



Rose Park Primary School

2022 annual report to the community

Rose Park Primary School Number: 169

Partnership: Central East

Signature

School principal:

Dr Dora Iuliano

Governing council chair:

Emma Fletcher

Date of endorsement:

8 February 2023



Government
of South Australia
Department for Education

Context and highlights

Our 2022 – 2026 Strategic Plan was developed through a whole school consultation process with staff, parents and students. We aim to action and live our school community's mission to enrich life-long learning, embrace diversity and nurture inclusivity in a caring and safe environment. Through our quality practices and policies, collaborative relationships and effective delivery of the International Baccalaureate Primary Years' Programme and the Australian Curriculum, we promote our vision to develop creative, courageous, confident global learners and leaders. Our students, staff and families are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Courageous, Balanced and Reflective.

Rose Park Primary School is working under a Capacity Management Plan and is a category 7 school situated 3.2kms from Adelaide CBD in the central eastern suburbs. Our 2022 student enrolment reduced to 493 following the transition of year 6 and 7 students to high school at the end of 2021 resulting in 19 classes and enabling extra teaching and learning spaces for the specialist teaching of Technologies. Teachers and students have increased access to the Library's icentre and use of computers for class lessons in digital technologies and research. More than 50 cultures are represented and staff, parents and students have high expectations for learning outcomes as evidenced by the increase in our school's performance score from 74 to 78. The student population is made up of 41% EALD; 0.6% Aboriginal; 7% with learning disabilities; 6% School Card Assistance; 1% International students. This year was challenging for the school community with absences mainly due to COVID related illness. We continued to maintain our focus on learning, ensuring that each child could achieve their personal best and that their social, emotional and physical needs were catered for during this uncertain time. As the year progressed we were able to invite our parents to visit classrooms where our students showcased their IBPYP Learning portfolios and our year 6 students proudly presented their research topics at their IB exhibition.

Students were involved in a range of activities across the year including excursions from Reception to year 6 and camps for years 5 and 6. The annual Swimming Carnival was held at Burnside Pool for Year 3-6 students with enthused House Captains. R-5 students participated in Swimming lessons at the ARC and year 6 students enjoyed Aquatics at Pt. Noarlunga. Our annual Sports Day was well attended and many of our students were selected for district and state SAPSASA events. After Term 1 restrictions and cancellations to After School Sports, over 200 students participated in the Winter and Summer Sports supported by our parent volunteer coaches. Our year 5 students enthusiastically produced and presented their Musical in the school Hall. Even though our Choir numbers were reduced, they proudly sang and represented our school at the Festival of Music as well as at the Burnside service for fallen soldiers with our school band. Our student musicians showcased their talents at the Winter Concert and at lunch times to entertain our school community. Book Week Celebrations, End of Year Concert and Year 6 Graduation were highlights for the year. Our year 5 and 6 Debaters and Chess players performed well and we thank our teachers and coaches for their guidance and support. Our student leaders engaged in a range of roles and activities to promote student agency, team work and collective problem-solving to address a range of community initiatives e.g. planting of Japanese Garden. Increased school communication and engagement were evidenced in our updated school webpage, newsletters, assemblies, parent tours, fundraising and improvement projects. Our new Environment and Facilities committee, Governing Council and Parents and Friends Committee have helped to prioritise our school improvement initiatives - e.g. outdoor learning.

Governing council report

Rose Park Families enjoy the benefit of a public school where the teachers are knowledgeable, hardworking and committed and where there is strong, engaging and visionary leadership with a connected, caring and highly involved community. We are fortunate to have a warm school community made up of a diverse group of people who care not only for the school but for one another.

Our wider community of families have excellent representation and leadership through the work of Parents and Friends Committee. It has been an excellent year and a year of hard work for the P & F, fundraising more than \$22,180.

The school's prioritisation of history and connection with the past is evident with an active Old Scholars committee who display educational materials, organise annual reunions, run history tours for year 3 classes and document the history of the school, for example 'Tales from the Schoolyard', which will be available for our school's 130th birthday in 2023.

We are very lucky to have an amazing OSHC service at this school under the oversight of the new Director and the OSHC sub-committee.

We implemented a new Strategic Plan that was developed with teachers, parents, students and leadership. The Plan articulates our collective vision for the school resulting in the reorganisation of our Governing Council sub committees and the creation of the new Environment and Facilities Committee. Fundraising, grants and our site Maintenance Plan have helped to kick-start school environment and facilities projects.

The Education Sub- Committee reviewed a large number of policies this year with continued focus on parent/carer communication, aimed at making sure that the parent and family community is meaningfully engaged and has a voice in support of the student experience at Rose Park PS,

After School Sports has had a year of rebuilding and restructuring of pricing to create a more fair and equitable representation of respective sports attended and a Co-ordinator's handbook was created. New volunteers have been inducted successfully and participation in After School Sports has increased made possible by our volunteer parents and After School Sports Co-ordinator.

From a financial perspective – the school is in an excellent position. This is thanks to the hard work and fiscal discipline of the Principal, Business Managers and Finance Advisory Committee.

Governing Council recognises how hard a year this has been for leadership, teachers and administrative staff alike, with tremendous pressures not only from the day to day of running of a school, but with additional difficulties due to COVID.

Governing Council would like to thank the school for their support, particularly the Leadership, Admin team and teachers who are hardworking and deserve a good rest this Christmas!

Quality improvement planning

As we commence the beginning of a new SIP 3 year planning cycle we reviewed our achievements in Reading and Writing and evaluated the effectiveness of our whole school Literacy Agreement. Through ongoing staff professional development in: Writing Plus, Brightpath, EALD LEAP levelling, moderation of writing samples; modeled text type lessons; Initialit and PLD differentiated teaching; testing and monitoring running records and Lexile results. Through our termly Central East collaborative staff meetings, we have continued to build teacher efficacy resulting in accelerated learner achievement and growth in Literacy. There is evidence of more differentiated guided reading lessons and students co-constructing their personal learning goals with teachers resulting in 65% of year 3 students achieving Higher Bands (HB) in NAPLAN Reading and 46% in year 5. R-6 PAT R tests showed growth with teachers analysing test results with students reviewing their misconceptions and targeting the teaching of inferential comprehension.

Staff deepened their professional knowledge, practice and collaboration through PLCs with action research, implementing high impact Writing strategies, and sharing their successes with colleagues through data analysis and professional conversations. Critical and constructive feedback was provided to teachers from the leadership team during formal and informal lesson observations to inform next teaching steps for ongoing improvement.

Our 2021 External School Review direction was to develop and implement our Numeracy agreement where staff identified, monitored and enhanced improvement strategies in Mathematics with support and coaching from Back to Front Maths consultant Tierney Kennedy. Two primary years' teachers trained in Orbis Thinking Maths program to build their competencies in Mathematics and teachers demonstrated how they used Essential Assessment pre and post tests to measure effect size in Mathematics. In NAPLAN Numeracy 52% of year 3 students achieved in the high bands and 46% in Year 5.

In 2022, schools experienced significant disruptions caused by Covid absences, closures and bans on professional learning. Yet despite all this teachers have managed significant gains in the teaching and learning of mathematics. Compared to 2021, the rate of growth in PAT Maths has increased by 35%, with students now averaging 2.2 years of growth. Our next step is to focus on assessment and feedback strategies in Mathematics, implementing challenging and complex problems, as well as improving analytical reasoning and introducing complex modeling tasks similar to investigations as good extension exercises for high performing students. Our retention and movement into HB from 2021 to 2022 with our year 5-7 students showed in Numeracy that 87% stayed in HB with an increase to HB of 23% and 63% of our year 3-5 students stayed in HB with 11% increasing to HB. In Reading - 70% of year 3-5 students stayed in HB with 18% increased to HB and 73% of year 3-7 students stayed in HB with a 16% increase.

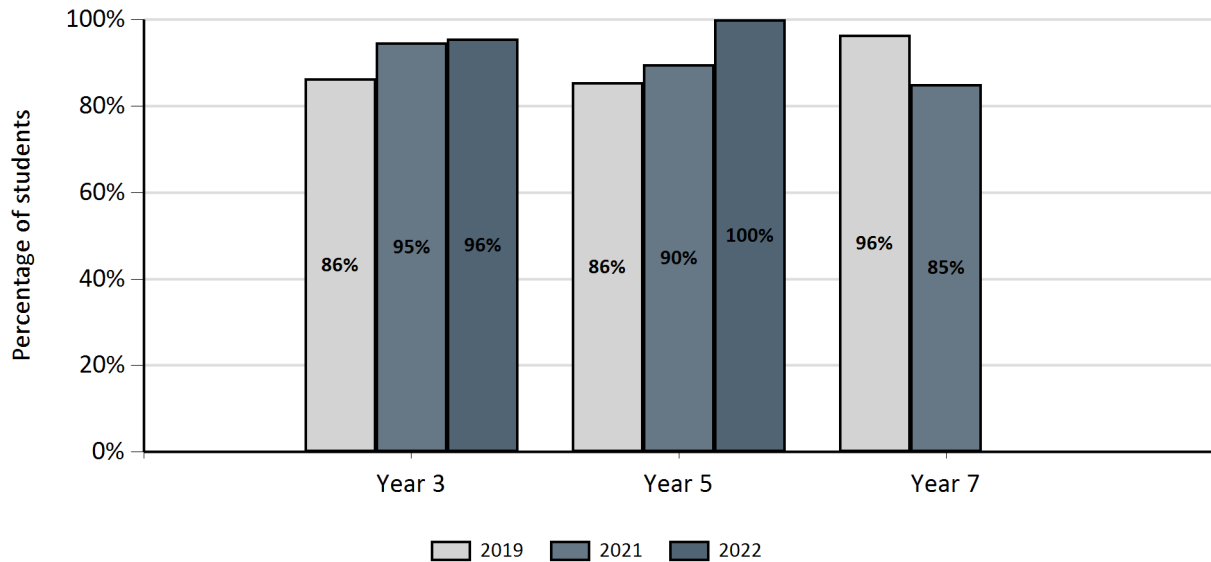
Staff learning teams evaluated the effectiveness of the current Managebac online planning program with a working party who explored the benefits of a new planning tool - Toddle with their IB network. Using Toddle in 2023 aims to purposefully engage all teachers and year level teams with their planning, assessment and communication. The Deputy Principal and IB teacher librarian worked with all staff teams offsite to collaborate and create their Units of Inquiry with a focus on strong central ideas, student agency and transdisciplinary learning. Early years and primary years professional learning workshops utilised the Department for Education curriculum support documents to help teachers develop their Unit Scope and Sequences in English and Maths and other learning areas. Teachers are adapting and inspiring stand-alone units in Maths, Science, Physical Education, Japanese, Performing Arts and Technologies. At the Year 6 IB exhibition and R-6 learning journey, portfolios were confidently shared with parents to showcase student agency, formative and summative assessment tasks which provided opportunities for critical, constructive feedback from peers and parents.

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

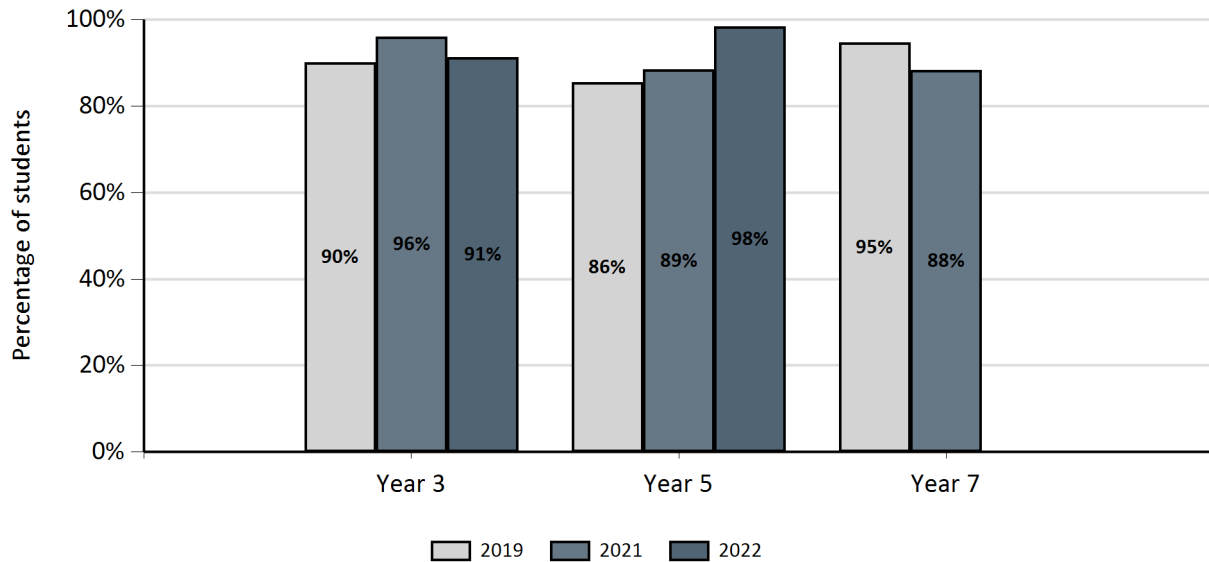


*NOTE: No NAPLAN testing was conducted in 2020.

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 | 69 | 69 | 54 | 38 | 78% | 55% |
| Year 03 2021-2022 Average | 72.0 | 72.0 | 56.5 | 40.0 | 78% | 56% |
| Year 05 2022 | 65 | 65 | 45 | 35 | 69% | 54% |
| Year 05 2021-2022 Average | 76.0 | 76.0 | 45.5 | 36.5 | 60% | 48% |
| Year 07 2021-2022 Average | 60.0 | 60.0 | 34.0 | 39.0 | 57% | 65% |

*NOTE: No NAPLAN testing was conducted in 2020.

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

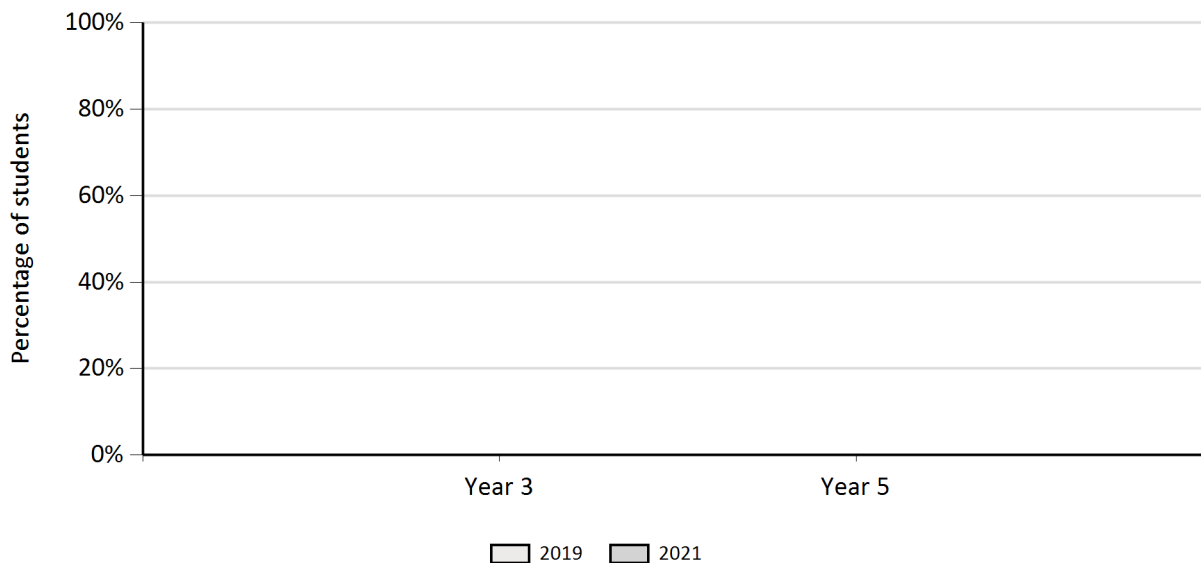
[^]includes absent and withdrawn students.

*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



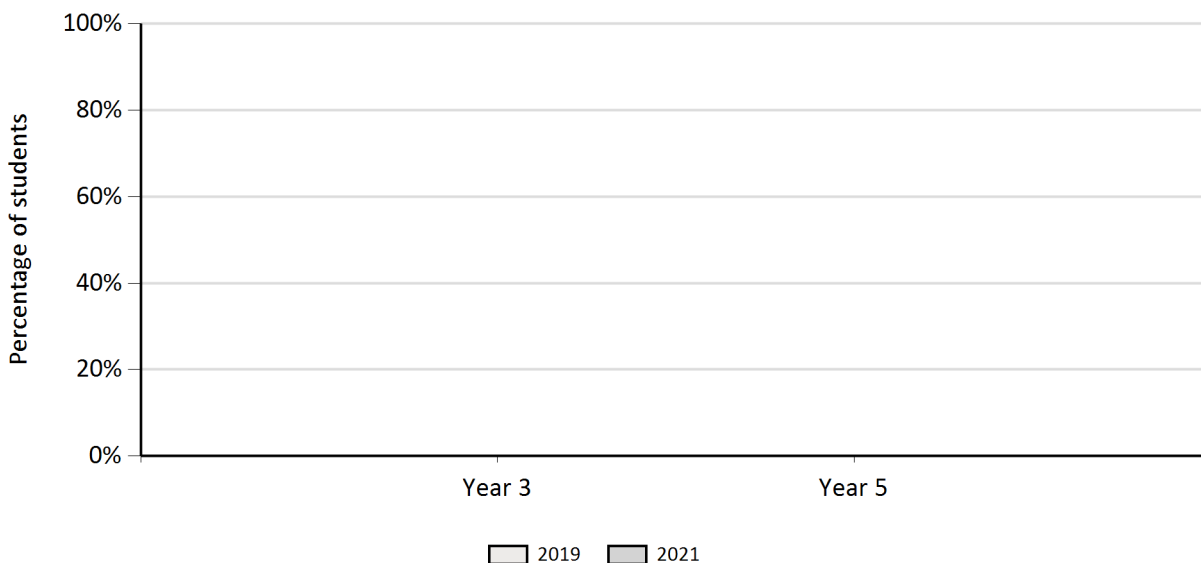
*NOTE: No NAPLAN testing was conducted in 2020.

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 03 2021-2021 Average | * | * | * | * | * | * |
| 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: Quality Teaching

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

We continued to implement the Aboriginal Learner Achievement Quality Matrix and Action Template to improve learning outcomes in literacy and numeracy of all Aboriginal Learners. In 2022 we focused on ensuring consistent, high quality classroom practice and applying evidence based, learning intervention. All our Aboriginal Learners have a One Plan which we use to set personalised SMARTAR goals based from literacy and numeracy progressions. These goals are regularly tracked and monitored using teacher assessment and the schools data management system, Scorelink. We also provided additional school services officer (SSO) hours to support the gathering of assessment information and implementation of targeted support in the classroom under the direction of the classroom teachers. As well as these initiatives we worked alongside Trent Hill, an Indigenous storyteller, educator and guide to strengthen our understanding of Aboriginal culture and to provide our Aboriginal Learners with a positive cultural role model. In 2023, the school will work with students, staff and the Governing Council Education Sub-Committee to collaboratively create our Reconciliation Action Plan.

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

Rose Park Primary School has a small cohort of ATSI students and due to confidentiality we are unable to provide specific data sets. Some of our Aboriginal Learners sit in our High Bands strategy for both Literacy and Numeracy and have been accepted into specialist high performing High School programs in 2023. Other Aboriginal Learners, through the use of additional Student Services Officers have also seen considerable growth in both Literacy and Numeracy, moving up numerous reading levels and seeing increased results in both PAT-R and PAT-M. Individual student results are recorded in our 'Indigenous Student Support Record' and are regularly overseen by the Leadership Team and classroom teachers.

School performance comment

Early Years Literacy

The consistent implementation of Reception to year 2 Initialit whole class evidence-based literacy program has had a significant effect on students' ability to identify phoneme/graphemes and consonant/vowel patterns. The result of implementing a comprehensive phonics program in the early years has resulted in 94% of students in 2022 scoring over 35.8 in the Phonics Screening Test, well above the state average of 28. MiniLit and MacqLit Intervention sessions have helped individual students to develop their phonics, reading and writing skills.

Reading

Rose Park PS continues to experience an upward trajectory in NAPLAN testing. Results in reading in 2022 showed an increase in Year 3 students who achieved The South Australian Department for Education's Standard of Educational Achievement (SEA) and above at 96% and Year 5 students at 100%. Students who achieved in the high bands in reading dropped slightly from 79% in 2021 to 78% in 2022 although in Year 5 they increased from 53% in 2021 to 69% in 2022. Similarly, the proportion of students achieving SEA in PAT Reading in Years 3 & 4 has remained steady whilst in Years 5 & 6 there has been a significant increase with both year levels achieving 100% at SEA or above. A focus on the Big 6 of reading (oral language, phonological awareness, phonics, vocabulary, fluency and comprehension), particularly decoding of words, language comprehension and increased vocabulary have combined to improve students reading comprehension ability.

Writing

As part of the school's Site Improvement Plan, writing has been a focus, with a particular goal of increasing the number of students achieving in the higher bands. The implementation of a structured writing cycle and Brightpath assessment and moderation over the course of the year resulted in improved outcomes over most year levels. Analysis of Brightpath data, measuring a pre and post writing sample, showed a significant improvement across the school. In Recount writing, Reception students showed an effect size (where 0.4 equates to one year's growth) of 2.90. Year 1 narrative writing showed 0.92, and Persuasive writing in Year 2 was 1.27, Year 3 was 1.37, Year 4 was 0.44, Year 5 was 0.30 and Year 6 was 0.84. Most year levels showed improvement well over one year's growth in writing. Writing results in NAPLAN for our Year 3 students showed that 94% achieved SEA while 65% were placed in the higher bands. 95% of students in Year 5 achieved SEA and 46% were in the higher bands, an increase from 2021 where only 38% were in the high bands. The school will continue to focus on increasing the number of students in higher bands in writing by explicitly teaching text types, using the writing cycle, and incorporating self/peer assessment and moderation of writing.

Numeracy

We have a continued focus on growth for all students, and on increasing the number of students achieving in the high bands through developing teacher practice. Teachers engaged in professional development throughout the year to review problem solving, introduce analytical reasoning, incorporate interleaving and develop their ability to analyse student data. Strong improvements have been made in the growth rate and achievement on PAT Maths. Compared to 2021, the rate of growth in PAT Maths results has increased by 35%, with students averaging 2.2 years growth. In comparison to National NAPLAN scores which have decreased by around 8 points since 2019, Rose Park Primary School scores have increased by 10 points. Year 5 NAPLAN results significantly increased for students reaching SEA or above, from 89% in 2021 to 98% in 2022. Year 3s decreased in 2022 to 91% from 96% in 2021. Students in Year 5 achieving in the high bands increased from 44% in 2021 to 54% in 2022.

Attendance

| Year level | 2019 | 2020 | 2021 | 2022 |
|------------|-------|-------|-------|-------|
| Reception | 94.7% | 89.5% | 95.3% | 92.6% |
| Year 1 | 95.5% | 88.9% | 96.9% | 91.3% |
| Year 2 | 95.2% | 91.4% | 95.4% | 91.7% |
| Year 3 | 96.1% | 90.7% | 95.8% | 92.6% |
| Year 4 | 94.7% | 88.8% | 95.8% | 91.4% |
| Year 5 | 94.6% | 89.6% | 95.8% | 90.7% |
| Year 6 | 95.3% | 89.0% | 95.5% | 92.6% |
| Year 7 | 95.4% | 88.3% | 93.0% | N/A |
| Total | 95.2% | 89.5% | 95.5% | 91.8% |

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

Attendance comment

2022 Attendance rate was 96%. Procedures are in place to identify habitual, chronic non-attenders and late arrivals and to improve attendance by: promoting our Attendance Policy with Governing Council, parents, staff and students; unexplained absences are followed up with SMS text message, teachers and Admin staff check up after more than 3 days absent. Leadership contacts families at risk by phone calls, sends letters and makes referrals to the Social Work duty line. On occasion, an attendance action plan was co-created with families when irregular patterns persisted. Close monitoring occurred in these instances and in all cases improvement was achieved. Increased numbers of exemptions for family holidays are evident with the easing of travel restrictions.

Behaviour support comment

At Rose Park Primary School all students have the right to learn and play in an environment that is free from harassment or bullying. Aligned with the IB Learner Profile attributes we have high expectations of students to treat each other with dignity, care and respect. At Rose Park we strive to use proactive restorative practices approach to behaviour management, and provide students with the skills to positively respond to disagreement or concerns. In 2022 the Rose Park Wellbeing Committee reviewed our school 'Behaviour Management Policy' and our '5 step Behaviour Management System.' Lunch play time was reduced to 30mins play and the recess break was increased to 30mins. These initiatives, as well as others, have led to a significant decline in behavior management concerns, falling from 200 incidents in 2021 to only 140 incidents in 2022. We also saw our threatened or perpetrated violence incidents fall by almost 50% in 2022. With the Bullying No Way grant funds we updated our Buddy Benches in the Early Years and Primary Years playgrounds. We hosted the FYI Education Incursion to further our students' awareness of how to prevent and respond to online bullying or harassment.

Parent opinion survey summary

The Department for Education conducted the parent opinion survey at Rose Park PS and received 164 responses to 18 questions to gauge their perceptions and approvals related to the operation of the school and the quality of teaching and learning.

The school climate is quite positive with 88% highlighting mutually respectful relationships between students, staff and families, with 90% of people valuing their child's education. Communication between home and school has continued to improve with access to a range of effective communication channels. Parents frequently talk to children and are keen to have more useful discussions, feedback and useful tips from educators to help improve learning at home and at school. With continued focus on sharing student data, learning goals and teaching strategies, we will provide information to parents about how to support their child with their learning and their next steps.

Looking past the pandemic restrictions imposed at schools, we are hoping to strengthen connections and volunteering opportunities with families at school and to rebuild community spirit and engagement. 73% of parents thought it was too early to think about their child's future pathway with 47% indicating university as a strong option.

Student wellbeing and engagement survey of 213 students showed the majority of students feeling happy and having high emotional engagement, academic self-concept and perseverance. 80% of staff responded to the perception survey indicating a strong sense of collaboration with colleagues to make decisions with a desire for increased recognition.

Intended destination

| Leave Reason | Number | % |
|--|--------|-------|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 9 | 42.9% |
| NS - LEFT SA FOR NSW | 2 | 9.5% |
| OV - LEFT SA FOR OVERSEAS | 1 | 4.8% |
| QL - LEFT SA FOR QLD | 2 | 9.5% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 6 | 28.6% |
| VI - LEFT SA FOR VIC | 1 | 4.8% |

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.

Relevant history screening

Screening processes and Volunteer expectations at RPPS ensure compliance with Department of Human Services (DHS) Screening. Volunteer Screening data-base is monitored by the Front Office staff and all staff members are aware of volunteers who have met all of the volunteering requirements. The importance of completing training is communicated to all interested members of the school community via RPPS school webpage, newsletters and correspondence. We recognise and value the contributions of our volunteers to our children's education and celebrate with an annual morning tea. Documentation for pre-service teachers, contractors, external service providers, staff and volunteers is constantly reviewed and monitored. RPPS continues planning and operating in line with advice from DfE, SA Health to ensure our students' safety and wellbeing.

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 | 50 |
| Post Graduate Qualifications | 17 |

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 | 32.4 | 0.0 | 11.9 |
| Persons | 0 | 37 | 0 | 19 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$4,964,054 |
| Grants: Commonwealth | \$6,610 |
| Parent Contributions | \$335,772 |
| Fund Raising | \$38,872 |
| Other | \$138,708 |

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 | A number of students received 1:1 or small group SSO support with Literacy interventions: MiniLit and MacqLit helped our learners to achieve their personalised learning goals in Literacy. One plans and My Plans targeted students' social and emotional goals and staff used BeYou resources to ensure that students' mental health continued to flourish. The RPPS Wellbeing Action Plan initiative and interoception resources were well utilised by students, staff and leaders. Student action teams led whole school events and celebrations such as Harmony Day and Bullying No Way Day. | Increased levels of emotional and academic engagement in student learning led to increased numbers of students achieving SEA outcomes with many aiming for higher band achievement as evidenced in their personalised learning goals, targets and school/class data sets. The Student Wellbeing leader reported a reduced number of bullying incidents and a more positive and harmonious school climate in the classrooms and out in the yard. |
| | Improved outcomes for students with an additional language or dialect | The EALD teacher and Bilingual School Services Officers (SSOs) worked with teachers to moderate and level students' writing with LEAP levels and Brightpath to determine next steps in explicit teaching and writing goals. Student writing samples were collated in folders and data monitored via online Scorelink, to demonstrate ongoing English progress throughout R-6 students' Primary years. Writing plus grammar training, implementation of the writing cycle in class, the adoption of the RPPS Literacy Agreement and R-6 text type teaching are used by teachers for ongoing consistency to improve the writing process and quality of students' writing. | Levelled LEAP data and Running Records information were used to determine student goals and next steps in Reading and Writing. Reading, Writing and English data have shown significant progress in student achievement. |
| | Inclusive Education Support Program | The Inclusive Education Support Program (IESP) funded SSOs to support identified students to achieve goals outlined in their One Plans. Some of this funding was also used to provide release for teachers to regularly review student outcomes. Teachers referred students with learning and behaviour difficulties to the Senior Leader and Student Review team for consideration. One Plans were created and monitored in consultation with families, teachers, Senior Leader and Support Services. SSO staff engaged in PD to develop their understanding and skills in self-regulation, and Literacy and Numeracy strategies to target appropriate interventions. | 21 IESP funded students achieved their goals and targets and celebrated their successes. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | Literacy and Numeracy Agreements and whole school assessments are used to target high impact teaching strategies and interventions. Early years students and Aboriginal students have extra SSO and EALD teachers to support them to achieve their personal learning goals. FLMD lessons in Chinese were attended by 36 students, Hindi had 21 students and 14 students studied Vietnamese language and culture. Our experienced FLMD teachers engaged their students and families through language lessons and reported student achievements in reports at the end of term 3. | Improvement in the number of students reaching benchmarks and greater higher band achievement and retention in Phonics, Reading, Writing and Maths. FLMD students' language achievements were reported at the end of Term 3 and parental feedback was used to inform our 2023 FLMD program. |

| | | | |
|----------------------------------|---|--|--|
| Program funding for all students | Australian Curriculum | Year level teams were released for curriculum planning to incorporate IBPYP Program of Inquiry, Australian Curriculum and DfE Units of Work. Maths Project training and data analysis with Tierney Kennedy helped staff to prioritise problem-solving and reasoning as evidenced in lesson observations and coaching sessions. Teachers reflected on the high impact strategies used to differentiate and create challenging tasks and constructive feedback. Teacher PD – Thinking Maths, Back to Front Maths, Writing Plus, Promoting Literacy Development (PLD), Initialit, 7 Steps to Writing Success, R-6 DfE Scope and Sequence, Units of Work and Guidebooks. | Building teacher capacity in year level and specialist teams to develop AC and IB curriculum planning capabilities with increased ownership of the Program of Inquiry while exploring the more user-friendly Toddle planning platform; building teacher beliefs in Maths effective teaching practices; increased consistency in effective pedagogy and improvement in student assessment data. |
| Other discretionary funding | Aboriginal languages programs Initiatives | N/A | N/A |
| | Better schools funding | Our leadership team capacity was enhanced through effective team work and mentoring by the IB teacher librarian. Leadership professional learning enhanced our knowledge, skills and competencies through: IB Co-ordinator training for leaders, Orbis Instructional Leadership - Maths project; Partnership Executive Groups; SAPP Conference and Curriculum Reference Groups have helped to guide our mentoring strategies to promote our teachers' quality instructional teaching and leadership with an emphasis on excellence, equity and wellbeing. | Cohesive leadership, collaborative and effective staff teams resulted in improved, positive academic and well being results for our students. |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | All identified gifted students had an individualised One Plan with targeted SMARTAR goals which were reviewed each term by their classroom teacher. Gifted students were recognised as part of our school's Accelerated Learner Achievement program and High Impact Teaching Strategies were used to differentiate and extend their learning. | Gifted students were accelerated in in Literacy and Maths groups to achieve Higher Bands results. |