



Jamestown Community School

2022 annual report to the community

Jamestown Community School Number: 777

Partnership: Upper Mid North

Signature

School principal:

Mrs Kelly Zwar

Governing council chair:

Mrs Ali Cooper

Date of endorsement:

17 April 2023



Government
of South Australia
Department for Education

Context and highlights

Jamestown Community School caters to children from Reception to Year 12. It is located in the Mid North, approximately 220 kilometers north of Adelaide. The school is classified as Category 6 on the Department for Education Index of Educational Disadvantage, with an enrolment of 223 students in 2022 (5.6% Aboriginal and Torres Strait Islander (ATSI) students, 4.19% students with a disability).

In 2022, continued growth in student achievement across a range of learning outcomes was observed. SACE results, highlighted by 100% SACE completion, 36.7% A grades at Stage 2, 6.6% above the state average, and 23% students achieved ATARs above 90. Continued growth in Junior Primary Literacy outcomes was also observed, as was an increase in the percentage of A and B grades achieved by students in middle school. To be able to achieve these improved learning outcomes while managing the challenges the Covid-19 pandemic presented is a testament to the resilience, flexibility, and persistence demonstrated by all members of the school community.

Whilst the start of the school year was interrupted, we were grateful that as the year continued, we were able to return to some normality and welcome back some much-loved events and parents into the school again for assemblies and our annual presentation night in December.

Strong connections with the local community continue to be an important feature of our school. In 2022, these connections were again strengthened through a range of activities, including an Art Exhibition held at the Jamestown Art Gallery, students contributing to the maintenance at Bundaleer Forest, ongoing connection to Jamestown Community Children's Centre and involvement in the RSL's Remembrance Day ceremony.

The Resilience Project continued to be taught in all classes in 2022. This program focuses on strengthening Gratitude, Empathy, and Mindfulness for all members of the school community. We are extremely grateful to the Jamestown Apex Club who covered the cost of a Resilience Project journal for every student at the school.

In 2022, an Out of School Hours Care (OSHC) facility opened on-site. This is a much-needed service for the local community and in particular young families. It was well utilized by families in its first year.

We welcomed back the beloved year 9 Ski Trip with local MNSEC schools in August, which was a fantastic experience for those students after Covid-19 interrupted previous years. The trip went off without any dramas and the students and attending staff had a fabulous time skiing in great conditions.

Governing council report

As the chair of the Governing Council, I am fortunate to work with many like-minded members who all want to see our school grow and develop whilst providing the best opportunities for our students.

This year, we welcomed Kelly Zwar as our new principal. She has embraced our school with enthusiasm, and it has been a pleasure working with someone who is excited about our school's future direction.

Our role as a Governing Council is to work with the site leaders, to help develop a:

- direction for the school
- develop and approve policies
- support local community involvement
- as well as be the employing body for the school canteen and the OSHC.

This year, we welcomed Happy Haven to provide our first official OSHC program at JCS. This program has been well supported and we look forward to being able to continue this service into the new year.

Our school canteen remains operational, despite the reduced opening days. Thank you to our canteen manageress, Julie Kelly, for continuing to provide this canteen service whilst educating our students on their manners. For this service to continue, it relies on donations or your time helping in the canteen, so that we can continue to provide this service for our children.

I would like to congratulate April Dunstan and the School leaders on bringing the GEM festival to JCS. This event was a fantastic celebration of our student's work with the resilience project. The whole school community should be proud of such a noble and successful event. Well Done.

Our school Ag program continues to remain strongly supported by our students from years 7 -12. With easing covid restrictions, a full show team was able to attend the Royal Adelaide Show this year, allowing students networking opportunities with peers and industry reps and to experience the full ag show program. Thank you to all the parents and community members who helped with getting students and animals ready and down to the show. Our team members looked fantastic in their Show vests, which were supported by local businesses. For the show team to happen we need livestock, and we thank the Hall, Bradtke, Leese, and Malone families for their continued support of providing livestock. Thank you to Mr. Paynter for the time and effort that you have given to create this opportunity for our students and school.

We are excited to see another straight reception class for next year with many new families joining our school community.

With the arrival of new students comes the farewell to our year 12's and we wish them all the best for the many adventures they are destined for. At the same time, we thank you and your families for investing in your local school and being fantastic role models of the higher education and opportunities that you are presented with, by staying and investing in JCS. This significantly contributes to building and growing the wonderful community we have here at Jamestown.

I would like to thank our Governing Council members and associated committees. Your valuable time and service that you all contribute, help to make our school the vibrant and inclusive community that we have today. Our GC members this year included Shane Heness (vice-chair), Barb Carr (secretary), Rowan Cootes (treasurer), Bob Case, Nathan Ramsdall, Dom Clark, Stacey Goodes, Damon Crawford, Catriona Duncan, Janelle Butterick, Luella Hillam, Kelly Zwar, Jess Hounsell and Danya McKay. We are to farewell members, Barb, Dom, and Bob. Thank you for your service, you will all be sadly missed. This opens up opportunities for any of you listening (if you are still listening) to come along to our AGM in the first term next year and be part of our amazing school community. Everyone brings a different perspective and a unique set of skills which makes a successful Governing Council.

Thank you to all the staff at JCS for their dedication and commitment toward our school and our student's education and for preparing them for their future career paths.

Thank you to all of our students for making our school a fabulous place to be part of each day.

And finally, to our wonderful parents. Thank you for your continued support of Jamestown Community School.

Quality improvement planning

The Site Improvement Plan for Jamestown Community School has 2 improvement goals.

Goal 1: To increase the number of students achieving SEA in Writing.

In 2022, all staff continued their collaboration with Literacy Consultant, Dr. Rosie Kerin, to review, plan, and deliver a high-quality Literacy program.

Whilst our Rosie sessions were run via zoom because of our inability to meet face to face due to covid, she was still able to meet with like year level primary teachers, our secondary English teachers, and those teachers who don't teach English to support them with their teaching of writing in non-English specific subjects like tech, science etc.

Through a site review, there was a tweaking of the SIP goals, and we continued to maintain a focus on Reading.

Agreed phonological awareness and phonics programs (Heggerty and Jolly Phonics) are now embedded consistently, with all staff receiving the required professional learning required for successful implementation.

The strengthening of and greater consistency in teacher practice has led to sustained growth in the percentage of students achieving the Standard of Educational Achievement (SEA). We trialed DIBELS screens for some year levels, as well as Heggerty Phonemic Awareness screens for our R-2 and a Phonemic Awareness bridging screen for yr 3-6 students. This led to intervention sprints happening with students who showed that they required support to consolidate their PA knowledge. This was done by an SSO in semester 1, and a teacher in semester 2. We saw an increase in our year 1 Phonics Screen Results, with 11 out of 16 (69%) students achieving SEA, an increase from 44% in 2021.

Goal 2: To increase the number of students achieving higher bands in Numeracy.

We hoped that if we increased our capacity to plan for an intellectual stretch through a deep, shared understanding of High Impact Teaching Strategies in mathematics, then we will have a greater number of students achieving and retaining in Higher Bands for Numeracy. 4 Secondary Maths teachers attended ORBIS Thinking Maths 6-9 training in Adelaide over the year. Our goal was to have students develop a deeper understanding of mathematical concepts. Have them to be able to transfer their skills and learning and confidently solve problems in new and unfamiliar contexts. In 2023, we will continue our work with this Numeracy goal by having our primary and junior primary math teachers attend the relevant Thinking Maths program so that we will have all of our maths teachers trained in a consistent pedagogical program ensuring consistency across the site and will have great benefit to our students.

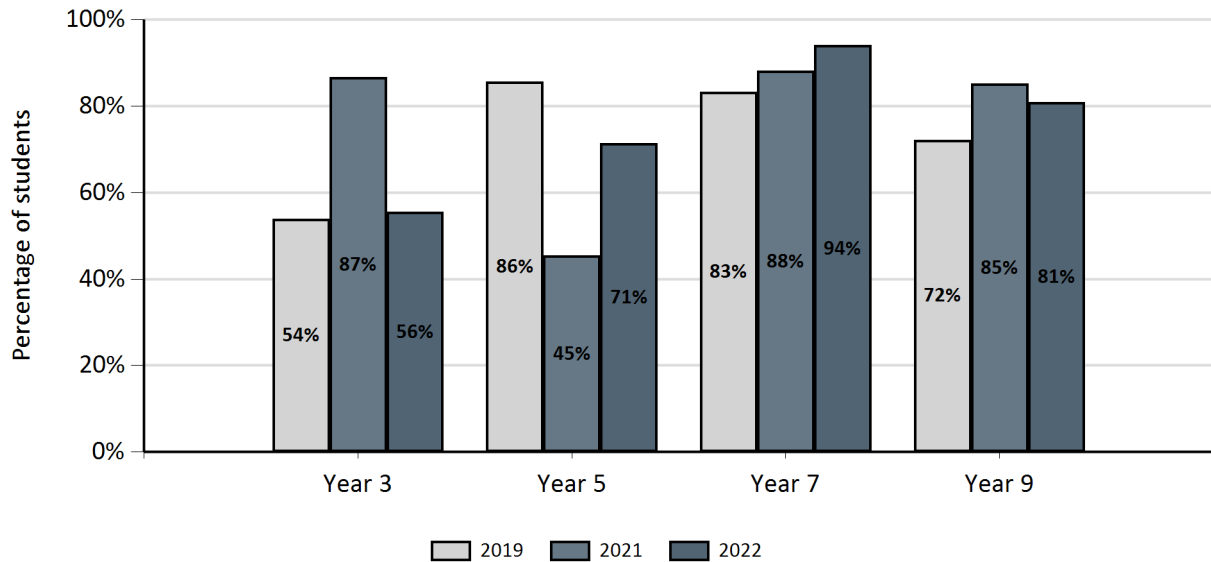
Middle school staff continued to collaborate to refine the agreed common template for assessment tasks, with a particular emphasis on including subject-specific vocabulary lists on each task. In 2022, students self-assessed against the assessment criteria, which developed their capacity as assessment-capable learners. The collaboration between staff in the design of assessment tasks has been captured in a Statement of Practice to ensure it remains embedded as part of our teaching approach in the middle school in future years.

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

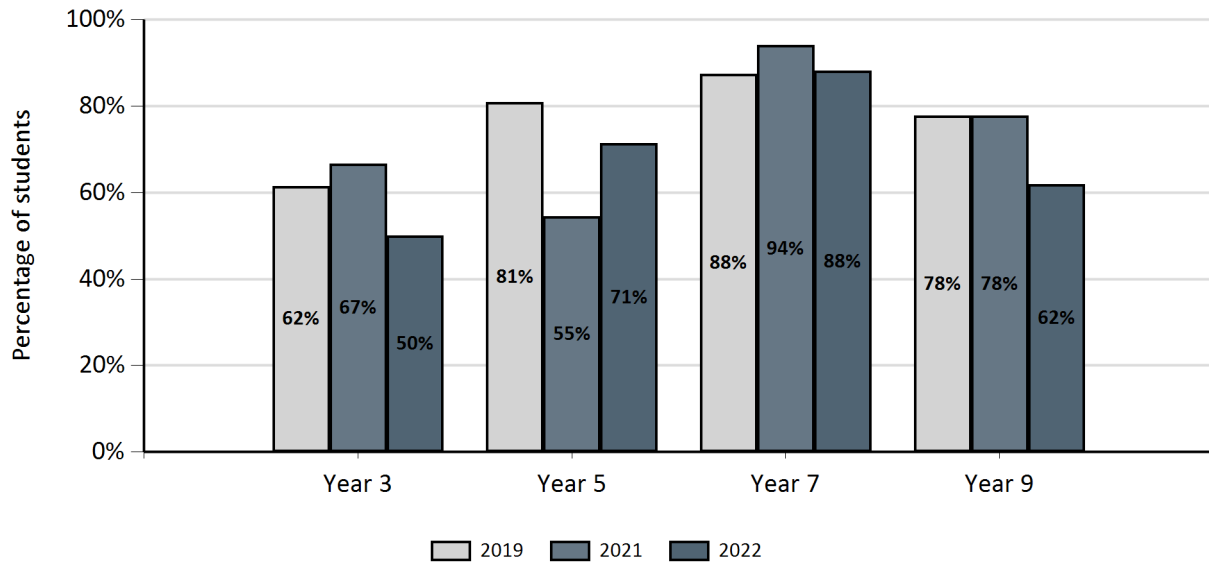


*NOTE: No NAPLAN testing was conducted in 2020.

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	18	18	2	1	11%	6%
Year 03 2021-2022 Average	16.5	16.5	3.5	1.5	21%	9%
Year 05 2022	7	7	1	0	14%	0%
Year 05 2021-2022 Average	9.0	9.0	1.0	0.5	11%	6%
Year 07 2022	17	17	5	6	29%	35%
Year 07 2021-2022 Average	17.0	17.0	5.5	5.0	32%	29%
Year 09 2022	21	21	3	3	14%	14%
Year 09 2021-2022 Average	24.0	24.0	4.5	3.5	19%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

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

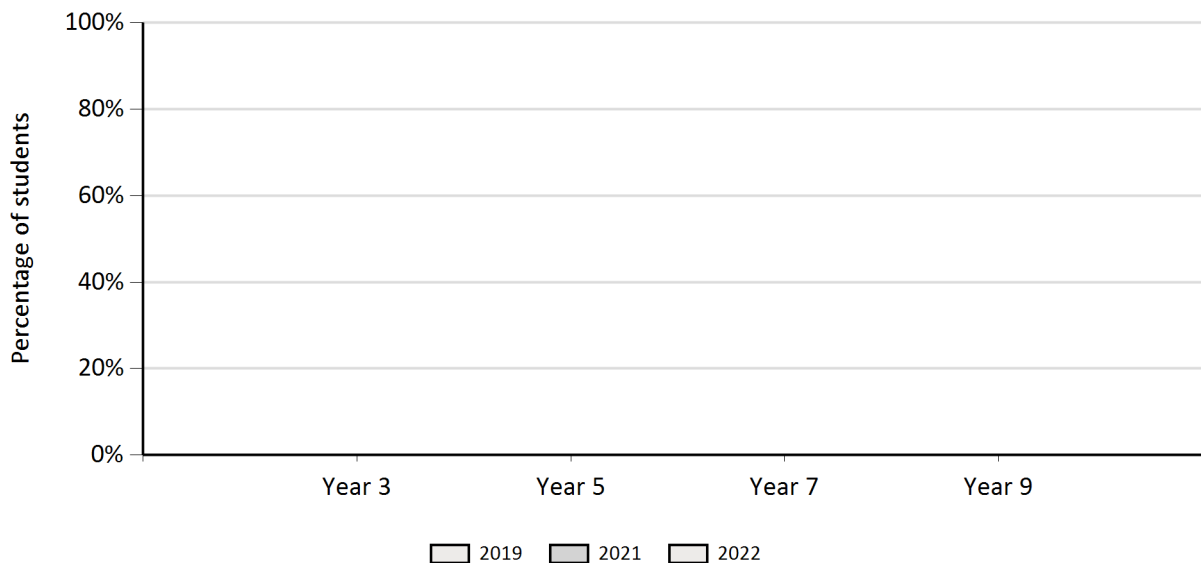
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



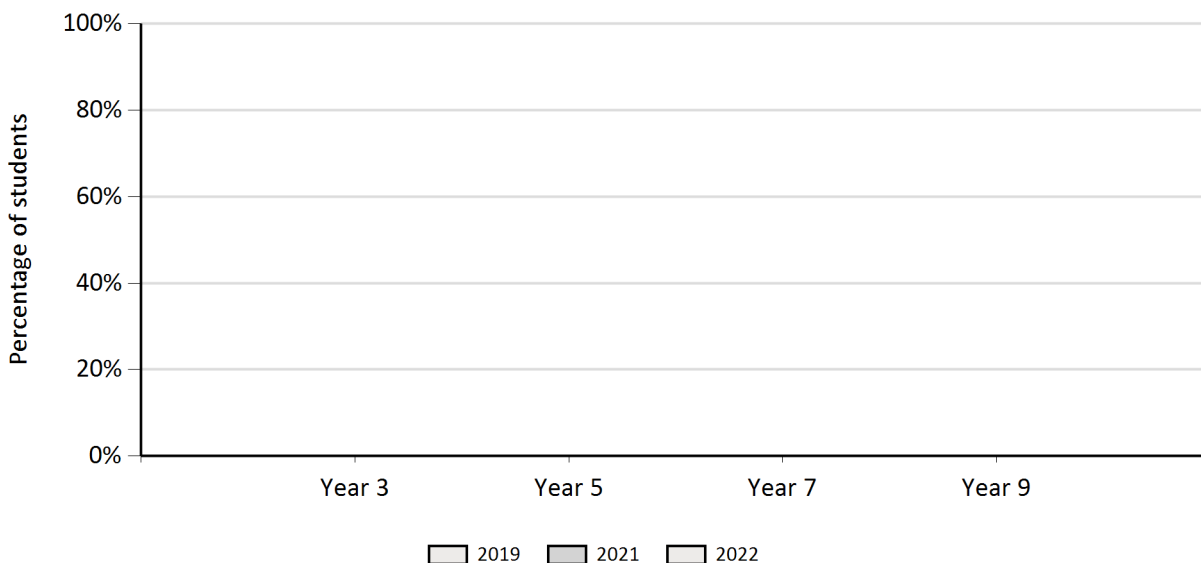
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

Key Element 2 from the ALALR (Tracking and Monitoring Growth and Achievement) was identified as a focus area for school improvement in 2021. In 2022, we continued on this path and introduced a learner folder for each of our Aboriginal students where we were able to record how our AET worked with each student, recording all goals, and what was done to achieve the goal. Our Aboriginal Education Teacher identified key data sets to monitor the attendance, achievement, and growth of Aboriginal learners across the site. A template was developed to record this data, which was updated on a regular basis and shared with staff via a Teams group. The collection and analysis of this data enabled relevant staff to monitor the learning progress of Aboriginal students, and plan intervention strategies as required. This was accomplished through meetings being held between AET staff and class teachers to discuss the learning progress of Aboriginal students. Secondary Aboriginal learners met with an AET to set learning goals and plan strategies to achieve the identified goals on a regular basis. These goals were shared with class teachers.

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

Aboriginal student attendance was 80.0% in 2022, compared to 85.7% for non-Aboriginal students.
 83.33% of our Aboriginal students achieved SEA in PAT R, compared to 80% of non-Aboriginal students in 2022.
 100% of our Aboriginal students achieved SEA in PAT M, compared to 78.29% of non-Aboriginal students in 2022.
 Reception student increased her PA knowledge to 60/60 on the End of Year screen.
 Year 10 student increased their attendance in semester 2 from 52% to 79.5%.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
99%	97%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

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

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	1%	5%	8%	7%
A	4%	7%	18%	19%
A-	9%	11%	18%	12%
B+	7%	15%	8%	14%
B	18%	11%	8%	12%
B-	9%	11%	4%	9%
C+	14%	7%	14%	16%
C	20%	22%	18%	9%
C-	16%	9%	2%	2%
D+	1%	1%	0%	0%
D-	0%	1%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

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

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

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2018	2019	2020	2017
Percentage of year 12 students undertaking vocational training or trade training	24%	71%	21%	41%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94%	93%	86%	94%

2021	2022
46%	38%
100%	100%

School performance comment

Literacy

The Reading achievement of Junior Primary students is measured through the completion of Heggerty Phonemic Awareness screens.

We saw an increase in our year 1 Phonics Screen Results, with 11 out of 16 (69%) students achieving SEA, an increase from 44% in 2021.

The percentage of year 3 students achieving SEA in NAPLAN Reading in 2022 decreased from 86.7% in 2021 to only 56% in 2022, with only 11% in High Bands. This was extremely disappointing and exposed an area we need to address in 2023.

Year 5 Reading results increased from 45.5% in 2021, to 71.4% in 2022, with 14.3% in High Bands.

Year 7 Reading results increased from 88.2% in 2021 to 94.1% in 2022, with 29.4% in High Bands.

Year 9 Reading results slightly decreased to 81% from 85.2% in 2021, with 14.3% in High Bands.

The percentage of year 3 students achieving SEA in NAPLAN Writing in 2022 decreased from 73.3% in 2021 to only 55.6% in 2022, with only 16.7% in High Bands

Year 5 Writing results increased from 45.5% in 2021, to 83.3% in 2022, with 0% in High Bands.

Year 7 Writing results decreased from 88.2% in 2021 to 64.7% in 2022, with 23.5% in High Bands.

Year 9 Writing results decreased to 57.9% from 66.7% in 2021, with 10.5% in High Bands.

81.4% of students who sat PAT-R tests across Years 3 to 10 in 2022 achieved the SEA, a small decrease compared to 2021 (81.58%).

87.50% of our Stage 1 English grades were at a C or above, this was down from 97.1% in 2021.

Numeracy

78.29% of students who sat PAT-M tests across Years 3 to 10 achieved the SEA, compared to 82.04% of students in 2021.

The percentage of year 3 students achieving SEA in NAPLAN Writing in 2022 decreased from 66.7% in 2021 to only 50.0% in 2022, with only 5.6% in High Bands

Year 5 Numeracy results increased from 54.5% in 2021, to 71.4% in 2022, with 0% in High Bands.

Year 7 Numeracy results decreased from 94.1% in 2021 to 88.2% in 2022, with 35.3% in High Bands.

Year 9 Numeracy results decreased to 61.9% from 77.8% in 2021, with 14.3% in High Bands.

78.29% of students who sat PAT-M tests across Years 3 to 10 in 2022 achieved the SEA, a small decrease compared to 2021 (82.04%).

In 2021, the QuickSmart Numeracy intervention program was introduced, delivered by 2 instructors who were trained in Term 2. The aim of this program is to improve student's fluency and automaticity in Numeracy with 10 students across Years 4 – 9 taking part in the program. The program will be resourced to again be delivered in 2022.

94.12% of our Stage 1 Math grades were at a C or above, up from 81.8% in 2021, with 58.82% of students' grades being either an A or B grade, up from 48.5% in 2021.

In 2022 SACE highlights included:

- 100% SACE completion rate (both for February and October enrolments)
- 3 ATARs above 90
 - Highest ATAR being 98.6
- 23% ATAR grades above 90
- 36.7% of Stage 2 grades were A- or above - 6.6% above the state average
- 18 A grades
- 100% VET completion

Attendance

Year level	2019	2020	2021	2022
Reception	93.1%	89.3%	92.2%	87.4%
Year 1	91.4%	91.8%	90.2%	82.3%
Year 2	90.3%	92.1%	89.3%	87.9%
Year 3	91.2%	92.2%	92.1%	85.8%
Year 4	93.3%	92.0%	90.9%	89.5%
Year 5	90.1%	93.8%	92.0%	79.3%
Year 6	92.5%	91.9%	92.6%	88.8%
Year 7	93.1%	89.1%	89.6%	91.0%
Year 8	95.1%	86.6%	87.2%	77.1%
Year 9	87.5%	91.4%	86.8%	82.3%
Year 10	96.2%	75.6%	81.6%	79.8%
Year 11	93.5%	87.1%	77.0%	81.5%
Year 12	91.7%	88.2%	91.3%	82.4%
Total	92.2%	88.8%	88.3%	84.2%

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 in 2022 was 85.4%, a decrease from previous years (89.2% in 2021, 89.0% in 2020). Our year 8 students had the lowest attendance percentage, but this could be attributed to 3 students, and if we were to remove their data, it would dramatically increase their overall percentage. Our year 4's had the highest attendance percentage of 90.4% overall. The increase in absences was largely due to illness, with the code Ill without Certificate increasing by 0.8% from 2021. 22% of student non-attendance was still unexplained, once again being an area of focus for improvement in 2023.

Behaviour support comment

The majority of behaviour incidents are managed at the informal end of the behaviour management process. Our internal Form B is a formal process for more serious incidences that occur in the classroom such as off task, distractions etc where a student has not listened to the warning by the teacher or mobile phone noncompliance. This occurs more in the secondary area of the school. External suspensions are minimal but are when violence occurs, there were a small number of them this past year. Vaping raised its head this year, but all students involved were externally suspended for 5 days, and it settled quickly after.

Parent opinion survey summary

We had an increase in parents completing the survey from the previous year - 52 up from 43.

Communication between school and home continues to be an area for improvement, interestingly parents are wanting learning tips to better support their child/ren.

We are feeling the effects of COVID also and now that the main threat has passed, parents are keen to return to school and see what is happening and help out more, which is fantastic.

93% of parents chat with their children about their school day, with 88% saying those discussions are useful. 93% of our parents value education and believe it to be important, demonstrating a partnership we need to build on and work together with.

Comments from parents varied from:

"Very happy with the staff, teachers and the way they support students. Could not ask for a better school!" to

"often notices come out not long before an event. this makes it difficult to plan and juggle to make things happen."

Both valid responses that inform us of areas we need to improve on.

3 parents felt that they didnt have a good home learning routine.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	8.7%
PA - PARENTING/CARER	1	4.3%
PE - PAID EMPLOYMENT IN SA	3	13.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	65.2%
U - UNKNOWN	1	4.3%
VI - LEFT SA FOR VIC	1	4.3%

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

All required persons on site have current and appropriate screen checks.

Existing volunteers have the relevant current checks and are up to date.

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	27
Post Graduate Qualifications	8

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	18.6	0.0	9.5
Persons	0	20	0	16

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

Financial statement

Funding Source	Amount
Grants: State	\$3,544,783
Grants: Commonwealth	\$27,349
Parent Contributions	\$132,584
Fund Raising	\$13,221
Other	\$60,354

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	R-12 Wellbeing leader appointed to provide proactive wellbeing focus across the school and provide support as required to students, parents, and staff.	Increased level of support for students and families, resulting in SEA achievement for those who were struggling.
	Improved outcomes for students with an additional language or dialect	Not Applicable	No Applicable
	Inclusive Education Support Program	Students with verified IESP had allocated SSO support. We also used this money to further support some of these students, as well as those who may require a small amount of support but are not verified. This support varied from in-class support to small group work to 1:1 for half a lesson. The focus was in literacy improvement.	Increase in students' phonemic awareness, phonics and fluency levels noticed and achieved in the primary years.
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 Students taking alternative pathways IESP support</p>	<p>Students with learning difficulties had additional support through additional SSO hours. APAS funding to support our primary students with phonemic awareness skills and knowledge.</p> <p>Funding allocated to enrol students in Open Access or surrounding schools. Support for students through ICT purchases</p>	<p>Extended curriculum options for senior students.</p> <p>Specific outcomes achieved for identified students.</p> <p>We saw an increase in Beginning of the Year and End of Year phonemic awareness screens for our primary students.</p>
Program funding for all students	Australian Curriculum	This money was used for our Site Improvement Plan, to release staff to work with Dr. Rosie Kerin who we utilised to increase staffs writing knowledge and skill. It also went to upskilling staff via professional learning around reading and writing.	Improved writing achievement in the middle years especially. increased reading improvement in the primary, especially in the junior primary with phonics and phonemic awareness.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	Converted to teacher salary to support students identified in R-2 classes to ensure they had access to smaller class sizes and the chance for more individual support and development.	Growth observed in Junior Primary literacy - increase in Year 1 Phonics Screen Results - up 25% on the previous years results.
	Specialist school reporting (as required)	Not Applicable	Not Applicable

	Improved outcomes for gifted students	Not Applicable	Not Applicable
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