



Echunga Primary School and Echunga Child Parent Centre

2022 annual report to the community

Echunga Primary School Number: 123

Echunga Child Parent Centre Number: 1570

Partnership: Heysen

Signature

School principal:

Mrs Hazel Robertson

Governing council chair:

Luke Gray

Date of endorsement:

7 December 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Echunga Primary School and Preschool is a small, semi-rural school set in the beautiful Adelaide Hills. We are fortunate to have expansive grounds for our students to play and learn within. We have a mini orchard of apple, pear, plum and cherry trees, a chicken enclosure and a productive vegetable garden. Our school is very well supported by our community with many parents volunteering to help with excursions, Governing Council involvement and fundraising. We also have a weekly playgroup session for families with younger children and a OSHC facility. There is a strong community spirit at Echunga Primary and Preschool, and a real commitment to making our school a positive environment for our students. We have increased our enrolment significantly throughout the last two years and we will begin 2023 with 122 students, split over five classes.

In 2022, all staff continued our professional learning through a wide range of opportunities and teachers should be commended for their positive approach to new learning and embracing new challenges. Hazel and Scott became leaders of learning within mathematics with key learnings focused around the Big Ideas in Number and catering for challenge and stretch within learning activities. A new whole school numeracy agreement is within development and staff will continue this learning through the Be Brave and Teach program next year with a focus problem solving. Our first parent information session focused on mathematical mindsets and pedagogy and this was well received by parents. Teena and Kayla were our teachers who became literacy leaders of learning and our whole school literacy agreement is underway. We continued to use Brightpath as a writing skills moderation tool and Talk for Writing to enhance writing activities and enrich student language. A whole school phonics and morphology scope and sequence was developed using proven science of reading research and professional learning, and a future focus will be delivering this using the Playberry and Explicit Direct Instruction approaches.

During 2022, children were involved in a variety of activities including: Making a Difference (MAD) group community projects, swimming lessons, aquatics (year 6), Harmony Day activities, Echunga's Got Talent competition, National Simultaneous Storytime, Book Week, Dancify dance lessons, Remembrance Day ceremony, Premier's Reading Challenge and a highly successful end of year concert. We were fortunate to receive a Sporting Schools Grant for three terms, allowing students the opportunity to develop skills through expert coaching in golf, softball and gymnastics.

Our Preschool had 22 children attending under the guidance of Julie Griggs (teacher) and Yasmin, Haylie and Sue (SSO's). Staff developed quality relationships with each child and family, getting to know children's individual needs, strengths and interests and providing learning experiences for each child's development. The preschool team has been complemented this year with Bronnie and Skye (SSO's) providing lunchtime support, Sue our librarian, and Bec, our school's pastoral care worker. Educators built warm and trusting relationships with the children which were celebrated at our end of year graduation picnic.

Some highlights of the year include:

- *Development of our Reconciliation Action Plan and connection with local Peramangk elder, Courtney Hebbberman.
- *New audio visual equipment for our hall.
- *Further strengthening of our specialist programs in Arts, Science and Spanish.
- *Quality professional development opportunities provided for all staff.
- *Extracurricular activity development through LEGO, STEM and Fitness Clubs and instrumental music lessons.
- *Parent Information Session in Mathematical mindsets and pedagogy.
- *Developing technology provisions to improve student learning by opting into the Education Department's ICT support program, utilising 16 student laptops, new iPads, our 3D printer and new interactive Smart TV's for each classroom.

Governing council report

2022 has been a welcomed return to a more routine and settled year for our school community.

The Governing Council said farewell to a number of members but welcomed some new faces, which have brought their own energy and ideas to the group.

Our focus has been divided into the following key areas:

- a) Partnership and support for staff/leadership initiatives
- b) Facility upgrades and planning for future growth
- c) Fundraising and building of school community

This is in addition to the more corporate responsibilities relating to finance approvals and budget setting.

Growth

2022 was another year of student number growth at Echunga and with that comes the positive challenge of managing increasing demands on school resources and facilities. 2023 will see student numbers rise to 122 students and given the now consistent year on year growth, Governing Council has the opportunity to focus its attention now on ensuring its facilities can meet this increased demand. This is critical to ensuring Echunga continues to provide high-quality education within a safe, comfortable and aspirational setting.

Facilities and Grounds

Aside from larger facility development needs, the school community has long advocated for some additional play equipment. In 2022, concept designs were completed by Clover Greenspace for some new nature play elements to be introduced into the playground. This includes a mud kitchen, water play area, seating and rope walks. Construction is planned for early 2023 and is funded through years of fundraising by dedicated Governing Council members and parents within our school community.

Fundraising

2022 also saw the return of more regular fundraising activities, with these assisting to deliver key upgrades such as the much welcomed audio-visual equipment within the school hall. 2023 is set to be another good year, with the Governing Council keen to ensure fundraising efforts are matched with tangible, short and long-term outcomes for our school.

I'd like to thank the efforts of our Governing Council members, who give up their valuable time to contribute to making our school a better place and strongly advocating for what's best for our children.

Echunga is well positioned to continue to balance all the opportunities that come with growth with ensuring it maintains the nurturing and supportive culture of a small-school environment, all nestled within the heart of the Adelaide Hills.

Luke Gray

2022 Governing Council Chairperson

School quality improvement planning

Site Improvement Goal 1:

Increase student achievement in literacy, with a focus on the Higher Bands, Reception to Year 6

Key actions towards goal:

Each teacher will use Brightpath to guide student feedback and co-created goals for writing improvement.

Each teacher will use Talk for Writing to enrich writing instruction and extend every learner.

All educators will select strategies for students to give extended responses when reading and ask questions of each other.

Teachers will develop their understanding of Explicit Direct Instruction within literacy blocks.

Teachers will extend their Australian Curriculum knowledge to plan and structure differentiated learning for all students.

Review and Evaluation

Professional training and development on synthetic phonics, Brightpath and Talk for Writing literacy approaches has further developed teacher expertise around our site improvement goal. Further focus in 2023 will be on creating targeted feedback opportunities to allow students to co-create goals for writing improvement using the Brightpath tool. Our initial exploration around EDI approaches in literacy blocks will shape future use of an agreed phonology and morphology scope and sequence to design and deliver structured lessons.

In a SIP Review questionnaire:

66% of teachers expressed that they felt confident that Talk for Writing has enriched writing instruction.

83% said that they felt confident in selecting strategies for students to give extended responses in reading.

100% expressed they were confident in structuring differentiated learning for students using the Australian Curriculum.

66% of teachers said they felt confident using the Brightpath resources to guide writing improvement.

Site Improvement Goal 2:

Increase student achievement in numeracy, with a focus on the Higher Bands, Reception to Year 6.

Key actions towards goal:

Two lead teachers will develop their capacity through attending Be Fearless and Lead numeracy sessions.

Teachers will develop clear sequencing of teaching and challenging, 'low floor, high ceiling' learning activities, R-6.

Teachers will embed formative assessment to feedback on teaching practice and inform next step planning.

Site to implement a numeracy intervention program.

Review and Evaluation

Our Quicksmart training and intervention implementation has gone smoothly and has been well received by the targeted upper primary students. Professional development and coaching through Curriculum Lead, Sarah Centofanti, has proven to be extremely worthwhile and created discussions and learning around open ended maths tasks and the importance of number. Alongside professional learning opportunities, the principal has been conducting formal and informal observations to provide explicit feedback to teachers using the Australian Professional Teaching Standards. In 2023, the leader and 'Be Brave' teachers will provide structured professional development for teachers in learning teams to develop a whole school cohesive and collaborative approach to problem solving. Release time will be provided at the start of next year for teachers to undertake Big Ideas in Number testing to drive forward planning.

In a SIP Review questionnaire:

66% of teachers expressed that they felt confident using open ended tasks in mathematics.

83% said that they felt confident using formative assessment to guide student feedback and co-construct numeracy learning goals with students.

Preschool quality improvement planning

Quality Improvement Goal:

To increase the children's capacity to broaden their literacy understanding of the world in which they live.
If we provide multiple learning opportunities through literacy experiences for children, then we will broaden children's understanding of the world in which they live.

Key actions towards goal:

Using the Spanish language within learning activities.
Using different greetings with the children, including AUSLAN.
Creating more multi-cultural art and dress ups opportunities for children.
Staff have been using inclusive images / puzzles / activities to promote discussion amongst children
Professional discussion around how to authentically represent diversity.

NQF Priorities

Improve parent and family levels of engagement in the learning program.
Embed processes of continuity and consistency of staff to enhance children's learning and development.

Review and evaluation:

There were initial challenges around our newly permanent preschool teacher taking on this QIP goal as it was developed using the observations and wonderings of our previous teacher. Continuity within SSO support staff alleviated this and our new preschool staff team have collaborated well, engaging in Marte Meo professional development throughout 2022. Continuity and consistency in staffing will be maintained next year. An informal audit of resources was undertaken and funds will be provided in future to replenish up to date resources that reflect diversity in our world. Professional learning through the Music Education Strategy introduced learning opportunities for children and staff and has shaped our learning goals for 2023.

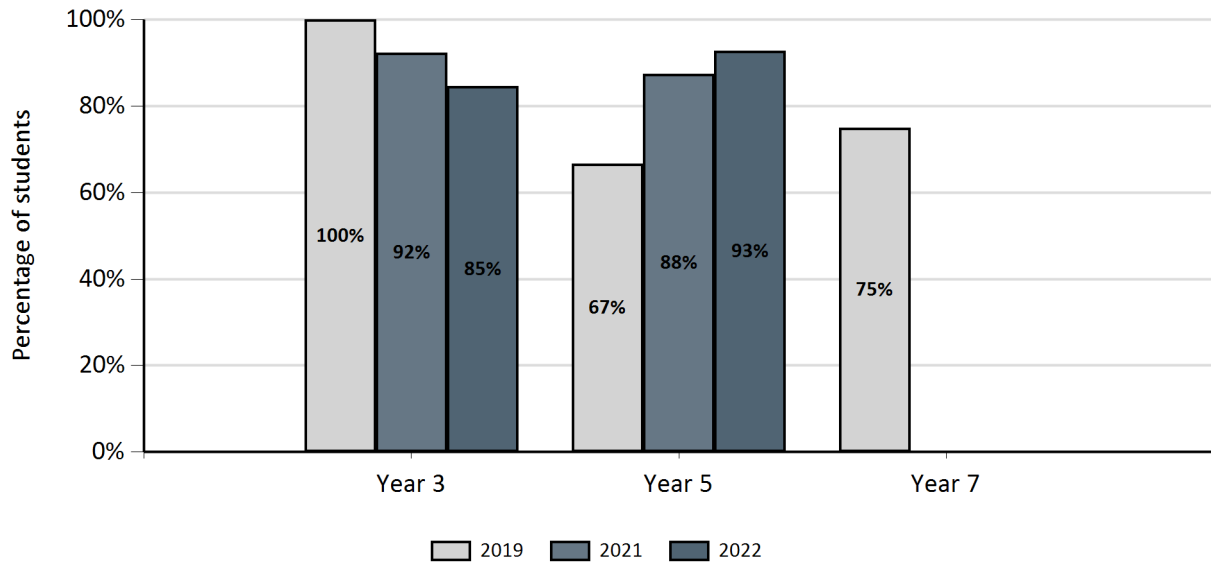
Looking at results of preschool parent feedback (two responses), connection with families and parent information sessions will be a focus for 2023. Future planning has begun around surveying parents at the start of next year regarding effective communication channels and promoting social events within the community.

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

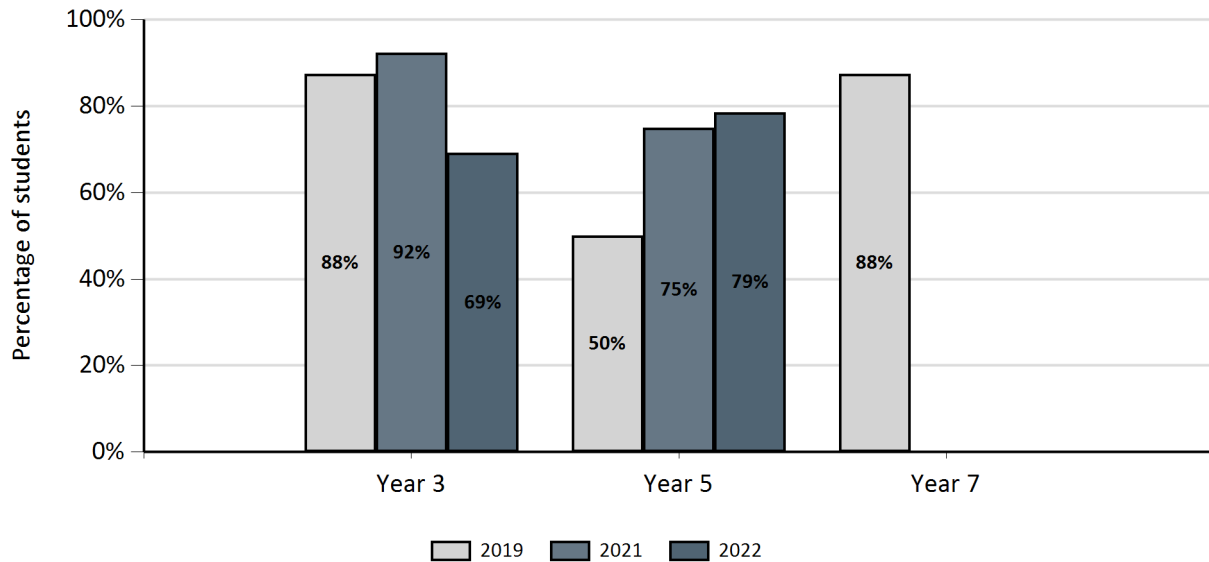


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	13	13	6	4	46%	31%
Year 03 2021-2022 Average	13.0	13.0	8.5	5.0	65%	38%
Year 05 2022	14	14	7	3	50%	21%
Year 05 2021-2022 Average	11.0	11.0	4.5	3.0	41%	27%
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Engaging Families

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

Using the Aboriginal Learner Achievement Leaders' Resource has guided us to focus us on data-informed conversations with Aboriginal families about the growth, achievement and success of their child, and the strategies to best support them. Two-way communication and involvement of families has taken place through regular informal conversations, Seesaw communication and formal One Plan meetings, and this has fully supported the progress and achievement of our First Nation learners.

Through a strong and rigorous transition program from Preschool to Reception, we have also facilitated the effective sharing of information about each Aboriginal learner's progress within the school to ensure literacy and numeracy progress for each learner is maintained.

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

All of our Aboriginal learners have shown strong literacy and numeracy progress throughout the year and they have a strong connection to school and their learning. Close connections have been made with families.

School performance comment

NAPLAN

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Our year 3 cohort of students did well within their NAPLAN, 69% reaching SEA in mathematics and 85% reaching SEA in reading. 46% reached in the higher bands for reading and 31% for mathematics. In the writing test, 77% achieved NMS and 38% were in the higher bands.

In our year 5 cohort, 93% achieved SEA in reading and 79% in mathematics. Compared to 2019 results, there was a marked improvement in the number of students within the higher bands. In the writing test, 93% achieved NMS and 29% were in the higher bands. Over the last few years, NAPLAN results have been steadily increasing within this year level.

Phonics Screening

This year, we had 18 Year 1 students complete the phonics screening assessment. Nine of these students (50%) achieved at or above expected educational achievement which is a marked decrease from 2022. Many of the students that did not achieve this level were students already receiving support in their learning and will continue to receive targeted intervention into next year. It is to be noted that at the end of year, the majority of these students had achieved this expected educational achievement when they were retested.

Progressive Achievement Tests (PAT)

Year 3 cohort - 90% achieved SEA in reading; 82% achieved SEA in mathematics.

Year 4 cohort - 100% achieved SEA, 82% optimal growth in reading; 100% achieved SEA, 33% optimal growth in mathematics.

Year 5 cohort - 86% achieved SEA, 43% optimal growth in reading; 92% achieved SEA, 46% optimal growth in mathematics.

Year 6 cohort - 83% achieved SEA, 43% optimal growth in reading; 75% achieved SEA, 50% optimal growth in mathematics.

As part of our SIP focus, our site opts into the vocabulary skills test for students in year 1 to year 7. Teachers were pleased with the results and can analyse for future planning. Vocabulary development will be a focus in the middle and upper years within our next SIP cycle.

AEDC

AEDC is a national data collection on the developmental health and wellbeing of all children starting school. Our school demonstrated an extremely high percentage of students 'on track' across all five domains. Social competence and emotional maturity have reduced very slightly over the last few years for our school.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	90.0%	95.0%	98.8%	88.1%
2020 centre	95.7%		91.3%	84.4%
2021 centre	90.8%	77.3%	98.1%	91.6%
2022 centre	90.2%	83.8%	90.0%	68%
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%	N/A

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	92.5%	93.3%	91.7%	85.0%
Year 1	91.9%	93.3%	95.0%	86.2%
Year 2	95.8%	89.8%	92.5%	89.1%
Year 3	94.0%	92.1%	92.6%	87.9%
Year 4	94.9%	95.7%	89.8%	86.7%
Year 5	86.8%	94.7%	95.0%	89.1%
Year 6	92.9%	90.7%	95.2%	91.5%
Year 7	92.2%	94.7%	92.5%	N/A
Total	92.9%	93.0%	92.9%	87.5%

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

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

Attendance comment

Preschool attendance remained steady throughout the year. Any non-attendance was generally related to sickness, COVID related absence or family holidays.

Our 2022 school attendance rate is at 85% which is a little lower than recent years. With precautions around illness in the era of COVID, families are more cautious about sending children to school sick. Regular communication and support is provided for habitual and chronic non-attenders which we have also seen an increase of this year. This support will continue next year.

Non-attendance is promptly followed up with a phone call and/or email from administration staff if there has been no notification from the family.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	16	16	16	16
2020	21	N/A	21	22
2022	21	21	20	N/A
2021	19	20	22	21

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

We use restorative practice strategies to work through behaviour problems and to emphasise the impact of the behaviour on others. Parents are involved in any discussions about serious behaviour issues and in finding solutions as we believe that it is important for children to see school and families as a team.

We have an Echunga Primary School Code of Conduct which was developed to clearly articulate expectations of student behaviour in all areas of the school and is aligned to our school values. If a student chooses to break this code, a reflection sheet is completed with leadership and a copy is sent home for parent information and input. This year, five of our staff attended Berry Street Education Model training which we are using to create a new Positive Behaviour Policy.

Parent opinion survey summary

Last year's parent opinion survey reflected that parents would like the school to provide more useful tips about how parents can help their child learn at home and would like more help in their learning. In 2022, we supported this through: an acquaintance night, three way conferences with parents, the Seesaw app for communication, 'transition to preschool / school information sessions' and a mathematics information session for parents. We will also be running a literacy information session for parents early in 2023.

Some of the highlights from this year's parent opinion survey include:
 89% of parents strongly agree or agree that teachers and students consistently respect each other at school.
 94% of parents strongly agree or agree that education is important for their child's future.
 89% of parents strongly agree or agree that their child is made to feel important at school.

One general parent comment stated, "Echunga is an outstanding school with fantastic staff and educators."

Growth points moving forward are:
 13% of parents disagree or strongly disagree that they receive enough communication from teachers.
 16% of parents disagree or strongly disagree that they know the standard of work that their child.
 14% of parents disagree or strongly disagree that they receive useful feedback about their child's learning.

"More use of Seesaw would be great eg: updates and photos of what the kids are up to in class. Some teachers do this regularly, others do not."

"Greater amounts of information from school via seesaw allow more discussions regarding our children's learning at home. When seesaw from class/teachers stops, these discussions become incredibly difficult."

We will use this data to inform future planning around a school wide consistent approach regarding expectations on communication with parents and how the school can more effectively communicate about learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
123 - Echunga Primary School	87.5%	90.5%	90.5%	100.0%

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	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	50.0%

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

90% of our Preschool children enrolled into our school's Reception class, with only two of our 21 students moving to other local schools.

Our year 6's graduated and the vast majority moved on to local Government High Schools, including Heathfield and Mount Barker. We have a few students who gained access into special interest programs and private schooling.

Relevant history screening

We ensure that all staff and volunteers have an up to date Working With Children Check and RRHAN training. This is documented and reviewed in accordance with school and Department procedures.

We also ensure information about inappropriate conduct of adults towards children and young people is immediately responded to and documented.

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	9
Post Graduate Qualifications	4

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	4.8	0.0	4.1
Persons	0	6	0	9

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

Financial statement

Funding Source	Amount
Grants: State	\$1,425,516
Grants: Commonwealth	\$0
Parent Contributions	\$41,274
Fund Raising	\$5,632
Other	\$7,603

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 site)	Briefly describe how the 2022 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 has been used by: Employing SSO's to support students with classroom support, mentoring and individualised curriculum support. Supporting leadership time to oversee One Plan development and IESP funding applications. Providing funding for our Pastoral Care Worker to be on site 0.4FTE to provide mentoring and social skills groups. Berry Street Educational Model training for five educators. Marte Meo training for preschool staff.	Students have shown greater engagement and involvement in the learning process. One Plans have been used effectively to reflect on progress and target next steps in learning. Our Pastoral Care Worker has embedded herself into the culture of the school and has provided invaluable support for individual students. Behavioural Management policy review.
	Improved outcomes for students with an additional language or dialect	Employing SSO's to support students with classroom support, mentoring and individualised curriculum support. Resources and professional development around targeted synthetic phonics program.	Improvements in oral and written literacy skills for our small number of students.
	Inclusive Education Support Program	Employing SSO's to support students with classroom support, mentoring and individualised curriculum support. Supporting educator time to oversee One Plan development and IESP funding applications. Targeted professional development around High Impact Teaching Strategies. Quicksmart numeracy intervention training and implementation for upper primary students.	Students have shown greater engagement and involvement in the learning process. One Plans have been used effectively to reflect on progress and target next steps in learning.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students with verified disabilities have One Plans which are reviewed termly with established goals. The goals are based on either system level student data, reports from specialist support services or classroom based observations and assessments. Employing SSO's to support students with classroom support, mentoring and individualised curriculum support. Funding also used to support students awaiting IESP panel applications. Wave 2 intervention in Quicksmart numeracy and synthetic phonics and morphology.	Regular review of impact of targeted interventions for targeted support. SSO's have recorded and kept achievement data at the beginning and conclusion of intervention support. Improved literacy and numeracy skills and increased connection to learning.
Program funding for all students	Australian Curriculum	Professional training and development for specific teaching staff, in liaison with the Curriculum Development team within the DfE. Focus was on consistent and clear curriculum planning and the new Australian Curriculum units of work. Be Brave and Lead numeracy professional development sessions for leader and one teacher. Employing SSO's to support students with classroom support, mentoring and individualised curriculum support. Professional training and development on synthetic phonics approaches, Brightpath and Talk for Writing literacy approaches.	Increase in teacher Australian Curriculum knowledge around effective planning and units of work. Australian Curriculum planning agreement document. High percentage of students achieving SEA in literacy and numeracy.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	DfE ICT fixed day support program to provide targeted and reliable ICT support across the school. Contributions to support our preschool invent within the PUP project.	Staff and students have better access to wireless technology and resources across the school.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	<p>Professional training and development for specific teaching staff, in liaison with the Curriculum Development team within the DfE. Focus was on consistent and clear curriculum planning and the new Australian Curriculum units of work.</p> <p>Be Brave and Lead numeracy professional development sessions for leader and one teacher.</p> <p>Professional training and development on synthetic phonics approaches, Brightpath and Talk for Writing literacy approaches.</p> <p>Additional release time to support teachers with targeted data collection and liaison with support services and families.</p> <p>Curriculum resource supplementation.</p>	<p>Intentional teaching opportunities using High Impact Teaching Strategies, linked to literacy and numeracy goals and outcomes.</p> <p>Targeted data collection to complete effective planning cycle.</p>
Inclusive Education Support Program	<p>Employing SSO's to support students with classroom support, mentoring and individualised curriculum support.</p> <p>Supporting educator time to oversee One Plan development and IESP funding applications.</p> <p>Targeted professional development around High Impact Teaching Strategies.</p> <p>Quicksmart numeracy intervention training and implementation for upper primary students.</p>	<p>Students have shown greater engagement and involvement in the learning process.</p> <p>One Plans have been used effectively to reflect on progress and target next steps in learning.</p> <p>High percentage of students achieving SEA.</p>
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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