Plympton International College

2022 annual report to the community

Plympton International College Number: 907

Partnership: West Torrens

	Signature
School principal:	Ms Amy Whyte
Governing council chair:	Ms Natalia Rudaya
Date of endorsement:	**10 February 2023**

Government of South Australia

Department for Education

Context and highlights

Plympton International College is a fast growing and progressive international bilingual learning community for Reception to Year 12 students with diverse cultural backgrounds from local and international communities. Our college is a caring and inclusive community with 39.92% of our students are from Non-English-Speaking Backgrounds (NESB), 3.28% identify as Aboriginal and/or Torres Strait Islanders and 5.83% identified as students with a disability. As the first Bilingual school in South Australia, we are well positioned to be a Centre of Excellence in learning and language education by fostering intercultural understandings and global citizenship through our Bilingual partnerships and by upholding our college values of Excellence, Innovation, Respect and Responsibility.

The College is classified as a category 4 on the Dfe Index of Educational Disadvantage. We are a part of the West Torrens Partnership. Enrolments have increased to currently 837 and are expected to rise significantly again next year to over 910 students in 2023. 192 families qualified for school card.

The college leadership team consists of Principal Amy Whyte, who began in 2021, Deputy Principal Roy Webb, and is supported by an executive team of 3 Assistant Principals. Plympton International College is structured around 3 years of schooling, Primary R-6, Middle years 7-9 and Senior Years 10-12. Furthermore, key leaders support the organizational and visionary aspects of the college such as five curriculum leaders, R-12 Literacy leader, two wellbeing leaders, Learning Inclusion leader, Career and pathways leader and 3-year level leaders.

There are approximately 61.9 FTE teaching staff and 556.25 SSO hours.

We are proudly an accredited IES school, hosting various study abroad programs and providing study tours for our students. This year we embraced technology with our sister school in China and relationships across the globe.

Some of the highlights of 2022 have included:

-Official opening of Performing Arts Building

-New Playgrounds installed to upper primary and middle years

-interstate bilingual pedagogical immersion tour began

-R-12 Swimming Carnival

-EALD & Learning Inclusion teachers

-Special persons day

-In school psychologist

-Immerse arts days

-Moon lantern festival

-3million Grant Received from Labor Governing for kiss and drop and college classroom upgrades

-70% students R-6 completed Premiers Be Active Challenge

-Introduction of R-12 PE week

-Expansion of sporting opportunities including after school sport, championship events, carnivals from 122 opportunities from 84 in the previous year. Second place winner for the Western Zone Schools shield.

-Receiving a Student-Led Bullying Prevention grant enabling the SRC to design and create House tents, flags and banners to continue to develop a strong house culture

-Wellbeing Ambassadors designed ⬜ am kind' and ⬜ am an upstander' wristbands which were distributed to the College community as part of the National Day against Bullying & Violence.

-Wellbeing Week was introduced for the first-time incorporating wellbeing activities for RUOK? Day & Body Kind Day

-Wellbeing Student Ambassadors received a City of West Torrens Council Australia Day Award for their work supporting their peers through COVID by planning wellbeing events in the Council area.

-Children's University with over 20 students graduating in 2022

-RAA Primary road safety program for students R-6

-Upper Primary SRC students attended a leadership conference at Adelaide Convention Center – Building Grit and leadership skills

-Year 3 class sleepover

-Primary Disco

Governing council report

What a great year 2022 it has been and a fantastic future ahead for Plympton International College!

Governing Council working alongside the teaching team to achieve all-round improvements for our school.

This year highlights for me is the major move with building master plan. Our school will benefit greatly in having a master plan with ever growing local community.

Our bilingual team of teachers traveled to Melbourne to establish partnership with 3 sister schools. This will bring fantastic opportunities to expand our learning and exchange of experience.

And of course, the middle school learning trip to Canberra. I believe this would be the first interstate excursion trip organised for our students. Tired but happy they returned with great memories.

I am thrilled to see our school on a journey of continuous progress!

Quality improvement planning

Plympton International College Site Improvement Plan (SIP) is established using the Dfe improvement cycle, beginning with analyzing and prioritizing data, trends and actions. Key leaders and staff analysed SACE/ NAPLAN/ PAT and learning data and identified reading as an area of growth and a large trend of in year 3 and 7 and 9 students falling out Higher bands for Numeracy. Cohort data indicates that students are falling out of Higher Bands or just below Higher Bands, therefore our priority is to retain and increase the number of students and increase literacy skills of every learner.

Another area of our SIP focus is to access data more effectively to track and monitor student learning, in order to stretch and differentiate for every learner. PowerBI and a reading screener implemented Reception to year 9 as well as formative assessment in pre and post testing will inform teaching and learning next steps, learning design and pedagogical approaches.

All SIP actions were reflected and supported in all professional learning opportunities and the driver for most professional learning on student free days throughout the year. This ensured the SIP was a visible and dynamic tool to guide our teaching and learning cycle at Plympton International.

SIP Goal 1:

45% of students (21 students out of 46) in year 3 will achieve HB in NAPLAN reading. Goal met and surpassed as 59.09% in HB achieved

SIP Goal 2:

19% of students (15 students out of 79) in year 9 will achieve HB in NAPLAN numeracy. 13 students achieved the HB of NAPLAN in year 9

SIP goal 3:

•55% of students achieve a B or above in Maths/Chinese and English for their end of year grade. Target met for Maths and English and surpassed in semester 1 for Chinese at 60%.

Professional learning included workshops of learning intentions and success criteria, high impact teaching strategies, high performance culture, moderation and guaranteed viable curriculum which connect with our SIP actions and targets to provide practical strategies to provide learner growth in all learning areas. Introducing and developing the Plympton International Teaching and learning cycle with a focus on teachers monitoring student learning progress in a 5-week cycle through a shared PLT structure has supported the direct lift of literacy across the school.

Overall, the targets stated above were met as a result of the strong commitment of our staff to trial new pedagogy, professional learning and a strong focus on before, during and after reading strategies in years 7-10, through a tutorial model in English, teachers and leaders worked with data based small groups to provide additional coaching or conferencing. Primary teachers created and tracked student reading goals. This enabled a 30% minimum increase in

reading achievement across the year for every student. Teachers alongside leaders gathered evidence during shared and guided reading or through individual reading assessments such as oral reading fluency tests and reading conferences.

Regarding SIP goal 2, teachers trialed a primary numeracy screener and secondary teachers explored research informed high impact teaching strategies of learning intentions and success criteria. Learning Area leaders worked closely with teachers to design specific data sets to monitor and track impact, further contributing to a college-specific impact cycle. An increase in A-E data was realised because of Learning Area leader guidance and support within their teams and tracking and monitoring learning outcomes.

Goal 3 enabled teachers to adpot all Dfe units, working towards and guaranteed viable and consistent curriculum R-12. Leaders support teacher's implementation by checking in via daily walkthroughs. Leadership intensive skill builds with a professional coach enabled leaders to best support the implementation of shared assessment, scope and sequence and unit plans.

Our college continues to thrive, becoming a centre of excellence in bilingual education. In 2022 we entered into the third year of transition into local management model, including establishment of:

-Year 7 Immersion pathways for feeder primary schools in 2023

-Continuation of Year 7 - 9 Chinese bilingual curriculum documents

-Bilingual PLC group investigated in strategies to develop contemporary and consistent bilingual pedagogies

-Interstate visit to 3 High Performing Chinese bilingual schools in Melbourne with establishment of sister school relationships.

-Inaugural Chinese Bilingual conference extending and connecting our network of Chinese bilingual schools across Australia.


The SIP is review regularly with learning area leaders and key leaders expected to share plans and outcomes in relation to an action plan at meetings, a formal 6 month and 12-month review with key leaders was undertaken to determine effectiveness of practice and create a vision for next steps 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
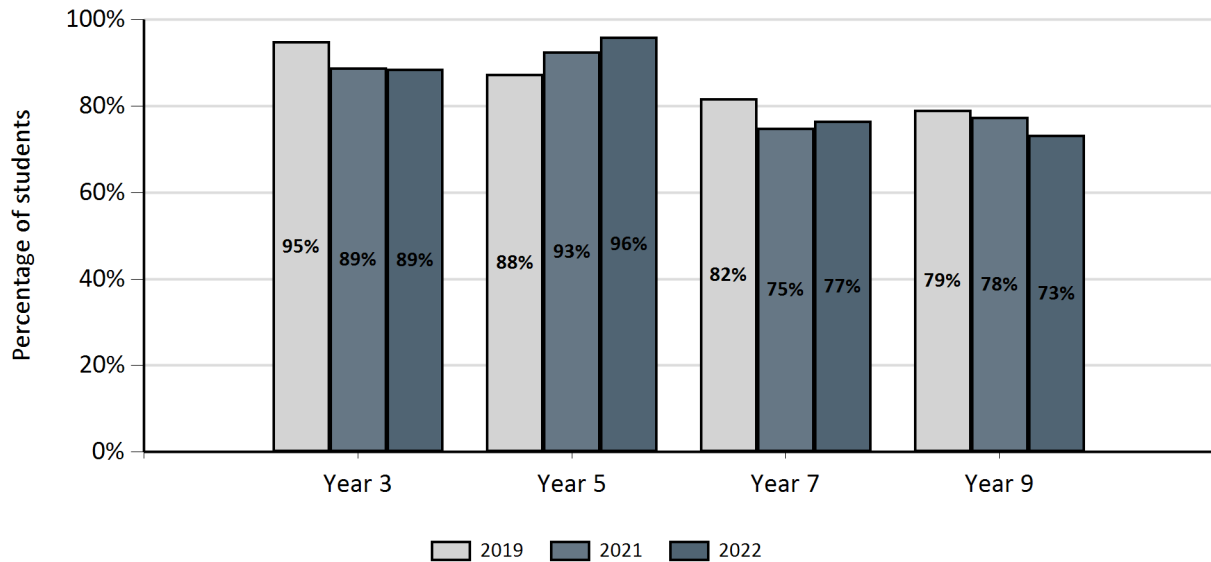
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Bar chart showing Percentage of students for Numeracy across Year 3, Year 5, Year 7, and Year 9, for years 2019, 2021, and 2022.

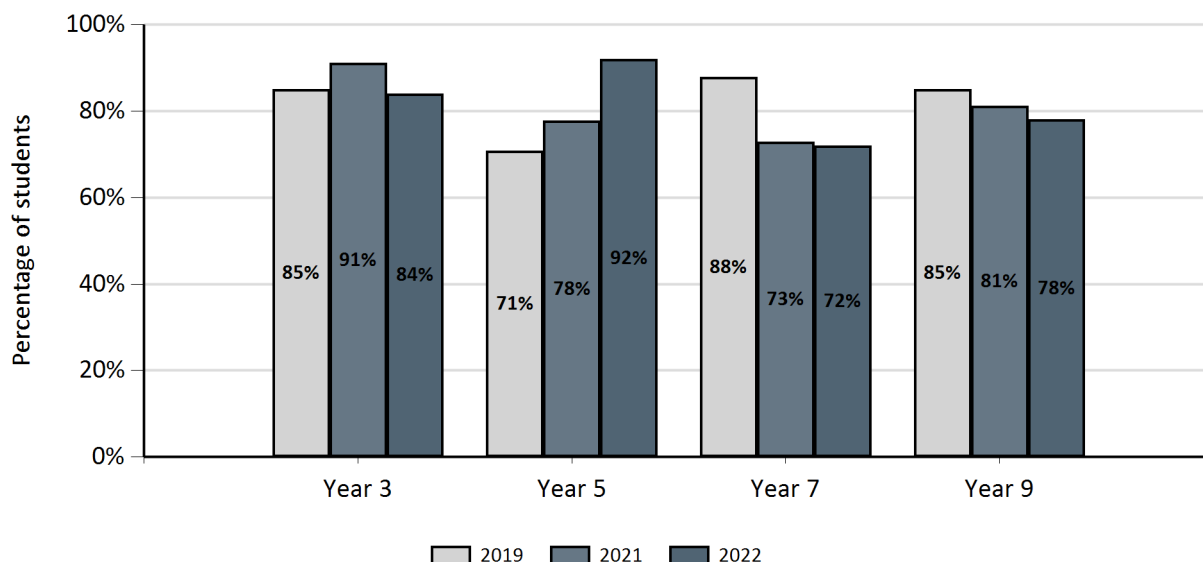|	2019	2021	2022
Year 3	85%	91%	84%
Year 5	71%	78%	92%
Year 7	88%	73%	72%
Year 9	85%	81%	78%

*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	44	44	26	13	59%	30%
Year 03 2021-2022 Average	44.5	44.5	27.0	15.0	61%	34%
Year 05 2022	25	25	9	4	36%	16%
Year 05 2021-2022 Average	26.0	26.0	9.5	5.0	37%	19%
Year 07 2022	111	111	21	23	19%	21%
Year 07 2021-2022 Average	79.5	79.5	16.0	18.5	20%	23%
Year 09 2022	105	105	16	13	15%	12%
Year 09 2021-2022 Average	92.5	92.5	15.5	14.0	17%	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.
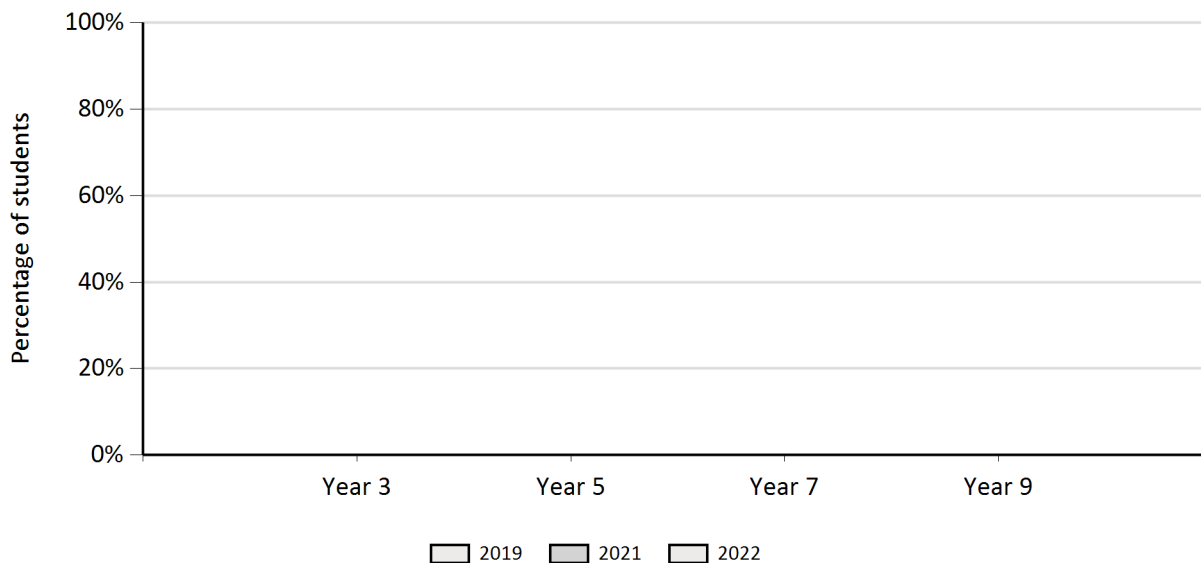Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
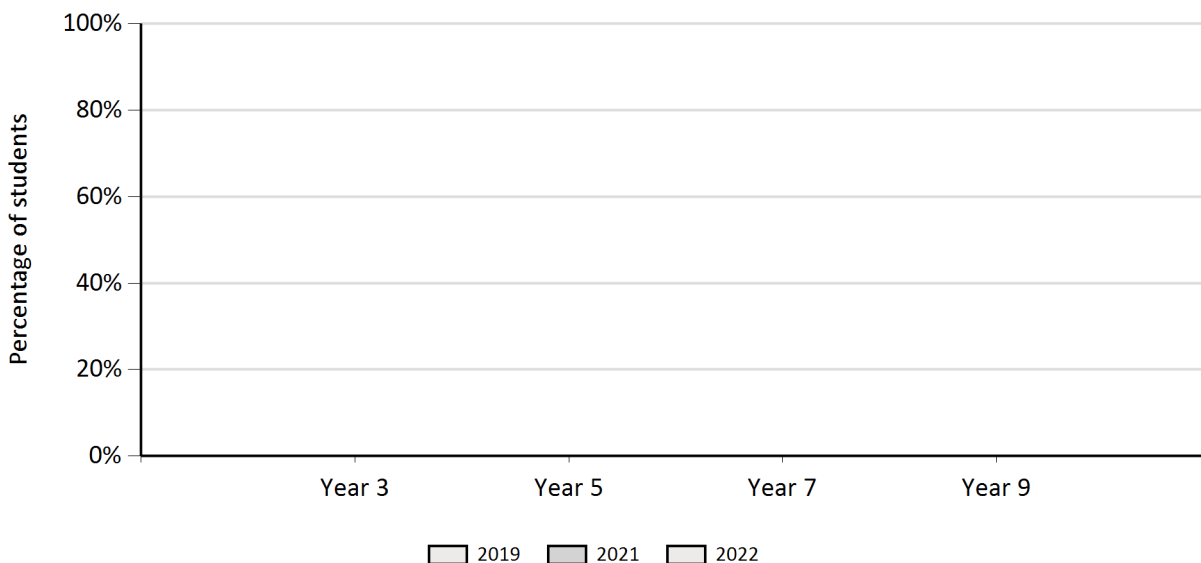Data is only shown for Aboriginal learners.

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 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

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:

We have tracked and monitored our Aboriginal Learners (6 primary, 14 middle school and 8 secondary students) and have provided additional support through our Aboriginal Secondary Education Transition Officer (ASETO) 11.5 hours per week.

We have seen their confidence in public speaking increase through assemblies in Acknowledgement to Country, leadership in Reconciliation and NAIDOC week Whole College Activities. We also had 4 delegates selected for the 2 day statewide Stem Aboriginal Learner Congress.

Our ASETO and AET further supported families leading to increased support for Transition points, engagement in sports and other college activities, SAASTA involvement for STEM and football/soccer, monitoring attendance with follow up support and cultural awareness and advocating for our Aboriginal student learning styles.

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

Additional support has included APAS Mentoring program for Year 11 and 12 students, Macqlit, Minilit and Acadience programs for those eligible students plus their One Plans specifically targeting numeracy and literacy goals.

Tracking academic progress has been challenging this year. Our attendance College goal is 95%. Regular Attendance for a number of our students has been a barrier despite prompt follow up, home visits and support. Nonattendance impacts hugely on their academic progress. Term 1 PLC's targeted students could include Aboriginal Leaners within the 3 identified learners either above sea, sea level or below. This process unfortunately didn't continue. NAPLAN results, Learner Achievement Profiles, College Learner Profile spreadsheet, School Improvement Dashboard, Pulse week 6 term 1 student progress tracking, Semester grades giving us GPA's plus Student Review Team also give staff a deeper context and understanding for targeted student needs, support and interventions.

We are hopeful that in 2023 more whole college tracking will be easily accessed so we can closely monitor progress especially with an increase numbers of approximately 34 Aboriginal Lea

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
100%	100%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	0%	4%	1%	2%
A	7%	8%	3%	11%
A-	8%	12%	10%	10%
B+	17%	9%	11%	12%
B	18%	13%	16%	13%
B-	21%	16%	16%	14%
C+	14%	12%	15%	17%
C	12%	19%	19%	15%
C-	4%	8%	7%	5%
D+	0%	0%	1%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2019	2020	2021	2022
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.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	81%	92%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	45%	58%	50%	29%

School performance comment

Despite the challenging year that was 2022, the plympton International College community thrived demonstrating perseverance, flexibility and genuine compassion which was brough to life through the commitment to ensuring learning,

2021	2022
97%	100%
68%	51%

in all its forms, remained the link that connected us together.

2022 was a positive year for our year 12 students, despite the adversities they faced. Our Dux of the college received an ATAR of 98.2. Overall students earned

100% of students achieved their SACE resulting above state average

'A' and A with merit grades continues to improve at 22.5%

Continued decrease in D and E grades which reflects our drive to ensure all students work towards achieving C grade or better

100% of students successfully completed the SACE compulsory subjects; Stage 1 Literacy and Numeracy and Stage 2 Research Project

PLP completion has maintained our 100% success rate

SACE Stage 1: 93.8% of all SACE Stage 1 grades were above C-, which continues to improve from previous years. 27% of Stage 1 Grades were A-band, 33.7% in the B-band and 32.7% in the C-band.

SACE Stage 2: continues to show significant improvement in the A band and a reduction in D and E grades. A continued focus on collaborative moderation, task design and building students study skills remains a focus for development.

Our school continues to encourage students to undertake vocational training or trade training and school-based apprenticeships as a part of their SACE. Many students were successful in completing their SACE with VET credits and this continues to remain a strong pathway for our students in the Health Services, Gaming and Animation and ICT Pathways. These results have enabled us to reflect on the practices that have been successful in order to continue this journey in 2023.

Literacy – Continued familiarization and implementation of Brightpath Program across R-year 9 using a range of text types. Pupil Free Day training and development in literacy to continue college journey in reading improvement. PLT across facilities working towards SIP reading goal and Challenge of practice. Reading culture across the college continued to strengthen through book week activities, resources center initiatives and participation in Premier's Reading Challenge R-9. EALD and differentiation teacher implementation of co-teaching model years 6-12. Participation in ORF (oral reading and fluency) assessment trial across year 2.

Year 1 Phonics Screening Test: 80.3% of year 1 students met the expected achievement of decoding the phonics check words accurately.

Consolidation of Systematic Synthetic Phonics Program R-2

Reception – 79% students at SEA

Year 1 – 84% students at SEA

Year 2 – 80% students at SEA

Implementation of Acadience Reading (universal screener to identify students at risk in reading across years 3-8).

Acadience 3-6, term 4 was an exploration stage of proving professional development and training to support staff with the implementation in 2023.

Acadience year 7 (benchmark 62)

Maze average score of 57, improving from 44 (30% improvement)

40% students at or above benchmark, improving from 25%

82% of students improved their score from the start of the year

Acadience year 7 (benchmark 70)

Maze average score of 69, improving from 45 (53% improvement)

44% students at or above benchmark, improving by 13%

98% of students improved their score form the start of the year

Attendance

Year level	2019	2020	2021	2022
Reception	93.6%	87.4%	94.2%	94.1%
Year 1	99.3%	88.7%	95.4%	91.6%
Year 2	93.2%	85.4%	95.5%	92.2%
Year 3	94.6%	86.1%	96.0%	91.6%
Year 4	94.8%	85.2%	92.0%	93.4%
Year 5	94.5%	89.4%	90.7%	89.5%
Year 6	97.9%	86.9%	93.9%	91.6%
Year 7	96.4%	87.0%	94.0%	89.8%
Year 8	94.2%	87.7%	89.7%	87.1%
Year 9	95.2%	88.8%	92.8%	83.5%
Year 10	93.8%	88.3%	90.6%	88.6%
Year 11	92.3%	90.2%	93.4%	89.8%
Year 12	96.8%	90.5%	92.7%	91.4%
Secondary Other	100.0%	100.0%	90.1%	N/A
Total	95.0%	88.1%	92.9%	89.5%

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

Attendance comment

Attendance rate 92.9% in 2021

Attendance rate 89.5% in 2022.

Our attendance rate this year was below previous years due to COVID-19 and some students who have been unable to return to Australia. In collaboration with the Department for Education Attendance Officer, our two Wellbeing Coordinators have been able to support families. Students were supported with their online learning through regular contact by teachers and SSOs and with the provision of ICT resources.

Strategies to improve attendance during the year to monitor and lateness included

Whole college attendance and lateness strategy

COVID attendance strategy

Intervention by years of schooling teams, class/subject teachers

Leaders monitored with assisting to contact carer.

Behaviour support comment

Initial planning to align behavior support toolkit to response and intervention framework including whole school behavior policy.

Reading screener implemented for students who move through suspension and exclusion process.

Student Survey: Wellbeing & Engagement Collection Summary 2022

 Some key points included:

• Important adult at school 51%

• High academic self-concept 55%

• 70% participated in organised activities

• Emotional engagement with teachers 66%

There was an increase from 2016 – 2022 for students in regard to their satisfaction with life, connectiveness with school and school belonging. Teachers have currently been trialing new wellbeing resources through the Keys for Success Pastoral Care Program and the Wellbeing Ambassadors helped educated the whole school community through education and information stalls. Emotional engagement with teachers and the non-concern (students experienced high wellbeing) about bullying is a highlight from the overall collection data. Another positive is that there has been an increase in the expectations for success. Music, Art & Sports participation has dropped and there has been an increase in worries & sadness.

Parent opinion survey summary

The parent Engagement Survey results indicate that the majority of our parent community agree or strongly agree with the positive statements proposed and our college results are generally higher in the positive range in comparison with all schools summary data. 201 parents completed the School Parent Engagement Survey.

Some key points included: 80% agree/strongly agreed that teachers and students treat each other with respect each other at this school.

However, the survey identified that 47% parents would like more help with school to address their needs better and 60% agree/strongly agree that they receive enough communication. This is a key area for focus in 2023 as we continue to know our students by interpreting their data and using formative assessment strategies, as well as implementing quality differentiated teaching practices to address individual student learning needs. We will explore a range of ways to work in partnership with parents.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	1	1.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	13.8%
NS - LEFT SA FOR NSW	2	3.4%
NT - LEFT SA FOR NT	1	1.7%
OV - LEFT SA FOR OVERSEAS	8	13.8%
PE - PAID EMPLOYMENT IN SA	3	5.2%
QL - LEFT SA FOR QLD	1	1.7%
SM - SEEKING EMPLOYMENT IN SA	1	1.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	41.4%
U - UNKNOWN	5	8.6%
VI - LEFT SA FOR VIC	3	5.2%
WA - LEFT SA FOR WA	1	1.7%

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 teachers are screened through TRB and Dfe processes including the Working with Children Check (WWCC). Records are kept as per Dfe requirements by the business manager.

All staff volunteers, coaches undertake relevant screening and undertake relevant induction process to ensure their familiarity with Site and Dfe policies, practices and processes.

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	84
Post Graduate Qualifications	45

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	51.6	0.0	16.4
Persons	0	56	0	21

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

Financial statement

Funding Source	Amount
Grants: State	$10,961,992
Grants: Commonwealth	$9,600
Parent Contributions	$677,627,000
Fund Raising	$10,148
Other	$37,082

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-10 What's the Buzz and Social skills programs run fortnightly for identified students by Primary Well-being Leader, Pastoral Support worker and Special Education teacher.	Social skills improved in students interactions and classroom behaviors. Deeper engagement in college culture.
	Improved outcomes for students with an additional language or dialect	EALD key teacher employed and reading screener purchased for students R-10. Professional learning for all staff and coaching/team teaching enabled targeted support to identified students.	30% improvement in reading abilities across the college and EALD students
	Inclusive Education Support Program	Professional Development for R-12 staff on differentiation, needs identification and One Plan writing. 1:1 support and release time offered to all staff to complete One Plan writing and review goals. In-class support provided by Special Education teacher and SSO's to meet One Plan goals.	Further increase of students who were not previously identified or verified with learning difficulties. Targeted intervention for students.
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	Leader employment and teacher Aboriginal SSO 17 hours and 0.3 leader and Teacher and on student 1:1 support, monitoring and tracking. Purchase of reading screener. TRT days to release teachers, review data improvement practice. 0.1 Hindi teacher employed 0.1 FLO leader appointment	Monitoring and tracking of students. Targeted teaching for skill gaps. 30% improvement in reading outcomes.
Program funding for all students	Australian Curriculum	Guaranteed viable curriculum established with key actions and targets to measure improvement and distance travelled. Upskilling of staff with 1:1 coaching, training sessions and consistent documentation development in partnership with staff for an R-12 focus. Trial of consistent units, scope and sequence, assessment tasks and proformas.	Guaranteed viable curriculum work continues in 2023.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional leadership B3 leader to lead Senior years Improvement and two extra B1 leaders and B2 numeracy leader appointed for 2023.	Reduction of fraction of time for B3 leaders and B2 leaders face-to-face teaching to enable direct monitoring and tracking of students learning outcomes.
	Specialist school reporting (as required)	Bilingual funding was used for BSSO, teacher release for curriculum development, extra teacher appointed for stretch teaching.	Stretch teacher provided additional support in classroom to target support and stretch students. 37% improvement in Chinese language acquisition and program will continue in 2023 due to overwhelming success.

	Improved outcomes for gifted students	Targeted teaching with additional Math's and English teacher based on student learning data. Data shows improvement	Continued focus in 2023.