



# Kilkenny Primary School and Kilkenny Preschool

## 2022 annual report to the community

Kilkenny Primary School Number: 207

Kilkenny Preschool Number: 1592

Partnership: Inner West

Signature

School principal:

Mr Alexander Narcys

Governing council chair:

Trudy Carter

Date of endorsement:

23 February 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Kilkenny Primary School caters for children Preschool to Year 6 and includes an Out of School Hours Care (OSHC) facility and program. The school is situated in West Croydon and is approximately 6km from the Adelaide Central Business District (CBD). The school is a dynamic and future focused inner-city school with the vision to Challenge Powerful Learners. Our Vision: Working collaboratively to ensure that each student is prepared for our ever-changing world. Promoting the skills of problem solving, innovation, creativity, critical thinking, collaboration, imagination and inquiry. Kilkenny Primary School has a strong community ethos and a rich and diverse student and family cohort. In 2022, our school had a total enrolment of 481 which consisted of the following learning and schooling programs:

- Mainstream students (15 classes – predominantly single year level)
- Intensive English Learning Program (4 classes – Reception to Year 6)
- Special Education Classrooms (2 classes – Reception to Year 2 and Year 3-7)
- Preschool (two groups across the week)

The school continued to prioritise reading and student wellbeing through our Improvement and Strategic Plan whilst also introducing mathematics in 2022. To support powerful teaching and learning in every class, the school introduced and staffed a Mathematics Coach and Reading Coach for the 2022 school year. The instructional coaches worked alongside teachers and students to ensure high quality curriculum delivery and evidence based practices in reading and mathematics. Mathematics extension groups were introduced to challenge and stretch students with high mathematics potential. Students at Kilkenny Primary School continued to achieve excellent academic results in literacy and numeracy.

Student wellbeing and social and emotional development remained an important focus across the year. Our five school Caring Agreements were explicitly taught in every classroom and provided a common language for student wellbeing, relationships and pastoral care. The Rock n Water and What's the Buzz social and emotional intervention programs were offered and delivered to targeted students to support their skill development. The school continued its breakfast program twice weekly and supported individual families with food parcels. Community events were reintroduced post COVID with whole-school community breakfasts, sports carnivals, fundraising events including the quiz night and colour run, student showcase, bookweek parade and a wonderful end of year twilight concert and picnic on our oval.

Our Stephanie Alexander Program continued to be a hallmark of our school with students taking part in weekly gardening lessons with our Garden Specialist and then cooking the fresh produce in kitchen lessons with our Kitchen Specialist.

School Sport: There were 244 students involved in Extra-Curricular Sports across the school (Basketball, Netball, Soccer, Cricket, AusKick, All Access AusKick (AAA) & Volleyball).

Highlights include: SAPSASA Athletics Western Districts Small Schools Champions, SAPSASA representatives at State Days/ SAPSASA Carnivals in sports such as:

- o Cricket
- o AFL
- o Athletics
- o Netball
- St. Clair Basketball Yr 3 / 4 Div 1 Champions Semester 1 & 2
- Glenelg Beach Volleyball - 3x Runner-Up Positions
- 3rd place Boys Inner West Basketball Small Schools Yr 5/6

# Governing council report

Once again, we have faced another year of challenges at Kilkenny Primary School head on. Governing Council has been instrumental in employing a new OSHC Director, Nicole Pope. Nicole has settled into the role and created a harmonious environment for both students and staff alike. She has been busy revising OSHC policies and procedures. In July 2022 OSHC gained a solid “working towards” result in the Assessment and Rating completed by the Education and Standards board. Whilst this is the same result as July 2019. This result is particularly great as Nicole was required to pull together all the evidence required a mere 6 weeks after starting. The main take away was that the 7 quality markers that OSHC were assessed on have shifted from previous ones, showing solid growth and change. Towards the later part of 2022 OSHC was included in a Uni SA study called “Activated OSHC” which focusses on physical activity vs screen time this has led to a number of small but instrumental changes in the offering and the results will come to light in around Nov of this year. The Vacation Care program is and continues to be very popular and operates at capacity and with a waiting list on most days. Communication to families has and continues to improve. Some work is being done around cancellation policies to assist in allowing more families to access the service. Tracey Bald continues her outstanding commitment and service in the school canteen. Moving to 3 days a week has been incredibly successful and with Tracey at the helm we have seen a rise in volunteers which is crucial for this service to continue. Tracey has adopted more homestyle cooking and is has proven to be a very popular inclusion to the menu. This was a direct result of the school being selected for a grant program last year that did not come to fruition, however some key lessons were learnt and adapted. Specials days such as sports day, concert and show bags are always a great money generator which contributes to the canteen being a profitable entity. As with previous years Governing Council continue to endorse and with some fantastic sub committees, organise amazing events such as the ie: Quiz night, Colour Run, Disco/Picnic, Second hand uniform sales and market days which continue to raise funds and bring our school community together. Money raised from events such as the above, help fund things like the very popular, new and improved nature play inspired, waterplay area near the small oval. As well as new laptops for students. Kilkenny Primary School boasts a wonderful array of educational intervention and well-being programs which are implemented by the fantastic leadership team and disseminated by the sensational teachers we are lucky to have. Special thanks to James Johnson who works tirelessly on providing a spectacular school sports program which is supported by many parents and volunteers. The grounds and gardens continue to be well cared for and look great with the orchard continuing to provide bumper crops which get utilised in the fabulous kitchen program. The Governing Council Constitution has seen a few revisions and we are looking forward to gaining some new members as we see many current members terms of service come to an end. Being a Member of the KPS Governing Council, is an important role the assists in the guidance of the school governance. It also allows members to participate in things like creating a RAP (Reconciliation Action Plan), being part of steering committees for fundraising, OSHC, Gardens/Grounds etc. On a final note, whilst we ended 2022 on a somber note as our extraordinary principal Peter Dunstan moved off to enjoy his retirement a little earlier than anticipated, we launch into 2023 with some temporary staff changes to the existing exemplary leadership team to continue on Peter’s legacy of powerful learners in a student focused environment.

# School quality improvement planning

The School Improvement Plan (SIP) for 2022 had a whole school focus on improving student reading and mathematics achievement. This was the school's fourth year with a site wide focus on reading instruction, with specific teaching and learning goals on improving synthetic phonics achievement (Years R-2) and reading comprehension achievement (Years 3-6). In 2022, the school also introduced Mathematics as a site wide goal, with a particular focus and instruction on number and algebra, problem solving and reasoning.

Teaching staff at Kilkenny Primary School work in Professional Learning Teams (PLTs) to drive much of this work ensuring a shared and consistent approach to the teaching of reading and mathematics is being implemented. Teachers track and monitor student progress through ongoing assessment processes, enabling identified support to occur for students not making expected achievement progress.

## Reading - Reception to Year 2

Explicit daily phonics instruction in the Early Years classrooms (F-2) using the Read Write Inc Program continued to occur across 2022. Data from across the year provided clear evidence of positive impact on reading achievement in the early years with a high percentage of Junior Primary students at or above state level benchmarks in the Phonics Screening Check. Phonics instruction occurs 50 minutes a day across Lesson 3, with students grouped and taught based on their level of mastery and learning need. The program remained heavily resourced in 2022 with ancillary staff and intervention teachers/leadership supporting daily delivery of the program. The school employs a Literacy Coach who works closely with all teachers and staff provide quality assurance and to ensure all students are making progress. Students that were not making expected progress were quickly identified and supported through this process.

## Reading Year 3-6

Students in years 3-6 had a site focus on improving reading comprehension skills. Reading comprehension instruction occurred in all primary classes on a daily basis, where students were explicitly taught reading comprehension strategies which they then applied in guided reading groups, reciprocal reading and comprehension tasks. Students were involved in setting their own reading targets and goals in consultation with their teachers and through the joint analysis of their comprehension data and results. This process empowered students in the learning process evidenced by increased reader engagement and enthusiasm. A broad text focus was observed in all classrooms including fiction and non-fiction texts, online texts, poetry, brochures and timetables.

## Mathematics R-6

Mathematics was introduced in 2022 as a site wide improvement goal for all students. A mathematics coach was employed to work alongside staff whilst all staff undertook intensive training and development in week 0 of the school year and across student free days and staff meetings. Mathematics instruction and pedagogy was future focused, with a strong emphasis on student problem solving, reasoning, students communicating their thinking, positive disposition and mindset and collaborative and cooperative learning experiences. A mathematics extension group was established to cater for students with high intellectual potential and intervention programs were introduced and delivered for at risk learners including QuickSmart (3-6) and TooSmart (F-2). Maths norms were established in every classroom and students were involved in setting individual maths learning targets and goals with their teachers.

# Preschool quality improvement planning

Kilkenny Preschool is a Department for Education preschool located on the Kilkenny Primary School campus. The preschool has developed strong relationships with the school community and children are involved in an extensive transition process to school, attend assemblies, special days such as sports day, are assigned buddies, and access school resources such as the library. This relationship enables children and their families to be members of the school community right from their preschool year to Year 6. Within the past 5 years, over 90% of students have gone on to attend Kilkenny Primary School. Together with the school we work towards our students being Powerful Learners and children are encouraged to contribute to key attributes of what makes a Powerful Learner. We have two groups and at the time of enrolment, parents choose the group they prefer. Depending on availability, children are allocated as closely as possible to these preferences.

Group A: Monday, Tuesday 8:30 to 3:15, alternate Fridays 8:30 to 12

Group B: Wednesday, Thursday 8:30 to 3:15, alternate Fridays 8:30 to 12

Preschool Quality Improvement Planning 2022

Goal: To extend children's communication skills so that they are able to engage with and share their theories with others

Challenge of practice: If we build a skilled repertoire of teaching strategies for extending children's communication skills, we will see more children engaging and sharing their theories with others.

Success Criteria: In the analysis of ped doc we will see more children confidently communicate. This might look like:

- Evidence of children's voice and theories
- Language detail extension over time
- Evidence of teaching strategies
- Individual communication strategies e.g. verbal, non-verbal, drawing, music

Progress reflection

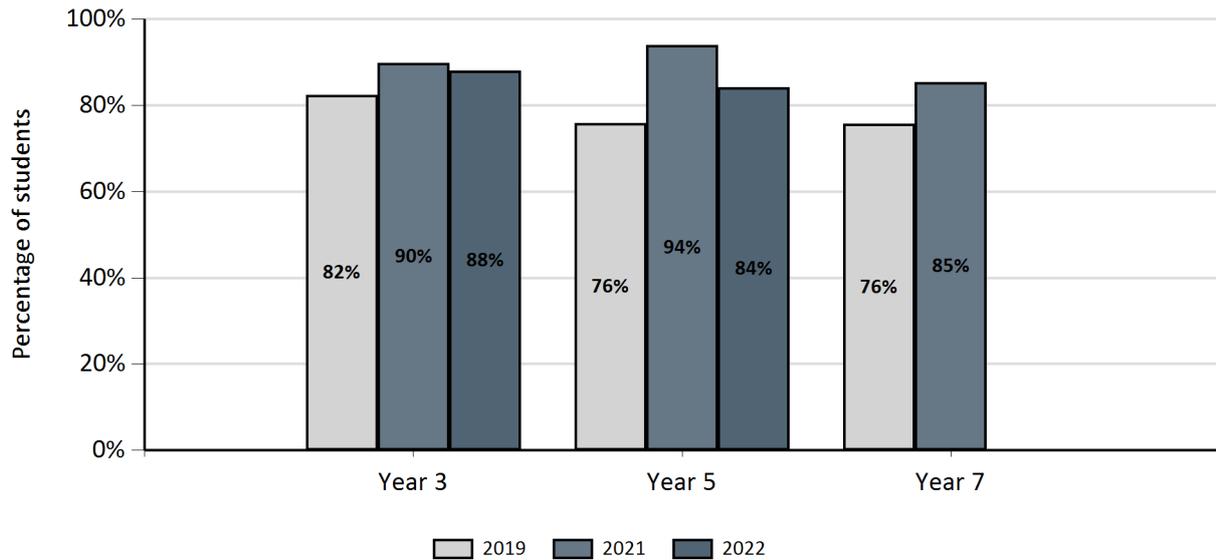
- Educators are listening to children and incorporating children's voice in their observations
- Educators are mindful and are offering different opportunities to communicate their ideas
- Educators have developed a working definition of what communication is, can look like and sound like
- Through reflection of the EYLF communication indicators educators have identified strengths and areas for improvement

# 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

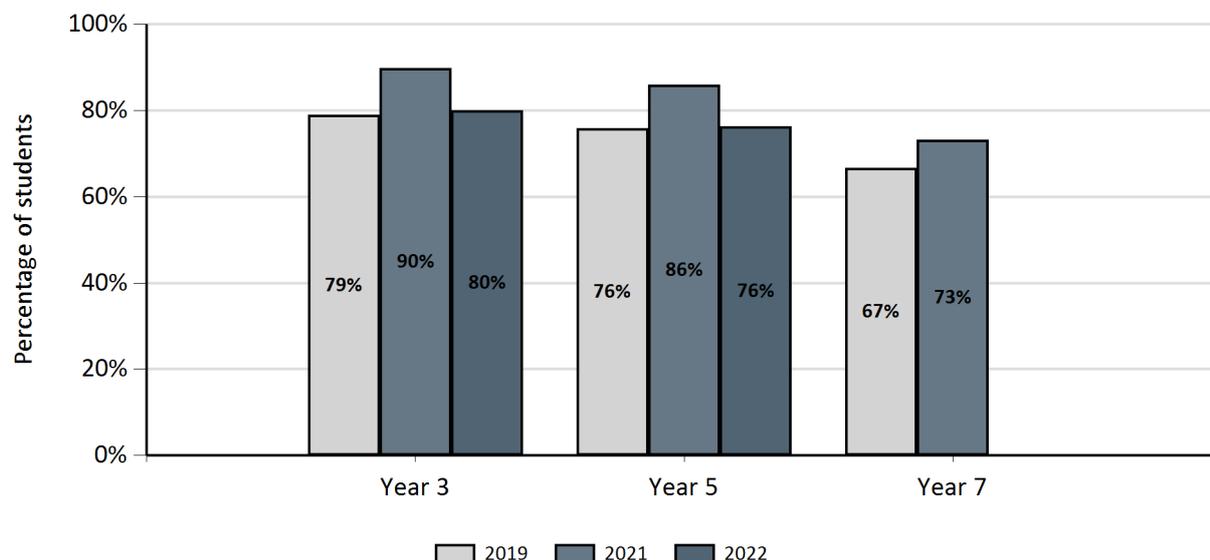


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	50	50	28	16	56%	32%
Year 03 2021-2022 Average	49.5	49.5	27.5	18.5	56%	37%
Year 05 2022	38	38	20	8	53%	21%
Year 05 2021-2022 Average	44.0	44.0	22.0	12.5	50%	28%
Year 07 2021-2022 Average	41.0	41.0	18.0	14.0	44%	34%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

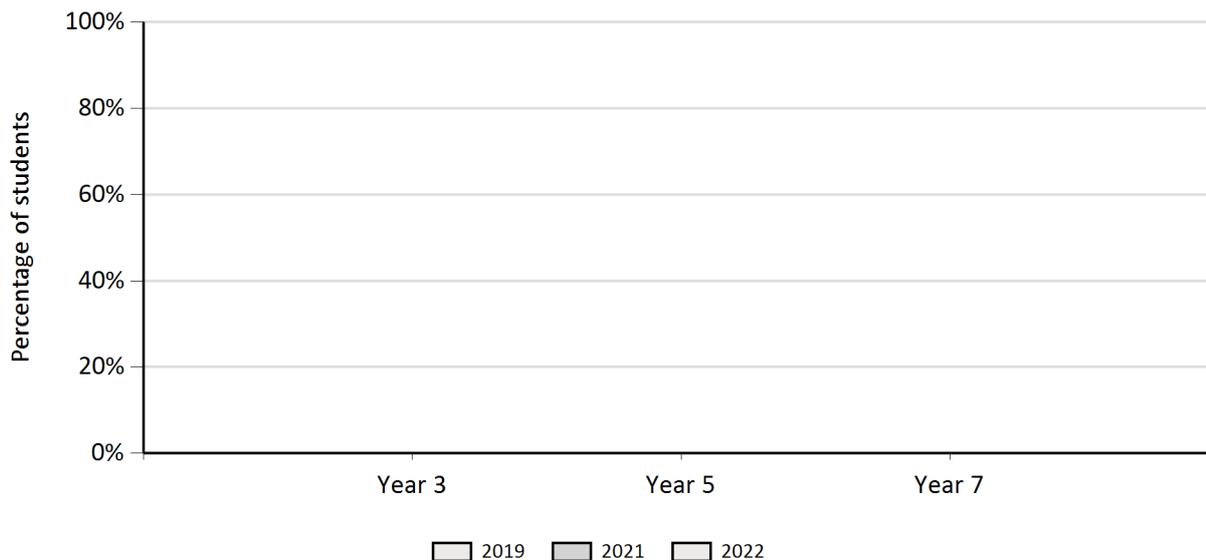
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



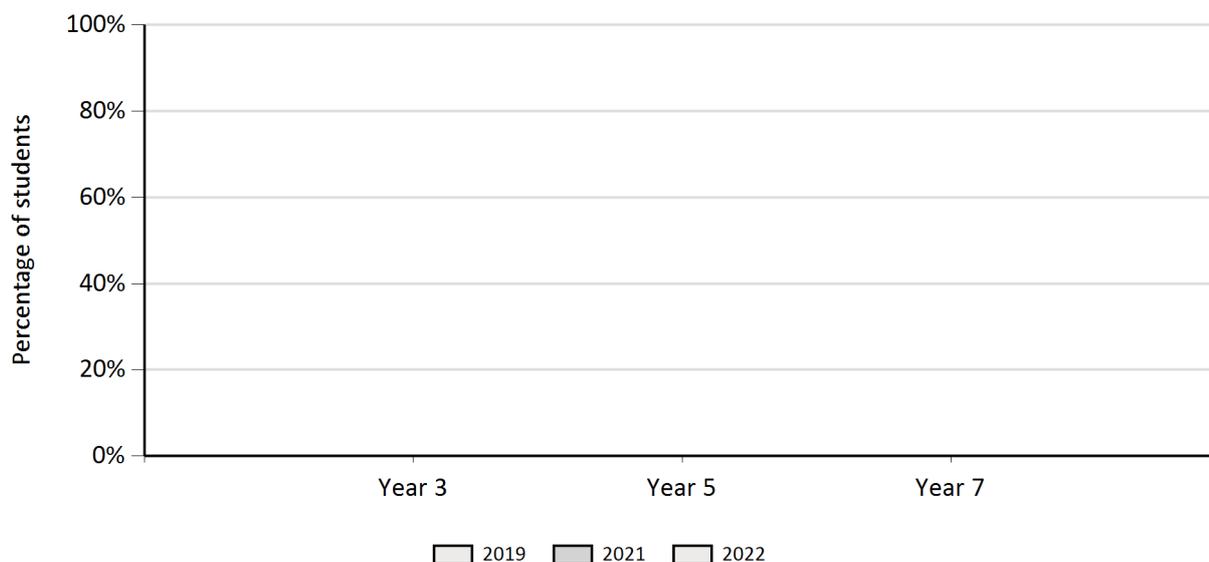
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
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.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## 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:

In 2022, Kilkenny Primary School had an Aboriginal Education Teacher (1 day per week) and an Aboriginal Community Education Worker (ACEO – 3 days a week) to support the 20 Aboriginal children enrolled at our school. The actions that were implemented included one on one or small group academic intervention and learning support, culture and identity initiatives, attendance support, activities and excursions and ensuring all students and families remained connected and engaged to the school. In 2022, the school commenced work on a Reconciliation Action Plan (RAP) which a small committee of staff and parents drove. In 2023, we plan to complete this work and celebrate the plan with our school community.

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

Learner progress was achieved for all Aboriginal students across 2022. All students were supported through the development of an individual learning plan with clear learning goals documented and reported against. Targeted students were supported through small group intervention programs provided by SSOs and our Aboriginal Education Teacher.

# School performance comment

Kilkenny Primary School student achievement results continued to remain strong in 2022, with the school receiving a NAPLAN performance score of 0.59, its second highest NAPLAN component score of all time and a slight decrease on 2021.

NAPLAN was conducted in Term 2, 2022 and was online for Kilkenny Primary School for students in Year 3 and 5.

## NAPLAN Reading Results

Kilkenny Primary School continued to obtain strong reading results in NAPLAN reading. Reading improvement has been a site wide focus at Kilkenny PS for four years, with yearly increasing school reading performance scores obtained. In 2022 NAPLAN reading:

- 88% of Year 3 students achieved benchmark in NAPLAN Reading 2022 of which 56% of students obtained a high band score.
- 84% of Year 5 students achieved benchmark in NAPLAN Reading 2022 of which 53% of students obtained a high band score.

## NAPLAN Numeracy Results

NAPLAN Numeracy results for year 3 and 5 are below. Mathematics and Numeracy was introduced in 2022 as a site wide improvement goal and focus for all year levels.

- 80% of Year 3 students achieved benchmark in NAPLAN Reading 2022 of which 32% of students obtained a high band score.
- 76% of Year 5 students achieved benchmark in NAPLAN Reading 2022 of which 21% of students obtained a high band score.

## Achievement Grades

School Achievement Grades in English and Mathematics demonstrated improvement across the year with higher numbers of students achieving an A or B grade in Semester 2 than Semester 1. Very few students are achieving below standard in English and Mathematics, with those individual students supported through the school's intervention programs and learning assistance programs.

## Early Years Reading

The Read Write Inc synthetic phonics program in our Early Years classrooms (R-2) ensures all students receive explicit instruction and targeted teaching in phonics daily. The program continues to have a significant impact on reading achievement and growth across the school. Achievement results in the Department for Education's Year 1 Phonics Screen indicate consistently increasing achievement results over the last three years with 64% of Year 1s in 2022 at or above benchmark.

## PAT Mathematics Year Level Analysis 2021 and 2022

Year 3 (SEA 101) 88.4% 90%  
Year 4 (SEA 110) 81.6% 93%  
Year 5 (SEA 112) 91.1% 82%  
Year 6 (SEA 120) 87.8% 93%

## PAT Reading Comprehension Analysis 2020, 2021 and 2022

Year 3 (SEA 95)	89%	95%	92%
Year 4 (SEA 106)	89%	86.5%	97%
Year 5 (SEA 112)	89%	95.6%	85%
Year 6 (SEA 118)	86%	95.1%	98%

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	89.7%	89.7%	83.0%	88.7%
2020 centre	92.2%		95.2%	88.3%
2021 centre	93.1%	93.5%	90.2%	84.9%
2022 centre	93.4%	85.3%	89.7%	95%
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	90.6%	83.4%	94.2%	85.9%
Year 1	94.4%	85.0%	90.3%	86.4%
Year 2	95.1%	86.9%	92.2%	85.4%
Year 3	92.7%	88.8%	93.0%	87.7%
Year 4	94.7%	87.4%	90.6%	89.2%
Year 5	92.6%	90.0%	91.7%	87.2%
Year 6	92.3%	85.8%	93.8%	86.5%
Year 7	93.0%	84.5%	90.9%	N/A
Primary Other	91.4%	86.4%	84.3%	85.4%
Total	93.0%	86.5%	91.5%	86.8%

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

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

## Attendance comment

Attendance continued to be effected by COVID 19 in 2022. Isolation protocols in place and parents not wanting to send students to school who were showing symptoms, meant student attendance fluctuated throughout the year. As a school we worked with a number of families to support improved attendance patterns for chronic non-attendance, but again this was made difficult by COVID, and the anxiety many families felt throughout the year. We have had significant success with one of our ATSI families who are now attending regularly. This was despite losing our ACEO mid year. 2023 will see a new ACEO appointed with a focus on building stronger connections with our ATSI community.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	40	39	39
2020	50	N/A	50	49
2022	50	49	48	49
2021	49	50	50	50

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

The school continues to work hard in this area, ensuring learning time is maximised. Break times, regulation spaces in classrooms and SSOs working with students to build skills helped students to remain in classrooms. Our focus on our school's Caring Agreements, and Bully Zero messages, allowed staff to use restorative justice processes on a more frequent basis resulting in minimal take homes (4) and suspensions (4) across the year. With the adoption of #TheKilkennyWay slogan students are gaining a greater understanding of the learning behaviours we are expecting to see in the yard and the classroom. In 2023 a new Friendology program will be facilitated across the school to support students to develop a precise language for making and building positive friendships.

## Parent opinion survey summary

Kilkenny Primary School and Pre-School received 107 responses in the the School Parent Engagement Survey in 2022. Overall the school reported mostly positive results with the majority of parents strongly agreeing or agreeing with the survey statements. Very pleasing feedback from parents in the area of school climate. Parents ranked the following areas as their highest responses.

88% of parents surveyed strongly agreed or agreed that people are respectful  
70% of parents surveyed strongly agreed or agreed that the school communicates effectively  
87% of parents surveyed strongly agreed or agreed that teachers and students are respectful  
97% of parents surveyed strongly agreed or agreed that education was important  
81% of parents surveyed strongly agreed or agreed that their child was seen as important

Parents and staff at the school use this perspective data to analyse parent perspective and opinion. In 2023, the school intends to further address ways in which parents can feel more connected to their child's learning including offering learning tips to parents and families and providing useful feedback to parents more regularly throughout the year.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
207 - Kilkenny Primary School	97.4%	98.0%	98.0%	95.8%

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	%
AC - LEFT SA FOR ACT	1	2.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	14.3%
OV - LEFT SA FOR OVERSEAS	3	7.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	30	71.4%
VI - LEFT SA FOR VIC	2	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.

## Destination comment

Kilkenny Preschool continues to have a large percentage of its enrolment transition into the school setting. Within the past 5 years, over 90% of students have gone on to attend Kilkenny Primary School. The preschool has developed strong relationships with the school community and children are involved in an extensive transition process to school, attend assemblies, special days such as sports day, are assigned buddies, and access school resources such as the library. This relationship enables children and their families to be members of the school community right from their preschool year to Year 6.

The majority of graduating students from Kilkenny Primary School attend government high schools in the local area (Woodville HS, Underdale HS and Seaton HS). Many of our students were successful in receiving out of zone offers for different high schools offering specialization pathways for students. A small percentage of students attend Catholic and Independent High School sites.

## Relevant history screening

Kilkenny Primary School and Preschool is fortunate to receive the support of many parents and volunteers that provide valuable assistance in a variety of ways. This includes coaching sporting teams, providing support in Kitchen and Garden lessons, library assistance, fundraising and whole school community events, Governing Council, attending excursions and listening to students read.

To work with children and young people in Government Schools, volunteers are required to comply with the screening and training requirements outlined by the Department for Education prior to voluntary work commencing.

Kilkenny Primary School allows for external therapists and providers to come on site once all relevant documentation and clearances have been supplied and sighted.



# 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	45
Post Graduate Qualifications	12

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	1.0	31.2	0.9	10.1
Persons	1	34	1	16

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

## Financial statement

Funding Source	Amount
Grants: State	\$13,016
Grants: Commonwealth	\$6,088
Parent Contributions	\$146,612
Fund Raising	\$19,462
Other	\$109,000

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.

## 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 category (where applicable to the site)	Improved wellbeing and engagement	Identified students attended small group intervention sessions with Wellbeing Leader to develop social skills, self-regulation skills and mindfulness learning.	Increased engagement in the classroom and decreased behavior in the yard.
Targeted funding for Improved outcomes for non-English speaking children	Improved outcomes for students with language or dialect differences to extend on the vocab used to describe ideas such as feelings and safety. Book packs were also put together to support levels of questioning to develop comprehension skills.	Literacy funding was used to purchase new books to support learning on topics of interest in particular EALD Teacher and SSOs supporting remedial reading intervention through Read Write Inc. Fresh Start learning programs.	Literacy indicators showed better engagement with texts, making meaning and representing aspects symbolically. Increased data in phonics mastery and reading comprehension.
	Inclusive Education Support Program	To support students with a verified disability/learning plan through targeted individual funding packages to support their learning needs for them to be successful in navigating and engaging in the preschool space and experiences. The children were supported to learn and follow routines successfully through task analysis support helping them to develop their independence. An additional ten children were provided support within our site allocation to support skills such as social norms and regulation alongside providing additional support to classroom programs designed by the Department for Education to support their own literacy skills.	Increased student engagement, learner level of social skills increased as they were able to successfully engage with the support of an educator or develop a communication method that saw their needs being met. This allowed them to engage and learn successfully alongside their peers. Children were given support to be able to engage in larger group times, which facilitated their inclusion within the group and over the course of the year.
Inclusive Education Support Program	Improved outcomes for general & isolated students - Aboriginal students - numeracy and literacy including early years support	1:1 and small group intervention in RWI and Maths intervention. AET working alongside the teacher to support individual learning plans for individual students.	Increased engagement in lessons and development of identified skills. opportunity to engage and learn successfully alongside their peers. Children were given support to be able to engage in larger group times, which facilitated their inclusion within the group and over the course of the year.
Targeted funding for groups of students	First language maintenance & development Over the course of 2022 we communicated with families using alternative pathways such as making alternative pathways support	utilised the interpreter services arranged through bilingual support to and hold learning conversations to support the special options process.	Children were able to develop basic language skills to engage in learning, peer to peer socialization and foster a sense of belonging.
Improved outcomes for non-English speaking children who received bilingual support			
Program funding for all students	Australian Curriculum educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Providing teacher training and development for all staff on Student Free Days. Provision of site improvement plan training for teaching and ancillary staff	Meeting site improvement challenge of practice and success criteria.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Education Teacher (AET) timetabled to work with Aboriginal students 1 day per week to support high achievement and cultural/identity development.	Positive outcomes in literacy, numeracy and attendance
	Better schools funding	Better Schools funding was targeted for a group of Upper Primary Aboriginal students to support and incorporated more hours for ACEO.	Targeted students more engaged in schooling and learning.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Learning plans developed with teacher, student, parent.	Classroom teachers provides reasonable adjustments.