



Swan Reach Area School and Swan Reach and Area Kindergarten

2022 annual report to the community

Swan Reach Area School Number: 423

Swan Reach and Area Kindergarten Number: 6552

Partnership: Waikerie

Signature

School principal:

Mr John Robertson

Governing council chair:

Mardi Le Brun

Date of endorsement:

20 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Well, we made it through possibly the most strange and challenging of years. It seems somewhat distant how much COVID-19 impacted our community at the beginning of the year. We began term 1 with the weirdest beginning during my tenure at SRAS, comprising mostly of remote learning and some face-to-face. This once again, placed massive strain and expectations on families to ensure home-learning occurred. SRAS is grateful for the enormous understanding and support of families. Fortunately we were able to return to classrooms quickly and return with zest to our core business of 'teaching and learning' but... unfortunately, term 1 ended with most staff and students (and families) in isolation due to contracting COVID or being close contacts.

Rolling through the business of terms 2 and 3, SRAS was ever thankful that COVID restrictions eased significantly and we returned some 'normality' to schooling routines. Adults, children and youth are undoubtedly affected by the long-term effects of COVID, which will take some time to recover. It was exhausting but yet, somehow, SRAS noticed the amazing resilience demonstrated by the community and its' ability to rise and succeed in the face of adversity.

As the year closes, yet again, the SRAS community will need to overcome another challenge – the rising river. According to some media, significant events like COVID-19 and higher flooding are once-in-a-century ones or more – unlucky us! At SRAS we promote that learning isn't easy and the same applies to life's big lessons. Our toughest challenges have the capacity to stretch, exhaust and at times, break us. But, the same experiences often strengthen our resolve, our purpose and resilience, our connections and our character. What a year! Understandably, the rising waters will continue well into December and Christmas, so SRAS hopes you find some respite to celebrate your achievements over the year and the waters bring some goodness – like yabbies!

Our students and children are our most precious resource and central to all we do at SRAS – without them we don't have a job. 2022 saw SRAS enrolments increase, which was highly pleasing. Our preschool numbers were stable and will likely increase to 9 or 10 children in 2023. The number of preschools graduating into our Reception equals the number of year 12s leaving, so hopefully overall enrolments will remain stable in 2023. However, an increasing trend amongst our students is transience and mobility, with a number of families tending to move out of the community after brief stays of 1-3 years. Thankfully we retain the 'locals' who are our trusted backbone. SRC activity this year was down, in part to COVID, and lack of senior energy and drive but their future looks bright. Our current primary SRC team are highly motivated and the term 4 SRC Fair, highlighted their leadership and organisational skills.

Despite the massive interruptions to learning our students demonstrated some amazing growth that is summarised below:

- Overall NAPLAN class averages increased in Reading, Numeracy and Spelling
- The year 3s achieved our improvement Numeracy goal and target
- The year 2s achieved a 13 point average growth in the Phonics Screening Test and receptions are on track to be at standard in 2023
- All pre-schoolers improved in phonological awareness and oral language skills
- 89% of year 3s achieved standard in NAPLAN Reading
- 83% of year 5s achieved standard in NAPLAN READING
- 100% of year 9s achieved standard in NAPLAN READING and Numeracy
- 100% of year 2s, 5s & 8s achieved standard in PAT-R
- 100% of year 1s, 8s & 9s achieved standard in PAT-M

Education is a partnership between the parents and carers, child and educators. When the trio are in 'learning sync' amazing learning, growth and development occurs for all. Our fantastic team of educators have done remarkably well throughout the year and this is partly due to greater stability in staffing. This means the capacities and skills they've developed over

Governing council report

Well Done to our School Community in successfully navigating through another COVID disrupted year. We should all be very proud of how we have adapted during these times, and concentrated on our core values. The life skills we have developed over the past 18 months are going to be invaluable throughout the rest of our lives.

Firstly I want to thank the Governing Council for their time and commitment to Swan Reach Area School this year.

We had a year full of ZOOM calls and very little face-to-face contact, which made for a quiet year.

Our committee for 2022 was Tash Dabinet, Claire Durant, Katie O'Shaughnessy, Helen Brown, Joke Wenske, Kristy Castle and Kate Howie. Despite COVID we managed to:

- endorse new mobile phone policy
- update the constitution
- approve budget and works for air conditioning to gymnasium and other grounds improvements
- meet regularly

Fingers crossed for a productive 2023.

Mardi Le Brun
Chairperson

School quality improvement planning

In 2022, SRAS returned to 3 goals.

Goal 1 – Improve students' READING achievement (R-2)

The overall 2022 data shows that SRAS sustained reading growth improvement but didn't meet target of 100% or receptions achieving SEA in LN and ORF end of year targets. 2022 was the implementation and change-over year to the ORF assessments (Dibels) with much accelerated learning achieved by the teacher in ORF and PIR. RR were also conducted and the class averaged well above the 2 levels per term SEA for RR growth.

The biggest growth was demonstrated by the year 2s in RR, ORF (Dibels) and Phonics Screening assessments, with an average increase of 11 marks in the Phonics Screening. The average mark for year 1s and receptions also increased and their overall average of 24.75 is closing the gap on SEA of 28. A change to wave 2 phonics-based intervention to support classroom practices also assisted the receptions average to increase, with 1 reception student already demonstrating SEA. A significant strengthening of the efficacy and pace of Heggerty Routines has also contributed to growth for the R-2s.

NEXT STEPS – keep embedding wave 2 phonics-based, embed PIR stage 7 - decodeable readers, small grouped interventions and fully implement ORF Dibels assessments alongside LGU FA practices.

GOAL 2 – Improve students' NUMERACY achievement (3-6)

SRAS year 3 Numeracy outcomes improved significantly and met the 2022 target for 5 out of 8 year 3s to achieve SEA in NAPLAN Numeracy. End result was 7 out of 9 achieved SEA with 2 just under HB. This lifted the class average to be above SEA compared to 2021 where it was under with the mean score increasing by an average of 46.7 points.

PAT-M outcomes mirrored the NAPLAN ones with 7 out of 9 year 3s achieving SEA with all 7 demonstrating well above outcomes. Year 4 outcomes improved from 33.3% achieving SEA in 2021 to 75% in 2022. Similarly the year 5s improved from 50% demonstrating SEA in 2021 to 75%, 3 out of 4 well above SEA. The year 5 NAPLAN didn't mirror the PAT-M with 50% at SEA and 1 in HB

NEXT STEPS – fully implement misconception testing done by classroom teachers coupled with formative assessment practices to differentiate for all learners, with a focus on MP-LS years. Supported by implementation of BliN small-group, wave 2 intervention with SSOs

Goal 3 - Improve students' WRITING achievement (7-12)

SRAS did not achieve the target for 3 out of 4 year 7s to achieve SEA in NAPLAN writing. The class average was under SEA and this was impacted by the absence of a HB achiever. A better outcome was demonstrated in the year 9 NAPLAN WRITING outcome with 100% at SEA SRAS did much within the internal PLC to chase this goal, however the stage 4 data highlighted that teachers were not clear on their COP and what student SC for this goal looked like. Contributing to the decreased outcomes in writing for 7-12s is the changes to English teachers over the last 4 years (different one each year).

NEXT STEPS - A continued strategic shift in leadership of this goal to continue in 2023, to better align line management of teachers invested with this goal will mean better Line Of Sight (LOS), observations, professional discussions and support to attack this goal with

much needed rigor. The support of a C&L project officer and T&L cycle expert will also significantly boost teachers clarity to embed several effective strategies to improve students' writing guided by the text 'Teaching Revolution'.

Preschool quality improvement planning

In 2022 we chased improving Oral Language achievement through the goal of 'children's interactions using increasingly sophisticated language to connect and communicate with educators and peers.' The key actions applied were:

1. Educators will spend time interacting and conversing with each child (EYLF pg 24)
2. Educators will talk about things of significance with children
3. Educators will affirm and follow children's ideas in conversations and play
 - Vocab concepts 100% of children increased minimum of 1 level from term 1 to term 3
 - Using sentences 100% of children demonstrated an increase of at least 1 level

To assist raising oral language outcomes, SRAS targeted the following The National Quality Framework links with key actions for each:

1. 1.3.1 Establish and implement a regular teaching and planning cycle that utilises critical reflection as a key driver
 - upskill educator's knowledge, skills and expertise in formative assessment.
 - Further develop the use of communication platforms to more deeply involve parents in the planning of individual or small group projects or experiences for continuity AND strategically plan for data collection and analysis on each child from several perspectives
2. 6.1.1 Improve parent and family engagement in the learning program
 - explicitly plan and schedule HOW and WHEN Seesaw will be used by educators and communicate family recommendations and expectations
 - ensure all families are connected through Seesaw app from enrolment meeting and feedback

Next steps for 2023 are to:

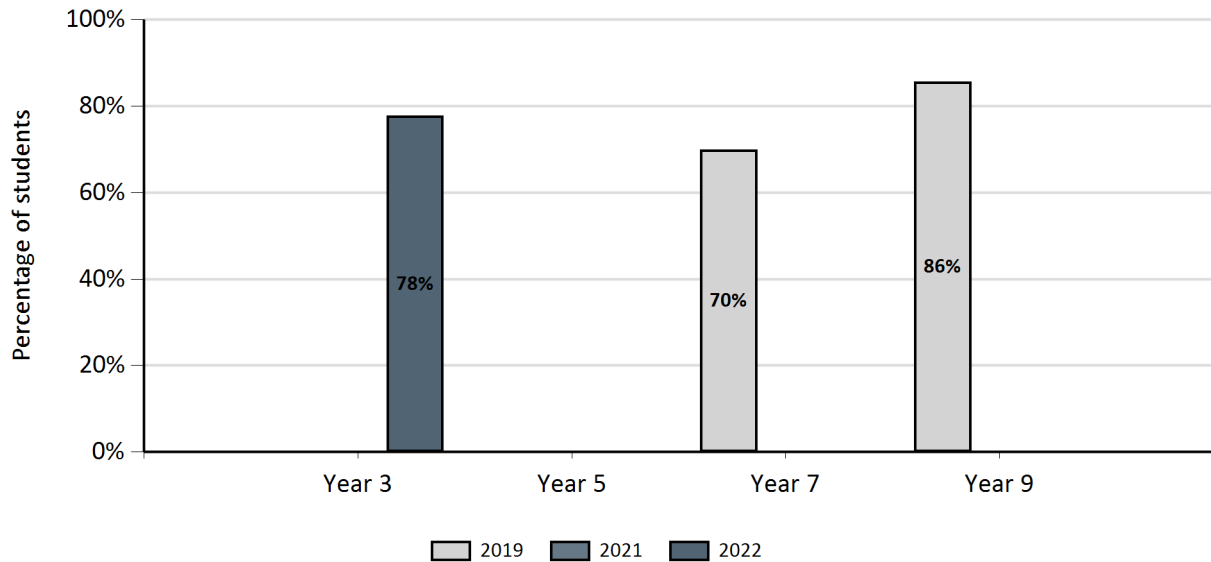
1. Embed the new FA planning and evaluation process in timely cycles for all children and collecting quality group data
2. Improve the quality of pedagogical documentation including children's markings and documentation

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

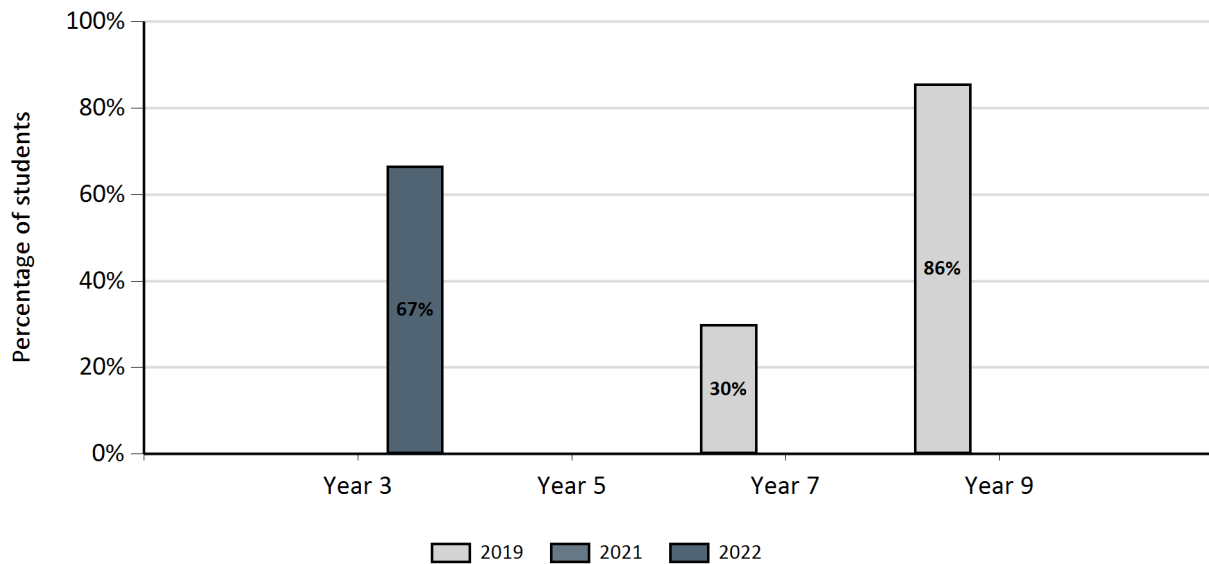


*NOTE: No NAPLAN testing was conducted in 2020.

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	9	9	0	0	0%	0%
Year 03 2021-2022 Average	6.0	6.0	0.5	0.5	8%	8%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 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.

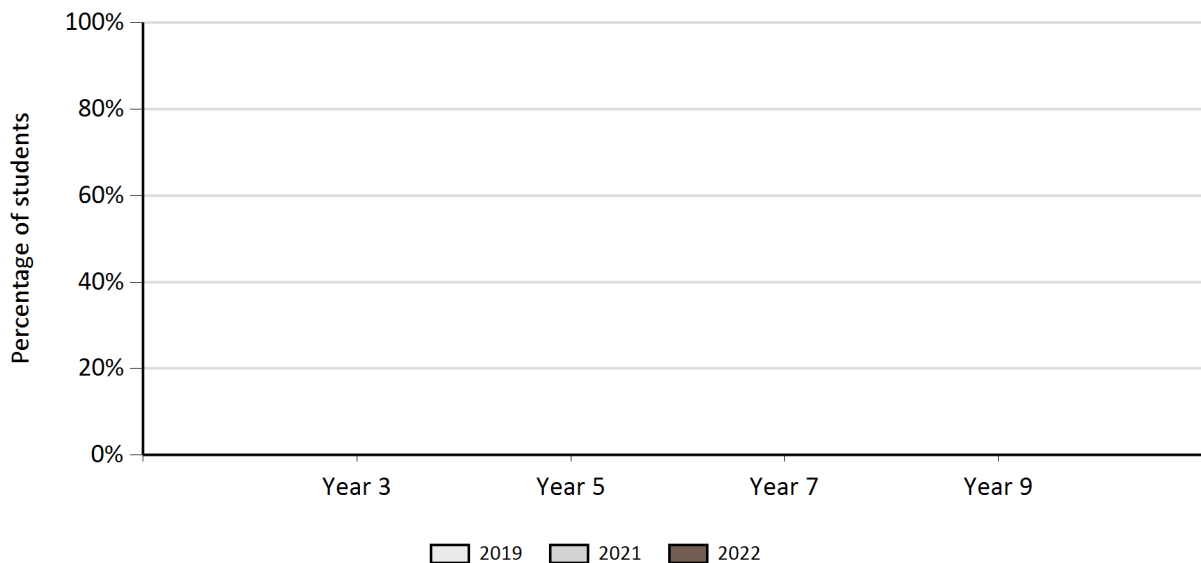
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



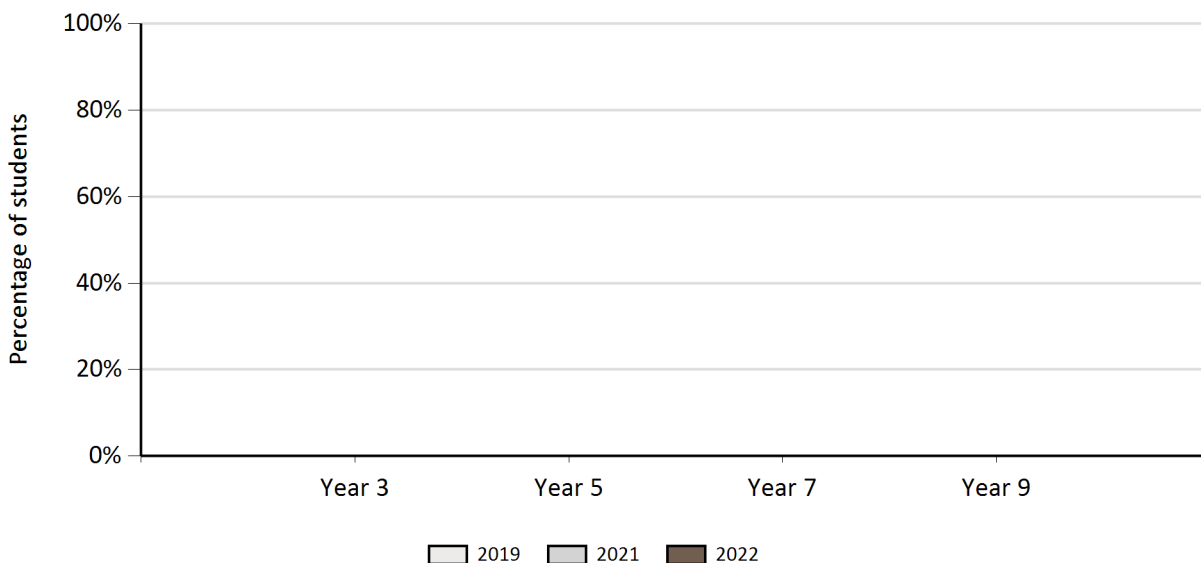
*NOTE: No NAPLAN testing was conducted in 2020.

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 09 2022	*	*	*	*	*	*
Year 09 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: Data Informed Planning

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

Providing the necessary resource allocation to ensure appropriate and effective support is received by Aboriginal learners. Allocating wave 2 SSO interventions in Literacy for ATSI and non-ATSI learners and extra classroom SSO vicarious support in UP and LS classes, targeting ATSI learners

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

PAT-M results showed: one primary learner improve from well below SEA to just under and one secondary sustain well-above outcome.
 PAT-R results showed 2 primary ATSI learners increase outcomes. One from well under to just above SEA and another from just above to well above SEA.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
100%	80%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A	0%	0%	0%	0%
A-	0%	0%	0%	0%
B+	11%	0%	0%	0%
B	32%	0%	0%	0%
B-	5%	0%	0%	0%
C+	26%	0%	0%	0%
C	16%	0%	0%	0%
C-	11%	0%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2019	2020	2021	2022
75%	*	*	*

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	75%
Percentage of year 12 students undertaking vocational training or trade training	80%	42%	25%	100%

2021	2022
100%	100%
100%	25%

School performance comment

2022 witnessed ongoing increases to the transient nature of the community, making accurate data for comparative and low-number cohorts

challenging and too often inaccurate. This is particularly so when looking into NAPLAN data, with a 2-year gap between assessments and testing cohorts changing as much as 40%. With small numbers in each cohort even using averaging can skew the data, especially if a student was absent for a particular assessment.

NAPLAN class averages showed a lift across the site in Reading, Spelling and Numeracy by year 3s, 5s, 7s and 9s. The year 3 cohort were the highest overall achievers in Literacy and Numeracy across all NAPLAN domains with only one of the 9 students not achieving NMS and 2 not achieving SEA. Year 5 NAPLAN outcomes decreased due to the transience and new students under SEA and a similar trend is true for the year 7s, who also had one HB student absent for all tests. Year 9 outcomes remained steady with 2021 results and whilst 100% of year 9s achieved SEA in writing this trend was not so for other year levels. This places greater emphasis on 2023 goal 3 to improve writing through the T&L Cycle pedagogy. This need is also compounded with a number of all year levels in NAPLAN not demonstrating SEA in Grammar and Punctuation and Spelling.

Using the mean score average of cohorts provides another insight into performance in this assessment platform:

- Year 3s increased in every domain except writing from the 2021 year 3 results
- year 5s demonstrated little or no change in Writing, Grammar & Punctuation and Numeracy, but decreased in Reading and Spelling from 2020 year 5 results
- year 7s demonstrated little or no change in Reading, Numeracy and Spelling but decreased in Writing, and Grammar & Punctuation from 2021 year 7 results from 502 to 588
- year 9s increased in Writing & Grammar & Punctuation and demonstrated little or no change in all other domains from 2021 year 9 results

PAT assessments. The year 1s demonstrated 100% at well above SEA in PAT-R while the year 2s demonstrated 80% at SEA. In the PAT-M, the year 1s demonstrated 20% at SEA and the year 2s showed that 60 % SEA.

When including the year 1 and 2 results into whole school comparative data the following is evident - Reading achievement at SEA increases, which is the reverse from 2021 creases and Numeracy achievement at SEA decreases, which is also reversed from 2021:

PAT-M 2022 year 3-10s = 77.25% (75.41 in 2021) compared to year 1-10s = 79.8 % (68.14% in 2021)

PAT-Reading 2022 year 3-10s = 66.625% (61.29% in 2021) compared with year 1-10a = 61.3% (68.14% in 2021)

A-E data overall was slightly above PAT and NAPLAN results, and in particular for years 7-10, except where an IESP student with a One Plan has a negotiated Australian Curriculum Achievement Standard change for assessment purposes.

SACE data is also difficult to compare when cohorts are very small. There was only one ATAR result and this was lower than previous 2021 ATARs. Once again no D subject grades were demonstrated by the 2022 cohort and an overall C was achieved, lifting grade averages from 2021. SRAS maintained 100% completion rate. VET continues to increase in demand

and need for SACE completion and student pathways. All senior students engaged successfully with VET cert 2 and 3 courses.

Overall the schools stage of improvement has maintained performance from 2021 and remains in the department's SOI scoring system a systems improvement categorisation, in Shift gear.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	81.2%	89.6%	85.0%	77.5%
2020 centre	75.0%		79.2%	75.0%
2021 centre	62.5%	91.7%	83.3%	63.0%
2022 centre	70.0%	71.4%	75.0%	10%
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	94.0%	84.8%	86.7%	74.4%
Year 1	79.8%	92.1%	91.1%	70.9%
Year 2	91.0%	89.7%	92.4%	82.7%
Year 3	96.8%	94.8%	88.9%	71.4%
Year 4	92.3%	74.7%	96.3%	71.3%
Year 5	95.7%	94.0%	95.1%	83.8%
Year 6	91.9%	95.8%	95.1%	74.1%
Year 7	85.3%	91.2%	91.8%	80.8%
Year 8	93.0%	86.5%	95.3%	81.3%
Year 9	94.9%	88.0%	84.8%	76.1%
Year 10	91.4%	72.9%	85.5%	78.2%
Year 11	90.0%	95.1%	94.7%	78.2%
Year 12	90.5%	83.9%	93.6%	89.7%
Total	90.9%	87.4%	91.5%	77.3%

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

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

Attendance comment

COVID-19 had greater impact on attendance rates than experienced in 2021, with overall attendance dropping to 82%. SRAS experienced a major outbreak toward the end of term 1 and had this occurred early to mid-term would have impacted more significantly on attendance of staff and students.

SRAS managed a number of chronic non-attendees for varying reasons, including COVID-19 that also decreased overall rates.

Surprisingly due to illness the lowest rates was seen in the R-2 class, with the highest attendance demonstrated by the seniors (11s & 12s).

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	12	10	10
2020	5	N/A	6	6
2022	5	7	6	7
2021	6	6	6	7

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

SRAS experienced a spike in higher level BM incidents leading to office intervention and / or suspensions. Some reasons for this included transience and new enrolments throughout the year impacting on the dynamics of several classes and yard behaviours. SRAS also enrolled a few students who had experienced high BM needs at previous sites.

Parent opinion survey summary

SRAS had 17 respondents (3 more than 2021) to the School Parent Engagement Survey and nil responses shown on the Preschool survey.

The following data summarises the opinions of the respondents and provides a small insight into the school climate from a Parent / Carer perspective.

People are respectful

- 13 out of 17 agreed / strongly agreed (81%) a 1% increase from 2021

Teachers and Students respect each other:

- 12/17 agreed / strongly agreed (75%) a 12% decrease from 2021

My child is important to the school:

- 12/19 agreed or strongly agreed (75%) same as 2021

Areas with lower agreed responses were:

Wants more help

-9/17 agreed or strongly agreed (57%)

Receives learning tips

- 7/17 agreed or strongly agreed (44%)

Knows standard of work

-9/17 agreed or strongly agreed (47%)

Having so many children attending via bus makes community consultation on a wider scale a challenge. SRAS is using more digital technologies and apps for newsletter, sharing learning and communicating, so hopefully the parent percentage engaging with the survey will continue to increase to provide an even clearer school community perspective.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
571 - Blanchetown Primary School	22.2%	40.0%	0.0%	25.0%
423 - Swan Reach Area School	77.8%	60.0%	100.0%	75.0%

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

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

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	61.5%
U - UNKNOWN	2	15.4%
WA - LEFT SA FOR WA	2	15.4%

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

All year 12s moved into part or full-time employment.

Relevant history screening

All staff and volunteers now under Working With Children Check with only 2 new applications processed in 2022.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	11
Post Graduate Qualifications	3

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.5	0.3	5.8
Persons	0	11	1	8

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

Financial statement

Funding Source	Amount
Grants: State	\$189,173,318
Grants: Commonwealth	\$11,788
Parent Contributions	\$21,546
Fund Raising	\$0
Other	\$25,355

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	converted to SSO funding to provide more wave 2 intervention - Phonics, QuickSmart & Interoception	8 out of 9 year 3s at SEA in Reading and Numeracy PAT-R and PAT-M
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	converted to SSO funding to increase wave 2 interventions	7 out of 9 year 3s at SE in NAPLAN Reading and Numeracy
Inclusive Education Support Program	Inclusive Education Support Program	converted to SSO funding to provide more wave 2 intervention - Phonics Intervention, QuickSmart & Interoception	100% of year 2s at SE in PAT-M Upper growth for intervention students
Improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for rural & isolated students - Aboriginal students - numeracy and literacy including early years support	converted to SSO funding to provide more wave 2 intervention - Phonics Intervention, QuickSmart & Interoception	100% of year 5s at SEA in PAT-R
Targeted funding for groups of students	First language maintenance & development	not applicable	not applicable
	Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	converted to SSO funding to provide more wave 2 intervention - Phonics Intervention, QuickSmart & Interoception	100% of year 8s at SEA in PAT-R
Other discretionary funding	Aboriginal languages programs Initiatives	converted to SSO funding to provide more wave 2 intervention - Phonics, QuickSmart & Interoception	2 primary ATSI students at SEA in Reading and Phonics Screening
	Better schools funding	converted to SSO funding to provide more wave 2 intervention - Phonics, QuickSmart & Interoception	see performance section
	Specialist school reporting (as required)	not applicable	not applicable
	Improved outcomes for gifted students	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.

