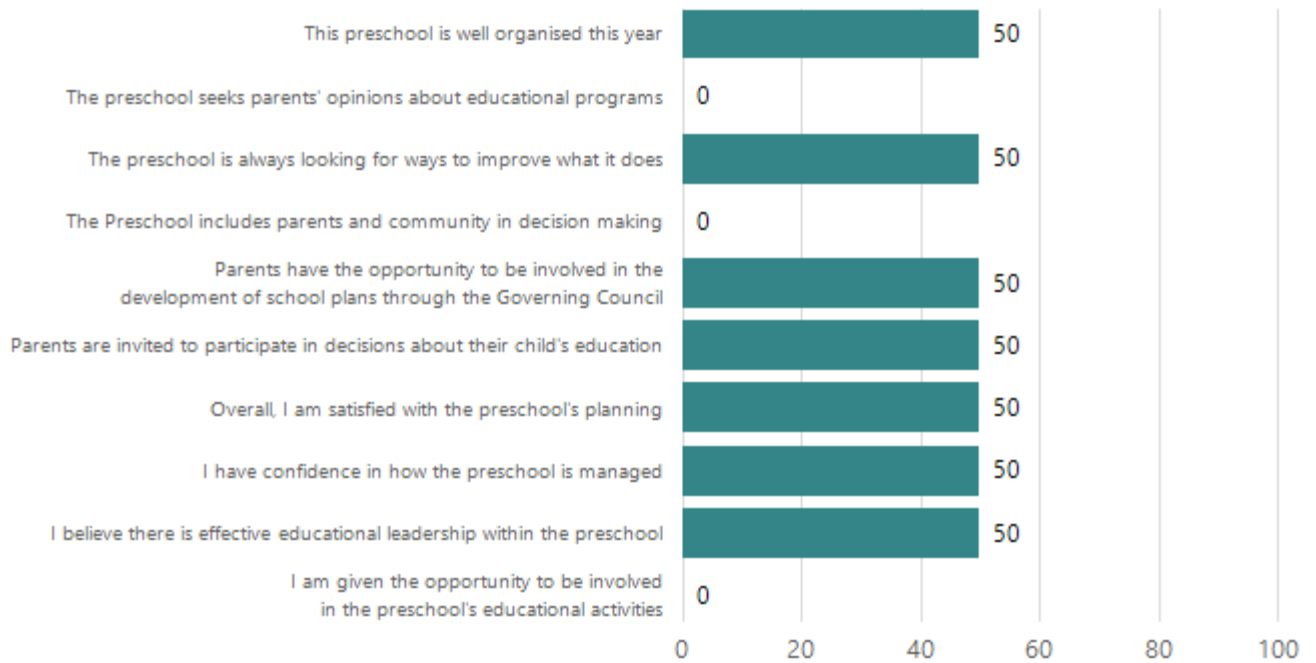| Question	Value
This preschool provides opportunities to discuss my child's progress	50
This preschool assists the development of my child's personal and social skills	100
There is a broad variety of communications that inform me about the preschool	0
The staff always listen to what I have to say about my child's development and needs	100
Teachers let me know how well my child is doing	100
I receive helpful information about my child's progress and achievement	50
I feel welcome at this preschool	100
I believe that if I have concerns or suggestions, the preschool would respond appropriately	100
I am well informed about preschool activities	0
I am given opportunities to have a say in matters about the preschool	50
I am encouraged to be involved in the preschool in all kinds of ways	0
I am comfortable about approaching my child's teachers to talk about his/her progress	100
Children from all backgrounds and cultures are treated fairly at this preschool	100

Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

Proportion of agree/strongly agree responses (%)

Question	Value
This preschool is well organised this year	50
The preschool seeks parents' opinions about educational programs	0
The preschool is always looking for ways to improve what it does	50
The Preschool includes parents and community in decision making	0
Parents have the opportunity to be involved in the development of school plans through the Governing Council	50
Parents are invited to participate in decisions about their child's education	50
Overall, I am satisfied with the preschool's planning	50
I have confidence in how the preschool is managed	50
I believe there is effective educational leadership within the preschool	50
I am given the opportunity to be involved in the preschool's educational activities	0

Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

Legend: 2022 ■ 2023 ■

Category	2022	2023
Teachers and students are respectful	68	49
School communicates effectively	64	50
Receives useful feedback	46	42
Receives learning tips	25	20
Receives enough communication	64	52
People are respectful	62	44
Knows standard of work	49	42
Has useful discussions	52	43
Has input into learning	37	34
Has good home learning routine	55	48
Equipped to plan pathways	63	67
Encouraged to help child learn	41	33
Education is important	91	91
Child is important	66	53

Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023
1914 - Aldinga Payinthi College	87.0%	28.2%
9999 - Unknown	13.0%	69.2%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	19.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	34.0%
U - UNKNOWN	27	44.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	34
Postgraduate Qualifications	16

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	49.0	1.0	41.3
Persons	0.0	50.0	4.0	50.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave.
"Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	$10,054,029.33
Grants: Commonwealth	$0.00
Parent Contributions	$387,983.08
Fund Raising – community usage	$28,725.03
Other	$12,876.07

Data Source: School supplied data.