



Littlehamp Primary & Presch

Littlehampton Primary School and Littlehampton Preschool

2022 annual report to the community

Littlehampton Primary School Number: 225

Littlehampton Preschool Number: 1829

Partnership: Heysen

Signature

School principal:

Mrs Suyin McDonald

Governing council chair:

Lea Hague

Date of endorsement:

17 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Littlehampton Primary and Preschool School caters for students from Reception to Year 6 and has a school-based Preschool. It is situated 35kms from the Adelaide CBD. The enrolment in 2022, as at the February census, was 408 (353 school and 55 preschool). Enrolment at the time of the previous review was 440. The local partnership is Heysen. The school has a 2020 ICSEA score of 1063 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school population includes 1% Aboriginal students, 2% students with disabilities, 6% students with English as an Additional Language or dialect (EALD) background, 1 children/young person in care and 17% of students eligible for School Card assistance. The school leadership team consists of an Acting Principal, an Acting Deputy Principal and an Acting Coordinator, all in the 1st year of temporary roles. There are 26 teachers including 2 in the preschool, 3 in the early years of their career and 13 Step 9 Teachers. We have 6 straight and 7 composite classes. Strong links are fostered between the preschool and primary school by implementing programs that align with school foci, conducting informal transition visits to classrooms in Term 4 to familiarise children with teachers, new learning spaces and to participate in a variety of school-based activities including shared pupil free days, professional development and staff meetings. Highlights for 2022 include welcoming parents back on site for many school events including assemblies, sports days, fundraising events such as the Spring Fair and as volunteers to support in a range of school and extra activities. The Parents and Friends group is very active and they have been instrumental in providing extra events for the students over the year including food fundraising events, craft stalls, school disco and the end of year fun day. There were a large number of students who represented Littlehampton in various sports and other extra curricula events such as Reader's Cup, ICAS competitions, Children's University, the Leadership summit and conference and the Premier's Be Active and Reading Challenge. We also had a very strong Performing Arts program this year with many students being part of the senior choir (who performed at the Festival of Music), our instrumental music program, were part of the school band and who participated in many community performances. We had a number of programs to support students. Our EALD (English as an Additional Language or Dialect) program which was again implemented by Narelle Thomas, supporting 23 students. Joey Traeger continued to work as our Pastoral Care Worker (PCW), and has been an integral part of our whole school wellbeing approach. Joey has continued to run 'What's the Buzz' with our year 3 classes, organised lunch time activities and supported numerous students and teachers in the classroom and at many school events. Barb O'Connor has catered for our stretch and extension students with a new program called "ROAR", and continued to drive the work of our Library Legends, Book Week and Readers Cup. Barb has also continued to work successfully alongside teachers and students in lessons to promote curiosity and engagement through inquiry learning. Brigitte French (DP) continued to work in the role as Student Well Being Officer as well as taking a lead role in the Preschool. Suyin McDonald (Principal) worked with Mandy Betts (Coordinator student support and curriculum) in planning and implementing intervention programs for particular students, small groups and whole school.

Governing council report

I would like to thank all serving members of the Governing Council. This year has seen many changes but has also been a year for embedding some of the great work done previously, as well as reaping the rewards of hard work in previous years.

Staffing: The LPS leadership team stepped up again in 2022 to navigate some changes and unknown circumstances. 2023 will bring more changes and different approaches as we welcome our new Principal, Barb Jenkins, and farewell Suyin McDonald.

OSHC: An absolute highlight of the GC year was the opening of our brand new OSHC facility. There were many delays and challenges along the way, but the finished product was officially opened in late 2021 with great fanfare and immense pride for all involved. Congratulations must go to all members of staff, GC, and Finance Committee, (both past and present). The hard work that paid for and managed the new OSHC build should not be under-estimated.

COVID: Our thanks go to all school staff who weathered the many challenges presented by COVID. We were fortunate that the school did not experience the major responses needed in some other schools around Australia.

Finance: The finance committee are to be thanked for their absolute vigilance of school and OSHC budgets during another challenging year. Ensuring we could pay for our beautiful new OSHC was an important part of their role this year.

Policies This year the GC reviewed and approved several policies for the school and OSHC. These included: Bullying Policy, Attendance Policy, ACECQA policies reviewed (OSHC), Child Safe Environments Policy (OSHC), Pandemic Management Policy (OSHC)

School Projects and Programs: The Governing Council have also been kept informed about many additional projects and programs occurring through-out the school, including Quality Improvement Plan, School Direction Group, NAPLAN results, School Survey, Student Wellbeing Survey, Breakfast Program, Book Week celebrations, Sports Day, ROAR Enrichment and Extension Program, Wellness and Engagement Explorer, Staff Professional Development, Children's University, Kitchen Garden Program, Materials and Services fee poll, New buildings and site maintenance.

Student Leadership Group: We were fortunate to have visitors from the student leadership group at GC meetings this year, and they certainly brightened up our meetings with their great humour and excitement about their learning experiences.

School quality improvement planning

The goals of the Site Improvement Plan (SIP) were prioritised throughout the year, which was reflected in our whole school adaptation and implementation of strategies and processes to improve teacher knowledge, understanding and pedagogy. At the end of Terms 1-3, teachers, in learning teams reflected on the actions in the SIP using Step 4 Improve Practice & Monitor Impact. All learning team responses were collaborated, reflected upon and next steps shared with staff to continue planning for forward progress. This process will continue in 2023 with termly planning to continue to focus on our Challenge of Practice - differentiation across numeracy and literacy.

In 2022:

Goal 1: To increase student achievement in literacy, with a focus on writing R-6. Our priority was to provide rich writing opportunities that supported differentiation but also delivering explicit teaching of writing conventions appropriate for that year level. We aimed to consistently embed learning intentions in lessons and use Brightpath (BP) levels to inform teaching practice, support lesson planning and co construct with students, their next steps for learning.

Outcomes: Teachers explicitly taught writing conventions according to the Australian Curriculum achievement standards and literacy learning continuum. They provided multiple opportunities for students to engage in a wide range of genres. BP and Read Write Inc (RWI) continued across the school to support differentiation, explicitly teach specific knowledge, provide feedback, undertake individual progress discussions, set goals and understand next steps for teaching. RWI results were used each term by junior primary teachers, to assess individual student growth and differentiate content and pace accordingly. Teachers used Brightpath, pre and post data, moderation and scale scoring to work with students individually to set next step writing goals to strengthen knowledge, skills and understanding. We shared pre and post data for Brightpath moderation and discussed the changes students had made to their work. In addition, our Visible Learning tools were implemented to enable teachers to reflect on practice and make necessary changes to pedagogy.

Two staff members attended the Brightpath sessions and more work with the BP consultants is planned for 2023

Goal 2: To increase student achievement in numeracy with a focus on number R-6. Our priority was to improve teacher knowledge and understanding of the Big Ideas in Number (BliN) across the school and implement rich differentiated learning tasks that included formative feedback to inform next steps. Hands on opportunities were also provided for students to demonstrate their mathematical understanding and consistently use mathematical vocabulary.

Outcomes: We worked intensely with Sarah Centofanti (Numeracy department lead) to improve teacher capacity around BliN, differentiation in student learning tasks and time and resources were provided for all staff to undertake the BliN diagnostic testing for students of concern. Two staff members and leadership were part of the Numeracy Be Brave and Lead program. Significant time was invested in unpacking the PAT M and NAPLAN numeracy data to identify areas requiring further improvement and students that will be priorities in 2023 to push into or remain in high bands or reach SEA.

Preschool quality improvement planning

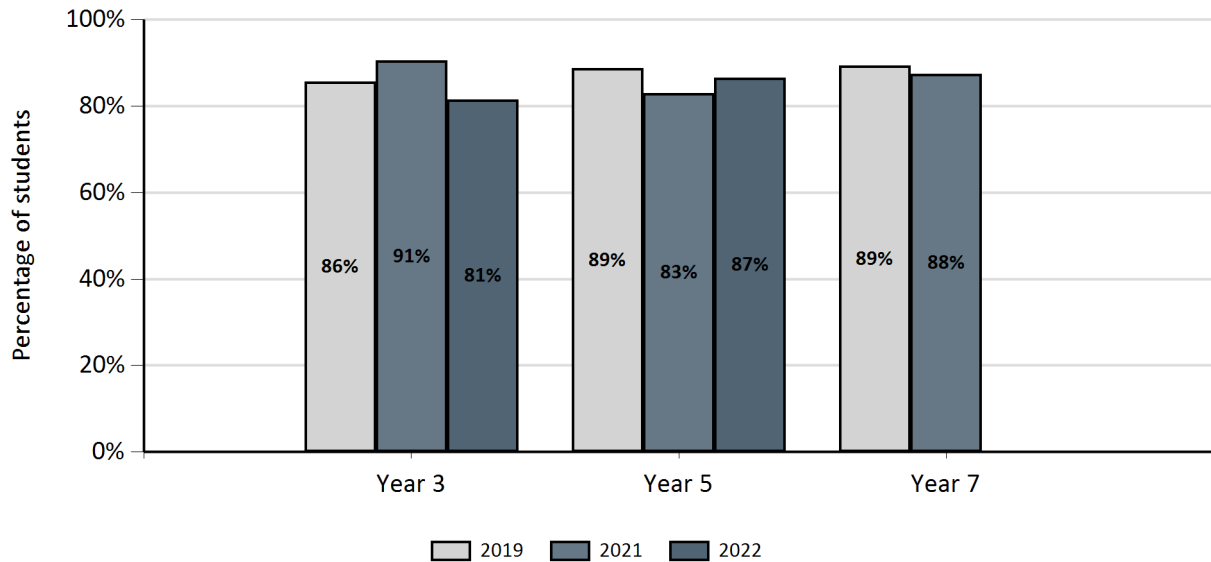
In 2022 we continued to improve learning outcomes for literacy and numeracy through our goals of increasing sophisticated vocabulary. Through the use of Seesaw, we have been working on streamlining communication and providing clarity around children's learning. We have welcomed parents' onsite more and more as the year progressed and it has been fantastic having them more involved. Highlights have been parents being involved in incursions on-site and parent information sessions for transitions. Evelyn attended a Kodaly Music course over the holiday breaks and has brought this focus into the Preschool, which incorporates music, rhymes, songs and other comparative language. Our PQIP goals and review of outcomes are as follows: Goal One: Strengthen children's ability to communicate numeracy and mathematical ideas, language and concepts. Our priority was to implement a consistent site-based approach to support engagement in numeracy, looking to strengthen children's skills to communicate numeracy and mathematical ideas, languages and concepts. Outcomes: Educators introduced many engaging activities around mathematical language. We had two preservice teachers that supported this goal through engaging investigations of house building and bees. Our preschool team had two pupil-free development days working with the Early Years Leader around the planning cycle, data analysis and critical reflections. As a team we developed a Y chart observation lens on numeracy vocabulary and started a critical reflections diary. Our educators were involved in our site Numeracy PLC and explored the vocabulary expected in the Early Years and how this might look in preschool. Goal Two: Strengthen children's abilities to use and understand the language of their world and represent this symbolically. Our priority was to implement a consistent site-based approach to supporting engagement in literacy looking to strengthen children's skills to use and understand the language of their world and represent this symbolically. Outcomes: Educators attended a PFD on differentiation in term 1 and explored how they can deliver a literacy-rich environment that differentiates to all children. Educators visited other Preschool settings to observe documentation, set up of play environments, wondering walls and critical reflections. From this, staff have set up a wondering wall and investigated and set up new provocations around language and exploring new vocabulary. The focus for 2023 will be to continue with increasing children's use of sophisticated language to connect and communicate with their world by intentionally planning, modelling and implementing key vocabulary within rich learning environments.

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

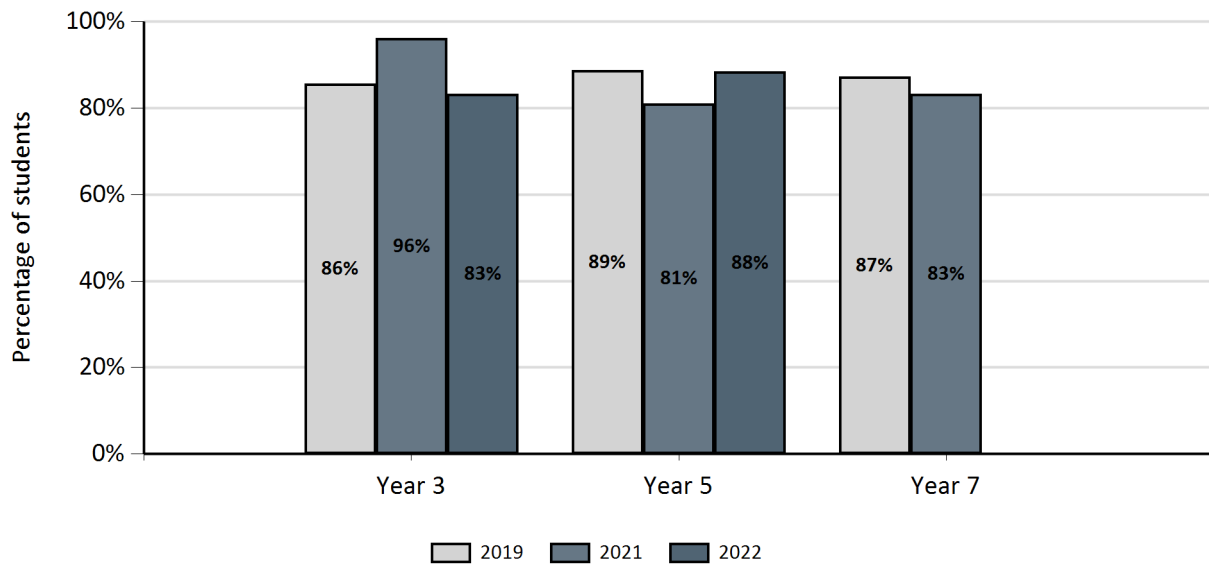


*NOTE: No NAPLAN testing was conducted in 2020.

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	54	54	29	20	54%	37%
Year 03 2021-2022 Average	53.5	53.5	30.0	22.0	56%	41%
Year 05 2022	52	52	26	11	50%	21%
Year 05 2021-2022 Average	52.5	52.5	23.0	11.0	44%	21%
Year 07 2021-2022 Average	48.0	48.0	17.0	20.0	35%	42%

*NOTE: No NAPLAN testing was conducted in 2020.

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

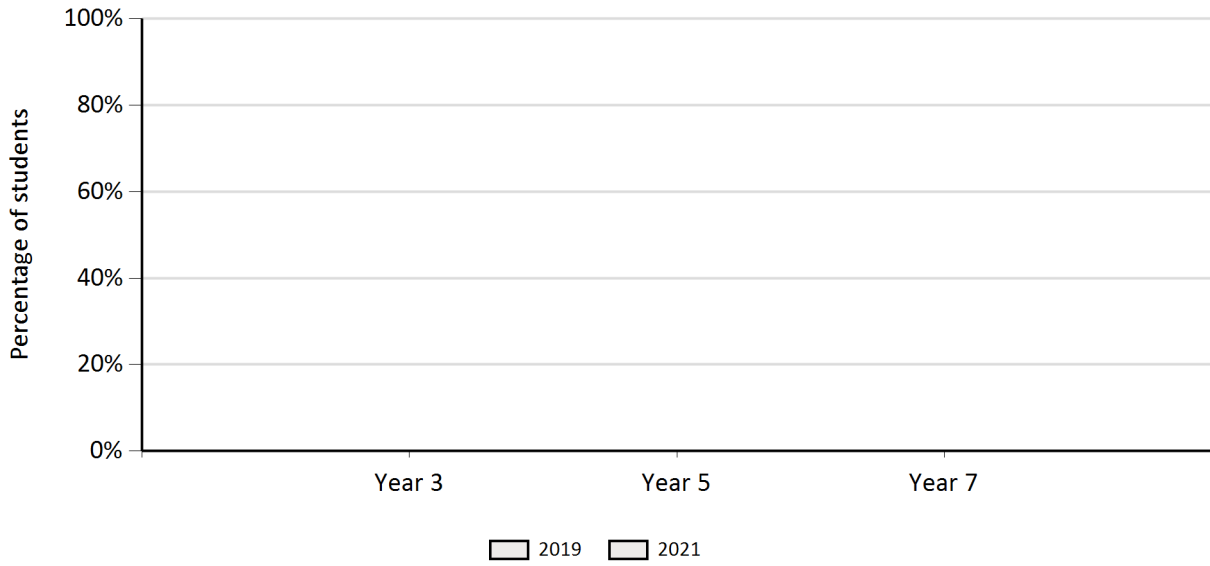
[^]includes absent and withdrawn students.

*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



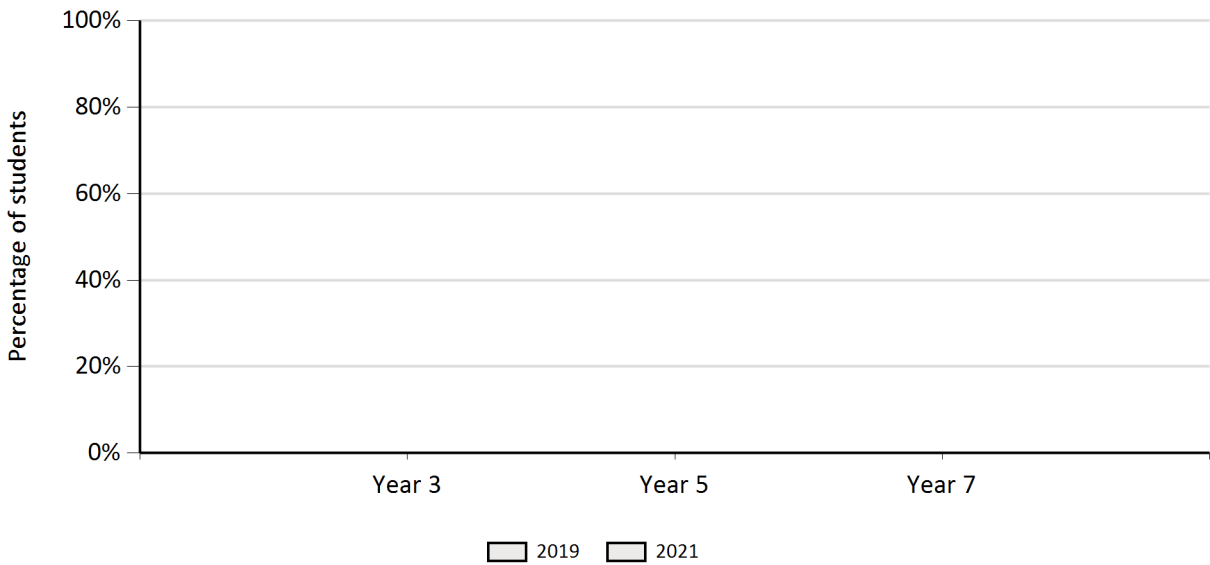
*NOTE: No NAPLAN testing was conducted in 2020.

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 07 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:

Aboriginal Learners participate in all Department for Education mandated testing eg Running Records, PAT. Targeted teaching to put a face to the data and knowing the next steps for learning for each Aboriginal Learner. Tracking and monitoring student progress teachers were able to write a One Plan with SMARTAR goals for students to achieve. The goals were achieved by examining the data in depth. Collected data is recorded on class data sheets and NAPTRACKER and PATRACKER. Data is passed onto next year's teacher.

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

Teachers are aware of who the Aboriginal Learners are at Littlehampton Primary and Preschool have been able to put a face to the data and share with NIT providers to help with learning. Intervention/extension programs have been implemented where needed. Data is collected and analysed according to Littlehampton Primary Schools data schedule.

School performance comment

Our Pat M data reflects a strong growth across the school with most cohorts showing growth. The Year 3 cohort showed the highest achievement of 100% at or above SEA. From Year 1 to Year 6 we had 96% of students at or above SEA. In PAT R our data has fluctuated across the school and cohorts. The Year 3 cohort had 97% achieve at or above SEA, the Year 4 & 5 cohorts both had 95% at or above achieve SEA. From Year 3 to Year 6 we had 91% of students at or above SEA. As a school we have reflected on this and have made a decision to focus on those students that are at SEA and coasting to make sure these students achieve significantly above SEA and or move into growth. As a site, our numeracy goal is aiming to continue with the Big Ideas in Number, formative feedback, rich learning tasks, differentiation and mathematical vocabulary. With our writing goal we want to focus on NAPLAN results in spelling, writing and grammar & punctuation, Brightpath data and use this to give feedback to students, explicitly teach writing conventions, rich writing opportunities and build capacity to use formative assessments. We have also added a Phonics Screening target as this is an area of concern. Flagging students to be reassigned for 2023 with some students to revisit the same test the following year. Reassign students for significantly above SEA. We have given all staff a list of students above and below SEA. We have also highlighted those that are of concern or are coasting from our PAT data.

Our Targets for 2023 are:

Writing Goal:

NAPLAN Spelling

Year 3: 49% of students (24/49) to remain in the high bands

33% of students (16/49) to move into the high bands

Year 5: 33% of students (16/48) to remain in the high bands

44% of students (21/48) to move into the high bands

NAPLAN Writing

Year 3: 54% of students (27/50) to remain in the high bands

26% of students (13/50) to move into the high bands

Year 5: 18% of students (9/50) to remain in the high bands

60% of students (30/50) move into the high bands

NAPLAN Grammar & Punctuation

Year 3: 53% of students (26/49) to remain in the high bands

35% of students (17/49) to move into the high bands

Year 5: 25% of students (12/48) to remain in the high bands

60% of students (29/48) move into the high bands

PHONICS Screening:

Year 1: 78% of students (40/51) to reach SEA

Numeracy Goal:

NAPLAN Numeracy

YEAR 3: 38% of students (20/53) to remain in the high bands

45 % of students (24/52) to move into the high bands

YEAR 5: 22% of students (11/49) to remain in the high bands

69 % of students (34/49) to move into the high bands

PAT Maths - SEA

Year 2 : 60% (32/53) of Year 1 students to be significantly above SEA

Year 3 : 24% (11/41) of Year 2 students to be significantly above SEA

Year 4 : 34% (13/38) of Year 3 students to be significantly above SEA

Year 5 : 24% (11/46) of Year 4 students to be significantly above SEA

Year 6 : 40% (17/43) of Year 5 students to be significantly above SEA

PAT Maths - OPTIMAL

Year 3: 30% (14/46) of Year 3 students to go from concerning/coasting into optimal

Year 4: 21% (8/38) of Year 4 students to go from coasting into optimal

Year 5: 41% (19/46) of Year 5 students to go from coasting into optimal

Year 6: 33% (14/43) of Year 6 students to go from coasting into optimal

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	94.9%	91.8%	96.1%	94.5%
2020 centre	95.1%		86.8%	88.6%
2021 centre	91.0%	88.3%	91.3%	89.0%
2022 centre	92.8%	88.7%	83.5%	80.3%
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	93.1%	91.5%	93.3%	87.5%
Year 1	92.9%	92.8%	91.9%	91.0%
Year 2	94.1%	92.2%	94.2%	91.2%
Year 3	94.3%	91.5%	94.3%	91.1%
Year 4	94.7%	90.8%	93.6%	90.1%
Year 5	93.8%	92.5%	92.2%	93.0%
Year 6	92.4%	91.1%	94.0%	91.6%
Year 7	92.0%	89.8%	92.6%	N/A
Total	93.5%	91.6%	93.3%	90.7%

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

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

Attendance comment

Our overall school attendance in 2022 was over 90% with our Year 5 classes at 93% attendance. This has improved from last year where we had an overall attendance of 92.2%. The majority of absences across all year levels across the school have been due to "Illness without a certificate", "Family reasons" or "Unexplained. We had 1.5% of absences requiring school follow up due to "Unexplained" over long periods or weeks. Our lowest attendee was at 42.8% attendance and this was reflected in their report and the school had many conversations with parents.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	44	43	42	44
2020	55	N/A	54	55
2022	54	55	55	55
2021	55	55	54	54

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

Our Behaviour Policy was reinforced this year with staff, students and the school community. As a site we implement this by using the Sentral Wellbeing module. By using this we were able to keep records on all incidents, "Green room" counselling sessions and follow up emails to parents. From the beginning of the year we set up an Excel sheet to record reflection notes and students that had frequent incidents. We discussed with all students the "Taking Responsibility" chart to remind them of the steps we would take if they were frequently needing to do reflection sheets. This has had a huge impact on students in the "Green room" with a huge drop of incidents. In Term Two this year we had 64 incidents at 18% of students. In Term Three we had 47 incidents with 13% of students. In Term Four we had 47 incidents with 13% of students. This year we have had 4 suspensions.

Parent opinion survey summary

The parent opinion survey had 85 parent responses from 363 students enrolled at Littlehampton Primary School. School climate - 87% agreed or strongly agreed that people at the school respected each other. 75% of the responses indicated that they received enough communication and that it was effective. As we move to 2023 we will continue to streamline this process.

Learning at school – 40% of respondents know what standard of work the school expects and 45% requested more help with their child's learning. This needs to be an area of focus for 2023 to ensure all families know what is expected from the school and be provided with feedback on how to support their child's learning.

Learning at home – the majority of respondents believed that their child had good learning routines at home and talked with their child about school. 26% of respondents were looking for more useful tips on how to help their children learn at home.

Future plans and pathways – the majority of respondents felt that their child's education is important and that they were equipped to help their child to enter further study or work after they finished their education.

The 2022 results are comparable to those results for other schools across the portfolio and are similar to the previous 2 years.

From the text responses there was a wish to receive more feedback more regularly from teachers, on how their child was progressing and ways to best to support their child at home. There was also some frustration around the inconsistency in communication modes and content between classes. These two areas will be a focus for 2023, with continuation of Seesaw use across the school coupled with emails to all families to keep families up to date.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
225 - Littlehampton Primary School	100.0%	92.6%	96.3%	96.2%

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%
OV - LEFT SA FOR OVERSEAS	2	28.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	28.6%
VI - LEFT SA FOR VIC	1	14.3%

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

Majority of our leaving students attended government high schools, Mount Barker, Heathfield and Urrbrae Agricultural School, the main high schools. Cornerstone College, St Francis de Sales, and Christian Brothers College were the main non-government schools.

Relevant history screening

Working with Children's Check: Volunteers contact the school and we start an online application for them. The school will need to ask for: • Full Name • Email Address • Date of Birth. Then the school can start the online application. Once it has been started by the school the volunteer will receive an email from the screening department informing them that an application has been started. The volunteer will then need to click on the link in the email to initiate the application. From here there will be another email sent to the volunteer with the log on details (usually their email address and a password) and a link to start the application. This password will need to be copied and pasted in when the volunteer logs on. They then work through the form and when they get to the 100 point check tick the ON LINE OPTION and ensure that they have paperwork (eg: Birth Certificate/Drivers Licence/Passport) to add up to the 100 point check required as they will need to enter the reference numbers from these documents. Then submit their application. We as a school can then track where an application is up to and also get notification when it has been approved.

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	40
Post Graduate Qualifications	14

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	24.2	0.1	9.7
Persons	0	28	1	16

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

Financial statement

Funding Source	Amount
Grants: State	\$4,074,007
Grants: Commonwealth	\$8,700
Parent Contributions	\$157,073
Fund Raising	\$43,734
Other	\$53,278

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	We received funding to support specific students with behaviour needs. This provided SSO hours to enable staff to work with these students on specific programs or to provide additional support. We were also able to provide leadership support to improve	We received funding to support specific students with behaviour needs. This money provided SSO hours to enable staff to work with these students on specific programs or to provide additional support. We were also able to provide leadership support to improve the wellbeing of identified students.
Improved outcomes for numeracy and literacy		Funding was utilised to release the wellbeing of identified students to attend two other preschool sites in town to gather information on observations, the planning cycle, learning spaces and assessment strategies around numeracy and literacy. Preschool had two Pupil Free days targeting the planning cycle, observations, and formative assessments with a focus on literacy in numeracy.	This helped staff to work with these students on specific programs or to provide additional support. We were also able to provide leadership support to improve the wellbeing of identified students.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Due to EALD funding we were able to employ an EALD teacher for 0.2 FTE and develop EALD groups to support students in areas of need.	Students received small group instruction and in class support to improve literacy skills.
Inclusive Education Support Program	Inclusive Education Support Program	Our IESP grant was used to support children through small group interventions in the areas of literacy, numeracy and social skills (e.g. Quicksmart, tech group, Read Write Inc, behaviour and boundary support training)	Students built their skills, knowledge and understanding of the foundational skills required to help them access the curriculum at their level. Some students also improved their ability to recognise and regulate their behaviour and emotions to then be able to engage with other students and their learning, which saw improvement in their wellbeing.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a	n/a
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Improved outcomes for	The funding was utilised to release staff to attend training in numeracy and literacy (Read Write Inc, Phonics testing and training, 7 traits of writers) as well as in areas targeted to teaching specialisations. Release was also provided to teachers for collaborative planning in numeracy, literacy, Science and Hass. Targeted support for aboriginal students in numeracy and literacy was also provided.	Teachers improved their rigour around curriculum delivery and pedagogy particularly in the early years. Aboriginal students were supported 1:1 in numeracy and literacy with some improvement in data.
Targeted funding for groups of students	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Funding utilised to release teachers to plan curriculum units in year level teams together, observe teacher practice in specific curriculum areas and to attend professional development aligned with our SIP goals (e.g. BIIN diagnostic testing, local LET initiatives, Brightpath). Relevant curriculum resources were also purchased.	Teachers implemented new ideas, strategies and increased knowledge and understanding in the areas of Math, particularly in BIIN and in Brightpath moderation and scaling.
	Aboriginal languages programs Initiatives	n/a	n/a

Other discretionary funding	Better schools funding	This funding was used to connect our aboriginal students to culture.	Students increased sense of belonging and pride.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a