Hahndorf Primary School and Hahndorf Preschool

2022 annual report to the community

Hahndorf Primary School Number: 163

Hahndorf Preschool Number: 1683

Partnership: Heysen

	Signature
School principal:	Ms Ngari Boehm
Governing council chair:	Ms Nicole Brookes
Date of endorsement:	**30 March 2023**

Government of South Australia

Department for Education

Context and highlights for the combined site

Hahndorf Primary and Preschool is located in the idyllic township of Hahndorf, in the Adelaide Hills. In 2022, we had 223 students enrolled across 10 classes, and two cohorts of Preschool children, totalling 27 students. The student population included approximately 7% school card holders, 8% of students with English as an additional Dialect, 5% of students with disabilities and, 1% Aboriginal students.

The school leadership team consists of a Principal and a Deputy Principal both in the second year of their tenure.

Hahndorf Preschool

2022 saw changes to our operational times, valuing the contributions received from families, to better respond to our cliental. We introduced two long days for each group, with a combined service excursion day each term to meet our 15 hours universal access per child. Days begin at 8:15am and conclude at 3:30pm and have a rolling start and finish to respond to individual family need.

Significant changes to our staffing occurred in the later part of the year with the introduction of two new educators to our service. These educators bought with them deep understanding of pedagogy and the needs of young learners and were able to inject enthusiasm to raise confidence in the service for the children and parents alike. We will be forever grateful for their willingness to engage in critical reflection around our service delivery model, and to make informed changes to how we work for the betterment of all children in our care.

Playgroup went from strength to strength in 2022, mostly due to the enthusiasm and positivity of our playgroup coordinator. Central communication via email provided participants with early communication about what was happening for the week. Activities including story and songs were well received by all, and social 'catch up coffee's' often saw playgroup extend well past our designated end time.

Hahndorf Primary School

Whilst 2022 got off to a rocky start with the impact of COVID hindering the usual opportunity for staff to connect deeply with their classes in the first couple of weeks, we didn't let this stop us from finishing the year positively, reconnecting as a whole school community once again. Sportfest, Remembrance and Grandparents Day and our End of year production, are testament to the dedication of our staff team, and the willingness of families to reconnect with us, to rebuild after what has felt like a somewhat disconnected couple of years.

We saw big changes to the way we work in 2022, with the introduction of our Unit structure, and the coming together of teachers to design learning to best meet the needs of learners. 'Grouping for purpose' became the norm, and teachers met weekly to discuss the learning needs of individuals and how to best accommodate this. Our SSO's were aligned to a single unit, and have been pivotal in providing support to both teachers and students to ensure learning remains at the forefront of our day.

With our school values determined at the end of 2021, this year we have started to see them come to life. With the establishment of the Strempel Cup, regular house meetings, house points and extra house opportunities like our Music in the House competition. Students now have another group of peers to belong to outside of their Unit. For our senior students, there have been many more opportunities for leadership and mentoring across the school, and we hope to expand this further again in 2023.

Governing council report

Thankfully, normality was restored for staff, students and families at HPS in 2022 after an initial two-week closure due to the COVID situation across the state, and once school opened we saw the return of many face to face, external, and on-site activities returning such as the recent Grandparents, Parents and Special Friends Remembrance Day assembly, Sportfest, the always fun and popular Dancify, and the fantastic Festival Choir led by Joy. There were unit-specific events such as the 3-4-unit camp to Nunyara in Belair, and the senior (year 5-6) unit overnight camp to Monarto Zoo, and Aquatics camp at Port Noarlunga. 'Reverse' parent-teacher interviews were held early on where we were were encouraged to share valuable insights on our kids, and what they may need to be able to succeed in the classroom. These were well received from teachers, parents and caregivers.

2022 saw a significant shift within our primary school with the establishment of the unit structure, and particularly the new Senior Unit, comprised of both year 5 and 6 students – a first with the year 6's in their final year. Feedback has been sought from all regarding the unit structure, and although Ngari believes there are some tweaks to be made next year, the overall response from families and staff has been positive, with many believing that it has been a success. Teachers have embraced the team-teaching model and have worked together to create a new normal for their cohorts of students.

As always I would like to extend my heartfelt thanks to all teaching staff, SSOs, Ngari, Debbie, Jenny Chapman, and all Preschool and OSHC staff for their dedication towards making HPS both a great place to learn, and a lovely community to be a part of. On a personal note, my eldest is graduating from Year 6 this year, and I can't express the immense gratitude towards all of those mentioned for the ways that they have supported, inspired, challenged, cared for, and assisted with her personal growth since she began in Preschool in 2015. They say that it takes a village to raise a child, and at Hahndorf Primary we have very much experienced the support of this village – thank you all so much, you are so appreciated.

Lastly, I would like to extend a thank you to all Governing Council members new and returning for your time and input, and for supporting the changes that our school has seen again this year. At times it may feel that we are not producing anything tangible, however just being involved helps to create cohesion and enhance communication between teaching staff and parents, and many great ideas and valuable pieces of feedback come from our meetings twice a term!

In 2023 we have already seen completion of the fabulous new Ninja course, and look forward to many other returning favourites of HPS families this year such as; the Long Walk, Colour Run, the Book Week parade, the new year 3 to 6 Athletics carnival, a Quiz Night and my personal favourite - Date Night Disco this coming Friday night.

I would like to end this piece by encouraging all Governing Council members to reach out to your parent-friends and class teachers in 2023 in relation to your personal level of involvement in your child's year of learning. Parent involvement in our school is crucially important in creating a healthy sense of school community and culture, and it would be beneficial to all in our school if this communication was an area of focus for the coming year, particularly from Governing Council members.

Warm Regards,
Nicole Brookes, Governing Council Chairperson

School quality improvement planning

Our Site Improvement plan for 2022, identified goals and challenges of practice for both literacy and numeracy.

Literacy Improvement

In literacy we targeted an increase in reading across R-6 and identified NAPLAN for a year 3's and 5's as our measure. As a staff we focused on exploring evidence-based teaching practices in reading, in order to lift the academic achievement of all learners.

Across the school we introduced Promoting Literacy Development (PLD) which saw an agreed scope and sequence utilised across the site. Staff received targeted and supported training to develop their individual skills and students were monitored regularly to observe growth and to allow changes to the program according to the needs of the group. Explicit teacher instruction was a key feature of our literacy blocks with students exposed to the language of reading. There was consistency of practice across the site, which enabled critical reflection amongst the staff team.

Staff teaching year two were invited by the department to be a part of the 'Oral Reading Fluency' trial, which aligned well to our new approach. Reviewing the success of the program, we made agreements to further the DIBELS assessments from just year two to the entire school in 2023.

As our knowledge of structured synthetic phonics increased, we began to see opportunities for further learning in this area and accessed Bill Hansberry to support this work. Staff completed his 'kickstarter' professional learning, as well as further learning in morphology. Towards the end of 2022, we applied to be a part of Bill's strongly anticipated Tier 1, classroom based approach being rolled out in 2023, and were one of three department schools to be selected.

Numeracy Improvement

Our Numeracy goal was identified as increasing student achievement in Mathematics, with a focus on multiple exposures and timely feedback. Staff initially spent time looking at Jo Boaler's work around positive mindsets and the need to set up positive norms linked to our school values for when children undertook mathematics learning. The staff utilised low floor/high ceiling activities to support stretch and challenge in their mathematics lessons, and were guided to access the departments newly released 'Units of work' to supplement and stimulate new ideas and thinking in this area.

We surveyed our students to get an indication of their current 'mathematical mindsets' and used this data as a baseline to review teacher impact on learning. Similarly, the staff were surveyed around their own mathematical mindsets and general knowledge of conceptual understanding. In the senior unit, there was a strong focus on utilising a pictorial, concrete then abstract approach, so that students were given opportunity to demonstrate understanding rather than just fluency with presented algorithms.

We undertook whole staff training in retrieval practice which is an instructional routine teacher use to review previously taught concepts and the effectiveness of their instruction. Teachers utilised this high impact strategy with both literacy and numeracy instruction and shared this work with families.

Preschool quality improvement planning

In 2022, the decision was made to embark on one improvement priority based on the review and evaluate step 5 documentation from 2021. Shared Sustained thinking was identified as a high impact strategy that would have the greatest leverage in providing quality experiences for our children. We engaged Kell Grear in her role as Early Childhood leader, and Curriculum Officer, Lee Munn, to help guide the preschool in its improvement journey. Both Kell and Lee were a strong presence in our preschool, and worked alongside staff to critically reflect on our work. Through their guidance, we reviewed our current planning cycle and set meaningful targets for the team to work towards.

Initially this work focused around establishing a learning environment for both learners and staff that demonstrated intentionality in the spaces and experiences we had set up. We ensured that there was a strong link to learning, and that children's voice and agency were evident in our choices. We 'got down at children's eye height' and looked critically at what the space appeared like to them. We removed the clutter and distractions and were mindful of the number of choices that were on offer, often referring to the 'Goldilocks theory' of not too little and not too much. The positive feedback received from parents and children alike, and the sense of 'calm' felt from educators was testament to our success.

Regularly in conversation, the wondering of how to improve communication with our parents and share the learning that happens in Preschool was evident. As a starting point, we ensured that our digital communication platform 'Seesaw' was being updated regularly and had purpose in the interactions between staff and families. To extend this, we introduced 'Learning Journey Books' that captured the real learning of preschool and were made available to families at the beginning and end of each day. We developed a shared purpose as a team, noting that the intention was never about a child's 'best work', rather to tell a story of growth and achievement and reflect in the process, not the product, of learning.

 Outcomes to demonstrate success;
• An agreed planning cycle used by all educators with everyone able to clearly articulate our shared expectations.
• A learning space that reflected our preschool philosophy and was intentional and child centred
• Engaging with 'experts' to support change in practice
• Shared understanding of effective pedagogical documentation
• Regular observations of children inform program planning

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
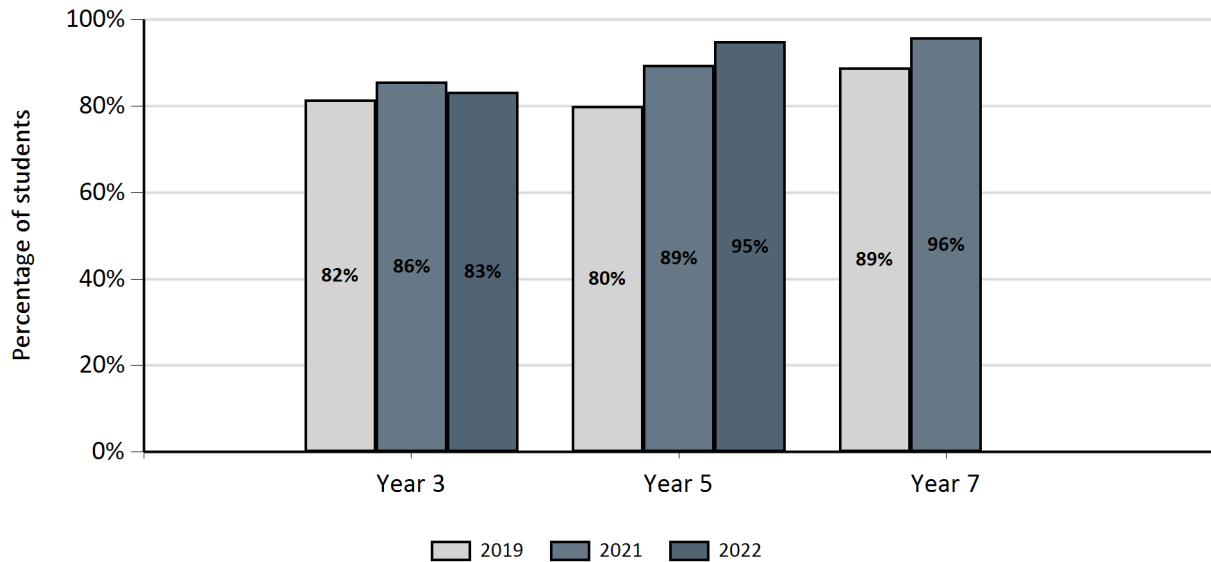
*NOTE: No NAPLAN testing was conducted in 2020.

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.
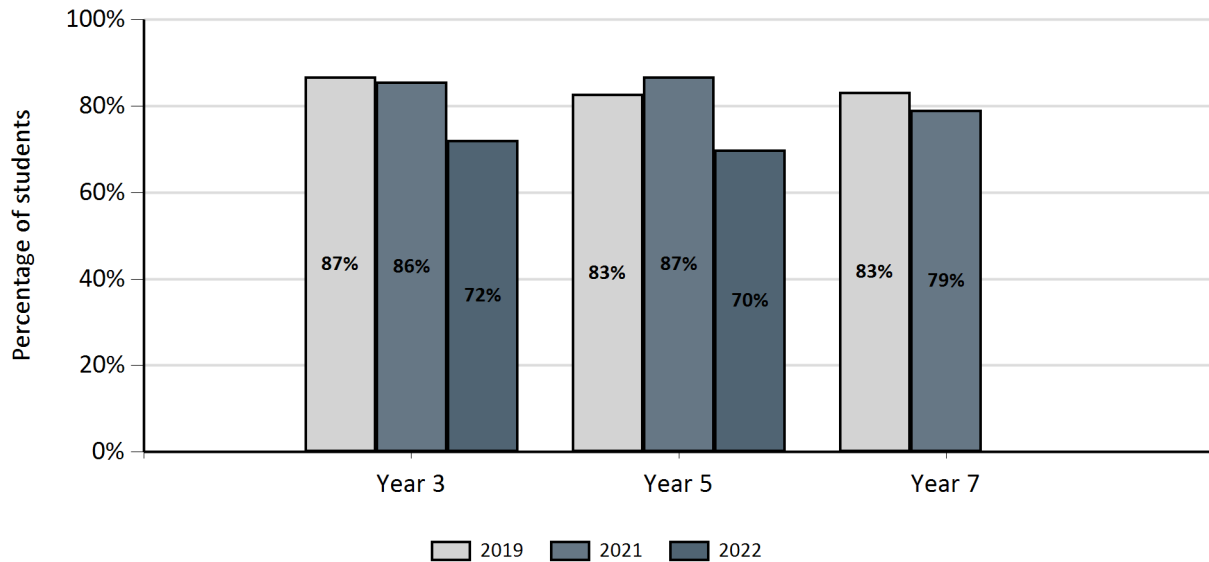
Numeracy

*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	36	36	18	10	50%	28%
Year 03 2021-2022 Average	32.0	32.0	16.5	11.0	52%	34%
Year 05 2022	40	40	14	7	35%	18%
Year 05 2021-2022 Average	39.0	39.0	13.0	9.0	33%	23%
Year 07 2021-2022 Average	24.0	24.0	5.0	7.0	21%	29%

*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.

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.
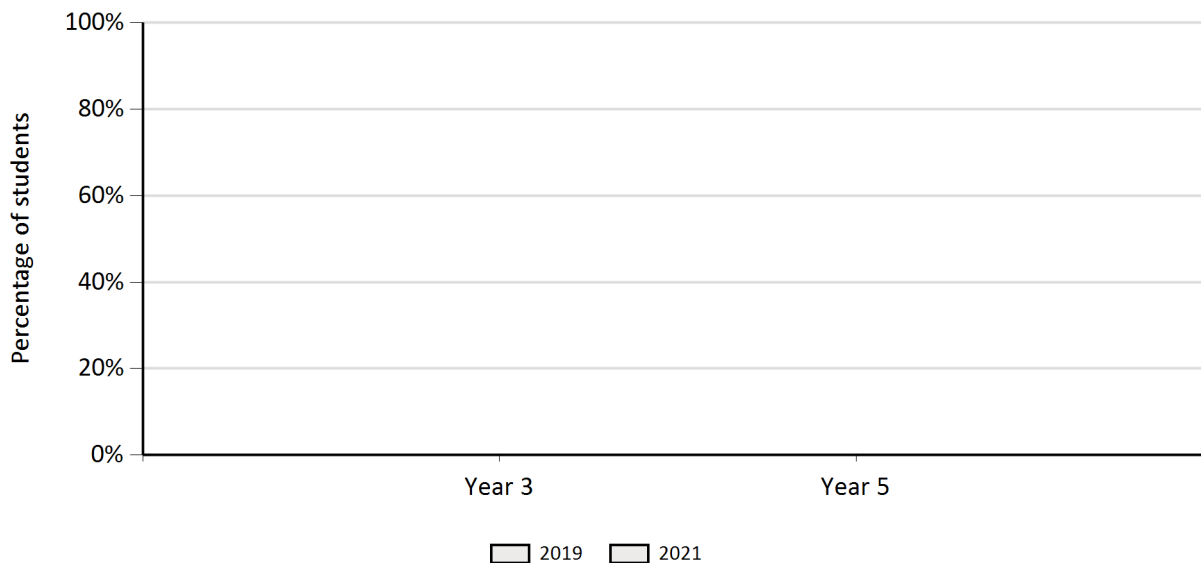Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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.

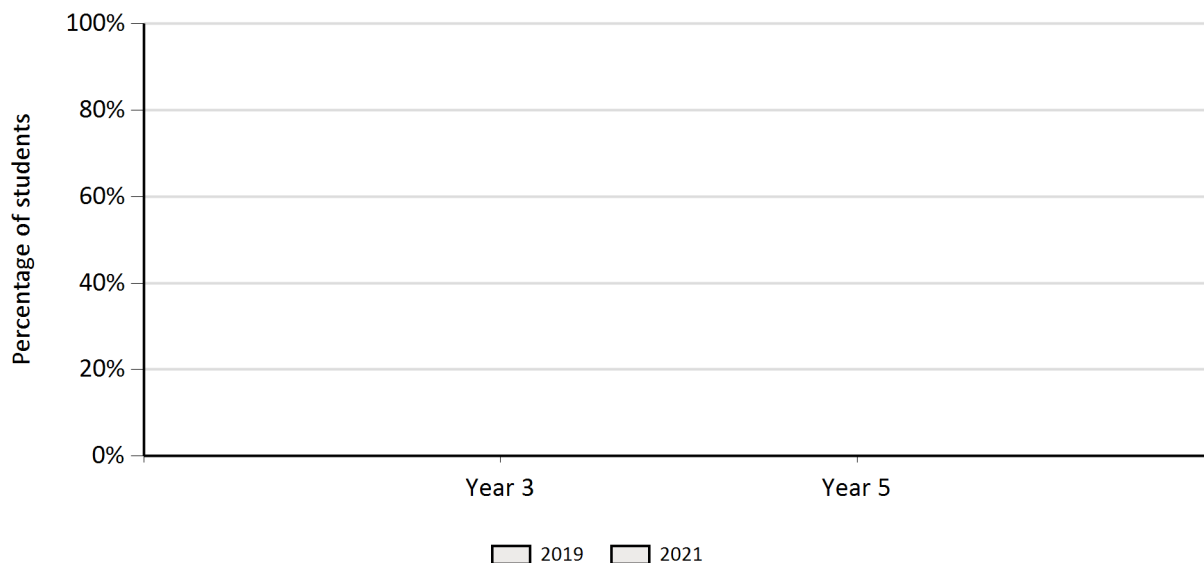|	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2021-2021 Average	*	*	*	*	*	*

*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: Tracking & Monitoring

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

The ALALR supports a cyclic approach to raising the prominence of Aboriginal learners through continual improvement of school systems and processes. In 2022, we identified Tracking and monitoring Growth and Achievement as the key element for improvement.

The ongoing monitoring of learning growth was a key focus of 2022 with the introduction of PLD as our whole of school literacy approach. Data was consistently obtained at regularly intervals depending on the developmental levels of learners, and monitored through our weekly team meetings. These teams reviewed the effectiveness of these strategies on individual aboriginal achievement growth, as well as for the remaining student cohort.

Feedback was regularly provided to families of Aboriginal students about their children's learning in both literacy and numeracy. Unit SSO's were utilised to provide additional supports where required and this information was fed back to the wider unit team during team meetings.

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

Due to the small number of Aboriginal learners in our school community, we are unable to de-identify individual achievements that can be included in this section.

School performance comment

Due to the absence of 2020 NAPLAN data, this performance comment will refer to PAT-R and PAT-M data for 2022.

PAT-M Analysis

Test 3 was completed by 33 year 3 students. 88% of these students met the Standard of Education Achievement (SEA) for this year level.
Test 4 was completed by 29 year 4 students. 88% of these students met the Standard of Education Achievement (SEA) for this year level.

In general, the data indicated some misconceptions of trusting the count and place-value for both year three and four. There is also evidence that conceptual understanding may be lacking in some areas, but with a focus on explicit mathematical vocabulary utilized by teachers and the pictorial, concrete, abstract model of learning, this can be addressed in 2023.

Test 5 was completed by 40 year 5 students. 90% of these students met the Standard of Education Achievement (SEA) for this year level.
Test 6 was completed by 34 year 6 students. 88% of these students met the Standard of Education Achievement (SEA) for this year level.

In general, the data indicated some misconceptions of trusting the count, place-value, multiplicative thinking, partitioning and generalising for both year five and six. There is also evidence that conceptual understanding around fractions is not well developed and further attention is required. Using the pictorial, concrete, abstract model of learning, this can be addressed in 2023.

PAT-R Analysis

Test 3 was completed by 33 year 3 students. 88% of these students met the Standard of Education Achievement (SEA) for this year level.
Test 4 was completed by 27 year 4 students. 89% of these students met the Standard of Education Achievement (SEA) for this year level.

In general, the data indicated some difficulties with interpreting by making inferences in both year three and four. In particular, developing an interpretation to be able to identify a reason for a specific event or feeling within the text.

Test 5 was completed by 40 year 5 students. 90% of these students met the Standard of Education Achievement (SEA) for this year level.
Test 6 was completed by 34 year 6 students. 91% of these students met the Standard of Education Achievement (SEA) for this year level.

In general, the data indicated some difficulties with interpreting language and tone, to identify the main scenario and identifying inference, as well as recognising authorial techniques to identify tone and purpose. Comparing, contrasting and reasoning were also skills needing to be addresses across the cohort.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	92.7%	94.3%	83.0%	84.5%
2020 centre	96.7%		67.0%	90.5%
2021 centre	93.4%	90.8%	94.1%	85.3%
2022 centre	97.8%	92.2%	80.2%	89%
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	92.2%	89.5%	90.8%	86.9%
Year 1	93.0%	90.4%	93.1%	88.1%
Year 2	91.5%	91.9%	93.0%	86.7%
Year 3	95.3%	91.5%	93.2%	86.0%
Year 4	94.1%	93.4%	92.8%	85.6%
Year 5	92.9%	91.3%	93.6%	82.8%
Year 6	88.3%	91.3%	93.4%	82.9%
Year 7	91.2%	90.3%	91.3%	N/A
Total	92.4%	91.2%	92.8%	85.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance across the school in 2022 was heavily impacted by COVID and close contact related absences. In particular, large outbreaks impacted our Senior unit on more than one occasion, and our R/1 unit as close contact siblings, or primary infections. It was a tricky time to manage the pandemic as expectations and sanctions imposed on schools changed numerous times across the twelve months.

Attendance for both the school and preschool is managed through the front office. Parents notify the school of absences which is subsequently recording in EDSAS. Preschool attendance is managed via EYS.

Exemptions occur for planned absences of longer that three days, and are completed at the request of parents or the school.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	43	42	42	42
2020	26	N/A	25	25
2022	34	32	24	27
2021	33	36	35	27

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

2022 saw a noticeable drop (down 20%) in the number of students referred to the office for behaviour support.

Factors which contribute to this include training all staff in Autism Awareness strategies and changing classroom support to enable our SSO's to work proactively in units and provide more "point in time, in class" support, for learning, wellbeing support and individualised support.

We introduced positive strategies to increase student voice and leadership, with house points and house leaders. Our school values (TACT- teamwork, Acceptance, Confidence and Trust) were explicitly taught throughout the school and rewarded with assembly awards.

The number of students who reported they felt safe or mostly safe in our wellbeing audit was 87% (up 6%). There was a significant decrease in the number of students who reported feeling bullied at 23% (down 16%). For 96% of students this bullying happened once or rarely.

Three students accessed support from Student Support Services – Behaviour Coach to support teaching strategies and to put proactive plans in place.

Parent opinion survey summary

78 Parents responded to our school opinion survey in 2022, which was down on the 107 responses from 2021.

School Climate
Across the five sub questions, there was strength in the agree and strongly agree sections, with 'people respect each other at school' rating the highest. Communication and its effectiveness rates highly again for the second year in a row, with parents indicating they prefer email as the most preferred means of communication. The multiple platforms used by the school to communicate causes confusion and dissatisfaction.

Learning at school
Of the four sub questions, there again was strength in agree and strongly agree. There appears still to be a larger response of don't agree or disagree across the questions, which from analysis of the extended answers may be linked to a lack of parent and teacher interactions during COVID. Teachers continue to send home the overview of learning for the term via seesaw, but this appears to be a missing link still for some families.

Learning at home
Whilst the majority of responses are positive, there is a stronger sense of dissatisfaction in this sub group. Parents indicate not having an opportunity to have input into their child's learning, whilst also reporting that the school is doing little to provide parents with useful tips of how to help students learn at home. There are mixed views on homework, both for and against.

Future plans and pathways
Parents report strongly in this area, with strong alignment to education being important to their child's future. Parents also report feeling equipped to help plan what their child may do after school.

12 families responded to our Preschool Opinion survey in 2022. There are four sub sections of this survey, with each detailed below.

Quality of teaching and learning
There is mixed review and response in this section. Extended answers indicate a distinct difference between the start and end of the year, with some families rating their responses from each. Overall, families were very supportive of the program and planning becoming more visible and an improvement to the learning environment.

Support of learning
This section was generally more positive, with families indicating that the service has enough materials and resources for their learning, as well as teachers at this preschool treating children fairly.

Relationships and communication
Strengthening was to provide helpful information about children's progress and achievement will be explored in 2023.

Leadership and decision making
A greater priority on finding opportunities for parents to be involved is needed. Shared decision making is identified to be strengthened

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
163 - Hahndorf Primary School	161.0%	165.2%	151.7%	152.4%
9096 - St Michael's Lutheran Primary School	34.1%	17.4%	34.5%	47.6%

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	4	40.0%
QL - LEFT SA FOR QLD	1	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	40.0%
U - UNKNOWN	1	10.0%

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

Preschool students completing their Preschool year at Hahndorf Preschool in 2022, have chosen to attend the following schools in 2023;
Hahndorf Primary School, St Michael's, and Mount Barker South school. The majority of students who participate in our preschool program attend Hahndorf Primary School.

Hahndorf Primary School students graduating from year six in 2022, identified the following schools to attend for year seven in 2023;
Mount Barker HS, Heathfield HS, Oakbank AS, Mitcham Girls HS, Urrbrae HS, Cornerstone College and St Francis De Sales. This is a typical distribution of students into High School

Relevant history screening

As per the Department's guidelines regarding Working with Children's checks, staff and volunteers are required to produce a current, valid WWCC prior to commencing their role within the school and preschool setting. The Office manager maintains a database of parents who meet the necessary requirements. This is checked frequently and current lists are provided with staff prior to undertaking a camp or excursion. Volunteers and staff are also reminded when these require updating to ensure our list remains current.

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	27
Post Graduate Qualifications	6

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	14.4	0.0	5.0
Persons	0	17	0	7

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

Financial statement

Funding Source	Amount
Grants: State	$2,511,594
Grants: Commonwealth	$6,700
Parent Contributions	$64,747
Fund Raising	$4,776
Other	$2,000

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

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

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes for numeracy and literacy		• Targeted training and development for staff • Purchase of targeted learning resources to support literacy • Consistent documentation and planning tools utilized across both groups • Establishing a literacy and numeracy learning zone within the space	
Targeted funding for individual students Inclusive Education Support Program	Improved outcomes for students with an additional language or dialect	• Levelling not required in 2022 due to change over to LEAP levels. • Debbie attended training to further enhance knowledge. • Students supported in class – Wave 2 • SSO's completed and monitored tracking records for identified children	• Identified students were tracked by SSO's in each unit • Issues were identified early when they arose
Improved outcomes for non-English speaking children who received bilingual support	Inclusive Education Program	• New IESP's applied for with successful allocation for some students. • Greater use of student support services to provide additional lens to behaviour and learning support • Consistent SSO's in learning spaces • Regular review of one plan's (Week 4 each term)	• Additional allocation of funds to support individual students • Regular TAC meetings to discuss individuals and relavant supports • Clear chain of command identified to raise concerns/issues • SSO meetings held regularly to discuss needs • One plans up to date for individual children and regularly monitored by DP
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	• Redesign of the Wave 2 intervention program where SSO's are aligned to units and provide greater 'in class' support to keep children in the main game. • Introduction of whole school structured synthetic phonics program – PLD • Involvement in Partnership offered training and development – Be Brave series • DIBELS training	• Reduction in office call outs • Reduction in disruptive class behaviors • Increased consistency in Wave 2 intervention approaches across the school • Teachers receiving high quality T&D to inform changes in practice • Consistent language being used across the site

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

Overlaid Preschool table content:

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 wellbeing and engagement	• Introduction of the Strempel Cup and associated house teams. • Student led activities – eg volleyball, music at playtimes, music in the house • Makers space in library • Whole school production, school band & choir • Bullying audit conducted twice	• Reduction (20%) in office call outs • Increase in the number of yard opportunities being given to children • Increased connection to the arts – more children having an opportunity • House teams responsible for equipment borrowing • Reduction in number of students identified within the bullying survey, parents informed and identified students received support
Improved outcomes for numeracy and literacy	• Funding was used to support literacy and numeracy development through play	• Targeted learning opportunities to support literacy and numeracy development • Student agency over teacher purchase of resources to support learning • Documentation of children's participation in the learning program showing evidence of increased literacy and numeracy
Improved outcomes for students with an additional language or dialect	Not applicable to this site	Not applicable to this site
Improved outcomes for non-English speaking children who received bilingual support	Not applicable to this site	Not applicable to this site

Program funding for all students	Australian Curriculum	• Sarah Centofanti presented Mindset Maths PD for staff, linked to our SIP • Whole staff team interrogated PAT results from 2022 to inform future planning (SFD) • Steve Hicks presented retrieval practice and aligned this to our math SIP goal • Staff attending phonics and morphology training with Bill Hansberry to increase professional knowledge and effective practice.	• Increase consistency of practice across the site • Increase staff knowledge of high impact teaching strategies • Teachers knowing where children are at using reliable data sources • Increased knowledge and consistent practice in SSP
	Aboriginal languages programs Initiatives	Not applicable to this site	Not applicable to this site
	Better schools funding	• Increase Business manager salary to reflect working relationship with Principal and increased responsibilities	• Principal able to be more visible in classrooms • Administrative tasks completed in a timely fashion • Coordination of facilities and WHS by Business Manager
Other discretionary funding	Specialist school reporting (as required)	Not applicable to this site	Not applicable to this site
	Improved outcomes for gifted students	Not applicable to this site	Not applicable to this site