



# Clare Primary School

## 2022 annual report to the community

Clare Primary School Number: 719

Partnership: Mid North Clare

Signature

School principal:

Mr Mark Vincent

Governing council chair:

Abbie Lillecrapp

Date of endorsement:

3 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Clare Primary School is a beautiful, rural school located in the Clare Valley, approximately 140km north of Adelaide. Clare

Primary School currently has 234 students, from Reception to Year 6, including a Regional Special Education class. Students come from both within the township of Clare and via bus from surrounding rural townships and areas. The school enjoys expansive grounds with a large shaded oval, extensive playground areas and covered playing areas. Most classrooms have been updated and refurbished in the last 5 years creating engaging and flexible learning spaces for students and staff. A focus on improving school facilities has had a positive impact on all areas and facilities within the school and will continue in 2023, creating a positive community feel for the school and wider community.

A whole school focus on building a positive school culture and wellbeing as a foundation for learning continued in 2022. All staff were trained in trauma informed best practice supporting our Positive Education focus. All staff focused on building positive relationships with all students, every child building connections with significant adults throughout the school and classrooms being a safe, calm, supportive environment that created learning opportunities for, and explicitly taught, students to self-regulate through mindfulness activities every day after breaks, sensory spaces and furnishing to support student's needs and teachers incorporating brain breaks and calming activities. All staff, including the 6 new to Clare Primary School in 2022, have been trained in all 5 modules of the Berry Street Educational Model with these practices embedded in all classroom practice. This supports the school's ongoing focus on wellbeing for learning. The school has an overarching focus on the two values Work Hard and Be Kind. These focusses are taught regularly, reinforced weekly and underpin all that we do at Clare Primary School.

The school focuses on a strong start to learning in the first three years of schooling, creating smaller Junior Primary classes and extra classroom support with dedicated school support officers working in each Junior Primary classroom supporting Literacy and Numeracy blocks. The use of Explicit Direct Instruction methodologies supports the focus on learning letter sounds, tricky words, writing conventions, grammar and spelling rules, developing strong number sense and the progression from Learning to Read to Reading to Learn.

Despite the impacts of COVID restrictions, students were involved in many events, activities and performances across the year including Yoga workshops, camps, Science Show, visiting performers including Mates on a Mission, Didjeribone, Naidoc Week Cultural Educators, choir performances within the school, with the local community and Festival of Music performance and the Bookweek Parade within the school was again a community wide highlight. For the first time in 2022, Students were given the opportunity to be involved in the Children's University program with 30 students graduating at the end of the year achieving their learning goals. Students were also given the opportunity to participate in the ICAS testing program with 19 students participating in 33 tests with 2 Distinctions, 10 Credits and 1 Merit award received. A Careers week focus saw a number of parents visiting classrooms across the school sharing their careers, their roles and pathways creating a wider awareness of career choices, work vocabulary and opportunities for the future for all students.

A Colour Run Fundraising event was a highlight with all students, parents and community members involved in the fun event in early term 4, raising \$21362 for future playground improvements

Students were involved in many sporting opportunities despite Covid restrictions with various SAPSASA events and carnivals, a Swimming carnival and a successful Sports Day held at Clare High School.

## Governing council report



The beginning of 2022 started with yet another covid impact, there was a staged return to school with Foundation, Year 1 and Year 2 students returning on the 2nd February for face-to-face teaching and our Year 3 – 6 students started the year Learning @ Home. Any Year 3 – 6 students who could not be supervised appropriately at home were able to attend school, to work on their Learning @ Home packs in supervised classroom settings.

Mask wearing was the norm and we were limited to what activities and could be held including Governing Council meetings. In the first few months of the year we continued to have many covid cases across the school and broader community.

Thankfully with changes and easing of restrictions we were able to go ahead with swimming carnival after not being able to have our annual swimming lessons. The Foundation and Year 1 students again enjoyed a Splash Day onsite at the school and a big congratulations to team Pink who took out the day.

School life and learning continued (in a covid safe manner) with other activities and events being held.

The Governing Council with both new and returning members continued to play their part by assisting in decision making and aspects of Fundraising, Canteen, Finance, OSHC, Gardens & Maintenance and behind the scenes contributions to support Principal Mark Vincent and the school. Governing Council is a great way to volunteer, to have a say and get involved in the school and your children's education. Please feel free to contact me if you would like to know more about being part of the Governing Council or subcommittees (Fundraising Committee / OSHC Advisory Committee).

The school held the first ever Colour Run Day with students able to collect sponsorship before the event collecting a whopping \$21122, taking out the costs associated with the fundraiser there was still a significant amount of money raised for the school. The students had a fantastic day and we look forward to this also returning in 2023.

On Monday 29th a wear yellow day was held in remembrance of Mason Helgersen. Both the school and the community took part and the town was filled with yellow. In consultation with Mason's Mum, a memorial bench seat has been installed in the school grounds, overlooking where Mason liked to play. It has yellow powder coated legs and a small plaque, this a space where students can go and reflect and feel close to Mason.

This year the Fundraising Committee planned and executed some wonderful fundraising opportunities, (a student favourite being the Mothers & Fathers Day stalls) to assist in funding projects within the school. Unfortunately, the very popular "Touch a Truck" day had to be postponed due to heavy rains, we do hope to see this return soon.

Throughout the year we have had some great projects undertaken across the school and grounds, including the veranda outside of OSHC.

Sports Day went ahead also with parents again in attendance and a wonderful day was had. Well done to team Ashton! School camps were held with some uncertainty for some due to the River Murray flooding event and the always exciting footsteps dance along with the End of Year Concert and Graduation went ahead without restriction!

Whilst this has been another up and down year, the school has again continued to guide our children (and us as parents) through every step of the way, keeping us informed and ensuring the least amount of impact and distraction to our children's learning, health, and wellbeing as possible and our children have continued to grow and learn in a safe, happy and healthy environment.

There are so many more fantastic things that 2022 had to offer at Clare Primary and while it's easy to focus on the negatives that Covid has brought with it, our school has had many positives and successes this year and our teachers and support staff have remained strong, resilient, and dedicated to the education of our children.

I look forward to 2023 bringing with it many more achievements for Clare Primary School!

# Quality improvement planning

2022 was the first year of a new 3 year Site Improvement plan with the two focuses of:

- Writing
- Numeracy

Writing continued as a focus across the school with the goal of improving all students' achievement in writing. Primary classes used the Brightpath Writing moderation program as the basis for improvement in narrative and information report writing. Working collaboratively, teachers planned common writing tasks and conditions for writing, identified short sprints for writing improvement from student data and moderated student work samples using the Brightpath tool for common writing tasks. Students owned their levels and used the Brightpath ruler to set personal writing learning goals and monitor their progress, identifying their areas for improvement and using quality exemplars of peer work to self-assess against. All staff participated in Science of Reading training and development to focus on the foundations of reading and writing to ensure strong foundational skill development. The use of daily instructional routines incorporating a systematic synthetic phonics program and phonological awareness program R- 6 ensured consistency in practice and learning programs and the ongoing development of the skills for writing in every student.

Our 2022 targets for writing were:

- At year 3, 27 students (87.5%) to achieve SEA in Naplan writing and 45% in the higher bands.  
In 2022 94% of yr. 3 students were at SEA in Naplan writing and 56% were in the higher bands. The target was achieved.
- At year 5, 32 students (85%) to achieve SEA in Naplan writing and 6 students (15%) in the higher bands.  
In 2022, 65% of yr. 5 students were at SEA in Naplan writing and 8% were in the higher bands. The target was not achieved in 2022.
- All year. 3-6 students to achieve expected Brightpath Growth Targets (20 scale points between term 1 and term 3 2022)  
In 2022 100% of students yr. 3- 6 achieved at least 20 scale points growth on the Brightpath scale. The target was achieved.

Numeracy continued as a focus for 2022 with a goal of improving all students' achievement in Numeracy through a focus on building positive attitudes and mindset towards mathematics and building students' conceptual understanding through the explicit teaching of visualization and Base 10 strategies. Teachers were involved in ongoing training and development in Maths with the Primary Maths Association, Maths Association of South Australia and online Maths Mindset courses with Jo Boaler. The focus on Maths mindsets saw a considerable shift in attitudes, beliefs and students willingness to productively struggle in Maths using pre and post surveys of student attitude and through ongoing classroom observations. The focus on mathematical thinking and common language across all classes continued.

Our 2022 target in Maths was:

- 90% of yr. 4-6 students will be at or above SEA in Pat Maths in 2022  
In 2022 82% of students in yr. 4, 5 and 6 were at or above SEA in Pat Maths. The target was not achieved.

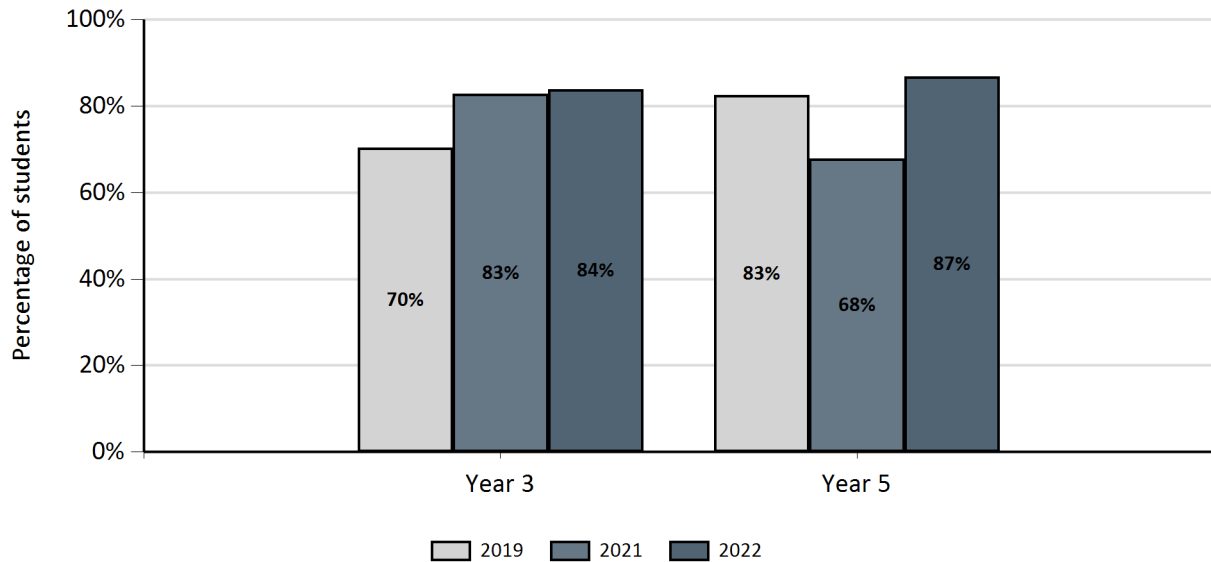
Ongoing work will be undertaken in 2023 building students' knowledge and automaticity of number facts.

# 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

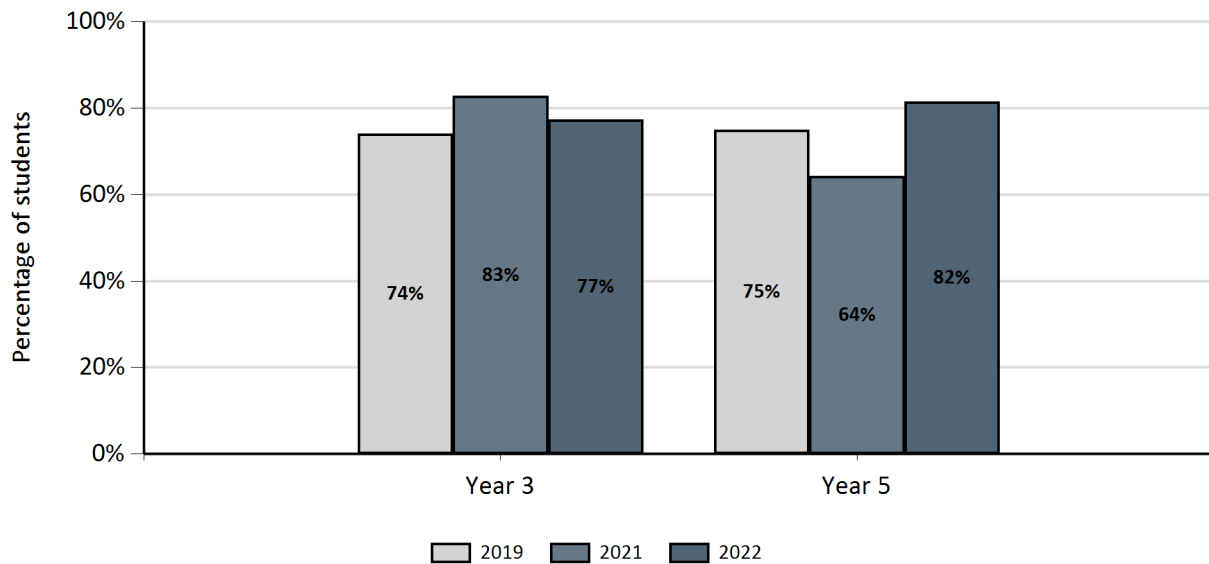


\*NOTE: No NAPLAN testing was conducted in 2020.

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	31	31	15	5	48%	16%
Year 03 2021-2022 Average	33.0	33.0	14.5	5.5	44%	17%
Year 05 2022	38	38	11	3	29%	8%
Year 05 2021-2022 Average	33.0	33.0	9.5	3.0	29%	9%

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

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

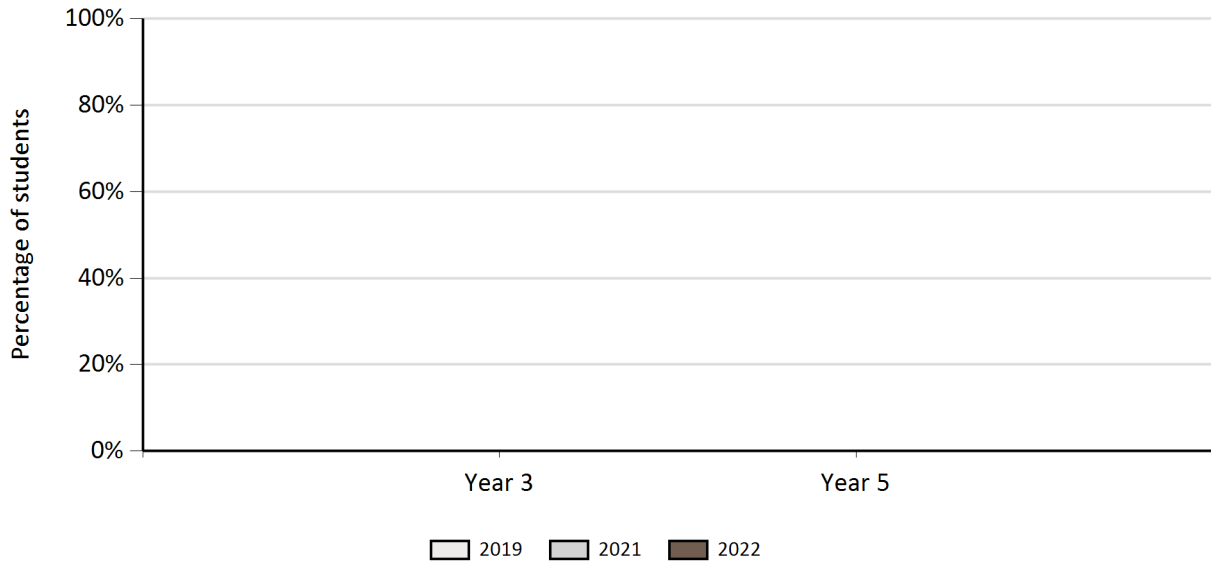
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



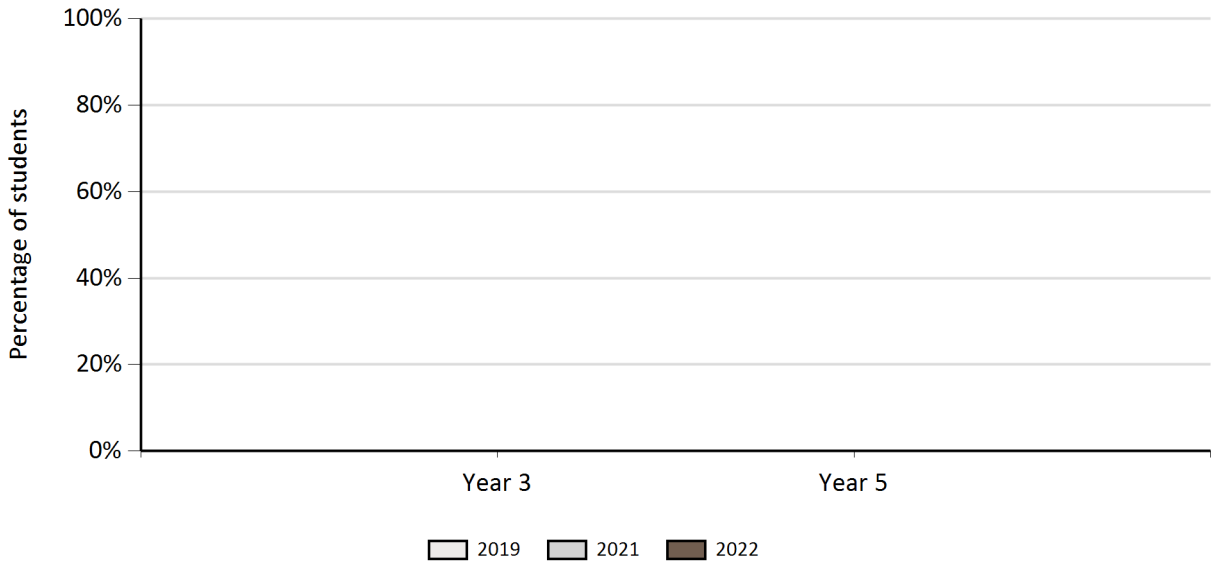
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
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.

<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: Quality Teaching

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

1. All staff involved in ongoing training and development in best classroom practices, supported by the updating of whole school agreements ensuring consistency of practice and conditions for all students. In 2022 all staff were involved in the Science of Reading training and development ensuring all staff had strong understandings of the crucial aspects of learning for the mastering of Reading and writing skills. Additional resources and supports were purchased for use in classrooms and a focus on Explicit Direct Instruction methodologies and Instructional Routines were incorporated into Literacy and Numeracy lessons across the school. All staff were also involved in training focusing on Aboriginal perspectives and how to integrate perspectives into all curriculum areas and a whole school Naidoc celebration day with guest cultural advisors reinforced the importance of cultural perspectives in learning.

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

2. All students including ATSI students benefitted from the ongoing focus on explicit teaching, synthetic systematic phonics program and phonological awareness programs incorporated into daily practice. The refining of the teaching and learning programs to reflect best practice benefits every child creating focused, successful, positive classroom learning environments. In 2022 in year 3 Naplan 66.7% of ATSI students achieved SEA and 66.7% were in higher bands in Reading and 33% were at SEA and 33% in higher bands in Numeracy. In Year 5 50% of ATSI students achieved SEA in Reading and 50% achieved SEA in Numeracy.



# School performance comment

Yr. 1 Phonics testing was undertaken by 38 students in 2022. 84% of students (32 out of 38) were at or above the expected level of 28. 13% of students tested recorded 40/40 with another 13% only recording 1 error from the 40 word test. These results were a significant improvement from previous years when 64% of students were at or above level, showing the impact of explicit focus and instruction in all Junior Primary classes and the extra support from dedicated School Support Officers in the Literacy Block.

6 students did not reach the targeted level of 28. Intervention and additional supports are in place for all students who did not reach SEA and ongoing monitoring and assessments to ensure that they do reach this target.

Running Records were not undertaken in 2022 with the Departmental direction moving away from the collection of this data set.

Naplan testing occurred for yr. 3 and 5 students, the first time for both groups undertaking these tests with the cancellation of Naplan testing in 2020. 33 year 3 students and 27 year 5 students undertook the testing.

Of the Year 3 cohort in Reading, 88% of students demonstrated SEA with 50% demonstrating high achievement, in writing 94% of students demonstrated SEA with 56% demonstrating high achievement, in spelling 87% of students demonstrated SEA with 42% demonstrating high achievement, in Grammar and Punctuation 94% of students achieved SEA with 48% demonstrating high achievement and in Numeracy 83% of students demonstrated SEA with 17% demonstrating high achievement.

Of the Year 5 cohort in Reading, 89% of students demonstrated SEA with 30% demonstrating high achievement, in writing 65% of students demonstrated SEA with 8% demonstrating high achievement, in spelling 81% of students demonstrated SEA with 30% demonstrating high achievement, in Grammar and Punctuation 81% of students achieved SEA with 25% demonstrating high achievement and in Numeracy 84% of students demonstrated SEA with 5% demonstrating high achievement.

Pat Testing was undertaken in 2022 for all year 2 – 6 students in the areas of Reading and Maths, a total of 120 students.

Analysis of Pat Reading data showed 114 (95%) students demonstrated SEA, 6 (5%) were below SEA and 10 (8%) students undertook a test at a lower year level due to having a one plan / negotiated education plan.

By year level cohort, in Year 3 96% of students were at SEA, 4% below SEA, in Year 4 96% were at SEA, 4% below SEA, in Year 5 94% were at SEA, 6% were below SEA and in Year 6 93% were at SEA, 7% below SEA. for the tests undertaken.

Analysis of cohorts over the years of Pat Reading testing shows the % of students at SEA being retained or improving from year 3 to 6, showing those students at SEA level are staying at the required level and an increasing number of those students below level in year 3 reaching SEA in later years through targeted teaching, intervention and support.

Analysis of Pat Maths data showed 107 (89%) students demonstrated SEA, 14 (12%) were below SEA and 8 (6%) students again undertook a test at a lower year level.

By year level cohort, in year 3 96% of students were at SEA, 4% below SEA, in year 4 90% were at SEA, 10% below SEA, in year 5 84% were at SEA, 16% were below SEA and in year 6 86% were at SEA, 14% below SEA for the tests undertaken.

Analysis of cohorts over the years of Pat Maths testing shows the % of students at SEA being retained from year 3 to 6, showing those students at SEA level in year 3 are staying at that level but those students below SEA in year 3 are not consistently making the SEA target in the Primary years in Maths.

# Attendance

Year level	2019	2020	2021	2022
Reception	90.2%	88.6%	89.1%	84.8%
Year 1	89.6%	88.1%	90.7%	85.4%
Year 2	91.5%	89.4%	89.3%	82.3%
Year 3	91.9%	90.5%	91.5%	84.4%
Year 4	86.0%	90.7%	91.8%	83.1%
Year 5	91.9%	80.7%	91.0%	87.6%
Year 6	91.0%	86.9%	86.3%	86.3%
Primary Other	72.6%	84.7%	84.2%	84.1%
Total	90.1%	87.9%	89.9%	84.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance across the school decreased significantly in 2022 to 84.9%, up from 89.9% in 2021. 38% of students were Mainstream attenders, missing less than 10 days for semester 1. 39% of students were classified Habitual Non Attenders, missing 10 – 20 days for semester 1, and 23% of students were Chronic Non Attenders, missing 20 days for semester 1.

Ongoing COVID concerns and illnesses contributed to ongoing absences with families actively encouraged to keep sick children away from school. The Student Wellbeing Leader, Principal, Social Worker (Attendance and Engagement), ACEO and external support agencies continued to work collaboratively with families of chronic non-attenders.

Encouraging regular attendance and proactive follow up on Habitual and Chronic non-attenders will be a priority in 2023.

All unexplained absences are followed up but 10% of all absences were still unexplained. The importance of attendance is regularly included in newsletter and encouraged through the school attendance policy.

## Behaviour support comment

An ongoing focus on Positive Educations, explicitly teaching expected behaviours and an increased awareness and use of trauma informed practices has seen a continued low number of suspensions (1 for 2022) and school documented behaviours continue to remain low in 2022.

The ongoing school focus of Being Kind – to ourselves, to others, to your teacher, to your class – and Working Hard – reinforcing the importance of full attention and effort in class and time out of class is learning time wasted is impacting positively on attitudes and behaviours across the school.

Students showing inappropriate behaviours for school are supported to learn the required skills to be successful at school.

Expected behaviours are clearly displayed through the school and yard and constantly reinforced. Classrooms incorporate mindfulness activities, brain breaks, interoception activities, sensory corners and explicitly teach self-regulation techniques. Teachers attended training and development sessions run by the D.f.E Self-Regulation Service on Creating Clever Classrooms, Self-Regulation, and use of Movement Breaks to help students regulate their behaviours and creating calm orderly learning spaces.

# Parent opinion survey summary

82 parents responded to the 2022 online Parent Opinion Survey, a significant increase from the 58 parents who responded in 2021.

The vast majority of parents who responded agreed or highly agreed with the following statements:

- People respect each other at school – 93%
- Teachers and students respect each other at the school – 99%
- I feel like my Child is important to the school – 96%
- I receive enough communication from the school – 96%
- I think that education at school is important to my child's future– 100%
- The school communicates effectively with me – 94%

The parent opinion survey highlighted some areas for ongoing growth and improvement for Clare Primary in 2023 with the following feedback:

- 19 parents responded that they would like to help more with their child's learning
- 4 parents responded that they did not have useful discussions with the school about their child's learning
- 5 parents disagreed or didn't agree or disagree that the school communicates effectively with me
- 2 parents disagreed or strongly disagreed that the school provides useful tips on how to help students learn at home.

The Parent Opinion Survey data has been shared with Governing Council and staff and all feedback has been carefully considered when planning for school improvement in 2023 to address concerns raised by parents through the survey.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	20.0%
NT - LEFT SA FOR NT	1	5.0%
QL - LEFT SA FOR QLD	1	5.0%
TA - LEFT SA FOR TAS	2	10.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	60.0%

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

## Relevant history screening

All employees, Governing Council members, parents volunteering on a regular basis, third party providers, work experience students, practicum teachers and volunteers in the school have current DCI Criminal History Screening checks and have completed Responding to Abuse and Neglect training, either face to face or via online training. The school maintains an up to date register of volunteers and the expiry dates of their current checks and trainings in line with department requirements.

# 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	22
Post Graduate Qualifications	1

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	14.1	0.0	7.6
Persons	0	17	0	11

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,949,008
Grants: Commonwealth	\$0
Parent Contributions	\$81,586
Fund Raising	\$28,661
Other	\$115,643

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	Student Wellbeing Leader employed 0.6 to support student wellbeing and engagement in classrooms, running pro-active programs in small groups and with targeted students and offering reactive support for students and families in crisis to support their attendance and engagement in school learning programs. Student Wellbeing Leader led the ongoing school wide focus on trauma informed practices and Positive Education, creating the conditions for learning for all students and the focus on teaching and learning for all staff.	2023 saw the ongoing improvement in student learning outcomes in all data sets including yr 1 Phonics, Naplan and Pat plus continual low levels of suspension and exclusion and classroom behaviour management consequences. The focus on Working Hard and Being Kind is evident and embedded within the school culture and reflected in student attitudes, effort and behaviour.
	Improved outcomes for students with an additional language or dialect	Not Applicable - no funding received	Not Applicable - no funding received
	Inclusive Education Support Program	Funding was used for additional SSO support supporting small group, 1:1 and targeted students supporting learning and social / emotional needs in classrooms and withdrawal situations. Extra funding creating additional support was targeted to the Early Years to build strong foundations of learning across R-2 and decrease the requirements for intervention programs in the upper years in the future.	Pre and Post data and ongoing student individual growth data was collected showing positive levels of growth in student learning.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Increased SSO support, small group support, targeted intervention and ongoing data collection and student growth tracking to ensure students were receiving the instruction, intervention and support they required to support their learning and social emotional welfare.</p> <p>Student Wellbeing Leader funding supplemented to allow greater release for proactive and reactive programs focusing for small group, students in need and ongoing class programs.</p> <p>Rural and Isolated funding used for accessing performers, school excursions and camps to minimize costs for families and ensure students participated and experienced all extra curricula activities.</p>	<p>All students requiring intervention and learning support involved in within class and withdrawal intervention programs. Intervention pre and post data demonstrated significant growth in areas for students, improved confidence in own abilities and greater willingness to give maximum effort in class.</p> <p>All students school wide involved in performances, Footsteps Dance lessons, excursions and camps</p>
Program funding for all students	Australian Curriculum	Ongoing staff training and development involvement in Brightpath Writing Moderation program and Primary Maths Association building pedagogy and practices supporting school focus on writing and numeracy. Trialing of D.f.E Units of Work guaranteeing curriculum coverage occurred in Primary classes and will expand to all year levels in 2023.	Ongoing moderation of student written work, greater focus on quality of student writing and next steps and common language and approach to numeracy instruction in JP classes. Focus on Base 10 and automaticity of number occurred across the school with a focus on Maths Mindsets impacting on student attitudes and engagement in maths.
	Aboriginal languages programs Initiatives	Not Applicable - no funding received	Not applicable - no funding received



	Better schools funding	Additional SSO support created for all classes to support Literacy and Numeracy blocks and create targeted groups for learning. Intervention and extension programs were run for targeted students.	Students were able to develop and display stronger foundational Literacy and Numeracy skills through additional SSO support and explicit teaching using a synthetic, systematic phonics program and Phonological awareness program across the school. Students requiring additional support or extension were catered for through small group work across classes and year levels.
Other discretionary funding	Specialist school reporting (as required)	Not applicable - no funding received	Not applicable - no funding received
	Improved outcomes for gifted students	Not applicable - no funding received	Not applicable - no funding received