# Angaston Primary School

## 2022 annual report to the community

Angaston Primary School Number: 242

Partnership: Barossa Valley

| | Signature |
|---|---|
| **School principal:** | Mrs Lynda Fitzpatrick-Brown |
| **Governing council chair:** | Mr Daniel Killey |
| **Date of endorsement:** | **29 March 2023** |

Government of South Australia

Department for Education

# Context and highlights

Angaston Primary School is a category six school located in the Barossa Valley historic township of Angaston some 88km northeast of Adelaide. The student population of 250 includes 60 school cardholders, 4 funded students with disabilities, 9 Aboriginal students, and 2 children in care. Our school motto of Be Safe, Be Kind, Work Hard reflects the culture of our school. We value the importance of kindness, safety, and hard work for ourselves and each other, at school and within the wider community.

The school is focused on building a collaborative and consistent teaching and learning culture R-6 that is inclusive of all learners. Our Responsible Behaviour Plan and school motto focuses on a whole school approach to valuable social learning, where behaviour choices and a positive attitude lead to improved learning outcomes. Learning programs extend beyond the classroom where students have the opportunity to follow their interests in sports, lunchtime clubs, instrumental music, choir, Children's University, gardening, cooking etc.

We had 10 classes in 2022. One Reception class of 27 students with the support of a classroom SSO, a straight year 1, year 1/2, year 2, three year 3/4 classes and three year 5/6 classes. The composition of classes allowed staff to work collaboratively in teams to achieve the goals of the site improvement plan.

Our first year without year 7 students started with Home Learning due to the COVID 'staggered start' approach. Staff managed this well with the increased use of Seesaw and Microsoft Teams. Students of essential workers who attended the site were catered for well and appeared to enjoy the non traditional afternoon activities. We were glad of the students return in week 3 which did feel like we were starting the year all over again. COVID did continue to impact on staff and student attendance, and parent/volunteer engagement during the first two terms.

We had many highlights in 2022. Students still managed to participate in many district/SAPSASA events with much success. Whole school assemblies, some fundraising, book week parade, many camps and excursions etc were well received as COVID restrictions eased. Sports Day was certainly a highlight with perfect weather and families back on site to support their children.

We held a successful "Family Movie Night' (school concert) in November thanks to the efforts of our Performing Arts teacher, and students. Families arrived at 5pm to share a meal followed by the student performances. Feedback from families was extremely positive. Students were also able to participate in the Angaston Community Christmas Parade, another successful opportunity for the community to come together.

Wellbeing for Learning continued to be a focus 2022 with the introduction of Student Leadership Council providing more student agency R-6. As well we continued to provide additional support for students through extra curricular activities with the Pastoral Care Worker, and grounds SSO. As well intervention for learning, additional classroom SSO support etc remained in place.

Our site improvement plan focused on Writing and Maths. The Teaching and Learning Cycle became our preferred approach to improve outcomes, and teachers worked in Professional Learning Communities/Teaching Teams to share planning etc. High Impact Teaching strategies continued to underpin our work.

# Governing council report

Dear families of Angaston Primary School & fellow Governing Council, Principal, and Teachers,

Just how quickly another year goes by!

The school is in an excellent position with educators in the correct positions; enrolment numbers are up, and from what we can see, Reception and Year 1 have seen very strong numbers of class sizes with what we believe is another big intake from Kindy later this year.
All are being managed very well.

The significant change in the last few years was our grade 6 kids' graduation and moving on to high school. A lot was learned from our graduation kids of 2021. From what I hear and understand, the transitions into other schools, especially for the year 6 intake, is far more comprehensive and aligned with what one should expect. In December this year, we had another very memorable night with the year 6 class of 2022 graduation. This was a fantastic evening. Plenty of smiling faces and proud parents. Each student got their chance to speak about what they had learned what they might become, and what they loved about their time at Angaston Primary School. I have to say some wonderful words were spoken.
I was asked to say a few words and will take a few snippets from my speech.

'Seven years ago, you started your education journey through Angaston Primary School. Some may have started later. …..Time flies when you are having fun.
You may not be aware now and, maybe, something you can look back on; however, you, along with children dating back 144 years are a very special community that has graduated from Angaston Primary School.
This community is yours for life. It can't be taken away. Your friendships and memories are yours to keep.
And the good news is it's just the start! '

'It's normal for school at times to get tough and it's not meant to be a walk in the park. Navigating your way through challenging times builds resilience, and resilience and persistence are trademarks of success. So, anticipate them, but also expect lots of fun and rewarding times ahead. Study and personal development should be fun.'

As a community, we have had to build resilience through Covid, which continues today. A big part of the school's push, certainly echoed by the council, was bringing back the fun and community. We have witnessed Sports Day in full view and support by parents, parent fundraisers, Year 6 camp, Assemblies, Book Week, and a special concert by the kids and teachers of Angaston. The governing council hosted a quiz night late last year, which was a huge success and brought together parents and teachers in a fun community event. This is planned again this year, with a picnic day to be announced soon with many more community interaction events. The key here is we want you to know your kid's friends' names. We want you to know their parents. One family has never made a school; 144-year years' worth of families have made this school.
Breakfast club is back, and a big thank you to Kylie Willshire and her team, that make this happen each week. The governing council has been working quietly behind the scenes to raise money for the Pool area to get a major renovation. Plans have been drawn up, and some very generous families have given us their hands, brains, and machines to make the changing rooms facilities adequate for kids to use.

We have received feedback that sometimes communication isn't consistent or easily visible. Lynda has taken this onboard and is working through this. I will say that unless you don't voice this to your child's teacher, things will not change. Certain people on the governing council are working closely with, especially the reception and year 1 parent to make sure they have the correct app's downloaded onto their phones.

Financials, the books, are very healthy. Thanks to the Treasures report and Leon Pendergast for stepping up this year. I will not bore you with this, only to say the school is in a very fortunate position.
A special mention to Shari Davidson, who for the last few years has been spectacular as security. I have never seen anyone like Shari dot the I's and cross the T's as one does. We have been very fortunate.

To Lynda & teachers, congratulations on another year of high education. We expect this of you, but never take it for granted.
Thank you to the Governing Council for your valuable input and time during the 2022 year, and I look forward to working with you again in 2023.

This Governing Council should be fun and rewarding, and this group can affect the rest of the community positively – lucky us. If you would like to join, please ask.

# Quality improvement planning

Goal 1: To increase student achievement by implementing an evidenced based whole school approach to explicitly teaching mathematics.

Challenge of practice: If we implement an evidenced based whole school approach to explicitly teach mathematics, including Big Ideas in Number and problem solving then we will increase student achievement R-6.

Actions:
• Teachers explicitly teaching multi-step problem solving strategies to students using Newman's Error Analysis.
• Teachers tracking and monitoring student growth through analysis of data to inform next steps in teaching and to

support
    differentiation.
• Teachers continued to implement high impact teaching strategies to improve student engagement.


Outcomes:
• Staff provided with time in term 1 to revisit Numeracy Statement of Practice- implications for planning and pedagogy.
• Introduction of Mental Maths resource to be used Yr 3-6 to support fluency & regular revision of concepts.
• Yr 5/6 demonstrating improvement in fluency as per daily mental maths results.
• Use of Newman's Error Analysis/PATm data re. Learning Sprint in PLCs. Explicitly teaching students how to unpack multistep
    questions using Newman's.
• Pre to post testing demonstrates growth for all students.
• Explicit teaching of BIiN strategies taught in classrooms.
• Teachers confidently discussing data and next steps.
• Consistent data collection. Data is being using by classroom teachers to inform next steps. Teachers 'monitoring classroom impact'.
• R-6 student survey term 4 showed that students lacked capacity to articulate the purpose of their learning, passive in the receiving of
    feedback, and a disconnect re. written feedback to students knowing next steps

Next steps:
• Term 4 data collection in BIiN moved to term 1 2023 as per discussion on PFD T4 – make better use of data at the beginning of
    school year. Need to adjust BIiN testing schedule re. concepts and year levels.
• Use of resources to support common approach to teaching in like year levels e.g. Numicon, BIiN, Newman's Error Analysis, Mental
    Maths etc
• Update Numeracy Statement of Practice
• Explicit teaching to develop students understanding of feedback and success criteria to improve their learning (age appropriate).
    Continue to work collaboratively on assessment techniques and feedback.
• Instructional Leadership action plan for 2023.
• Identify a Lead teacher from each PLC to work with Leadership team and PLC re. tracking and monitoring.

Goal 2: To increase student achievement in writing by implementing a whole school systematic approach.

Challenge of practice: If we implement a whole school systematic approach to the teaching of writing then we will increase student achievement R-6.

Actions:
• Teachers implemented the teaching and Learning Cycle when teaching writing with a focus text type.
• Teacher participated in a PLC to collaboratively work on writing improvement.
• Teachers continued to implement high impact teaching strategies to improve student engagement.

Outcomes:
• Teaching and Learning Cycle writing sprints T 1-3. Use of the T&LC template for planning.
• More evidence of collaboration in teams – shared planning, assessment, resourcing etc.
• Pre to post testing/moderation – all students improving.
• Focus on Feedback underpinning T&LC.
• Teacher survey indicated a variety of measures across the school to provide feedback to students.
• Student survey results R-6 showed that students lacked capacity to articulate the purpose of their learning, passive in the receiving
    of feedback, and a disconnect re. written feedback to students knowing next steps.
• Teaching and Learning Cycle – Learning sprints has been effective in building teacher efficacy, collaboration, cross teams
    collaboration, progress for all students in writing etc.

Next Steps:
• Use of resources to support common approach to teaching in like year levels e.g. Talk4Writing, The Writing Book, Nelson Cengage
    Text type checklists etc.
• Implementing updated Text Type Scope and sequence.
• Explicit teaching to develop students understanding of feedback and success criteria to improve their learning (age appropriate).
    Continue to work collaboratively on assessment techniques and feedback.
• Introduction of Brightpath to support moderation/assessment - professional learning, release schedule etc.
• Instructional Leadership action plan for 2023.
• Identify a Lead teacher from each PLC to work with Leadership team and PLC re. tracking and monitoring.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
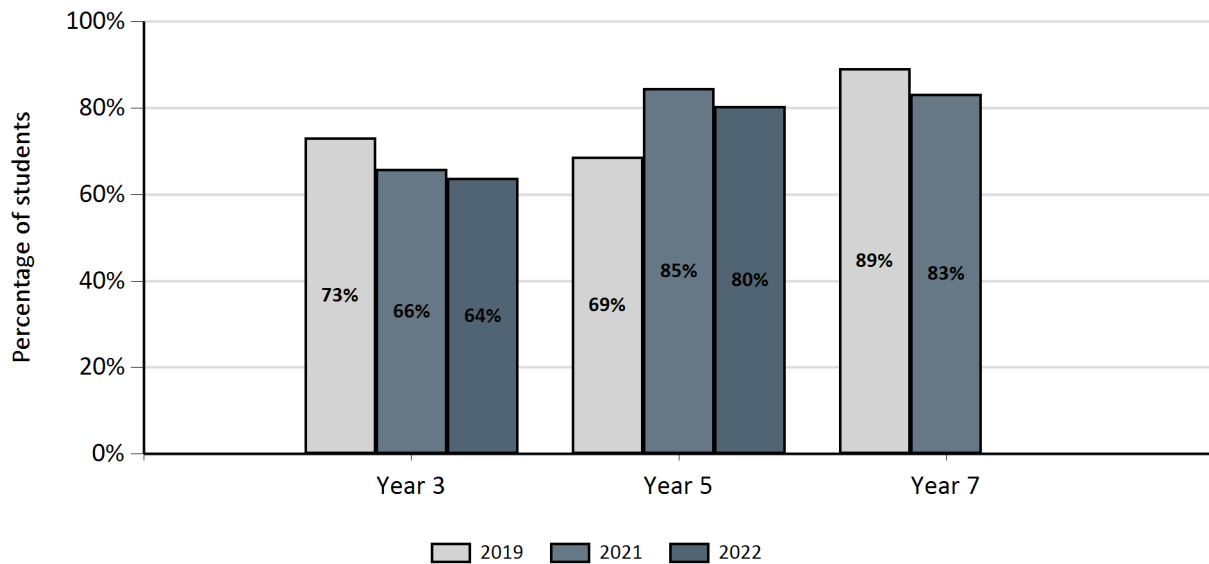
### Reading
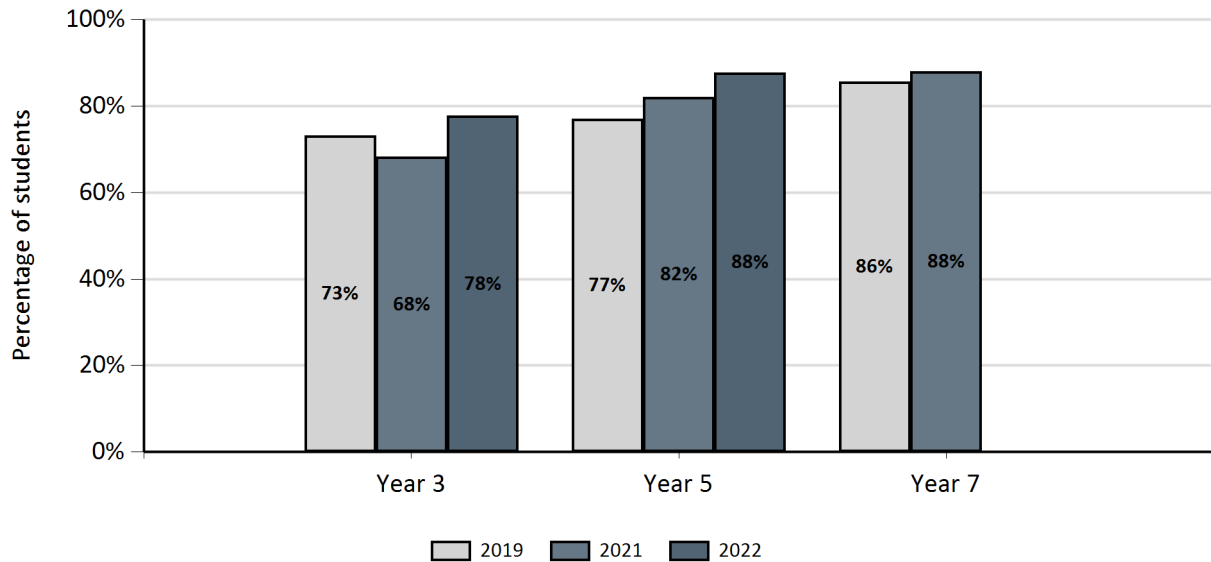


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

# NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test^ | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands** | |
|---|---|---|---|---|---|---|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 03 2022 | 36 | 36 | 18 | 13 | 50% | 36% |
| Year 03 2021-2022 Average | 38.5 | 38.5 | 16.0 | 10.5 | 42% | 27% |
| Year 05 2022 | 41 | 41 | 16 | 8 | 39% | 20% |
| Year 05 2021-2022 Average | 40.0 | 40.0 | 14.5 | 9.5 | 36% | 24% |
| Year 07 2021-2022 Average | 42.0 | 42.0 | 16.0 | 14.0 | 38% | 33% |

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



*NOTE: No NAPLAN testing was conducted in 2020.
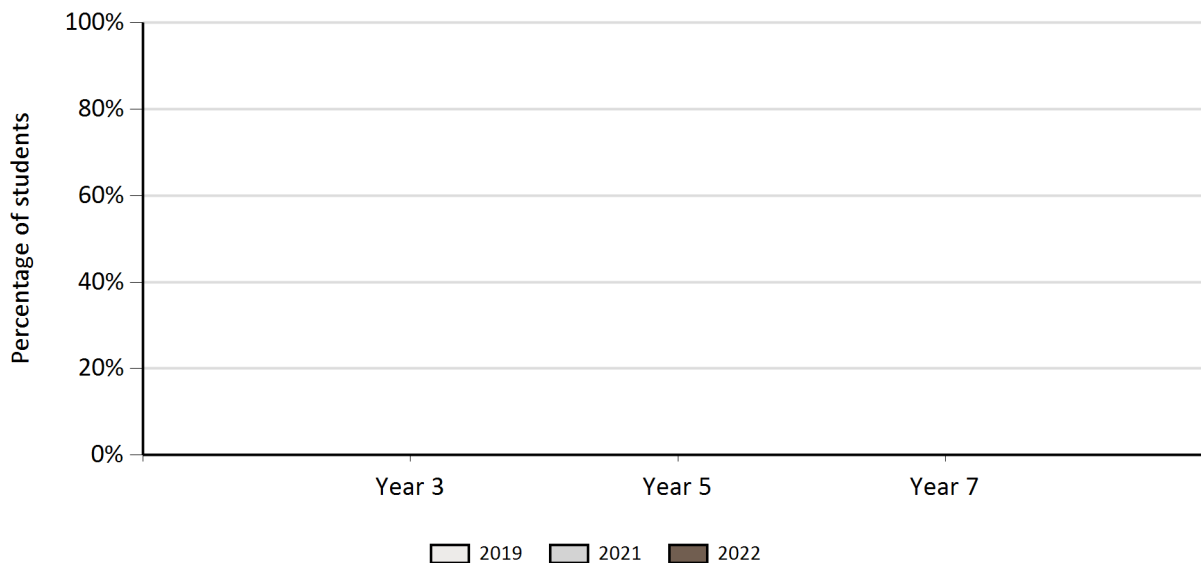Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
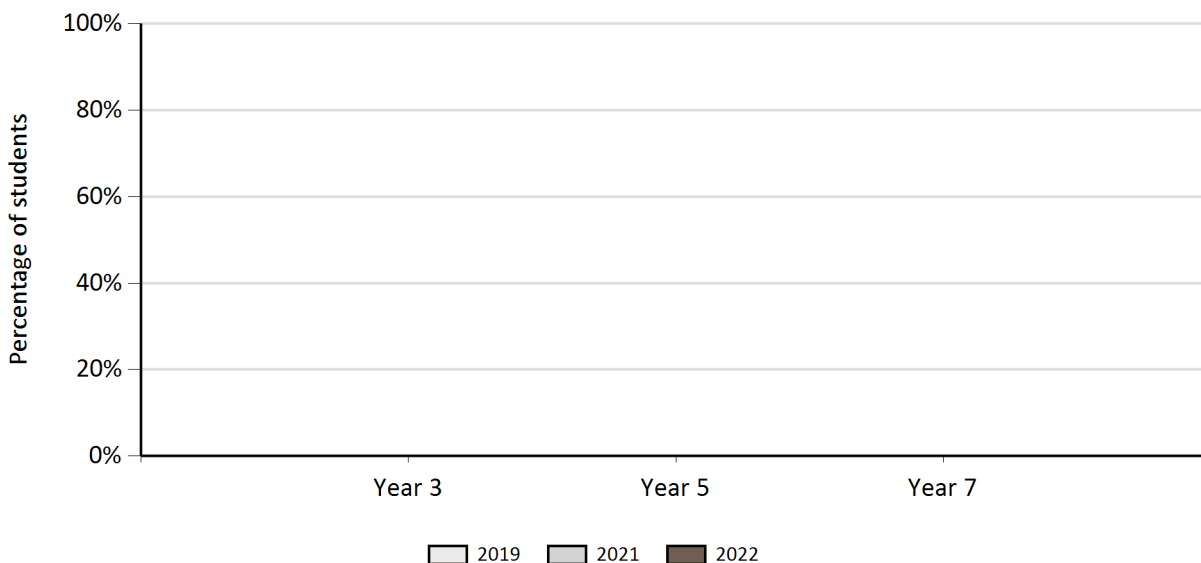Data is only shown for Aboriginal learners.

## Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

| | No. of students who sat the test^ | | No. of students achieving in the upper two bands | | % of students achieving in the upper two bands** | |
|---|---|---|---|---|---|---|
| | Reading | Numeracy | Reading | Numeracy | Reading | Numeracy |
| Year 03 2022 | * | * | * | * | * | * |
| 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.
^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: Intervention & Support**

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

• Tracking and Monitoring Growth and Achievement – all teachers tracking achievements in Maths and Writing as per Teaching and
    Learning Cycle.
• Engaging Families – Leadership meeting with parents/carers at the beginning of the year for our most vulnerable students. Teachers
    meeting with families in relation to One Plans and parent input. Indigenous Edible Garden established to support cooking and
    gardening program, and cultural awareness. Students creating the garden with the support of local Native Garden expert and as
    SSO.
• Applying Evidence based, Learning Interventions – identified students accessing Reading and BIiN intervention. Some students
    accessing additional support for social/emotional behavior etc. SSO support in classrooms for identified students to support
    engagement/access to curriculum.

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

• One Plans written for all students.
• Additional transition visits to high school
• Access to PCW/SSO for students with social/emotional needs.
• Access to SSO support in the classroom to support engagement in classroom, and particularly around transition points.
• Two students above SEA in Reading and Maths. Three students just below SEA in Reading and Maths but accessing support and
    making progress. Remaining students at SEA in Reading and Maths.

# School performance comment

Phonics Screen Check (% at SEA)
2020 – 83% , 2021 80%, 2022 86%. 86% of students reached the expected benchmark of 28/40. 36 students participated in the screen check with 29 scoring between 35 and 40. Five students scored less than 28. Two scored between 28 and 30. The number of students above standard reflects the consistent use of Jolly Phonics/Grammar and Heggerty in the Junior Primary, as well as tracking and monitoring student progress throughout the year to identify misconceptions. Use of additional SSO support in the junior primary is well supported by teachers with very clear programs/plans in place to support students not achieving the expected standard.

Running Records (%at SEA)
2020: Yr 1 – 61%, Yr 2 – 52.5% . 2021: Yr 1 – 56%, Yr 2 – 45%, 2022 Yr 1 – 74%, Yr 2 – 23%. Running Record data is quite concerning with students not making expected progress between year 1 & 2. There is a significant number of students in year 2 who are not reaching level 21 by the end of the year.  When looking at the data closely all 29 of the 30 students made progress in year 2 moving between 5-7 levels in a year. Continued use of Jolly Phonics/Grammar, Heggerty and Guided Reading will support growth.

PAT Reading (% students at SEA)
2020: Yr 3 – 87%, Yr 4 – 86%, Yr 5 – 97%, Yr 6 – 84%, Yr 7 – 83%
2021: Yr 3 – 94%, Yr 4 – 97%, Yr 5 – 94%, Yr 6 – 90%, Yr 7 – 88%
                                        2022: Yr 3 – 76%,    Yr 4 – 86%,    Yr 5 – 85%,    Yr 6 – 91%,
PAT Maths (% students at SEA)
2020: Yr 3 – 75.5%, Yr 4 – 80.5%, Yr 5 – 89%,  Yr 6 – 84%, Yr 7 – 74%
2021: Yr 3 – 89%, Yr 4 – 94%, Yr 5 – 92%,  Yr 6 – 94%, Yr 7 – 95%
2022: Yr 3 – 83%,    Yr 4 – 86%,    Yr 5 –85%,    Yr 6 – 86%,

Numeracy will remain on our SIP with a focus on implementing an evidence based whole school approach to explicitly teaching maths, focusing on Big Ideas in Number, problem solving and implementing with fidelity the APS Numeracy Statement of Practice. We intend to introduce Numicon to support the big ideas concepts. Reading will continue to be a focus area for waves of intervention in the classroom, and with the Oxford Project Code X used for wave three with small groups of students.

A-E Grades 2022 English                              A-E Grades 2022 Maths
Yr 1-6: A - 1.4%, B - 26%, C- 52%, D – 17%, E – 1.4%, NA – 2.2%    Yr 1-6: A – 2.4%, B – 28.5%, C- 54%, D – 12%, E - 0.9%, NA – 2.2%

NA refers to students who have a disability and who are not graded. Data shows D E & NA students are those that require differentiation/wave three intervention. Grades correlate with students just below, at or above SEA.  The collection and analysis of school data to inform teaching and learning, as well as tracking and monitoring will support growth.

NAPLAN WRITING
| | | | | |
|---|---|---|---|---|
| 2022 Year 3  78% at SEA | Higher Bands 50% | 36 students | 28 SEA | 18 HB |
| 2022 Year 5  83% at SEA | Higher Bands 15% | 41 students | 34 SEA | 6 HB |
| 2022 Year 7  65% at SEA | Higher Bands 21% | 29 students | 19 SEA | 6 HB* |

NAPLAN MATHS
| | | | | |
|---|---|---|---|---|
| 2022 Year 3  65% at SEA | Higher Bands 38% | 26 students | 17 SEA | 10 HB |
| 2022 Year 5  80% at SEA | Higher Bands 19% | 41 students | 33 SEA | 8 HB |
| 2022 Year 7  76% at SEA | Higher Bands 24% | 29 students | 22 SEA | 7 HB* |

The systematic approach to writing using the Teaching and Learning Cycle PLC approach appears to have lifted results from previous years. The pre to post assessments of writing each term in each class shows growth/progress for students. In Maths we met our targets of increasing students in higher bands, however in both Writing and Maths there was a significant decline in student achievement from year 5 to 7, despite year 6 data sources indicating students continuing to make progress.

# Attendance

| Year level | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| Reception | 95.9% | 90.5% | 89.2% | 86.2% |
| Year 1 | 92.8% | 92.0% | 92.7% | 86.3% |
| Year 2 | 92.2% | 91.9% | 94.5% | 90.8% |
| Year 3 | 93.2% | 91.1% | 90.1% | 90.3% |
| Year 4 | 92.7% | 92.4% | 93.5% | 87.0% |
| Year 5 | 91.7% | 92.1% | 93.2% | 89.9% |
| Year 6 | 93.1% | 90.2% | 91.4% | 87.5% |
| Year 7 | 94.3% | 90.1% | 89.5% | N/A |
| Total | 93.1% | 91.2% | 91.7% | 88.3% |

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

# Attendance comment

School attendance Rate 2022: 91.83%.
Overall student attendance has declined since 2020. This can be attributed to COVID 19 as we saw a significant increase in the number of student illnesses and students away for 'family' reasons. As well, the number of chronic/habitual non-attenders has increased due to the complexity of a number of transient enrolments/vulnerable families, and levels of student and family anxiety (some being COVID related).The school has a process in place that requires teachers to follow up absences, and particularly after three days. Vulnerable students/families are identified, and the school and families work together to overcome some challenges. The Attendance & Engagement Officer is contacted in extreme cases - one family in 2022.

# Behaviour support comment

Suspensions – 6 incidents
Exclusion – 1 incident
Take-home – 4 incidents
Incidents involve the same three children.
Three referrals were made to a Behaviour Support Coach to liaise with students, their parents/carers and classroom teachers. As well additional support was required to support particular students re. social/emotional issues, engagement, and learning.

Overall, our student population successfully demonstrates the school motto of Be Safe, Be Kind, Work Hard in the classroom and yard. Incidents are dealt with promptly as generally students inform staff if there is a concern, and or parents contact the school.

# Parent opinion survey summary

We had 56 responses to the parent survey in term 4 last year. Staff have spent considerable time now looking at the results and reading the anonymous written feedback. Improved communication was the clear message for each area of the survey (school Climate, Learning at School, Learning at Home, and Future Pathways). For each area of the survey staff looked at the key concerns of parents and the changes we can make to improve communication. The results were also discussed at a Governing Council meeting in term 4 2022.

Changes will include:
• All classes from Term 2 2023 using Seesaw to send home evidence of student learning. This may be in the form of a photograph of an
      individual piece of work, group activity, recording etc.
• All families knowing the best form of communication to use when making contact with classroom teachers. (Information shared at the
      beginning of the school year and at Acquaintance Afternoon).
• Improved written reports so that parents are clear about student progress and next steps.
• Optional Term 3 Parent Teacher Interviews for some students and their parents/carers.

With the lifting of COVID restrictions, families are now more able to enter the school and make face to face contact with staff which has been very difficult to do in the last couple of years. This has added to the varying levels of communication across the school.

# Intended destination

| Leave Reason | Number | % |
|---|---|---|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 2 | 11.8% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 12 | 70.6% |
| U - UNKNOWN | 2 | 11.8% |
| VI - LEFT SA FOR VIC | 1 | 5.9% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

# Relevant history screening

As per Department for Education - Department Human Services policy and practices.

Records are maintained for existing staff, volunteers, third party service providers etc through EDSAS. WWCC clearances must be sighted by leadership prior to using the site and/or undertaking volunteer work. Front office staff follow procedures to ensure that records are well maintained, and expiry dates noted.

Volunteers must complete RRHAN-EC training before commencing work and are encouraged to complete PLINK Volunteer training.

# 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 | 34 |
| Post Graduate Qualifications | 7 |

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 | 17.0 | 0.0 | 6.7 |
| Persons | 0 | 20 | 0 | 11 |

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

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $2,758,413 |
| Grants: Commonwealth | $4,500 |
| Parent Contributions | $125,610 |
| Fund Raising | $9,980 |
| Other | $38,160 |

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 | 4 male students accessed additional support in the class to support social emotional regulation, modifications to the learning, as well as support in the yard to engage with peers and activities. | Improved self-regulation, engagement & participation in classroom for 2 students. All four students left school in term 4. |
| | Improved outcomes for students with an additional language or dialect | NA | NA |
| | Inclusive Education Support Program | 8 students received funding. Funding was used for individual and small group support/specific intervention related to the needs of the child. | All students were able to achieve goals as per One Plan. |
| Targeted funding for groups of students | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | APAS funds were used to support ATSI student access to MultiLit/Reading Program and BIiN intervention throughout the year.<br><br>Reading  support in identified classes, Project Code X. Additional SSOs in classroom during Literacy block to support with Guided Reading. JP delivering Jolly Phonics/Grammar. All classes delivering Heggerty/Bridge the Gap. | Individaul students completing MultiLit and Project Code reading program. Improvement in RR levels.<br><br>NAPLAN and PAT testing indicates improvement. |
| Program funding for all students | Australian Curriculum | Primary Learning Improvement funds used to release staff to work with Learning Teams/PLCs, Numicon trainer, access further PL. Resources for staff and students. | Improved collaborative planning in Teams – consistency. Better access to quality resources. |
| Other discretionary funding | Aboriginal languages programs Initiatives | NA | NA |
| | Better schools funding | Intervention, SSO funding to support cohorts of students in waves of intervention, additional class to support lower numbers and maintain a straight Reception class as opposed to R/1 | Growth for identified students in Number and Reading. |
| | Specialist school reporting (as required) | NA | NA |
| | Improved outcomes for gifted students | NA | Na |