

# Williamstown Primary School and Williamstown School-Based Preschool

## 2022 annual report to the community

Williamstown Primary School Number: 482

Williamstown School-Based Preschool Number: 1628

Partnership: Greater Gawler

Signature

School principal:

Ms Lynette Simons

Governing council chair:

Jasmine Simes

Date of endorsement:

10 February 2023



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Williamstown lies 60km from Adelaide on the border of the Barossa Valley region and the Adelaide Hills. The school has been on its current site since opening in 1861 and maintains a strong community support for the learning of children from preschool to year 6. The location and setting of the school provides many opportunities for authentic learning, especially in environmental education and science. There is a strong commitment to recycling and educating about waste management and the school links with the Northern Resource Management (NRM) for ideas and support in this area.

In 2022, there were 196 students in Reception to Year 6 and 31 children in the Preschool. The school is a Category 6 school.

The school population in 2022 included:

- 23% of families eligible for School Card assistance
- 1.5% Aboriginal students
- 8.5% students with a disability

In 2022, we continued to use the School Improvement Plan (SIP) and Preschool Quality Improvement Plan (QIP) to guide our learning improvement journey. The SIP and QIP are our focused literacy and numeracy development plans which encourage a sustained approach to site improvement and student learning outcomes. As in previous years, strong collaborative practices between the preschool and school staff formed the basis for staff professional learning and improved teaching and learning for students. All staff received PD in mathematics and writing related to the SIP and QIP directions.

Targeted support was provided for students with additional needs through individualised learning programs and SSO support in classrooms. Each student with a verified disability has a One Plan to guide the goals and support needs of the student.

Despite the interruptions with Covid, as a site we were able to participate in some special events including Sports Day, excursions, swimming week, SAPSASA events, Book Week, Year 5/6 camp, playgym, preschool and Year 6 graduations and the End of Year Concert.

## Governing council report

Williamstown Primary School Governing Council Chairpersons Report – 2022

Thank you to all of the 2022 Governing Council Committee for your individual involvement this year at Williamstown Primary School. It has been another year with Covid challenges, and thanks must be given to the staff for continuing to adapt and work through these challenges. Thank you to Sam Muller, Vice Chairperson for chairing meetings as necessary and I again must acknowledge the time and effort that both Heidi Shields and Steve Thorsteinsen contribute in their roles as Secretary and Treasurer.

Highlights for the last year include:

- Throughout the year we reviewed and provided feedback to the Quality Improvement Plan & Site Improvement Plan to ultimately support the development of literacy and numeracy skills in our children. With previous growth in literacy, I look forward to seeing how our shift to numeracy unfolds.
- It was great to see our children enjoying school camps and excursions this year following covid restrictions preventing them over the last few years. Big thanks to the teachers and staff for making sure these happen.
- The Camp Australia OSCH ran Vacation Care for the first time this year, following the inclusion of this service in last year's contract renewal. By all accounts this has been a successful program and we are happy to be able to provide this service to the local school community.
- The fundraising committee had a wonderful year again, holding the annual Mothers' Day and Fathers' Day Stalls. The introduction of Ice cream Wednesdays has been a hit! Profits from Fundraising this year has been spent on Sporting equipment, a new fridge/freezer, extension of the lawn area on the Queen Street side of the school and setting up a sensory room.

This year we fondly farewell Lynette Simons as our Principal at Williamstown Primary and Preschool. We thank her for her contribution and commitment to the school over the last 4 years. Lynette was presented with a lovely quilt designed and singed by all of the school children at the last assembly for the year. It was certainly a lovely memento. We wish Lynette all the best at her new school next year and look forward to welcoming Mrs Katherine Shaw to the school in 2023.

Jasmine Simes - Governing Council Chairperson

# School quality improvement planning

This year, a new iteration of the SIP was developed with the focus on increasing the number of students in higher bands in Numeracy and Writing.

Goal 1. To increase the percentage of students in Year 3 and 5 who maintain or achieve in higher bands in NAPLAN Numeracy

Target: Of the Year 3 and 5 students who sit NAPLAN Numeracy test, 25% will maintain or achieve in higher bands.

Analysis of the Year 3 data indicated that of the year 3 students who sat the NAPLAN Numeracy test in 2022, 41% achieved results in the higher bands, an increase from the 21% who achieved in the higher bands in 2021.

Of the Year 5 students who sat the NAPLAN Numeracy test in 2022, 9% achieved results in the higher bands which is a significant decrease from the previous year's results with 24% in the higher bands. Three year 5 students who completed the test received results just below the higher bands. Three other students were absent during the testing period and as such, were considered to have not met the standard. Analysis of their PAT M data indicates that they received results well above the SEA, suggesting that had they completed the NAPLAN test, they would have met the standard and may have been in the higher bands.

Our focused work in this area of the SIP began in 2022 with the major focus of the previous SIP being on the writing goal. Teachers requested consistent approaches to the teaching of mathematics with the development of maths language, knowledge and strategies being systematically taught from Reception to Year 6. The Junior Primary team's work with an external trainer from the Primary Maths Association was very successful, with teachers identifying that they have raised expectations on student maths learning, have clear understandings of sequentially teaching maths concepts and different strategies to stretch learning. As a PLC, they have supported each other, shared good practice and made/collected resources. Informal discussions have focused on extending the maths learning of the students and the learning successes achieved in lessons. Of particular note is the growing confidence of the R-Yr 2 children with their maths knowledge and reflections on their learning through number talks. Primary teachers worked with the Curriculum Leader to develop their understanding of the DfE Maths Units of Work. This initial support was useful but further opportunities to develop a deeper understanding of the Units and links between the work of the JP and the Primary teams has been requested by the Yrs 3-6 teachers.

The next steps for the SIP Numeracy goal leading into 2023 will be:

- \* the consistent collection of student achievement data at a classroom level to be used to monitor, track and measure growth and plan next learning steps

- \* consistent mathematics language and strategies across the R-Year 6

Goal 2. To increase the percentage of students in Year 3 and 5 who maintain or achieve in higher bands in NAPLAN Writing

Target: Of the Year 3 and 5 students who sit NAPLAN Writing test, 20% will maintain or achieve in higher bands.

Analysis of the Year 3 data indicated that of the Year 3 students who completed the NAPLAN Writing test, 31% achieved results in the higher bands which is an improvement on the previous year's results of 15% in the higher bands and well above the 2022 target of 20%.

Of the Year 5 students who completed the NAPLAN Writing test, 12% achieved in the higher bands which is below the 2022 target of 20% and remains the same as the 2021 higher bands results.

Analysis of NAPLAN Writing tests from 2019, 2021 and 2022 indicated an improvement in the text structure for both Year 3 and 5 cohorts with ideas, audience, character and setting and sentence structure improving over the three tests. Year 5 students also demonstrated an improvement with punctuation whilst Year 3 students improved in spelling. The use of topic specific and descriptive vocabulary remains an area in need of development as students did not show significant growth over this period of time. The work on developing student metacognition through writing continuums, goal setting and self-editing will continue into 2023. Targeted feedback on their learning and the supports they need to progress along with the co-construction of success criteria will continue to develop assessment capable students who have a clear understanding of what and why they are learning and where to next.

The next steps for the SIP Writing goal leading into 2023 will be:

- \* refresher training in Jolly Grammar/Spelling to ensure consistent approaches to the teaching of spelling and grammar

- \* a focus on developing vocabulary for writing

# Preschool quality improvement planning

In 2022, the preschool Quality Improvement Plan (QIP) had one learning improvement goal; to extend children's ability to communicate their mathematical thinking through the development of maths language and representation.

The preschool educators maintained a focus on noticing as a mathematician (attributes of size, spatial and quantity), comparisons and introducing the base ten number system. Educators grew in confidence and skill to model mathematical language and engage children in shared sustained thinking and conversation with a mathematical focus. Educators intentionally designed learning environments, exploiting opportunities to develop mathematical concepts in routines, creating invitations and provocations for mathematical learning using appropriate resources (eg: mathematising role play spaces, dedicated numeracy space) and choosing and displaying prompts for vocabulary and questions. Through the general programming cycle, educators regularly reflected on the success of teaching strategies and ensured consistency of approaches and evidence of children's learning as individuals, within small groups and as a whole cohort. Clear evidence of progress included observations of children's use of mathematical language within play. Children were observed providing mathematical justifications for thinking (this one has more because...) and designing their own mathematical investigations (eg: how many children are here today?). Some children were observed representing numerals (making money for shop or tickets for show), drawing maps and designing block arrangements. Families commented they have noticed progress with their child's mathematical thinking and language at home.

In addition, the opportunity to regularly collaborate with the JP team supported all of the teachers to develop a shared understanding of the progression of learning (from broader to more specific concepts) across the Preschool to school and become consistent with use of accurate language.

The next steps for the QIP and leading into 2023 will be:

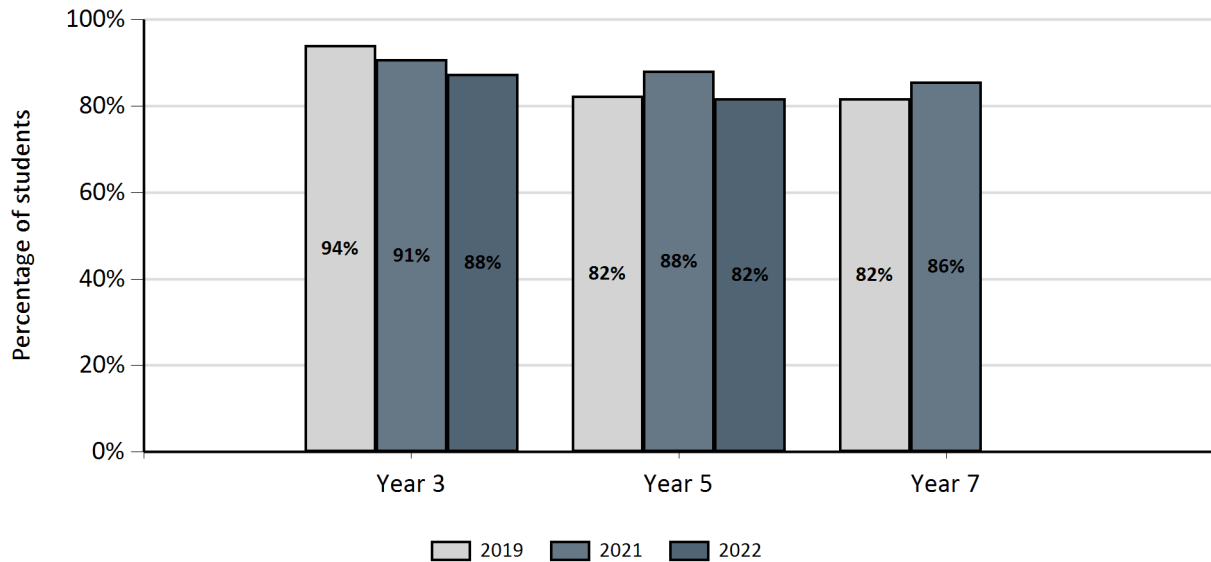
- Continuing to meet regularly and plan and reflect collaboratively with the JP team.
- Design data sets for capturing and describing success criteria; identifying what learning 'Looks like, feels like, sounds like and utilising the individual curriculum resources due to be released in 2023.

# 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

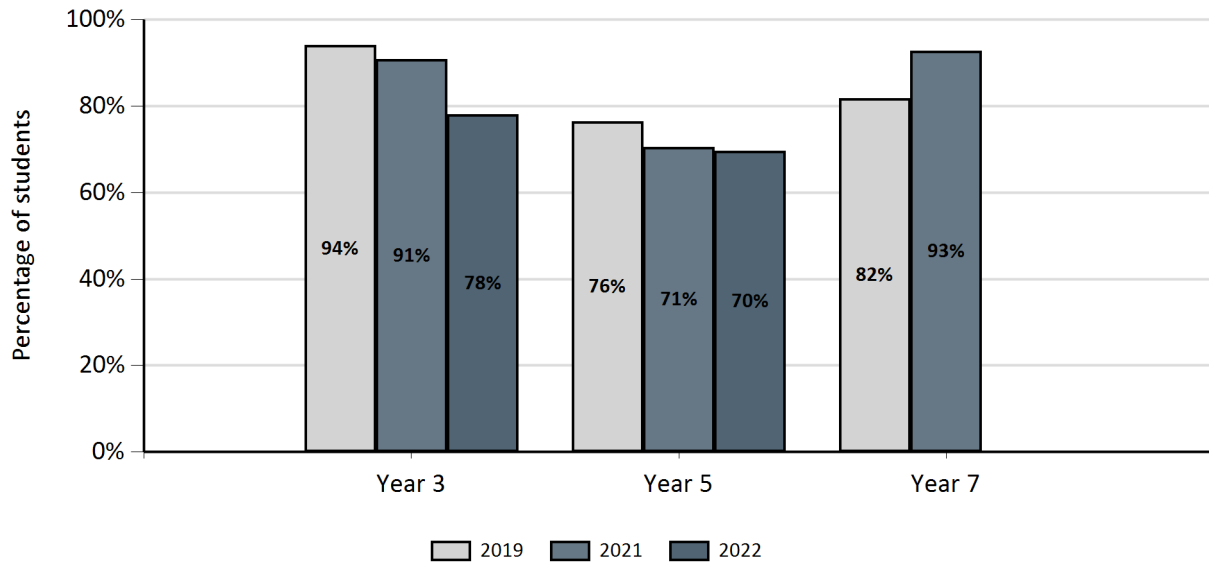


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	32	32	17	13	53%	41%
Year 03 2021-2022 Average	32.5	32.5	17.0	10.0	52%	31%
Year 05 2022	33	33	9	3	27%	9%
Year 05 2021-2022 Average	25.0	25.0	7.5	3.5	30%	14%
Year 07 2021-2022 Average	14.0	14.0	3.0	4.0	21%	29%

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

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

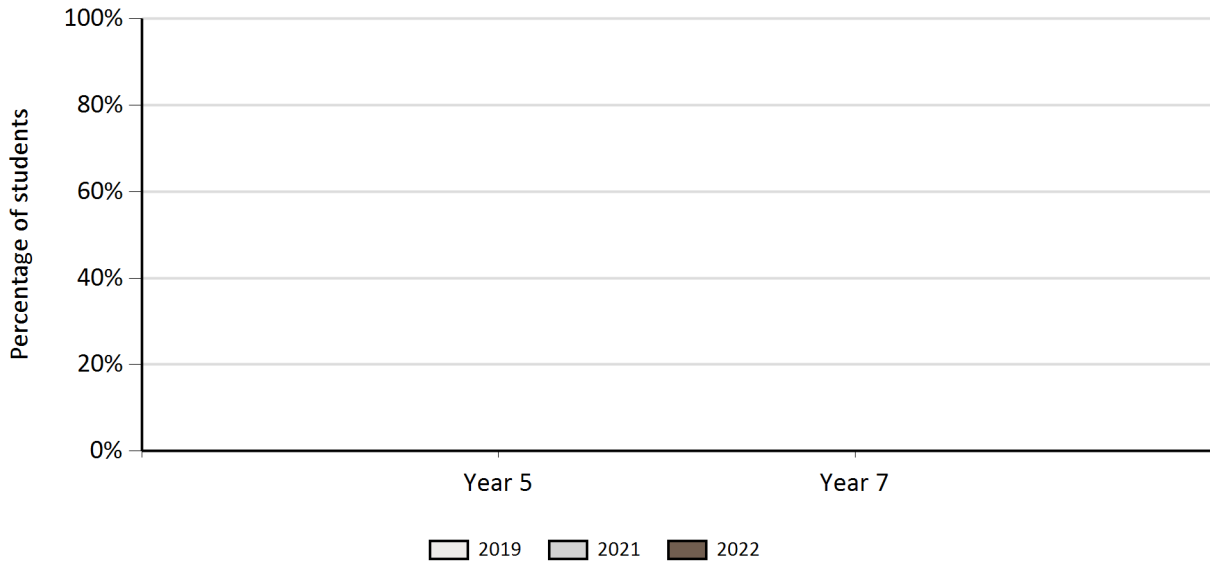
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



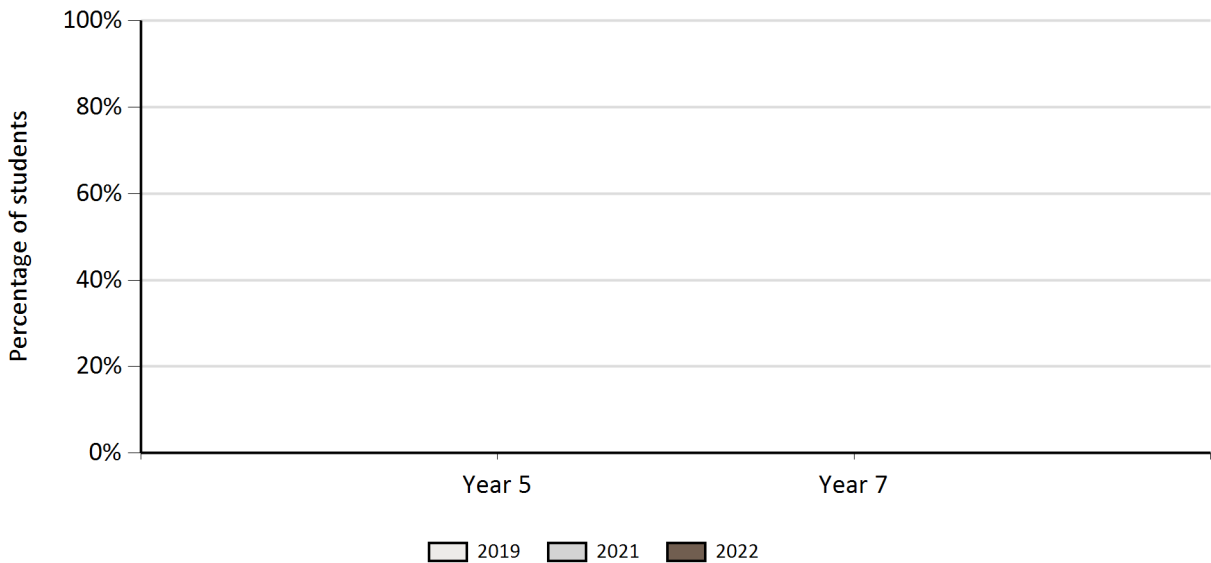
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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

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

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

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

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

## 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:

The learning of the Aboriginal students continued to be tracked and monitored in 2022 and information about progress and intervention needs communicated with families. These data informed conversations and feedback from the families was used to review and update One Plans and individual learning goals. Families were engaged in information sharing and transition processes for children transitioning from preschool to school and primary school to high school. This included providing additional visits to the high school and opportunities for parents and high school staff to share information about the learner.

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

Targeted literacy support was provided to two students with individual growth noted for both students. One student achieved the SEA level for reading as indicated by their Running Record level and phonics achievement. The other student remained below SEA in reading but had made growth as indicated by their engagement in literacy activities and PAT R results. The numeracy achievement of two of the students indicated growth towards the SEA while the other student achieved expected benchmarks.



# School performance comment

Each year, Year 1 students complete the Phonics Screening test. In 2022, 31 students completed the test with 55% achieving the Standard of Educational Achievement (SEA) or above. Whilst this was a reduction of students meeting the SEA from the previous two years, many of those who did not achieve the minimum score of 28, received results close to this mark. All of the students identified as not meeting the minimum standard had received MiniLit or in-class intervention and made significant progress over the year but remained below the phonics benchmark.

In 2022, all students in years 2 - 6 sat the PAT Reading Comprehension test at their year level with one year 2 and one year 5 student not sitting the test due to significant disabilities. DfE has expected SEA levels for students in years 3 - 6. When looking at cohorts of students, 87% of the year 3 students, 92% of year 4, 89% of year 5 and 74% of year 6 students achieved or exceeded the expected standard in reading comprehension. Analysis of the PAT Reading test data indicated areas of comprehension that required further attention at a whole class and individual student level. 2022 NAPLAN Reading results indicated significant improvement in the reading achievement of Year 3 students. The SEA for Year 3 students is Band 3 or above with the Williamstown Year 3 students achieving Band 5 for the second year in a row. The Mean Score for the Year 3 students improved by six points in 2022 from the previous year with a steady growth in the Mean Score over the past four years of testing. The SEA for Year 5 students is Band 5 with the Williamstown Year 5 students achieving Band 6. The Mean Score for reading improved by 8 points from the previous year with a steady upwards growth over the past four years of testing.

In 2022, all students in years 2 - 6 sat the PAT Maths test at their year level with one year 2 and one year 5 student not sitting the test due to significant disabilities. DfE has expected SEA levels for students in years 3 - 6. When looking at cohorts of students, 87% of the year 3 students, 75% of year 4, 90% of year 5 and 76% of year 6 students achieved or exceeded the expected standard in maths. Deeper analysis of the results indicated areas of number requiring further attention which will be addressed in 2023.

2022 NAPLAN Numeracy results indicated continuing improvement in the results of Years 3 and 5 with each year level improving the Mean Score over the previous four test years. The SEA for Year 3 is Band 3 with the Williamstown Year 3 students achieving Band 4 and the year 5 students achieving Band 5 which is at the SEA.

The Brightpath moderation tool has been used for four years as one tool for measuring student writing progress Reception to Year 6. For the previous three years, teachers moderated narrative writing samples before changing this year to the moderation of persuasive texts. Longitudinal data analysed for the past four years indicates significant growth in student writing to the point that the mean score for year level cohorts is near or at the Brightpath norms. Teachers have used the analysis of the Brightpath samples and next teaching points to support the writing progress of individuals and cohorts of students and set writing goals. During term 3, guided writing sessions were planned to explicitly teach students how to set meaningful writing goals. Teachers have begun to develop student agency in learning through the use of Learning Intentions, Success Criteria, targeted feedback, goal setting and writing continuums. This development of assessment capable visible learners is in its early stages and will continue next year with the whole school agreement of the use of writing continuums with students.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	96.2%	91.3%	80.0%	82.9%
2020 centre	92.9%	90.4%	88.0%	84.6%
2021 centre	82.4%	91.0%	91.0%	93.6%
2022 centre	89.4%	84.4%	82.6%	91%
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	93.2%	88.0%	92.3%	86.2%
Year 1	91.5%	89.6%	88.2%	86.0%
Year 2	91.9%	89.4%	92.4%	86.7%
Year 3	94.3%	86.3%	90.2%	88.5%
Year 4	89.7%	88.9%	89.1%	89.7%
Year 5	92.0%	89.2%	90.2%	85.0%
Year 6	90.8%	90.6%	91.4%	87.1%
Year 7	91.1%	89.3%	91.1%	N/A
Total	91.8%	88.8%	90.7%	87.1%

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

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

## Attendance comment

Collectively, the attendance rate for the school year was at 87.1% which was a reduction from the previous year. Analysis of the attendance data identified a small number of students who had regular non-attendance due to illness or family reasons while others were impacted by Covid. In each of these cases, regular contact was made with families to determine the reasons for the absence and to work toward improved attendance. Regular and on time attendance is essential for the academic, social and emotional development of children and students. It is the collective responsibility of parents, students and school staff. Parents are encouraged to contact preschool/school staff concerning student absences either directly to the teacher, through the front office or via a phone message. Class teachers and preschool educators follow up unexplained absences to ensure accurate details are kept.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	21	23	23	21
2020	35	34	34	34
2022	32	32	31	31
2021	27	27	27	31

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

In 2022, the Friendly Schools program continued to be consistently applied across the school with consistent language and expectations including anti-bullying messages and social development lessons. Structures for children's self-regulation in the classroom and yard continued with the 're-setting' of inappropriate behaviours and opportunities for re-joining a game or lesson.

In 2022, significant incidents requiring a Take Home or Suspension remained low. To support students with social skills and self-regulation difficulties, specific social skills programs, additional SSO support in the yard during play times and alternative learning programs were enacted. The Pastoral Care Worker supported individual and small groups of students with issues related to confidence, social skill development and friendships.

## Parent opinion survey summary

The online school parent survey was completed by 64 parents from 139 families in the school. An overview of the results indicated:

- \* Overwhelmingly, 96% of responders indicated that education is important to families and that parents regularly talked with their children about school and their learning
- \* The majority of responders indicated that teachers, students and people are respectful, and children are viewed as important at school
- \* 80% of responders felt that they received enough communication from the school.

Areas of greatest concern to the responding parents included:

- \* 45% did not know the standard of work of the year level for their child
- \* 38% of responding parents did not feel that they received useful feedback about their children
- \* 53% of responding parents did not feel that they had input into the learning of their child with 25% wanting learning tips to better help their child's learning.

We thank parents for taking the time to share their feedback with us. In 2022 on many occasions, Covid restrictions impacted on face-to-face parent involvement in the school and opportunities to run parent forums to support parent understanding of aspects of literacy and numeracy. These forums will be provided in 2023 including a presentation by the Primary Maths Association. Information on the school's learning priorities is shared with families through the newsletter, at Governing Council and via the website.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
547 - Birdwood Primary School	0.0%	0.0%	3.7%	3.6%
395 - Sandy Creek Primary School	0.0%	0.0%	0.0%	7.1%
8165 - Trinity College Blakeview School	0.0%	0.0%	3.7%	3.6%
482 - Williamstown Primary School	91.3%	90.9%	88.9%	85.7%

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	%
DE - DECEASED	1	14.3%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	28.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	57.1%

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

## Destination comment

Of the 31 children who attended the preschool, 85% enrolled at Williamstown Primary School for reception, 10.7% enrolled at another DfE school and 3.6% enrolled at a non-government school.

Of the graduating year 6 students, 86% enrolled in year 7 at a government high school with 14% enrolling in a non-government school.

## Relevant history screening

Williamstown Primary School and School Based Preschool complies with the relevant History Screening as guided by the Department for Education Screening and Suitability policy. All employees, volunteers and external third-party providers have a current Department for Communities and Social Inclusion Screening (DCSI). In 2022, 2 parents completed the DCSI screening in order to volunteer at the school, during excursions and sporting events. In 2022, Covid restrictions impacted on the number of opportunities for families to volunteer at the school.

# 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	19
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	11.4	0.0	11.1
Persons	0	13	0	15

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,445,737
Grants: Commonwealth	\$0
Parent Contributions	\$90,627
Fund Raising	\$16,971
Other	\$5,865

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	Additional funding was used to support students with engagement in learning and social skills and decrease inappropriate classroom and yard behaviours. This provided in-class, withdrawal and yard support through the use of SSOs and additional time for the Pastoral Care Worker. The PCW used targeted social skills programs when working with individual students and small groups and facilitated lunchtime programs to encourage interactive play.	Through the use of alternative and targeted programs, individual students made growth in their confidence to form and maintain friendships and resolve issues. This reduced the number of yard issues related to friendships interfering with classroom learning and engagement and provided students with a network of staff who they could engage with when issues arose.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	With targeted supports, including modified learning programs and classroom and learning accommodations, students who received IESP funding were assisted to work toward their personal learning goals from their One Plans which were aligned to the Australian Curriculum.	Individual learning growth and social skill development was demonstrated by the students. Their learning was regularly tracked by the classroom teacher and leadership and any modifications required were implemented. One Plans were reviewed with families and modifications to learning programs and accommodations for support implemented.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	N/A	N/A

Program funding for all students	Australian Curriculum	Ongoing T&D was provided to staff in mathematics with the presenter leading training on the understanding and development of learning programs which extend student mathematics learning. Further training and ongoing support was provided to the early years team to develop consistent and comprehensive maths learning from preschool to year 2.	Teachers worked in PLC groups to further develop their knowledge to sequentially teach the maths curriculum ensuring that students have a deep understanding of the concepts taught and the ability to transfer this knowledge to learning challenges. This sharing of good practice and working together to develop consistent processes has been seen as valuable by teachers with support and mentoring occurring with outside experts and peer to peer support during formal meetings and informal discussions.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The Better Schools funding was used to provide targeted support for students with learning difficulties with a focus on developing literacy skills through the MiniLit intervention program and small group support for the development of numeracy skills. The students regularly participated in the intervention programs until they achieved their targeted goals then exited the program to provide opportunities for others.	Individual growth in reading achievement was recorded for all of the students completing the MiniLit intervention program with a number of students achieving the SEA in their PAT Reading Comprehension test. Confidence in completing maths processes was noted for those participating in the numeracy intervention group with students developing their understanding of maths language, counting processes and place value.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Preschool educators participated in Numeracy T&D and worked collaboratively with the school JP teachers to develop consistent mathematical language, understandings and strategies across the early years. Opportunities for children to explore concepts of maths were provided through play and intentional teaching and intervention. Phonological awareness and phonics learning occurred through play opportunities, music, stories and intentional teaching groups. The preschool SSO provided targeted literacy and numeracy support for small groups of children with a focus on vocabulary development.	Educators and parents noticed the development of the children's use of mathematical language and interest in engaging mathematically through play, books and conversations. All children engaged with the PASM tool twice in the year and their achievements were recorded. Progress between the first test and the second indicated growth in achievement of phonological awareness skills in the majority of children. This information was shared with the reception teachers as part of the transition process.
Inclusive Education Support Program	With targeted support provided by the preschool SSO, children verified with a disability or specific learning or speech need were assisted to work toward their personal goals as indicated in their One Plans/support or therapy goals. This included one-to-one and small group support. During intentional teaching times, small groups of children were supported by the preschool SSO to develop foundation literacy and numeracy skills through songs, stories and activities. Transition to school processes were supported for those children who required additional visits, exchanges of information and accommodations.	Individual achievement was observed in the development of speech/language, play and social skills in the students receiving additional support. This was reported to families via Dojo posts, the children's portfolios and final report. One child received additional support to successfully transition to reception with preschool educators attending the school setting ensuring the passing on of pertinent support and care information.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.