



# Morgan Primary School and Morgan Kindergarten

## 2022 annual report to the community

Morgan Primary School Number: 282

Morgan Kindergarten Number: 6558

Partnership: Waikerie

Signature

School principal:

Mrs Carol Colbert

Governing council chair:

Jignesh Patel

Date of endorsement:

7 February 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Morgan Primary School is a small rural school located in the Riverland. We pride ourselves on our strong sense of community, inclusion and belonging. This has been continually developed through embedding across the school our learner dispositions of 'challenge', 'switched on', 'adaptable' and 'self motivated', and bringing to life our school values of Respect, Responsibility and Community. Our enrolments numbers have been slightly increasing and in 2022 we had an enrolment of 8 children in the Preschool and 44 students from Reception to Year 6. We also have a community based Playgroup on site which is also increasing in attendance.

We are a category 2 school and have three composite classes; R/1, 2/3/4 and 4/5/6. This enables students and staff to work closely together and supports academic and social success for all learners. Targeted Numeracy groups were established across the school, informed through Big Ideas in Number diagnostic testing. This has assisted with student engagement and supports achieving our Site Improvement Goals.

There are 12 staff members employed to support the learning curriculum and smooth running of the school. Staffing includes a Principal, 5 teachers with varying fractions of time, 4 student support officers and a Pastoral Support Worker. The staff contribute to a positive work culture and value teacher efficacy which supports all facets of daily operations of the school.

Some of the highlights for 2022 included:

- Achievement of the Site Improvement and Quality Improvement goals
- Successful fundraising through participation in local events within the township
- Playgroup on Fridays continues to rise in attendance from families within the town and other local areas
- Major school events including Mid-Murray Sport Day, School Sports Day, Grandfriend's Day and Christmas Concert supported from the school and wider community
- Continued student opportunities in SAPSASA Sports and various clinics through out the year, provided by Sporting Schools Grants
- Whole community engagement with Keep Australia Beautiful and the Adapt-a-Spot program to clean up our local gully area which forms part of our outdoor education program in Terms 2 and 3
- Whole school excursion to Adelaide in lieu of our planned camp, which was cancelled due to River Murray Flood
- A variety of incursions provided to our students to support the 3 cross-curriculum priorities of the Australian Curriculum, Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and Sustainability
- Professional Learning for staff to support the actions of our SIP and PQIP, resulting in changes to pedagogy

I would like to thank the students, staff, families and community members who all contribute to our school community to support the learning outcomes and wellbeing of our students. Striving for continual improvement across all facets of schooling through positive school culture and open communication will support the opportunities for our students in 2023, which we can all look forward to.

# Governing council report

## Governing Council report 2022

The school year start was staggered due to Covid, however went smoothly and school events began to resume and we have been able to welcome families and community back on site.

With respect to infrastructure, Nature Play area is completed and other improvements carried out around the yard, including painting of the playground and new shade sails. Thank you to Cadell Training Centre for their support to spread bark chips, paint and carry out maintenance on our playground.

Adopt a spot, to support Clean up Australia Day was held with school community and we certainly had a huge impact on the amount of rubbish we were able to remove from the gully.

Support was provided to families and students through Centacare, Murray Bridge. Counselling support was provided over Terms 2 and 3. Small groups of students were supported through a "keeping it chill group" and individual support was provided.

The gully program, known as our outdoor classroom was supported this year through Cindy from Landcare. She attended visits with the students and provided Professional Learning to teachers and resources to use at the gully.

Fundraising has been successful this year with the catering for the Mid Murray Council Volunteers reception, manning the gate at Mower Races and the ongoing funds from bottles and cans. The SRC organised a silly sock day. These funds have been used to go back into the students and seen the purchase of the Soccer Goals, our events such as Splash and Adelaide Excursion. New signs for our bottle and can cages and a school values sign. Graduation gifts were also purchased for our Year 6 students.

School organised several events such as acknowledgement of Sorry Day and Reconciliation and Naidoc week, music Viva provided two performances, Colours of Home and Wyniss. Both of these performances provided a cultural experience for our students, exciting and engaging visit from Wildman, Book Week Celebrations, promotion of reading and the annual dress up parade, SAPSASA, athletics and cross country sporting Schools clinics in Athletics and Soccer. Grandparents Day, a huge success with more than 40 friends visiting classrooms for the morning, followed by an assembly and a lovely morning tea prepared for by the students.

School staff has attended several professional learning programs which resulted in growth for our learners in Naplan, PAT testing and Brightpath.

The constitution was amended to include that we include a school based preschool. The member numbers were also adjusted to now state we require a principal and 5 elected parent members.

I am thankful to all members of the governing council for their continuous support and volunteering their precious time for the community and school.

I am also thankful to our principal Mrs. Colbert for preparing the agendas for the meetings and for her strong commitment towards teaching and learning outcomes for every child in the preschool and school. She provides excellent leadership and has worked extremely hard for our school and community during 2022.

Wishing all the best for our outgoing year 6 students for higher study at Waikerie and beyond.

I have enjoyed my tenure as Chairperson of governing council chairperson. Both boys are no longer studying at the school hence this is my last annual report.

Thanks  
Jignesh Patel

# School quality improvement planning

2022 we established a new Site Improvement Plan for the three year cycle based on thorough reflection and analysis of our site data.

Goal 1: To Improve writing from R-6, 100% of year 3 students will reach the SEA in Naplan. This target was achieved.

Growth in writing was significant, the change to using a mentor text and text deconstruction has supported students to build the knowledge prior to writing. The use of the bump it up wall, and goal setting for students has supported students to know what their next steps for improvement. Teachers have implemented well formative assessment and the feedback cycle. The use of a formative sample in genre writing, scaling the sample, sharing with students their next steps based on the teaching points and then comparing to a summative assessment piece has shown significant growth for majority of students. The use of a sprint for genre writing, in narrative, persuasive and report writing has been successful.

Student learning has improved and this is shown in the results of our Naplan and Brightpath. 10 students from year 2 to 4 that had a term 1 summative sample narrative to a term 3 sample in narrative had an average growth of 80 scale points. Year 4 to 6 growth over the same period for 10 students growth was averaged at 20 points. Sentence types and vocabulary increased for all students across the school. The bump it up wall was used for narrative across the site and referred to by students. The upper primary class used a bump it up wall for all three main genres and created their own writing goals by referring to the wall. Vocabulary was taught explicitly with novel study and through the reading programs. Posters were made and displayed in rooms about the tiers of vocabulary and referred to in teaching across all learning areas of the AC. Sentence types and conjunctions were taught explicitly and tracked in genre writing, also showing an improvement.

We did meet the actions we had set and some of them we will continue to work on in 2023 to embed into practice. The use of formative and summative samples through a sprint has been effective to track growth and also inform teaching and learning and student feedback and goals. The bump it up walls have been successful, however as a site we would like them to be in all classes and all genres. The use of the mentor text has been beneficial for students and teachers, this has supported the deconstruction of genre and building the knowledge prior to writing. Will continue to seek out more mentor texts across the genres and use of DfE units in English in 2023 should continue to support this. More P/L around the Teaching and Learning Cycle will be sought and we will continue to work with our project officer from Brightpath. A new focus in 2023 will be daily writing to respond to reading.

Goal 2: To retain students in Naplan Higher bands in Numeracy, To retain students in Naplan Higher bands in Numeracy. This target resulted in 3 out of 4 students in the higher bands and 100% of students achieving the SEA in PAT Maths.

The numeracy groups responsive to data and BliN diagnostic tools has proven to be a valuable commitment across the school, providing 1 hour of intentional teaching each week. The use of the DfE units coupled with the professional learning to familiarise staff and collaborate across the portfolio has also been an investment made by our site that has resulted in continued growth for students and improved teacher pedagogy. The maths planner inclusive of the 5 principles that we developed end of 2021 has been used by all teachers across the site and has supported planning for and teaching across multiple year levels and differentiation for all learners in the classroom.

Our next steps are to develop students ability to solve worded problems and design tasks that provide challenge and stretch. Our current maths planning document will be amended to include challenge and stretch in task design. Planning will be uploaded by all teachers to Teams and assessable to all and will supported embedding the change to consistency in programming and planning to provide a guaranteed and viable curriculum. Moving into 2023 we have identified that we must focus on task design to provide challenge and stretch to learners to improve growth and maintain and increase the number of students in higher bands.



# Preschool quality improvement planning

Our Quality Improvement Goal for 2022 was to improve children's use of vocabulary to describe and express their ideas and this included a challenge of practice for educators to plan for and model high quality interaction that scaffold vocabulary use, children's vocabulary will improve. Through

Evidence from our pedagogical documentation and through the formative assessment cycle we are pleased to report, 100% achievement of the goal. This has been evidenced in the success criteria in all three measures. Variance in the achievement is demonstrated through EPOP data and pedagogical documentation. Vocabulary and concepts 4/7 57% well developed, using some skills 3/7 43%.

Staff continued to construct SMARTAR goals for each child and they were actioned through the formative assessment cycle and shared with families. The formative assessment cycle has been the driver of the intentional program that encouraged children to make decisions around their own choice of play and support their routines. Children's voice was very much a part of the program and this is supported through the through continual reviewing and making modifications to the environment. Consistency of language by all educators was used to make connections, recognize strengths and provide stretch. Authentic resources and experiences were used to promote language use and open ended questions such as, I wonder and what if were used to encourage children to participate in back and forth conversations. Weekly local walking excursions for the children to contribute to our community took place and they were able to visit the Library, Riverfront and enjoy the outdoor classroom at the gully. Children developed their oral language skills through singing, music and Japanese lessons, this was regularly performed to our school community at school assemblies and end of year concert.

Educators were provided with support to build their capacity around the formative assessment cycle through collaborating in professional learning opportunities with other educators across the portfolio and weekly staff meetings. Orbis was also attended by the Principal and Teacher to support Preschool Literacy. A project was undertaken which supported emergent literacy skills, with a focus on mark making in our outdoor education program. Results from the project and data collected was shared with families and Governing Council. A presentation of the project was made to colleagues at ORBIS and feedback was provided.

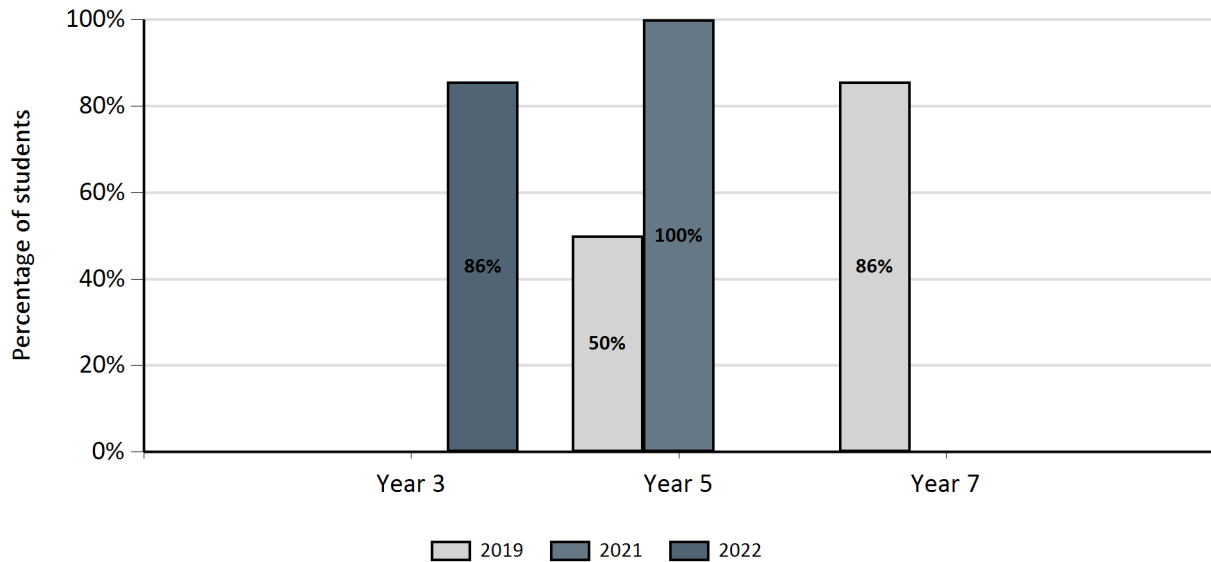
Evidence of students progress was celebrated and shared with parents through conversation, 1:1 meetings when required, formal discussions, floor book and the weekly program. The digital platform of Seesaw has continued to receive high engagement from all families. This proved to be a successful way to communicate with parents to involve them in their child's outcomes and pose questions to them to include their voice.

# 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

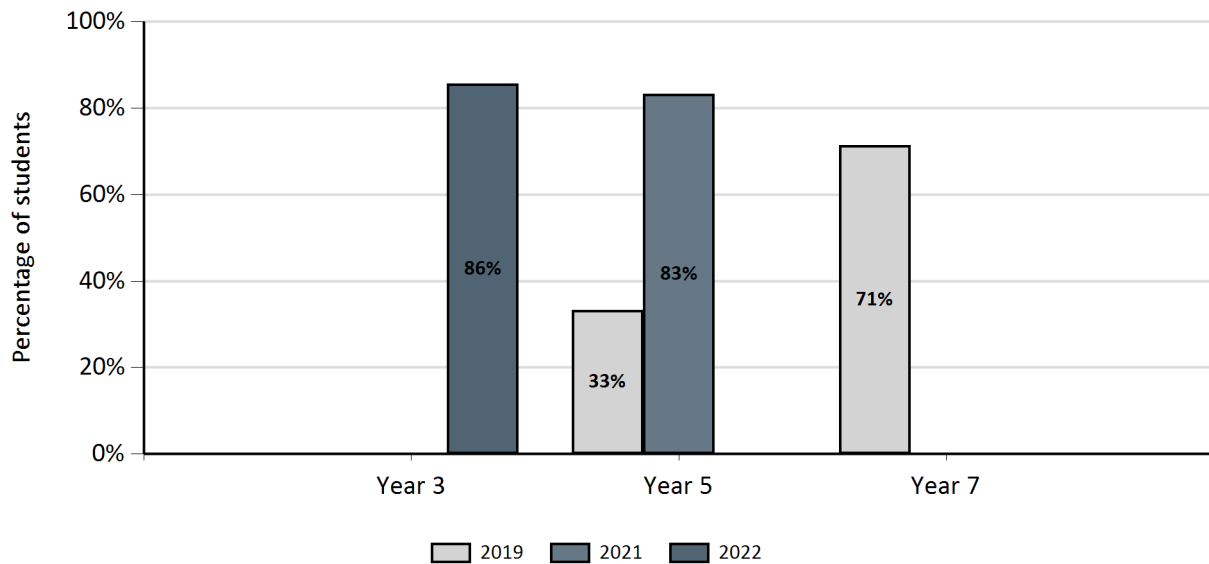


\*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	4	0	57%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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

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

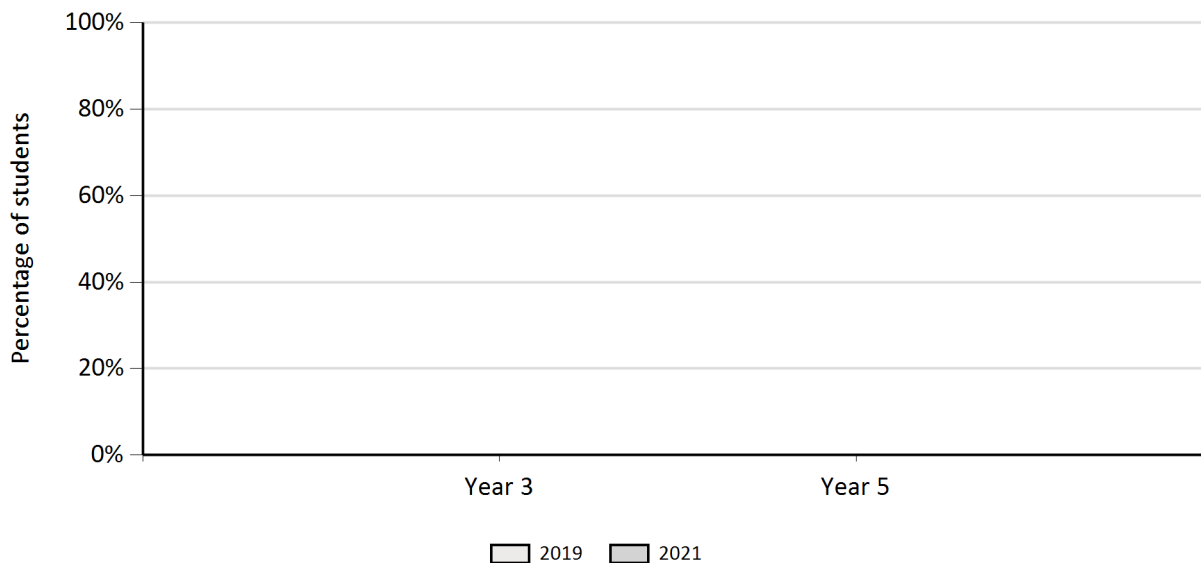
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



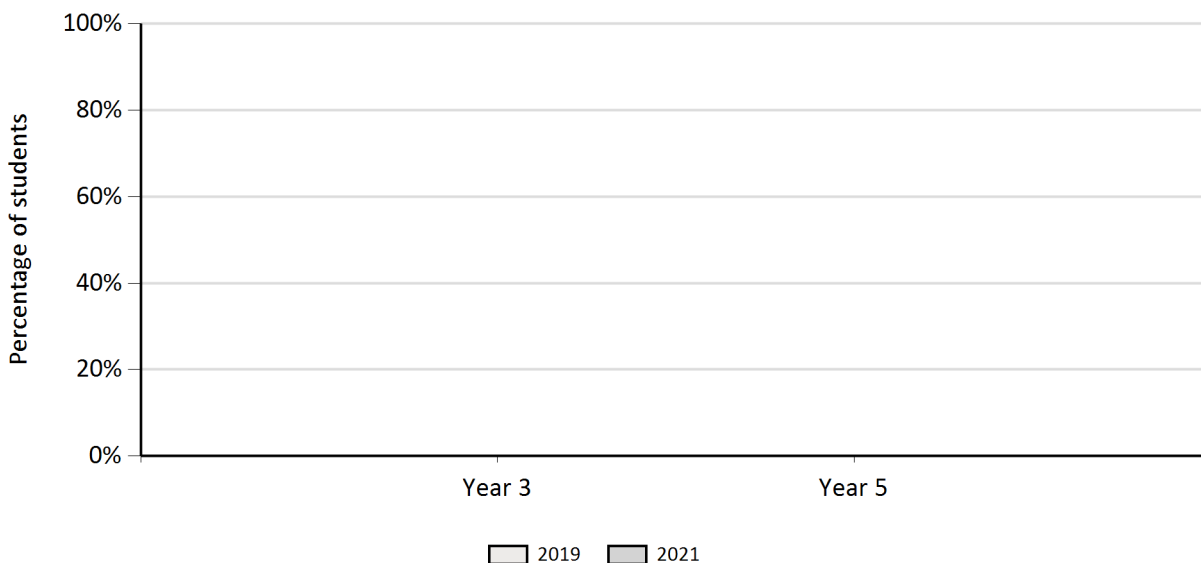
\*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners



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

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

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

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

<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:

In 2022 a data wall was created and accessed by teachers to include formative and summative assessment data to monitor learner growth in literacy and numeracy and then used to inform teacher planning and student goal setting. Challenge was provided in response to individual student data in numeracy and literacy. The OCOP goals were tracked and monitored and shared with families.

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

100% of ATSI students are all reaching the Standard for Educational Achievement. 2/2 ATSi students have been provided with challenge one in literacy and 1 in numeracy. With achievement of A and B grades in respective subjects. Personal achievements, 1 of the students was an outstanding school leader through out 2022. She received the Tim Whetstone MP 2022 School Award to recognise excellence, as she made an outstanding contribution to school and community and applied herself to her studies. She also received the Year 4-6 class, High Achievement Award. Sporting achievements at SAPSASA were made by another student and he competed in Riverland Athletics. It was not a NAPLAN year for the students, however PAT reading and Maths results resulted in higher stanines of 7 and 8. Attendance has continued to improve for our Aboriginal Learners.

# School performance comment

Our current performance score is .50, which is a very slight decline from .55 in 2021, however results remain high with many students either just in high bands or achieving higher bands.

PAT Reading resulted in 71% achieving SEA or higher in Years 3, 5 out of 7 students. Year 4 83%, 5 out of 6 students, Year 5, 100%, 5 out of 5 students and Year 6 66%, 4 out of 6 students. 6 students were lifted into higher bands, 1 student was retained and 3 students were not retained. This result in reading is comparable to the results in 2021.

Naplan Reading 100% of Year 3 and 5 students were at or above SEA.

The phonics screening test resulted in an average score of 31 and 82% of Year 1 students scored 28 or more. Reading is monitored closely at Morgan Primary School and decodables are used across the site. The instructional phonics routine takes place in the Reception Year 1 class Monday to Thursday. Reading intervention takes place daily and all students are listened to read each day.

PAT Maths resulted in 100% achieving SEA or higher in Years 4 to 6. 5 out of 6 students achieved the SEA in Year 3. 4 students were retained in higher bands and 7 students moved into higher bands. 3 students were not retained.

Naplan Maths 100% achieved the SEA and the mean score increased by 42 points from 2021.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	85.7%	82.9%	84.6%	82.4%
2020 centre	86.2%	82.8%	84.5%	72.4%
2021 centre	90.5%	88.0%	78.0%	92.0%
2022 centre	96.9%	70.6%	57.4%	70%
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	94.3%	79.7%	83.8%	80.8%
Year 1	88.2%	92.7%	72.4%	79.5%
Year 2	95.9%	88.0%	84.5%	77.7%
Year 3	90.0%	93.1%	83.6%	78.7%
Year 4	86.5%	86.5%	92.5%	79.0%
Year 5	94.0%	76.8%	88.8%	82.8%
Year 6	93.6%	86.3%	82.5%	88.7%
Year 7	92.9%	91.3%	89.5%	N/A
Total	91.7%	86.5%	85.2%	80.9%

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

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

## Attendance comment

The school supports and promotes the importance of regular attendance for improved student learning and wellbeing. This is done by regular, whole-school and class communication as well as following our school attendance plan. The Principal works with teachers and key personnel in support services to support attendance. Two students are currently on an attendance plan and this will remain in place for 2023.

The 2022 attendance rate of 70% and is a decline from 2021, this is going to be reviewed closely in 2023, with plans already in place for automated text messaging each day at 9.30am to families requesting reasons for absence. There were isolated occurrences of extreme poor attendance which continue to be addressed, as well as family holidays during term time and individual illnesses that impacted on the site's average attendance throughout the year.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	7	7	8	7
2020	6	6	6	6
2022	7	7	7	8
2021	8	10	10	8

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 Morgan Primary School Anti-Bullying Policy and Behaviour Code continued to be implemented in 2022. The school ensured prevention, intervention and post-intervention strategies were all consolidated in line with specific circumstances. Major incidents were followed up with the students, families and staff, to assist the school in best supporting the child and family involved. A Pastoral Care Worker and support staff and Centacare were able to assist with overall student wellbeing. The teaching and learning program in the classroom and safety and well-being in the yard was supported through extra staff being placed on yard duty. In 2022 there were 8 external suspensions and 1 exclusion. This related to one student. No other severe behaviour incidents occurred across the school.

## Parent opinion survey summary

In 2022 the DfE Parent Survey was completed by 18 parents. Ways to increase engagement from families and promotion of completion will be implemented for 2023.

Feedback received is reviewed and used to support areas for further improvement. The following summary outlines responses to questions;

- People are respectful - 86% agree or strongly agree
- Teachers and students are respectful - 100% agree or strongly agree
- I feel like my child is important to the school - 94% agree or strongly agree
- Receives enough communication - 88% agree or strongly agree
- School communicates effectively - 100% agree or strongly agree
- Receives useful feedback - 88% agree or strongly agree
- Has useful discussions - 94% agree or strongly agree
- Talks with child - 88% agree or strongly agree
- Parent has input into learning - 82% agree or strongly agree
- Has good home learning routine - 83% agree or strongly agree
- Education is important - 94% agree or strongly agree
- I would like more help with my child's learning - 65% agree or strongly agree
- Encouraged to help children learn - 88% agree or strongly agree

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
282 - Morgan Primary School	85.7%	100.0%	83.3%	100.0%

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	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	100.0%

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

Of our 2022 preschool students 7 of the 8 enrolled in the Morgan Primary reception class, with the one student attending another local school due to bus transport being available.

The leaving Year 6 students have attended the local government high school.

## Relevant history screening

Morgan Primary School ensures that all employees and external service providers visiting the school have a current working with children's check, as issued by the Department for Human Services Screening Unit. Volunteers require current clearances if they are parents or guardians attending overnight camps, assisting in classrooms or attending excursions. They participate in RRHAN-EC training. Clearances are required for all grandparents and other visitors to school. This is monitored through the Principal and and SSO to ensure that record keeping is up to date.

# 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	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	5.1	0.0	2.5
Persons	0	7	0	6

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

## Financial statement

Funding Source	Amount
Grants: State	\$941,216
Grants: Commonwealth	\$20,359
Parent Contributions	\$10,911
Fund Raising	\$6,943
Other	\$7,910

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	Continued with targeted support for identified students and implemented whole school approach to implemented agreed Berry Street strategies to assist with co and self regulation. Social support skills groups were ran by our student support officer and Pastoral Care Worker to assist with development of social skills. Principal provided 1:1 support where needed to develop self regulation and supervision of students when they were engaging in de-escalation activities.	Increase in the number of students across the school recognising when they need to apply strategies to self-regualte.
	Improved outcomes for students with an additional language or dialect	Classroom support provided by SSO and 1:1 support to improve genre writing outcomes. Responding to data from diagnostic testing in Maths meant students were in the relevant numeracy group to target development of the Big Ideas in Number, particularly place value. Reading Doctor was used by students 4x per week to support early literacy skills and provide extra support to the instructional phonics routine.	Achievement of SEA for our students in NAPLAN. Growth in PAT math, with one student achieving higher bands.
	Inclusive Education Support Program	Support programmed across the site to respond to the OCOP SMARTAR goals. Teachers were provided with release time to meet with families, develop and update goals. Intervention provided for students in areas of social skills, self regulation, targeted learning support and challenge and stretch.	Reduction of behavioural incidents and opportunity for students to focus on learning and higher engagement with peers. All students made progress with the outcomes and goals as stated in their OCOP.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	Morgan Primary School applies funding to employ extra support staff to assist teachers with literacy and numeracy intervention groups across the school 4 times per week. Planning time is provided to teachers and SSO's to ensure the differentiation occurs for our students, so they experience growth and their individual needs are met. Release time is also provided to teachers to ensure that they are able to participate in the professional learning to support our key priorities and actions on our Site Improvement Plan. Rural and Isolated funding is used to subsidise transport to extra-curricular activities, such as sporting events.	Increased student engagement and growth for all learners. All teachers and support staff able to deepen knowledge and understanding of priorities and provide differentiated support to learners.
Program funding for all students	Australian Curriculum	Teachers were involved in various professional learning across our portfolio with colleagues to unpack and implement the Maths Department for Education unit. They attended further professional learning in Big Ideas in Number, Brightpath workshops, and participated in the phonics training to support implementation of the instructional phonics routine. Moderation occurred across the portfolio and partnership in maths and writing.	Consistency of moderation with A-E grades in Maths and English.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable

Other discretionary funding	Better schools funding	This was utilised to employ support staff to work alongside teachers and provide assistance to the established literacy intervention and numeracy groups across the school. Release time provided for teacher and SSO to meet with Student Support Services to implement speech programs.	Growth for learners across the site. Improvement in individual reading results, diagnostic testing in Big Ideas in Number and Brightpath writing.
	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	An educator is employed for the full hours of the weekly preschool program to support the teacher and provide additional support to children and families. This provides another perspective through the formative assessment cycle and goal setting for each child. Extra release time was provided to the teacher to attend Professional Learning to upskill with the Music Strategy. The teacher and Principal also participated in the Orbis Preschool Literacy Program to improve foundation literacy skills.	All students experienced successful transition to school. Data was collected from the Orbis Preschool Project and shared with Governing Council and families. Growth was evident for all learners in mark making and vocabulary. EPOP data resulted in all children experiencing growth. The formative assessment cycle was implemented successfully and children achieved goals set.
Inclusive Education Support Program	Not Applicable	Not Applicable
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.