



Unley Primary School

2022 annual report to the community

Unley Primary School Number: 447

Partnership: Greenhill South

Signature

School principal:

Mr David Hodges

Governing council chair:

Holly Myers

Date of endorsement:

7 February 2023



Government
of South Australia
Department for Education

Context and highlights

Unley Primary School is an inner-suburb Category 7 school. In 2022 we had 466 students in 18 classes. The student population includes approximately:

- 7 % school card holders
- 30 % students with English as an Additional Dialect
- 5 % students with disabilities and
- 1 % Aboriginal students

We have high expectations of our students and promote our school values of: "working together to achieve, through respect, responsibility and doing our best".

Our school celebrates its cultural diversity with many cultures represented across the school. The key focus areas from our Strategic Plan continued to drive our improvement priorities. In 2022, the Governing Council, staff and the Student Representative Council collaborated and brainstormed ideas and opportunities from our key pillars.

Action plans have been developed with continuous improvement the driver of our work. Key themes to emerge from the strategic planning work included professional learning for staff, developing a sensory space for students, whole school programs and consistency in regard to learning, wellbeing and student behaviour.

This year we were pleased to welcome Denby Tamms, a Pastoral Care Worker who joined our Wellbeing team, headed up by our Student Wellbeing Leader, Danni Giro. This team has worked proactively in classes, with small groups and with individuals, offering guidance, support and strategies. A 'regulation room' has been designed with staff and will be ready for student use in 2023.

Unley Primary exhibits a strong sense of community supported by our Governing Council and active sub-committees. Unfortunately, during 2022, many events were postponed or cancelled due to COVID-19 restrictions. However, in Term 4 normality began to return and our school community enjoyed the much loved Pancake Breakfast, Sports Day, Quiz night, discos, Celebration night and Year 6 graduation. We are pleased to see clearer skies ahead and look forward to continuing to enjoy uninterrupted community events moving forward.

2022 was the first year for Unley Primary School, and all South Australian primary schools, to not have year 7 students. As a Reception-Year 6 school for the first time, our enrolment figures and class numbers reduced, and our Year 6 students became our school leaders. We were very impressed with how they led our school and acted as role models and showed responsibility and care for their peers.

Highlights of 2022 included:

- * Another year of learning growth for our students, demonstrated in increased high band results in 5 of the 6 NAPLAN tests administered
- * The completed refurbishment of Campus 2 and our Year 3 and 4 students moving into this innovative and collaborative learning space.
- * A highly attended Music Instrumental night featuring 77 students performing
- * Successful participation in many SAPSASA competitions, with several students reaching state squads
- * Aquatics at West Lakes and swimming at the Adelaide Aquatics centre
- * Continued approach of staff working in Professional Learning Teams to collaborate and learn together, with a focus on curriculum, pedagogy and assessment.
- * staff continuing to develop their professional knowledge through targeted professional learning
- * many student-led fundraising events including casual days and crazy hair day. The funds raised went to the village in the Solomon Islands that families have supported for a number of years, Cancer Council and Guide Dogs
- * a successful evening parent information session with Madhavi Nawana Parker speaking about developing resilience, confidence and wellbeing in children
- * the community's incredible efforts in supporting both Foodbank and the Salvation Army with significant donations of food

Governing council report

We began the school year with a new principal! David Hodges provided an enthusiastic, hands on, approach and made a positive impact for staff and students in the four terms he was with us. We are sorry to see him go. The role of principal will once again be advertised in term 1 of 2023 We look forward to engaging with candidates. We sincerely thank Julie, for again taking on the role and responsibilities of Principal in term 3 of 2022 and again in term 1 of 2023.

At the beginning of the year, we all managed online learning with a huge shout out to staff for making this happen so smoothly. Later in the year, indoor, in person, assemblies resumed!

A major highlight of 2022 was the completion of the Campus 2 refurbishment. What a fabulous learning space. The kids love it!

Sports Day, held at Unley Oval was once again a success for team WATTLE. We also had some incredibly special community events which we could all attend with Celebration Night for the whole school and Graduation Night for the year 6s.

Danni Giro, our well-being Coordinator has worked tirelessly, creating a library for parents with books available at the front office, courses for parents and we now see a "regulation room" to support students. The Education and Wellbeing committee (a GC sub-committee) took off with enthusiasm with many events and resources for parents to engage with, in person and online.

Placement of a Pastoral Care Worker was established for the second half of the year with rapid success. We look forward to that role continuing in 2023.

Dale has been unbelievably devoted as assistant principal and we are thrilled he can go back to classroom teaching. We welcome Rachael Craig, both in the role of Assistant Principal and in the classroom from 2023.

Several successful Working Bees occurred in our various play areas and we thank all the volunteers for this.

Reconciliation week and general first nations awareness took on a more visible role at UPS this year and Acknowledgment of Country was formalised to be delivered at every Governing Council and other meetings.

Lots of fun fundraising had some terrific outcomes, including Easter raffle, Quiz night, Ladies long lunch, Footy pie day, Pancake Day, Disco night, Crazy hair casual socks, Food bank drive, wine sales, sausage sizzles and more!

Regular Governing Council meetings throughout the year allowed the GC to brainstorm the UPS primary strategic plan pillars as opportunities and areas of improvement. We discussed policies and supported their review. Our treasurer, Steven Jeffries, has gone above and beyond with finance reporting and committee representation. We thank all other parent members of the Governing Council for their support of the school.

It has been a pleasure to be the Chairperson of UPS Governing Council. The 2022 members taught me a great deal. The Governing Council recognises the immense voluntary efforts of the staff and parents involved in their children's education with sheer passion and enthusiasm and vested interest in their children's school community. We are sad to see some members of GC leave the school as their children begin high school. We thank them for their support of the school community over a number of years. I strongly encourage all parents to jump on board and join a sub-committee or the council and participate in a fundraising activity. We would particularly new parents to UPS - your input will be welcomed.

Holly Myers
Governing Council Chairperson

Quality improvement planning

Improvement planning for 2022 was again centered around our Site Improvement Plan, which has been developed with staff and with input from our Local Education Team based at the regional office. Our goals as outlined in the plan are to improve high band performance in Writing and Maths.

In writing, we have an emphasis on assessment, moderation and feedback to support students in their learning. All teaching staff this year used the Brightpath Writing tool to collect student writing samples, assess and moderate in teams. The information from this tool provides teachers and students with the next steps for student learning, to improve their writing. This year, teachers used Narrative, Persuasive and Information Text types to gather a range of samples and genres. This provides information on both authorial and secretarial skills required for writing. This year was the first time that the Information Report genre was assessed. Next steps include developing common and consistent practices and routines for students to proof read and self-edit their writing.

In Maths, staff collaboratively worked in Professional Learning Teams to unpack the Department for Education units of work, develop common assessment tasks and moderate student learning. In the Junior Primary, the units of work had not yet been released by the Department for Education, so these teams developed their own units collaboratively. This PLT work led to consistency across classrooms and opportunity for rich assessment tasks to be developed. Students were engaged in number talks and cooperative logic problems to extend their thinking, dialogue and learning. Next steps include the use of the Australian Curriculum Numeracy Progressions to inform the next steps for individual learners.

Site Improvement Plan targets were reached and exceeded in 3 of the 4 areas measured.

Year 3

SIP Target 60% of students achieving high bands in Maths - Result - 30 out of 64 in HB - 47%

SIP Target 60% of students achieving high bands in Writing - Result - 45 out of 65 in HB - %69

Year 5

SIP Target 40% of students achieving high bands in Maths - Result - 22 out of 47 in HB - 46%

SIP Target 25% of students achieving high bands in Writing - Result - Writing 20 out of 47 in HB 42%

Each year at the start of term 4, staff engage in an internal review process where data gathered from throughout the year (and PAT data from the previous year) is interrogated and results compared. The focus is on determining where growth has occurred and next steps to ensure continued learner improvement. Teachers then plan targeted interventions/learning where necessary for the final term of the year.

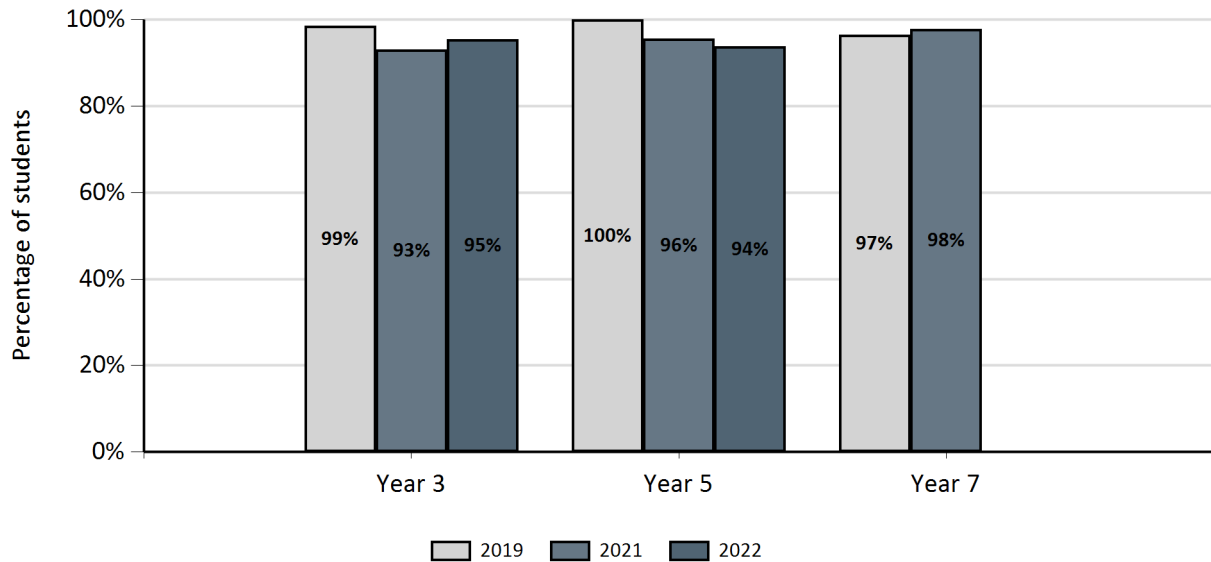
As part of the internal school review process, staff agreed that in 2023, curriculum planning in year level teams should be a focus, as well as a continued focus on pedagogical practices for improving student learning outcomes through well-established Professional Learning Teams.

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

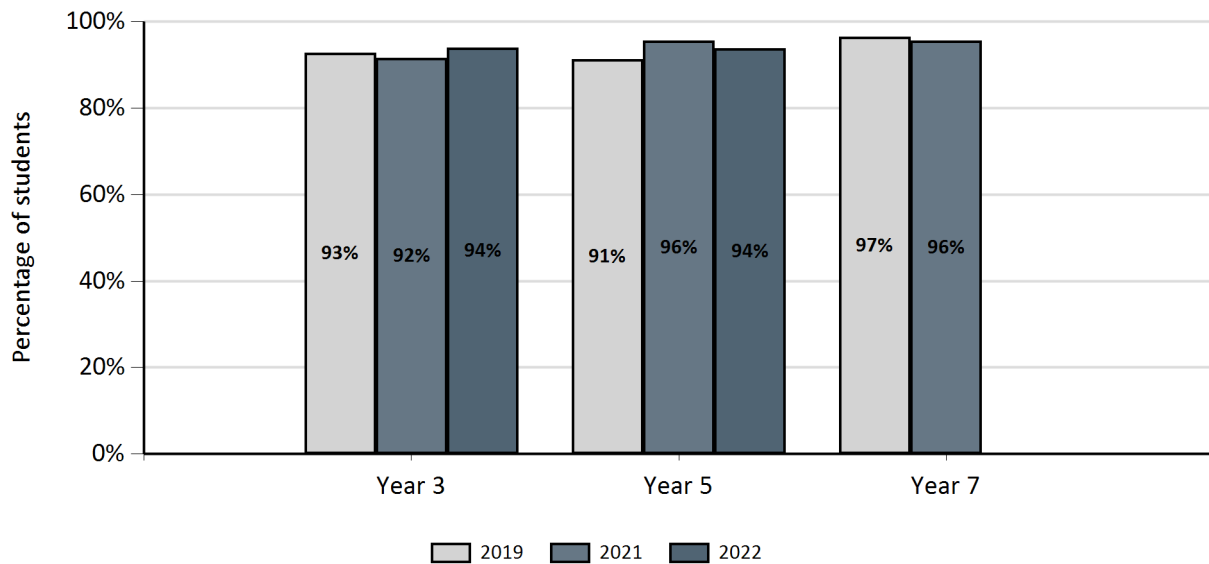


*NOTE: No NAPLAN testing was conducted in 2020.

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	66	66	55	30	83%	46%
Year 03 2021-2022 Average	69.0	69.0	52.0	35.5	75%	51%
Year 05 2022	49	49	31	22	63%	45%
Year 05 2021-2022 Average	59.0	59.0	37.0	24.5	63%	42%
Year 07 2021-2022 Average	46.0	45.0	24.0	28.0	52%	62%

*NOTE: No NAPLAN testing was conducted in 2020.

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

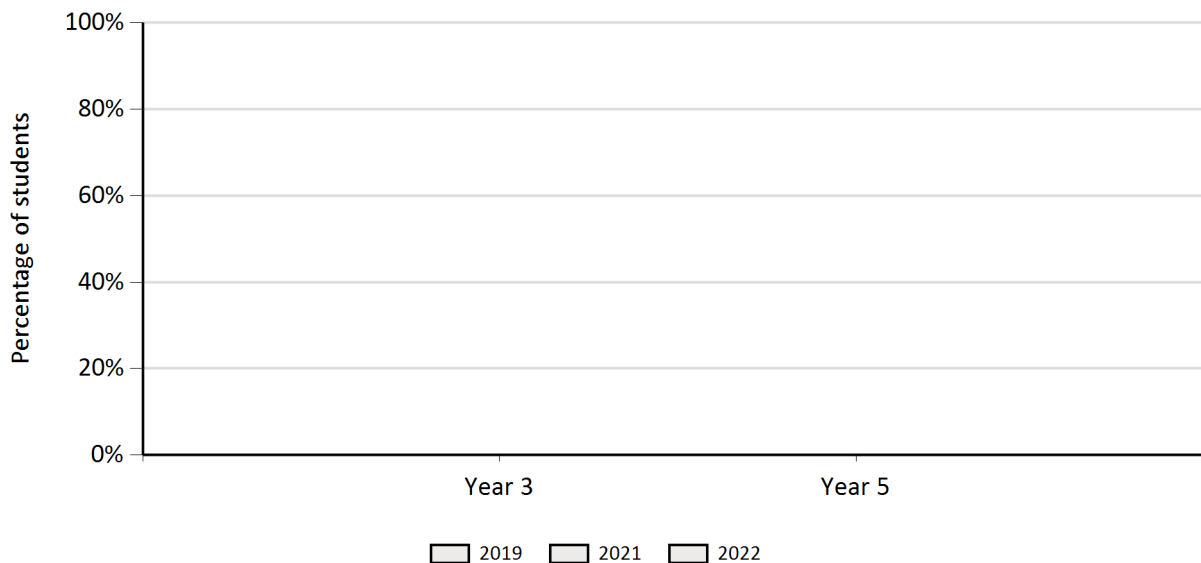
[^]includes absent and withdrawn students.

*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



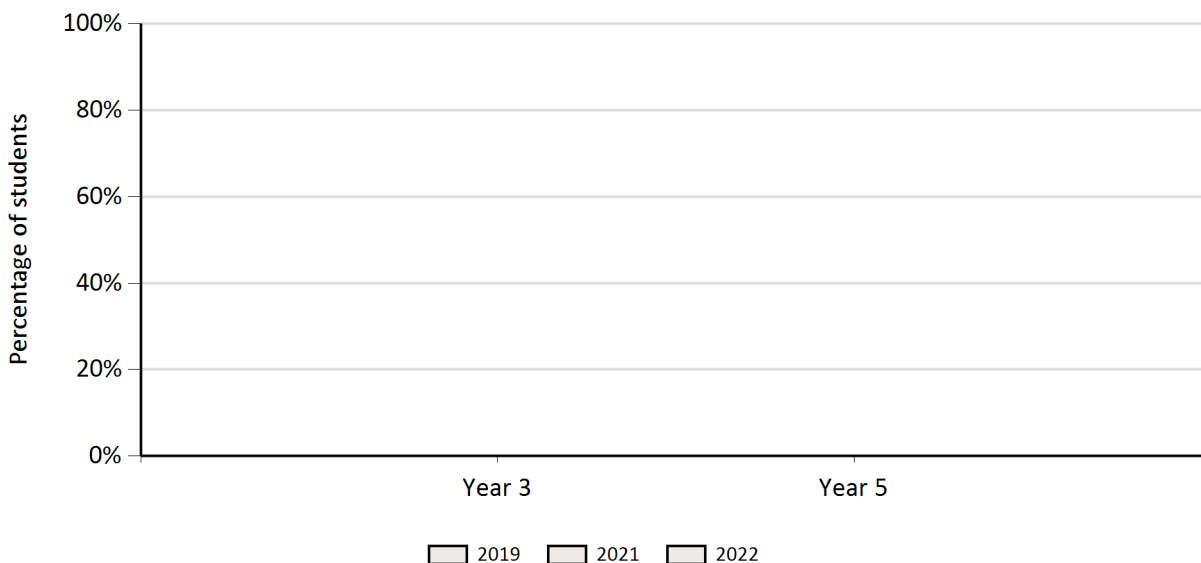
*NOTE: No NAPLAN testing was conducted in 2020.

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 05 2022	*	*	*	*	*	*
Year 05 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: Engaging Families

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

In 2022, leadership supported our Aboriginal Learners through consistent communication with family and providing support in helping the students attend school. This improved attendance provided an opportunity for teachers to build relationships with the students and teach the foundational literacy and numeracy skills to the students. An SSO worked with all students, providing targeted support in areas identified through class-based and school-based assessment practices. The same SSO has worked with the learners for a number of years providing consistency and a greater understanding of learning and social/emotional needs.

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

Each of our Aboriginal Learners achieved a C or D grade for achievement in English and Maths in the second semester reporting period. It was noted that there was no significant shift in grade achievement from Semester 1.

School performance comment

We measure our improvement in the key areas of literacy and mathematics through standardised testing, teacher moderation and assessment and our self-review processes.

The key measures for literacy and mathematics are the NAPLAN tests (at Years 3, 5 and 7), the Progressive Achievement Tests (PAT) at Years 1-6 and the teacher informed Brightpath writing assessment. Reading achievement of students R-2 is measured through Running Records assessment and Phonics Screening Check in Year 1.

Whilst the above graphs indicate that a very high percentage of our students reach the SEA (Standard of Educational Achievement), our goals for 2022 reflected an aspirational target based on high band achievement; this indicates students in the top two achievement bands.

Our NAPLAN data for year 3 and 5, demonstrated that we achieved growth in 5 of the 6 tests completed by our students.

Year 3 High Band achievement (% of students who sat the test)

Reading: 68% in 2021 increased to 83% in 2022

Writing: 51% in 2021 increased to 68% in 2022

Maths: 57% in 2021 decreased to 46% in 2022

Year 5 High Band achievement (% of students who sat the test)

Reading: 62% in 2021 increased to 63% in 2022

Writing: 23% in 2021 increased to 41% in 2022

Maths: 39% in 2021 decreased to 45% in 2022

A-E grades, used for reporting achievement through school reports sent home twice per year, were a focus for teachers in regards to consistency. Consistency of assigning grades was explored through collaborative planning for learning and moderation of learning across the year levels.

An example of the grades given are below - Semester 2 2022 reporting period

	N/A	D	C	B	A
English	6 22	157 141	74		
Mathematics	6 20	143 133	98		
Science		242 111	48		
Humanities and Social Sciences	3 5	148 176	68		
The Arts	1	77 230	92		
LOTE	5 3	284 50	59		
Health & Physical Education		1 109	172 119		
Technologies	1 1	99 199	100		

Attendance

Year level	2019	2020	2021	2022
Reception	94.6%	90.7%	94.6%	89.9%
Year 1	95.0%	89.0%	94.8%	90.8%
Year 2	94.3%	90.7%	93.5%	89.7%
Year 3	96.2%	90.0%	95.9%	91.3%
Year 4	94.6%	92.0%	93.8%	93.0%
Year 5	94.6%	89.2%	94.3%	91.5%
Year 6	94.8%	90.4%	93.9%	89.4%
Year 7	94.7%	87.8%	92.7%	N/A
Total	94.9%	90.0%	94.3%	90.8%

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

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

Attendance comment

The overall attendance rate for Semester 1 of 2022 was 90.8% which is considerably lower than the overall attendance average for a full year in relation to previous years. The attendance rate for the second semester increased to an overall attendance rate for 2022 of 91.63%. Although the rate increased over the year, it is still lower when compared to previous years. The interrupted beginning to the school year due to home learning, and subsequent rates of absenteeism due to COVID, contributed to the attendance percentage.

Parents are required to let the school know of any absence from school of their child, planned or unplanned. A text is sent to all parents when a child is flagged as an unexplained absence by 10:00am in the morning.

Planned absences of greater than two days require an exemption form to be completed by the parent, to then be approved by the principal.

In 2022, there was a targeted approach to regular and chronic non-attendance. Teachers were asked in the first instance to make contact with the parent to offer support, if needed, to address non-attendance. If non-attendance rates continued to be concerning, leadership were informed and parents contacted.

Behaviour support comment

Unley Primary School recorded 3 suspensions and no exclusions in 2023. Staff and leadership worked with families and Support Services to provide adjustments for students with behaviour challenges. Staff collaborated with families to develop Behaviour Support Plans as required.

Incidents in the school yard were mostly of a minor nature and were managed in a restorative manner by staff. The staff identified developing a whole-school approach to behaviour management as a priority for Strategic Planning work in 2023. A working group was formed and they will lead this work with staff next year.

This year there were less incidents of bullying and harassment (yard) reported than in the previous year. All incidents of negative behaviour are reported by staff in our student management system. Any incident flagged medium or high is immediately sent to leadership for follow-up.

Analysis of data from our year 4-6 students via the Wellbeing and Engagement data collection continues to indicate a small drop in bullying incidents but this remains a focus for support in both the classroom and the yard, with a continued focus on positive online behaviour.

Parent opinion survey summary

In 2022, we had 153 respondents to the parent opinion survey. Whilst this is a lower response rate compared to 2021, it represents a statistically significant number of families.

The parent engagement survey again produced many positive responses, along with some areas for improvement. It is important to note that the vast majority of parents agree that education is important and many would like information on how they can support their children at home. The survey asks for responses to questions in 5 areas: School climate, Communication, Learning at home, Learning at school and Future planning and pathways.

Again, our school culture was strongly celebrated, in particular the respectful relationships between staff, students and the wider community. The percentage of respondents who responded positively increased from the 2021 survey. There was also a greater percentage of parents who felt they were aware of the standard of work that is expected.

A significant and pleasing increase was in the area of parents believing they have useful discussions about their child's learning. Communication and feedback for learners were considered areas for growth by some parent respondents and were down slightly in percentage from the previous year. Both of these areas will be a focus for improvement through staff and parent committees in 2023.

Receives enough communication - from 84% in agreeance in 2021 down to 81% in 2022
School communicates effectively - from 82% in agreeance in 2021 down to 79% in 2022

Knows standard of work - from 65 % in agreeance in 2021 increasing to 67% in 2022
Has useful discussions - from 65% in agreeance in 2021 increasing to 74% in 2022

The survey provides an opportunity for parents to write anecdotal comments under the general headings. Many comments were noted, and they continue to provide a valuable insight into specific questions or concerns that parents would like to see addressed. Staff have an opportunity to discuss the concerns and begin to formulate a plan for responding. The Education and Wellbeing committee, a sub-committee of Governing Council, also discusses the outcomes of the survey and will prioritise an area to focus on in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	71.4%
NS - LEFT SA FOR NSW	1	14.3%
QL - LEFT SA FOR QLD	1	14.3%

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

Relevant history screening

The need for RRHAN-EC training is highlighted to the community at the beginning of each year by class teachers and via the school blog. Classroom teachers ensure that any parent who volunteers has undertaken the online RRHAN-EC training. All parents and support staff e.g. pre-service teachers, provide evidence of RRHAN-EC training. WWCC are undertaken by all parents before attending overnight camps.

Documentation for pre-service teachers, contractors, external providers, staff and volunteers is current. The school ensures volunteers complete RRHAN-EC for volunteers online training in accordance with guidelines. A list of volunteers who have current training is kept via EDSAS and the online training link is made available throughout the year.

All sporting coaches are required to complete the training prior to beginning coaching. If there is a coach appointed who does not have a child in the team, they undertake a WWCC prior to commencing.

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	51
Post Graduate Qualifications	6

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	28.8	0.0	9.2
Persons	0	36	0	12

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

Financial statement

Funding Source	Amount
Grants: State	\$4,685,014
Grants: Commonwealth	\$5,500
Parent Contributions	\$266,430
Fund Raising	\$34,643
Other	\$44,437

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	<p>A coordinator appointed to support student wellbeing continued in 2022. Targeted interventions for students included What's the Buzz and Confident Minds in the small group setting. The Zones of Regulation continue as a whole school language to support student's learning about, and using, self-regulation strategies. Through the coordinator, staff engaged in a range of professional development to support their understanding of practices to support the wellbeing of students.</p> <p>Staff are looking forward to furthering their knowledge of supporting all learners, with an emphasis on neurodiversity, through targeted Professional Development in 2023</p>	<p>Student survey data shows an increase in engagement with learning and connectedness to school. Many students are able to verbalise the zone they are in and their readiness for learning. They are beginning to self-manage regulation by using a learnt strategy. Teachers and support staff are employing a wider range of strategies to support the wellbeing of students. They feel better equipped to provide a range of differentiated supports for the students in their class.</p>
	Improved outcomes for students with an additional language or dialect	<p>Two teachers provided support to learners with an additional language or dialect spoken at home. One teacher worked with students from R-3, whilst the other provided support to those students in Years 4-6. Support was provided in both a small group and the whole class setting. Support was targeted based on data gathered from moderating writing, and oral language, samples using the LEAP (Learning English: Achievement and Proficiency) levelling tool.</p>	<p>In 2022, comments in relation to learning during EAL/D sessions with the teacher were included on the school Report for the first time.</p> <p>More than 300 samples of writing were levelled using the LEAP (Learning English: Achievement and Proficiency) levelling tool.</p> <p>Information about the level achieved by each learner is recorded in EDSAS and also passed on to classroom teachers as part of our tracking and monitoring processes.</p>
	Inclusive Education Support Program	<p>15 students with a verified disability were funded through the IESP. All students were provided with SSO support equal to their category of funding. SSO support was targeted based on teacher assessment and using recommendations outlined in reports from private providers e.g. psychologists, speech therapists and occupational therapists. Teachers were provided with release time to write individual plans for students with a focus on SMART goals. Goals were regularly reviewed and updated after discussions with child, parent and/or SSO and analysis of classroom based learning and assessments results.</p>	<p>All identified students were able to achieve in part or whole, or work towards achieving the SAMRT goals set.</p>

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>Data for our Aboriginal Learners was analysed and plans put in place to target areas of need. The support of a skilled SSO was paramount to achieving improved learning outcomes.</p> <p>Targeted interventions for literacy and numeracy were available to students from Years 1 & 2 (literacy) and Years 2-6 (numeracy). Literacy support was provided through the Levelled Literacy Intervention program and small group support in classrooms. Numeracy support was provided through the TOOSMART maths intervention program targeting fluency and problem solving for Yr 2 students, and Maths for Learning Inclusion targeting gaps in understanding for students in 4-6.</p>	<p>All identified students were able to work towards achieving SMART goals set by teachers in collaboration with child, parent or SSO.</p>
Program funding for all students	Australian Curriculum	<p>Professional Learning Teams are integral to the improvement cycle and provide teachers with the opportunity to focus on improving student learning outcomes through planning a targeted teaching cycle and collaborative work. Release time for PLTs is provided through the AC funding. Pedagogical practices related to actions in the Site Improvement Plan are the focus of PLT work. The PLTs were once again year level based allowing for collaboration, moderation and consistency of practice to be the driver of improvement. Maths was the area of focus for PLTs. Writing improvement continued to be supported through Brightpath as an assessment tool.</p>	<p>The Brightpath tool was used for the moderation of student work by teaching teams. Feedback from the Brightpath team showed that teachers were for the most part correct in their assigning of a score against the scale/ruler. Next teaching points provided an opportunity to target areas of need.</p> <p>The whole school numeracy agreement continues to be refined and supports consistency of practice and development of skills and understandings from year to year at each year level.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	<p>Using data from a range of standardised and classroom based assessments, including PAT-M and PAT-R, individual students were identified as requiring support. Targeted classroom-based interventions were put in place. The funding supported SSOs to be assigned to classrooms, and the development of skills were targeted through individual and small group work. Teachers planned the learning based on the highlighted gaps.</p>	<p>Interventions were put in place in term 1 based on data from the previous year. The Term 4 internal school (data) review day allowed teachers to measure growth of targeted students' skill development. If gaps continued to be highlighted, goals were adjusted and set for term 4 interventions.</p>
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A