



# Laura Primary School and Laura Preschool Centre

## 2022 annual report to the community

Laura Primary School Number: 220

Laura Preschool Centre Number: 6631

Partnership: Upper Mid North

Signature

School principal:

Miss Leanne Opperman

Governing council chair:

Mrs Christie Sargent

Date of endorsement:

30 March 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Laura Primary School is a small rural school situated in the mid north of South Australia. The total enrolment for the school in 2022 was 65. We had 11 students in the preschool, 16 students in the reception/year 1 class, 17 students in the 2/3 class, 14 students in the 3/4 class and 18 students in the 5/6 class. We also had 30 students cared for by our rural care team representing 26 families in the community. Laura Primary school is an integrated site educating children from birth through to year 6. Preschool sessions are on every Tuesday and Wednesday plus alternative Mondays in term 4. Our 2 worker Rural Care Program operates 5 days a week.

The school classrooms are spacious, well resourced and air conditioned. The grounds offer large outdoor ovals and play spaces which are conducive to student learning and wellbeing. We have a large multipurpose facility which is utilised by all classes for learning, lunchtime activities, school assemblies, out of school hours care and for physical activity in wet weather.

Our vision is to encourage staff and students to achieve excellence in all areas of the school and have confidence in their abilities – be brave, be great, strive for excellence – no excuses. Our current school values are respect, honesty and perseverance and we have a significant focus on kindness.

The leadership team consisted of the Principal and Business Manager. The intervention teacher provides support to the leadership team and classroom teachers to further support students to develop their literacy and numeracy skills. Staff at Laura Primary School are very dedicated to fostering a positive and supportive learning environment for all children.

Our Site Improvement Plan this year focused on improving reading and high band achievement in numeracy. In Reading, for year 5 students we had 91% of students in high bands or just below and in year 3 we had 73% of students at or just below high bands. In Numeracy, for our year 5 students we had 63% of students in high bands or just below and 36% of our year 3 students in high bands or just below. Our PQIP goal was for children to engage with texts and make meaning through print. The Preschool students demonstrated steady improvement in their phonics assessment across the year, increasing from an average score of 16 out of 36 in term 1 to an average score of 27 by the end of term 4.

Students at Laura are active in a wide range of extra-curricular activities. They are very active at school and many participate in a wide range of sporting activities (SAPSASA, interschool sports and sport specific coaching) as well as local sport. There is a strong instrumental music program providing year 5/6 students with the opportunity to learn a musical instrument and participate in the school band.

School events are well attended by parents, families and local community members. We have 3 school assemblies a term which are run by the students and awards are given for students who are showing progress in their learning, to those who are supporting our school values and those who are showing kindness to others. Each month we also award one student of the month who has excelled in their learning over the month. In 2022, we were able to hold our end of year concert as a celebration of the year and to award outstanding student performance and progress. School fundraising initiatives and working bees are well supported by the parent body.

Some highlights of 2022 include:

- 100% completion of the Premiers Reading Challenge
- Wirrabara Forrest end of year excursion
- School sports day Kindy through to year 6
- National walk and ride to school day
- GRIP student leadership conference
- Travelling Digeribone show & cultural day
- School Participation in the Laura Remembrance Day Ceremony
- Kindy to year 2 Patch Theatre performance
- End of year concert (kindy to year 6 involvement)
- Year 6 and Preschool graduation ceremonies

# Governing council report

2022 was another busy year at Laura Primary School. In 2021 we as a school community had much apprehension about the year ahead, we were without a leader, most of our teaching staff were moving on, morale was low and students were struggling with all of the uncertainty. Fast forward to now it's a new school with great energy, happy staff and students and positive future direction.

Jodie Zwar who as the Principal at Laura at the end of 2021 set us up with a platform to transform the school, she recruited hard and was successful in securing a diverse range of very skilled teachers, worked the budget to allow us a fourth classroom and to compliment this the school was in a place to introduce an Intervention Teacher. Leanne has since provided the leadership and support we as a school have been seeking and I'm thrilled to announce she will be leading the school for the next 5 years. I have been blown away by the achievements of our students which have been shared at Governing Council. I believe we can attribute these great results to the stability within the school, to our very dedicated staff and small class sizes.

The fundraising committee have had huge success with catering events, Mother and Father's Day stalls and raffles raising just under \$3000. The committee are already working on events for next year and desperately need parent support to make each fundraising effort successful, so thank you parents! The Fundraising Committee along with GC have purchased a set of Football goal posts.

Our children are lucky to have a school that has such picturesque grounds. Achievements of the Grounds committee was the installation of the Wirrabara Walk sign which can be seen when driving past the school. Our annual working bee was in October, with support of parents and students we were able to get a lot of jobs ticked off the list giving the school a fresh look. It was great to see students come along and help out, you can see the pride they have in keeping the school looking lovely.

A special mention to the grounds and fundraising committees along with parent support, back in October Laura celebrated its 150th Birthday celebrations. The school hosted the Sunday morning breakfast and roll call, a lot of time was volunteered by parents to come and prepare the school grounds for the weekend and to cook breakfast for the large crowd on the Sunday morning. It was a very special event in Laura's history and even more special that our school and students were included in the celebrations with many stories and of memories shared amongst past scholars with current students.

We at Laura Primary School are in a strong financial position thanks to the rigorous budgeting process, we are able to again invest into the students by offering four classes which means smaller numbers in each class along with this schools ability to continue to have an intervention teacher. This is an amazing resource and an investment that will benefit every student's learning.

The Rural Care, playgroup and OSCH committee was a new committee set up this year with the purpose for promoting a connection between these services. This has been a great forum for these services to have a voice in the school, we as a community are very fortunate to have rural care and OHSC to support local families with options for child care and a playgroup that offers a variety of activities for children and families.

It was an honour to be invited to the year 6 graduation night, listening to all the students speak about their highlights, experiences, and challenges through primary school. They have developed relationships with fellow students and staff and have grown confidence in themselves. Graduating class be proud of yourself you have worked hard, begin to dream of what the future has in store for you, there are endless opportunities, embrace these challenges not shying away from them and enjoy the journey ahead.

## School quality improvement planning

Our 2022 Site Improvement Plan (SIP) has two goals. The first of the goals has a literacy focus with an explicit focus on the teaching of reading so students could develop a wide range of reading strategies. Staff worked collaboratively to further expand their understanding of the big 6 components of reading and how to best incorporate this into the teaching of learning. Collectively as a team, we developed a structure with what we had learnt were the essential components to daily literacy blocks. With the support of the Literacy Guarantee Unit, the delivery of Jolly Phonics and Jolly Grammar in our Reception and Year 1 class was refined with outstanding outcomes. In addition to this staff undertook professional development to upskill in the area the STAR reading assessment and followed a consistent assessment schedule with all classes. Data from the assessments was shared and analysed in staff meetings across the year.

In NAPLAN reading all year 5 students were at or above SEA and 9 of 11 year 3 students were at or above SEA. In addition to this 91% of year 5 students were in high bands or just below and 71% of year 3 students were in high bands or just below. In the year 1 Phonics screen, 7 out of 9 or 77% of students were at benchmark compared to 26% of students in 2021. The average score in the phonics screen increased from 24 in 2021 to 33 in 2022.

Although it was not explicitly outlined on the SIP, the Dibels assessments were conducted with all students twice and these results were used to help inform the decision around what students were included in MacqLit or MiniLit intervention or in a tailored intervention program focussed on reading. The Dibels data was analysed by staff and was instrumental in shaping the learning design for specific cohorts. In addition to this, the Dibels data highlighted a need site wide to focus on oral reading fluency, strategies to address this were identified then implemented across all classes. The consistent implementation of the Jolly Phonics program led to only 4 students requiring MiniLit intervention compared to 8 in the previous year. This allowed us to expand our intervention to include using MacqLit to support reading development with our year 2 to 6 students.

In terms of numeracy, the school participated in the Back to Front Maths professional development program targeted at students improving understanding of number concepts. As a result of the professional development staff collected data which then informed programming and teaching practice. Students were exposed to specifically designed learning activities to address their individual mathematical misconceptions, to a range of problem solving strategies and expected to be able to articulate their thinking verbally or in a written format.

In NAPLAN numeracy all year 5 students were at or above SEA and 9 of 11 year 3 students were at SEA. In addition to this 63% of year 5 students were at high bands or just below and 71% of year 3 students were just below or in high bands. The pre and post diagnostic test from the Back to Front Maths Program indicated over 1 year growth in the 2/3, 3/4 and 5/6 class over a 3-term period.

In relation to our ESR direction of using a range of student data to inform teaching practice, teachers regularly analyse a range of student data to inform learning design. This includes PAT, NAPLAN, STAR reading and attendance data to set learning goals with students. In addition to this, teachers used the data outlined above and Dibels, essential assessment and back to front maths diagnostics to inform teacher practice.

Looking forward in 2023 we will continue to have a focus on students achieving and maintaining high band achievement in literacy (specifically reading) and numeracy. The Preschool improvement focus in 2023 is for children to extend their understanding and use of number and share their mathematical thinking. Both improvement plans will be supported by the implementation of evidence based high impact teaching strategies in all classes.

## Preschool quality improvement planning

In 2022 our PQIP had 1 goal which was for children to engage in texts and make meaning. Educators worked with children to engage in print (reading and writing), developed students' awareness and understanding of letters and letter like markings and using print to convey meaning (labelling and writing of names). Educators spent a significant amount of time on the planning cycle (planning for and the evaluation of student learning). Staff worked collaboratively to collect raw data, collaboratively analyse the data which allowed them to make informed decisions about future curriculum design. This work was heavily supported by the local education team and curriculum and learning division.

Educators collected TROL PA data 4 times throughout the year. This data recorded students progress in communicating personal experiences, asking questions, using varied vocabulary, understanding and following instructions, responding to questions, rhyming and identifying initial sounds in words. In term 1, the average score was 16.78/36 and by term 4 the average score was 27.67/36. Each of the children showed growth between each of the data collection points and collectively the whole cohort showed growth in the areas of using varied vocabulary and understanding and responding to questions.

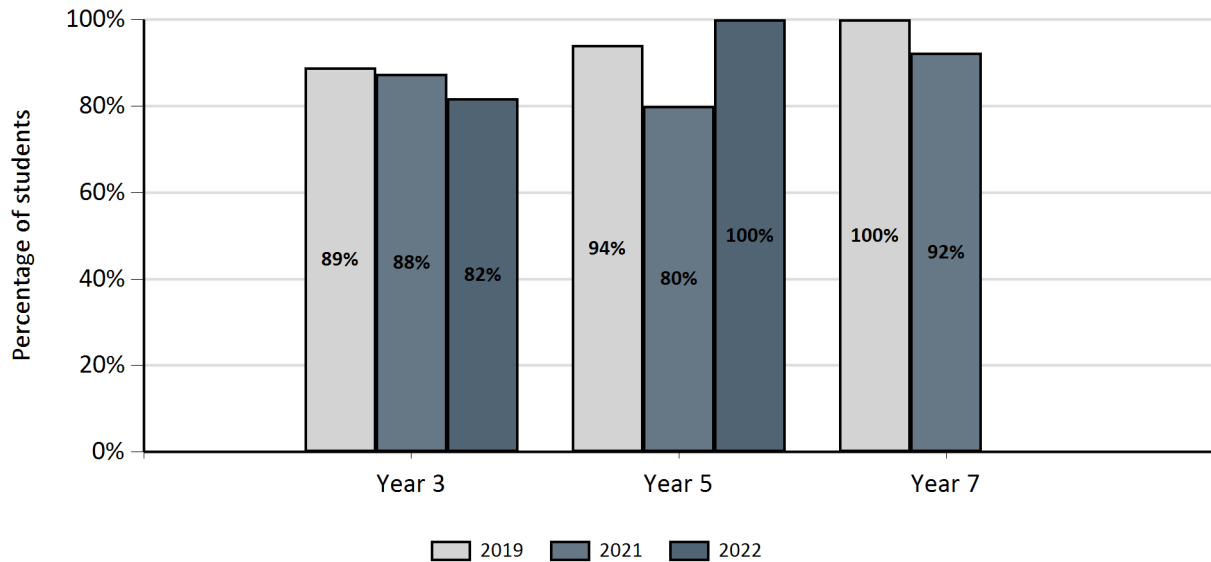
During the year the daily mark making routine was established and by the end of the year children consistently drew pictures and had their voice recorded by the educators. At the end of the year, educators noticed that children were beginning to form letters and were starting to write from left to right on the page as compared to early in the year when the majority of the entries reflected initial mark making attempts. Educators also noticed and improved ability for children to be able to verbalise their thoughts as the year progressed. Parent feedback indicated that children were more interested in recognising the letters in words and wanting to practice writing their name at home.

# 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

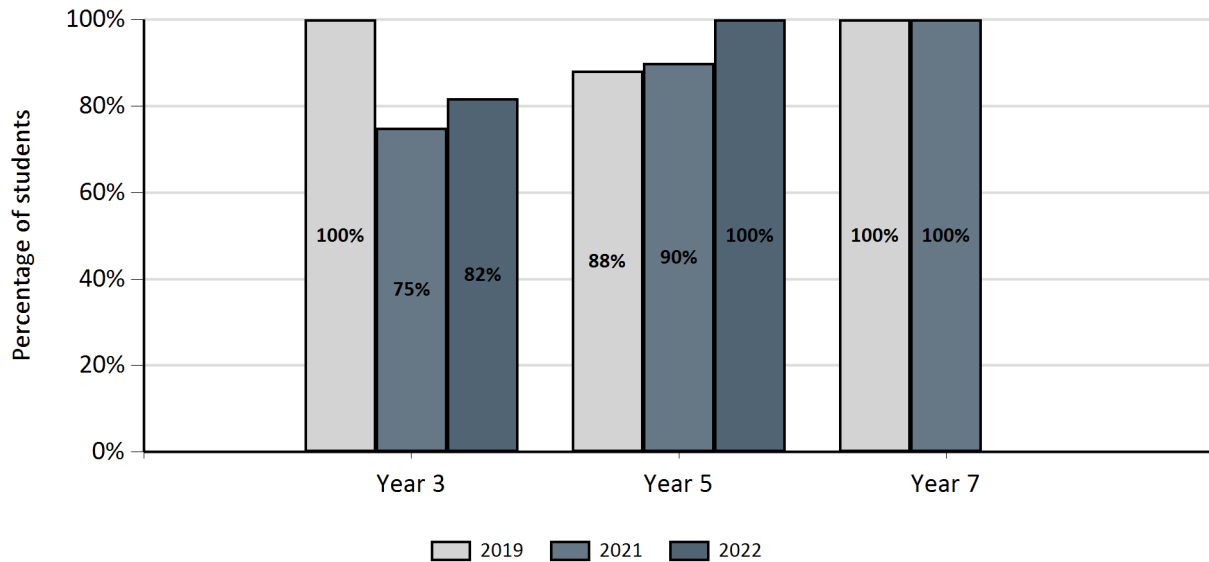


\*NOTE: No NAPLAN testing was conducted in 2020.

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	11	11	3	2	27%	18%
Year 03 2021-2022 Average	9.5	9.5	2.0	2.0	21%	21%
Year 05 2022	11	11	6	3	55%	27%
Year 05 2021-2022 Average	10.5	10.5	4.5	2.0	43%	19%
Year 07 2021-2022 Average	13.0	13.0	6.0	6.0	46%	46%

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

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

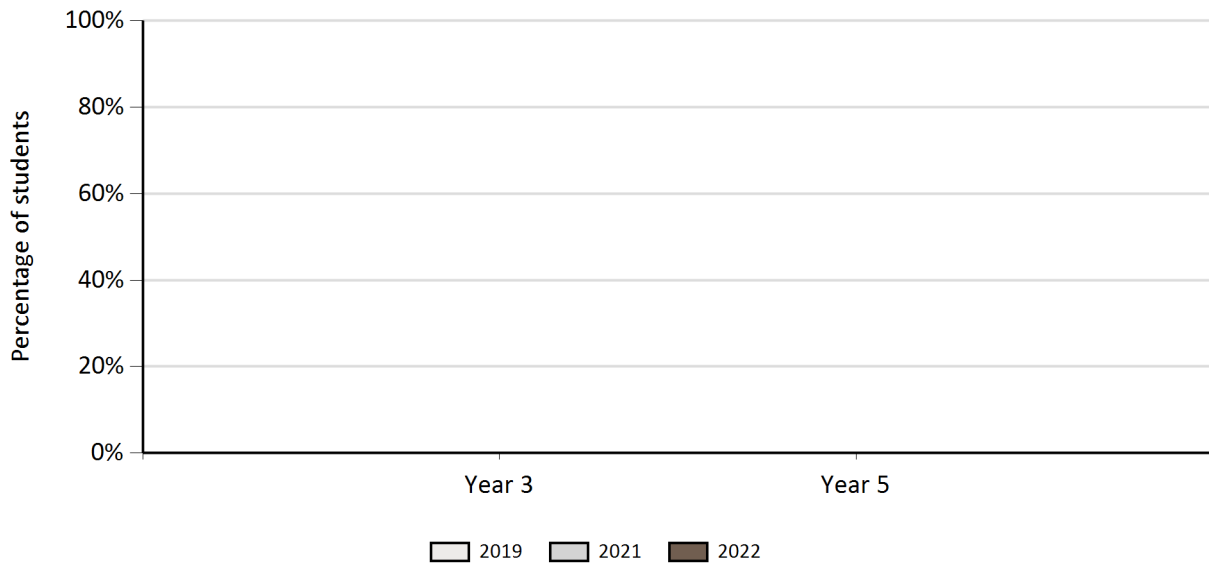
<sup>^</sup>includes absent and withdrawn students.

\*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



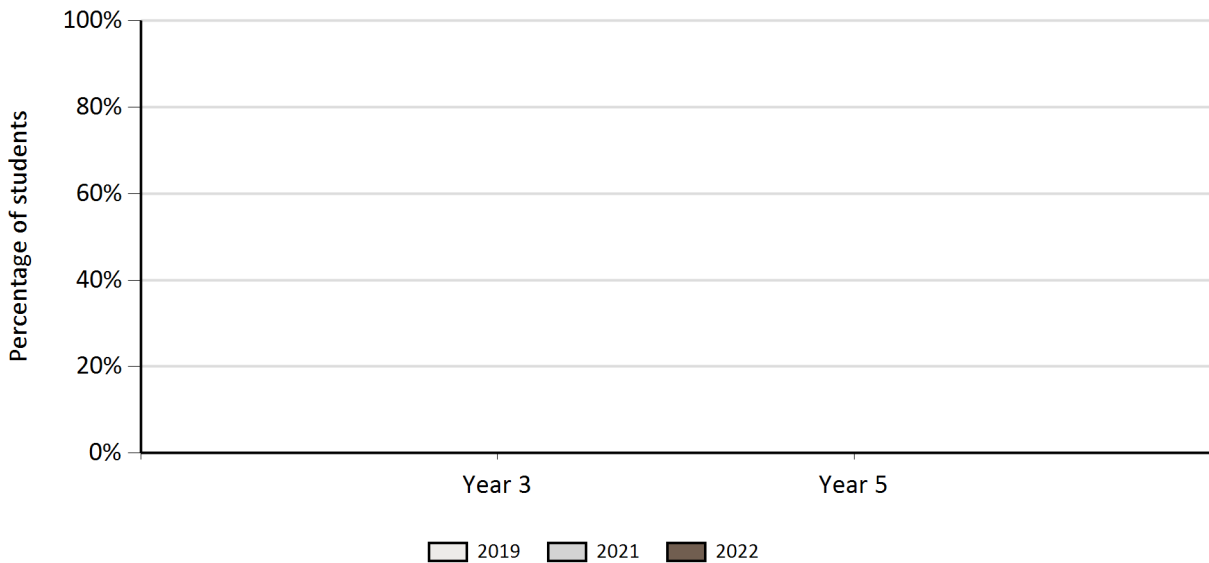
\*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 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: Tracking & Monitoring

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

Aboriginal students were tracked within the whole site data collection and through the various literacy intervention programs at the school. Each of our Aboriginal students were included in on or more of the literacy intervention programs (MiniLit, MacqLit or tailored interventio) whereby the program requires regular check ins at the end of each 4 week period. Each of our Aboriginal students have their progress measured against SEA for NAPLAN and PAT testing and also in terms of growth between each testing period. Attendance data was is regularly analysed and phone conversations were help with families of students with any attendance concerns. The data sets were also shared with and analysed by our ACEO when appointed, with a particular reference to attendance and literacy intervention and phonics check ins.

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

In 2022, each of our Aboriginal learners were involved in either MiniLit or MacqLit for a portion or all of the year. In relation to PAT Maths testing 6 out of 7 of our Aboriginal learners were at SEA and 100% had achieved growth from the previous year. In PAT reading 3 out of 7 students were at SEA and 100% had achieved growth from the previous year. In the NAPLAN testing with year 3 students 50% of students were at SEA in each of the components of the NAPLAN testing. One year 3 Aboriginal student was in band 4 for each the NAPLAN components. There were no Aboriginal students in the year 5 cohort.



# School performance comment

In both NAPLAN reading and numeracy all year 5 students were at or above SEA all students demonstrated proficiency. In addition to this 91% of year 5 students were in high bands or just below in reading and in numeracy 63% of students were in high bands or just below. This reflected a 17% increase in numeracy high band achievement when compared to 2021 and a 24% increase in reading. In NAPLAN in year 3, 82% of students were at or above SEA (and demonstrated proficiency) in reading and numeracy. In addition to this 71 % of year 3 students were in high bands or just below in in reading and in numeracy 36% of students were in high bands or just below. This reflected a 7% decrease from the previous year in numeracy high band achievement and a 14% increase in reading.

As we are a school with small numbers in the classes who sat NAPLAN in 2022, small changes in the number of students can cause significant changes in the percentages of students represented in the results. This makes it difficult to compare cohorts but also may show dramatic changes from year to year which may only reflect a change an increase or decrease of 1 student.

PAT Reading & Maths achievement

Year 3 - 8/11 students at SEA (72%)

Year 4 – 7/8 students at SEA (87.5%)

Year 5 – 11/11 students at SEA (100 %)

Year 6 - 5/7 students at SEA (71%)

In total this equates to 31/37 (83% of students) who participated in the NAPLAN testing were at or above the SEA. The year 5 cohort saw a significant increase in the number of students in both reading and numeracy who were not at SEA in the previous years testing and achieved SEA in 2022. In addition to this, the majority of the students in this cohort significantly increased their scale score when compared to the previous year.

In the year 1 Phonics screen 7 out of 9 or 77% of students were at benchmark compared to 26% of students in 2021. The average score in the phonics screen increased from 24 in 2021 to 33 in 2022.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	93.2%	94.9%	88.9%	94.4%
2020 centre	91.7%		80.0%	98.3%
2021 centre	100.0%	25.0%	44.6%	100.0%
2022 centre	81.0%	67.7%	45.2%	77.8%
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	92.6%	84.6%	90.7%	89.9%
Year 1	94.7%	91.0%	92.2%	88.5%
Year 2	93.5%	90.1%	93.5%	89.0%
Year 3	96.1%	91.0%	96.6%	88.1%
Year 4	90.5%	94.0%	92.2%	85.8%
Year 5	93.6%	88.4%	92.1%	87.6%
Year 6	95.5%	90.3%	88.8%	86.3%
Year 7	95.3%	92.5%	90.8%	N/A
Total	93.9%	90.3%	92.0%	88.0%

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

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

## Attendance comment

The overall attendance at Laura Primary School was 88% which was 4% lower than in the previous year. As for all schools our attendance this year was severely impacted upon by COVID 19 testing and isolation requirements. Our reception students had the highest level of attendance of 89.9% which is not a common historical trend. This was closely followed by the year 2 students at 89% and then the year 1 students at 88.5%. Our lowest level attendance was in the year 4 cohort with an attendance rate of 85.8%, which also hasn't been a consistent historical trend with a 96% attendance in 2021.

Student attendance is regularly monitored by staff, the analysis of this data (patterns of absence) became significantly easier when we implemented the school management system Sentral. Parents are proactive in informing staff of upcoming and unexpected absences through Seesaw messages, SMS to the school mobile or a phone call to the front office. Teachers follow up absences after 2 to 3 consecutive days with a phonecall. Chronic and habitual non attenders are monitored by leadership. Individual historic student attendance data is monitored and students and teachers use this in goal setting

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	12	11	11
2020	15	N/A	15	15
2022	11	11	11	20
2021	8	8	7	11

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

In 2022, there was a significant focus on developing positive class and yard culture. This included the development of a restorative justice approach to SBM incidents whereby students are required to reflect on behaviour and are supported to resolve any disputes with the support of staff. This has led to greater accountability and honesty of student involvement across the year. Staff regularly communicate with parents around significant and ongoing behavioural concerns and also in the case of positive learning behaviour. Support for specific students has been provided by the Behaviour support coach through regular meetings with relevant staff. The upcoming focus will be for the whole site to undertake Berry Street training to further develop the SBM procedure and practices within the school and also to formalise the SBM policy. There were a small number of incidents recorded on EDSAS and the number of suspensions decreased across the year.

## Parent opinion survey summary

In 2022 we had 36 parents respond to the Parent Engagement Survey. In comparison to 2021, in general the number of parents who strongly agreed with the majority of the statements in the survey increased and the number of parents disagreeing or strongly disagreeing has decreased.

- 87% of parents agreed/strongly agreed with the statement that they felt their child was important at the school, reflecting a 29% increase from 2021.
- 81% of parents agreed/strongly agreed with the statement that the school communicates effectively, a 27% increase from the previous year.
- 81% of parents agreed/strongly agreed with the statement that teachers and students are respectful which was a 39% increase from the previous year.
- 40% of parents indicated that they would like more help in supporting their children's learning.

In relation to communication channels parents identified that they used/preferred various communication channels such as school newsletters, text messages, apps and parent teacher interviews. The preferred method of communication for our parent group was Seesaw, with a number of parents commenting on the use of Seesaw to share student learning. A large proportion of the parent responses indicated that the school was a respectful place and that they felt their child was valued at the school. Several parents commented on the significant improvement in school culture through supportive school staff focused on improving the culture of learning. 90% of parents viewed education as important and 87% of the parents stated that they talked with their children about school/learning.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
220 - Laura Primary School	200.0%	200.0%	200.0%	180.0%
9027 - St Joseph's Parish School	0.0%	0.0%	0.0%	20.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	28.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	42.9%
WA - LEFT SA FOR WA	2	28.6%

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

Students from Laura Primary School primarily feed into Gladstone High School with a small number of student attending local non government schools, typically St Marks College and Mid North Christian College in Port Pirie. Of the 9 students who were eligible to attend Laura Primary School from our onsite Preschool, 6 enrolled at Laura Primary School.

## Relevant history screening

Laura Primary School continues to follow the Department for Education History Screening Procedures as we value the support of our school community volunteers. We ensure that processes are followed with the WWCC and RRHAN training. Laura Primary school has a handbook which contains guidelines, procedures, responsibilities, volunteers application forms, screening checklists and volunteer site induction checklists. Since COVID-19 we have seen a decrease in volunteers in the school, this will be an area for us to focus on redeveloping in 2023.

# 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	11
Post Graduate Qualifications	3

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	7.2	0.0	4.3
Persons	0	8	0	9

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

## Financial statement

Funding Source	Amount
Grants: State	\$1,512,632
Grants: Commonwealth	\$1,700
Parent Contributions	\$19,227
Fund Raising	\$3,108
Other	\$9,405

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	All staff participated in the growing with gratitude professional development and embedded positive wellbeing activities into daily routines. Staff who were untrained in play is the way were trained and these approaches were adopted site wide. Intervention teacher and leadership to support students with wellbeing concerns (Principal trained in Berry street, to be implemented site wide in 2023 including at the Preschool and Rural Care).	Improved learner engagement in classes and a whole school approach to understanding student wellbeing planned for implementation in 2023.
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	SSO hours for staff to work with student in class or in small groups (Quicksmart numeracy intervention, MacqLit literacy intervention).	Improved literacy, numeracy and wellbeing outcomes for the students involved.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Rural and isolated funding was used in order to support student transportation to school and Preschool excursions and costs associated with incursions at the school.</p> <p>An ACEO employed for part of the year 9 hours a week to provide in class support for Aboriginal students, provide reading to support for R to year 2 learners and also a specified time allocated to each students explore their own individual culture and history.</p>	<p>Students were provided with educational experiences (Digeribone) that they would not normally be able to access.</p> <p>Aboriginal students, support in class and individually and increased connection to local culture for all students.</p> <p>Literacy and Numeracy improvements for students in the intervention program.</p>
Program funding for all students	Australian Curriculum	<p>Resources and professional development aligned to the SIP - increasing number of students in high bands in numeracy</p> <p>Resources purchased to track and monitor student growth against Australian Curriculum standards (essential assessment). Professional development and resources.</p>	Retained a significant proportion of students in high bands in numeracy, refinement of agreed approaches to teaching numeracy at Laura Primary School. Students using essential assessment data to set individual learning goals against AC achievement standards.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Funding was primary used to provide additional funds to employ a Intervention teacher 3 days a week to support MiniLit and MacqLit intervention and also Numeracy Intervention and support for students and classroom teachers	Staff and students more aware of student progress in intervention. Individual students making significant progress in areas they are provided support with.

Other discretionary funding	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding was used for educators to purchase mark making resources which were used in professional learning. A5 learning journals were purchased for each child to record and document their mark making in.	Evidence of student progress in learning documents and greater understanding of mark making progression with educators.
Inclusive Education Support Program	No funding was used in 2022.	No funding was used in 2022.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable.	Not applicable

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