



Murray Bridge North School

2022 annual report to the community

Murray Bridge North School Number: 299

Partnership: Murraylands

Signature

School principal:

Mr James Parkin

Governing council chair:

Kylie Green

Date of endorsement:

16 February 2023



Government
of South Australia
Department for Education

Context and highlights

Despite the Covid hiccup at the beginning of the year staff stepped up to provide a smooth transition into the year. A clear curriculum and pedagogy approach to implement a Phonics and Spelling Instructional Routine and to the English and Maths Units of Work, brought improvements in student achievement apparent in data analysis. Literacy leadership through two Phonics leaders, LGU support, Partnership Curriculum lead and a Literacy Coordinator providing strong support to explicit data informed instruction.

Teachers undertook professional development in PLD phonics and spelling instruction and assessments were completed at the end of 2022 ready for spelling and phonics groupings for 2023.

Improved data aggregation was achieved with numeracy and literacy data beginning to be stored centrally on Sentral or common files and enabling smoother hand over of student data to begin 2023 teaching more quickly with the need for fewer initial assessments.

Numeracy leadership by the Deputy Principal developed individual websites of student data for each class teacher as well as a clear process for Big Ideas in Number assessments and resources. There were generally improved results from these efforts and a clearer understanding of student data informing planning by teachers.

Significant work was undertaken by the School Curriculum Committee to review the data schedule of assessments, to prepare a Literacy Statement of Practice for all staff and to begin development of a Numeracy Statement of Practice based on Big Ideas in Number data assessments.

Teacher PLGs (Professional Learning Groups) continued to contribute significantly to the professional development of staff. Their work towards explicit teaching, discussions of data and implementing agreed strategies has been significant in improving student achievement.

The Well Being team closely follows attendance, student well being, parent referrals for outside support and activities to grow the school culture including the Colour run, the "Step Up" program and the student incident report forms which enable quick and close tracking of student behaviour incidents resulting in a reduction of student behaviour management issues. Better recording of data on EDSAS and internally is also enabling this. The Well Being Coordinator Amanda Rankine was winner of the "Well Being Leader of the Year" award for the Well Being leaders Association of SA.

The Intervention team contributed significantly targeting initially those students just below SEA in Literacy. The school committed significantly financially to this with an Intervention teacher appointed 1.0. Part of the salary was drawn from the number of ATSI students qualified for APAS support. The Assistant Principal responsible for intervention was significantly successful in enabling IESP funding for identified students. She implemented a transparent school process from pre-referral through teacher data collection and school and Partnership Student Review Teams. As a result significant numbers of students are receiving support.

The Aboriginal Education Team overlaps with Well Being and Intervention in tracking and managing ATSI students' attendance and achievement with considerable improvement achieved for both. The number of ATSI students achieving 100% attendance each term continues to grow.

With the Covid management improving re-engagement with the Aboriginal Community is becoming more possible and the ACEOs do a terrific job with this. A significant continuing priority into 2023. The provision of a dedicated learning and meeting space for the Aboriginal community made possible once the school refurbishment is completed will contribute to this goal.

The school continues to manage the two Special Options classes and there continues to be growth and connection achieved for those students. As they grow through the school a connection develops with a mainstream class to support their eventual progress to high school. The school also funded a Bridge clas

Governing council report

2023 has been a good year for our school. Even though Covid made the start difficult we were pleased to welcome more parents on to the Governing Council and to farewell some community members who have been stalwarts for a number of years. There are now eight parents on council making for lively discussions.

A significant outcome for 2022 was the development of a new school uniform as an option for families. While the plain navy blue remains an option, families can choose the blue with a red panel insert and the school logo. Council committed to a 12 month transition away from the junior primary red shirt inherited from the days when there was a junior primary and primary school, so that by 2024 the school uniform will be only blue. This is part of the process to see ourselves as "one School"- not two different ones cobbled together.

The consultation process for the new uniform was a credit to the counsellors and school finance officers who managed it. The Governing Council contributed to Easter eggs for the students for the whole school.

We all enjoyed the school Colour Run which was an easy way to make some fund raising money which goes towards installing the new playground equipment in the Building 2 plaza.

Sports Day was another highlight and it was good to see Mums, Dads and other family members coming to cheer on their kids. The Pedal Prix team did a great job using the Sports Day as a fund raiser with their bbq. The Pedal Prix team also enabled about 30 students to be involved riding and supporting the team in a number of races which for some kids was great for their maturing.

About another 30 students also were involved in the Children's University in 2022 and it was a highlight going to Bonython Hall in Adelaide for their "Graduation Ceremony"

A number of Bridge and Special Options students were involved in the Digital Challenge with their 3D printing designing and we were really pleased that they won one of the sections of the Challenge.

It was great that our Aboriginal Education team was involved with the Murray Bridge Council to paint the Stobie poles around the school. They also refurbished and replanted the community garden along Mannum Road. The working with the Council has been significant with new lines painted on the courts and new smarter fencing installed around the courts. We look forward to the new safer fences along Railway Tce, promised by the department in 2021, to prevent students running on to that road and across to the unfenced railway line.

One highlight of the year was the year 6 planting of trees and shrubs by the GLA building. With the help of State Flora, trees and guards were bought and planted and mulched. In the last week of school the guards were removed to everyone's delight and the year 5s were asking where they would plant next year.

Another highlight was the new tradition of the farewell parade on the last day: Each year 6 student lines up with a Reception student who accompanies them to the Railway Tce gate through a guard of honour of the rest of the school and family members who make lots of noise, banging drums and cheering. It's a great send off for the final year students!

The school staff have kept us informed in our Council meetings about teaching and learning changes happening in the school and we are pleased with the growth and difference beginning to happen for our students. There is better clarity about what's happening in the school. We look forward to that continuing in 2023.

The Governing Council thanks to the school staff for their commitment to our students, to their learning and well being.

Quality improvement planning

2022 was a year of significant commitment and resultant growth at North School. 2021 had shown a decline in the school performance score, reinforced by the impact of Covid and attendant issues. However the imperative for more aligned explicit teaching became more apparent.

The 2022 Site Improvement Plan focused on a consistent phonics and spelling instructional routine under the guidance of the Literacy Guarantee Unit, as well as beginning the implementation of the English units of Work. This was supported by the appointment of a 1.0 Literacy Coordinator, two 0.2 Junior primary Phonics leaders and with the guidance of the Partnership Curriculum Lead. The teacher PLGs were intended to have day planning each term but, with the difficulty of finding TRTs, this was curtailed and every third staff meeting was allocated to PLG planning time.

The importance of the Instructional Routine cannot be overlooked in the growth for our students' learning. The consistent approach reduced cognitive load for both students and teachers and enabled explicit PLG discussions about aspects of the routine where required. Teachers were aligning their practice and vocabulary, and sharing resources, which reduced workload as they began to implement the routine. The routine also enabled examination of the "Gradual release" process of teaching and identified the "I do, to We do" part of the process of teaching spelling and phonics where more work is required.

In the junior primary classes teachers were released to enable observation of each other in the implementation of the Instructional routine and to have discussion about achievements and challenges. Meetings, three times per term, of the Literacy leader, the Phonics leaders and the LGU lead kept the processes consistent.

By the end of the year the Instructional Routine was being consistently used across the school by class teachers and data improvements were reflecting this attention.

The middle and upper primary teachers in their PLGs began implementing the English Units of Work and by the end of term 2 there was consistent sharing of resources and aligned teaching. Teachers began to "rate" the Units and acknowledged the content support they provided.

Junior Primary teachers began using decodable texts in 2021 and, with significant expenditure on decodables in 2022 managed by the Literacy Coordinator, improvement was noticed when the texts were organised and aligned with the Phonics sequence. By the end of the year Junior Primary teachers had a deeper understanding of the use of decodables and were achieving better and more confident reading outcomes for their students.

Middle and upper primary teachers began using decodables in the second half of the year and were developing their understanding and use by the end of the year. This will be a priority in 2023.

For all teachers the transition from levelled readers and running records to the new DIBELS assessments took some getting used to. We were somewhat "at sea" for a while as we worked through the implementation and understanding process. At the end of the year the DIBELS is better appreciated and the way in which data is recorded makes it much more "teachers' work" than data recorded for its own sake. Teachers feel better prepared for 2023 classes.

Significant work has been undertaken to manage student data. As much as possible, data is on Sentral, and accessible, to all teachers. PAT classes for 2023 were set up as soon as possible so that teachers can refer to their students records when they wish. DIBELS data is recorded in a common space for easy access which has reduced the hand over requirements at the end of the year.

In Numeracy a "Sway" website has been set up and regularly updated for each class providing updated BliN data for all students and resources and strategies specifically for that class outlined. All students were assessed for Trusting the Count and then, where applicable, for Place Value.

The school structures required each PLG to provide a teacher to be part of the school Curriculum Committee meeting fortnightly. This was a significant commitment from those teachers. The Curriculum Committee guided the development of a literacy and numeracy statement of practice, reviewed the school data schedule and enabled the flow of thinking and discussion between PLGs and leadership to ensure consistency across the school. The Curriculum Committee has been an important part of settling the school culture and building a consistent direction in our work.

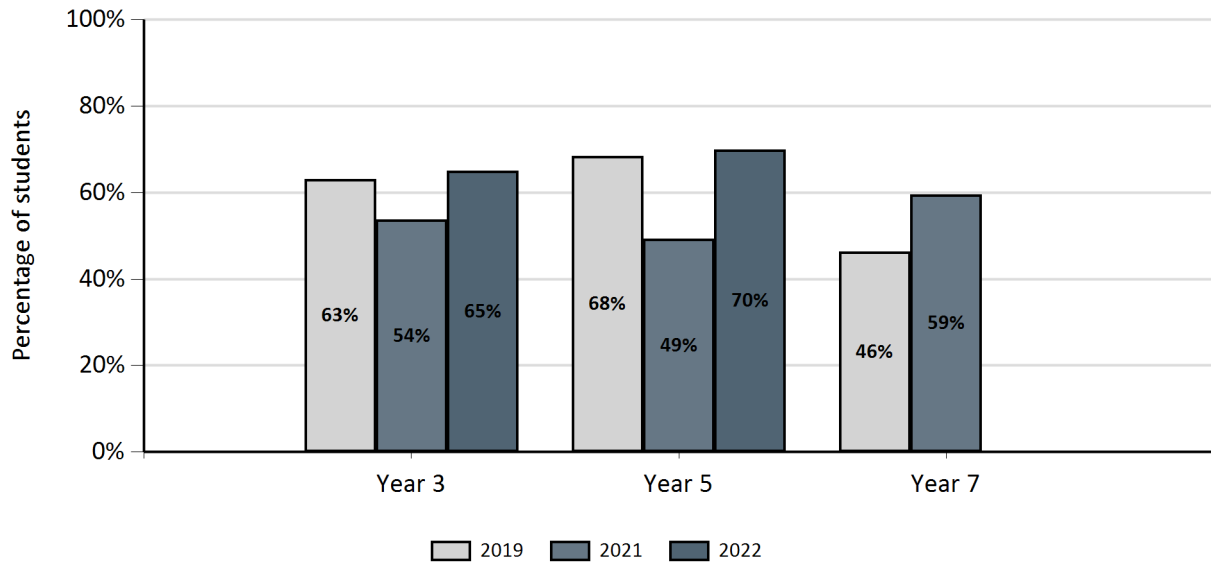
Observation of, and feedback to, teachers by leaders is becoming a more "organic" process focused less on a formal once or twice per year event and more on a professional conversation. Leaders have "Observation" on their weekly agenda for discussion and read the Baeder book about observations to inform their thinking. This will be a higher priority in 2023

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

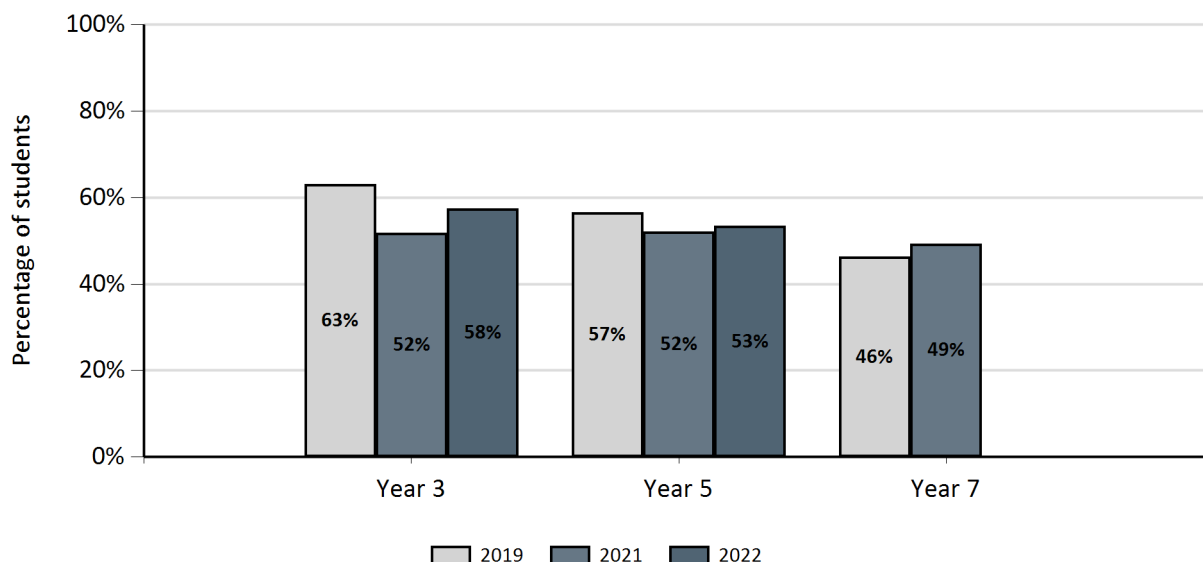


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	80	80	18	11	23%	14%
Year 03 2021-2022 Average	67.0	67.0	13.5	6.0	20%	9%
Year 05 2022	73	73	10	4	14%	6%
Year 05 2021-2022 Average	72.0	72.0	7.0	4.0	10%	6%
Year 07 2021-2022 Average	79.0	79.0	8.0	7.0	10%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

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

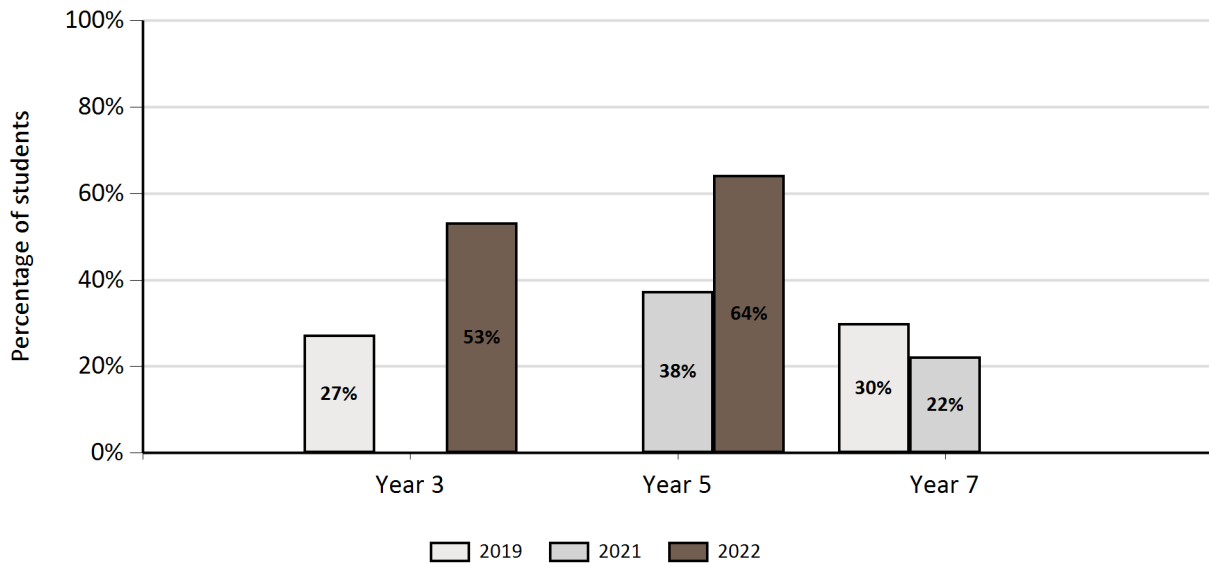
[^]includes absent and withdrawn students.

*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



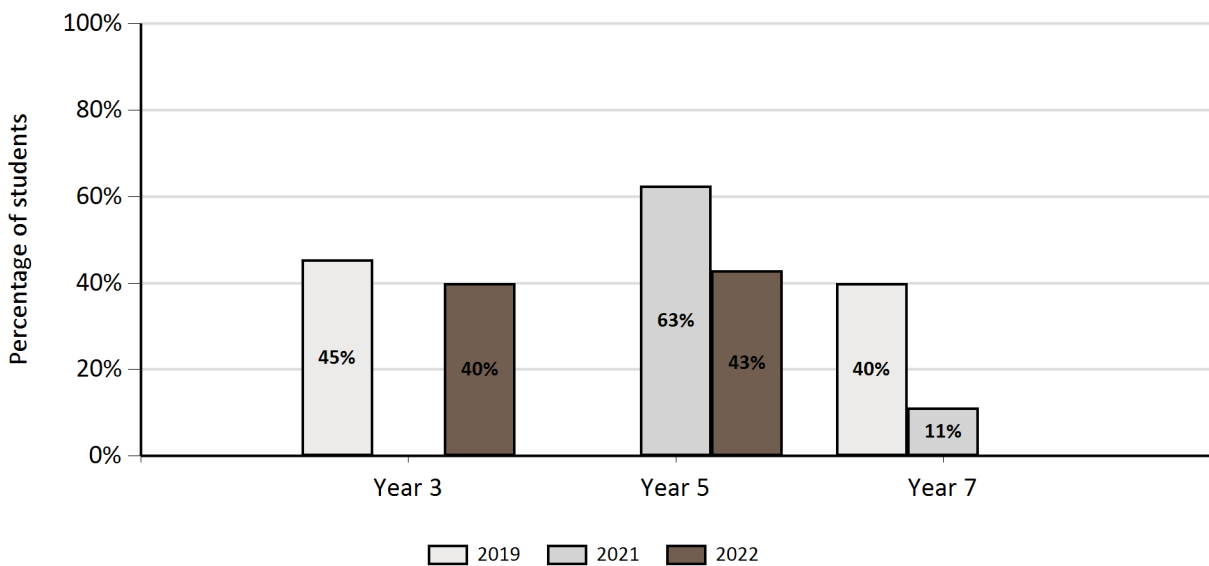
*NOTE: No NAPLAN testing was conducted in 2020.

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	15	15	1	0	7%	0%
Year 03 2021-2022 Average	9.5	9.5	1.0	0.0	11%	0%
Year 05 2022	14	14	2	0	14%	0%
Year 05 2021-2022 Average	11.0	11.0	1.0	0.0	9%	0%
Year 07 2021-2022 Average	9.0	9.0	0.0	0.0	0%	0%

*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:

In 2022 North School implemented an action plan with the focus on Key element 3- : Assuring Consistent, high Quality Classroom Practice.” The focus was on regular reference to student progress and data in staff meetings and PLC (class teacher) meetings. ATSI student attendance and achievement Data was collected and share with leadership and the intervention team.

Teachers worked with Site coaches to ensure classroom practice and intervention strategies aligned with the Site Improvement Plan. This has been successful and strategies around decodable texts, DIBELS assessments, PLD strategies and units of Work were implemented.

Big Ideas in Number assessments and strategies were also introduced as the whole school numeracy focus which is beginning to show similar results for ATSI students.

The second focus was Key Element 5: Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning. Unfortunately, due to Covid, the staff were unable to have parents and families attend events. Staff set up a welcoming room and planned morning tea, literacy support sessions and craft activities, OCOP meetings and community celebrations.

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

It has been a very exciting year with many achievements.

We set our goals high at the end of 2021, towards creating a more cohesive, culturally aware school, where Aboriginal learners are recognized and celebrated, where children feel safe and confident, where Aboriginal Education and learning of Ngarrindjeri is strong in our site and teaching practice is culturally inclusive.

With the implementation of PLD and DIBELS, we have an excellent literacy team, who test, collect and collate our literacy data and group them according to their individual score. This is shared with teachers and intervention teams so every child operating under standard gets specific support according to their needs. In 2022, we began with 31 Aboriginal children from year 1 to 4 taking part in intervention under APAS. All of these children tested under SEA in reading, PAT R or NAPLAN in 2021. Of 31 children, 9 graduated the program by the end of 2022 achieving SEA in more than one of our standardised tests.

The early testing, when comparing NAPLAN and PAT data showed a significant shift in growth for ATSI students. PAT data for all ATSI students shows a solid growth at all year levels over the year

School performance comment

The school demonstrated an increased performance score for 0.3 in 2021 to 0.37 in 2022. This increase was achieved by:

NAPLAN READING

Expected SEA High Bands Close to High Bands Close to SEA

Year level 2021 2022 2021 2022 2021 2022 2021 2022

Year 3 54 65 17 23 24 16 26 15

Year 5 50 70 6 14 7 29 16 8

PAT-R

2022 SEA or above 2022 HB 2022 SEA or above 2022 HB

Year 3 65% 25% Year 5 67% 42%

Year 3 Reading data shows a significant increase in student achievement due the consistent explicit teaching using the Spelling / phonics instructional routine, the use of decodable texts, teaching English units of work and the alignment of these practices across the school. The reduction in the numbers close to High Bands and Expected SEA is attributed to those students moving up into SEA and High Bands.

Year 3 PAT -R data reflects this trend with 65% of year 3s at SEA or higher scale scores including 25% scoring above the year 5 Scale Score

Year 5 Reading Data similarly shows a strong growth in student achievement for similar reasons. The relatively high number of students nudging high bands provides a challenge for extension teaching and learning in 2023. The reduced number of students close to SEA can be attributed to a consistent Intervention program for those students in 2022 addressing their decoding skills.

Year 5 PAT -R shows a similar improvement with this cohort of students going from 57% at SEA when in year 3 to 67% at SEA or higher in 2022. 42% of year 5s score above the year 7 Scale Score.

NAPLAN NUMERACY

Expected SEA High Bands Close to High Bands Close to SEA

Year level 2021 2022 2021 2022 2021 2022 2021 2022

Year 3 52 58 2 14 15 15 24 15

Year 5 52 53 6 6 4 4 32 33

PAT M

2022 SEA or above 2022 HB 2022 SEA or above 2022 HB

Year 3 66% 32% Year 5 70% 30%

Year 3 Numeracy data shows a modest improvement in student outcomes for SEA and a substantial improvement in High Bands Achievement. There were 9 fewer students close to SEA and an increase of 6 in the number at SEA. Better support of students close to SEA in 2022 through BliN data collection and strategies accounts for this.

Year 3 PAT M data shows 66% of year 3s at SEA or higher Scale scores in 2022. 32% of year 3 students achieved above the Year 5 Scale Score in Numeracy.

Year 5 NAPLAN Numeracy data shows little improvement from 2021.

• However the PAT M data shows that 70% of Year 5 students are at SEA or higher scale scores and 30% are above the year 7 Scale score. This recognizes some significant teaching across the year in both Literacy- being able to decode and comprehend texts and in numeracy understanding.

Teachers have begun implementing the Maths Units of Work, completed Trust the Count and Place Value BliN assessments and through the Curriculum Committee have completed a draft Numeracy Statement of Practice. Staff and Leadership have identified that decoding of texts, including the Numeracy questions in assessments, continues to be a challenge with the steps of comprehension and analysis a further challenge. The Numeracy goal for 2023 in the Site Improvement Plan highlights a Maths Instructional Routine and assessment processes and continued observation and feedback to teachers.

Attendance

Year level	2019	2020	2021	2022
Reception	89.2%	88.7%	87.5%	85.4%
Year 1	89.6%	82.2%	89.5%	83.2%
Year 2	90.4%	85.4%	87.7%	82.7%
Year 3	89.2%	85.5%	88.3%	84.3%
Year 4	88.2%	83.2%	89.6%	80.9%
Year 5	89.9%	83.5%	88.5%	82.0%
Year 6	88.0%	83.9%	86.0%	83.3%
Year 7	88.1%	83.2%	88.1%	N/A
Primary Other	90.9%	82.9%	80.7%	80.9%
Total	89.1%	84.3%	88.0%	83.1%

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

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

Attendance comment

Attendance in 2022 continued to be impacted by COVID with attendance rates decreasing from 83% in 2021 to 72% in 2022. It took some time for students with low attendance to return back to school after initial online learning. Our Student Wellbeing Leader and Aboriginal Education Team worked closely with teachers, families, Social Work (Truancy) and Safer Family Services to support students with chronic and habitual non-attendance. Active case management resulted in families receiving attendance letters, home visits and in a number of cases, increased engagement back with school. Anxiety surrounding catching COVID resulted in a reluctance of a number of families to attend school, and staff advised families to keep children home who presented with any symptoms, impacting on attendance rates.

Behaviour support comment

During 2022 staff continued to apply trauma informed practices across the site. Our Assistant Principal and Wellbeing Leader worked closely with staff, the Behaviour Support Coach and Student Support Services (Disability) to ensure students were being adequately supported with QDTP and Wave 2 and 3 interventions such as interoception rooms, What's the Buzz?, Zones of Regulation, Kimochi's and Friendology 101. A big focus on school values continues as we move towards a new school uniform that clearly identifies us as one school. This year also saw a revision of behaviour reporting processes to ensure accuracy which has impacted on suspension and take home rates, seeing suspension rates doubling from the previous year.

Parent opinion survey summary

Parent satisfaction shows Increasing percentages of:

A respectful school community;

improved communication with home and families;

better teacher / parent relations including advice and feedback.

It is positive to see a big increase in Receiving useful feedback (69% - up by 12) , Has useful discussions (68% - up by 22), Has input into learning (63% - up by 15) and improving home learning routines. (75% up by 11)

Parent satisfaction shows more work required by the school to do all of the above but progress has been demonstrated. The introduction of Seesaw R-6 in all classes and Google classroom year 3 to 6 has enabled better communication and contributed to a better school community culture.

The percentage of families – about 1/3, consider that the school doesn't think their child is important, is a significant focus for our community building activities.

It is also troubling that about a quarter of families continue to think that teachers and students are not respectful.

Addressing this is already planned as focus for Well Being activities in 2023.

As the school staff develop their knowledge and skills with new curricula and pedagogy and use of data it is anticipated that we will be better communicators of progress to our parents.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	31.6%
OV - LEFT SA FOR OVERSEAS	1	2.6%
QL - LEFT SA FOR QLD	2	5.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	23	60.5%

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

All staff have relevant history screening and are reminded when they, and leadership receive emails informing them their history check is due.

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	81
Post Graduate Qualifications	20

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	44.3	2.5	16.2
Persons	1	51	5	24

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

Financial statement

Funding Source	Amount
Grants: State	\$6,135,604
Grants: Commonwealth	\$0
Parent Contributions	\$154,302
Fund Raising	\$10,990
Other	\$70,154

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	Funding was utilised for the Well Being Coordinator and to increase the hours for the Pastoral Care Worker and to provide resources for her and the Well Being Coordinator to engage at risk students	SEA data in PAT and NAPLAN and PSC indicates better achievement for identified students who were better supported to attend and engage in their in class learning. Early intervention, especially for year 5 and 6 students, reduced significantly the numbers of student suspensions and take homes in 2022. PAT data particularly, with its 12 month interval, shows students at risk better engaged and making substantially more than 12 months growth in their scores.
	Improved outcomes for students with an additional language or dialect	The closing down as a result of fire reduced the EALD allocation from 0.6 to 0.19 resulting in staff having the EALD role added to their tasks rather than a dedicated position. The change in criteria which removed many ATSI students from EALD consideration also freed up EALD staff to focus particularly in those students who required instruction. Funds were used to provide training and resources for EALD staff.	All EALD students received their learning entitlements in terms of time and instruction and their LEAP assessments. EALD students data was analysed with mainstream student data and demonstrated suitable growth. It also identified some students who required assistance beyond the EALD component.
	Inclusive Education Support Program	Funds were used to provide resources and SSO support to ensure participation and engagement in classes. Funds were also used to support the "Bridge" class with a smaller number of students to work towards their inclusion in mainstream classes for lessons or periods of time as the year progressed.	The Bridge class was challenging in 2022 in terms of behaviour and academic progress of those students was mixed. The inclusion aspect of the class was successful and all the students have transitioned to mainstream or Special Options classes in 2023 with appropriate QDTP and IESP support. 2 students transitioned successfully to high school.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>FLMD funds were used to bring relevant Ngarrindjeri coaches to school to provide language and cultural instruction to ATSI students. A 0.1 proportion was used to enable the part time AET to increase time to manage the FLMD</p> <p>Extensive IESP support was provided to about 80 students in all categories.</p> <p>Early Years support enabled intervention in phonics instruction in terms 3 and 4 for JP students identified in DIBELS data as falling below benchmarks.</p> <p>PD was provided in Big Ideas in Number assessments and strategies.</p> <p>The Bridge class was also supported as an alternative pathway for some students.</p>	<p>Overall, significant phonics and spelling improvement in JP data is evident, BliIN assessments in Trust the Count and inclusion of Subitising strategies in all year levels began to show improvements in 2022.</p> <p>Pride and inclusion in Language and culture for ATSI students is evident with increased leadership by these students.</p> <p>The photo at the head of this report is our 2022 Reconciliation assembly led by ATSI students and staff.</p>

Program funding for all students	Australian Curriculum	Intervention staffing took a substantial proportion of these funds. As we transition to an aligned curriculum and pedagogy with Units of Work and Instructional Routines significant numbers of students were below SEA. Daily intervention is making a significant difference to these identified students in year 2 to 5. PD in relation to the Instructional Routine and and Units of Work was provided to staff as well as some funds supplementing an allocation from the Partnership to support two JP Phonics Leaders.	See whole school results above in other discussion. However, the number of students below SEA in PAT R reduced and more students moved into or towards High Bands. Teachers included the Instructional Routine in their daily practice in Phonics and spelling and began to develop it in Numeracy. Instruction is being increasingly aligned across the school and data is improving.
Other discretionary funding	Aboriginal languages programs Initiatives	Ngarrindjeri instruction continues in R-2 classes led by Ngarrindjeri staff with teacher support. Resources to support the Ngarrindjeri program continue to be acquired. FLMD funding was utilised to employ Ngarrindjeri community members to provide language experiences for the ATSI students.	Student confidence and engagement in their family language group association is evident. Students from other non-Ngarrindjeri language groups inquire about their connections and build them with ATSI support staff. These students are more engaged in school and self-esteem is higher enabling them to engage more deeply in their in class learning. Their academic data reflects this.
	Better schools funding	Better schools funding was directed towards having smaller class sizes in junior primary classes	Smaller class sizes enabled closer attention to literacy and numeracy learning for identified students and small group intervention where applicable.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA