



WARRADALE PRIMARY SCHOOL

Warradale Primary School

2022 annual report to the community

Warradale Primary School Number: 933

Partnership: Holdfast

Signature

School principal:

Mr Josh Vick

Governing council chair:

Jody King

Date of endorsement:

27 February 2023



Government
of South Australia
Department for Education

Context and highlights

We commenced 2022 with 324 enrolments R-6 (13 classes), with 35 new Receptions and 48 students in Year 6. Enrolments included 15 Aboriginal or Torres Strait Islander (ATSI) students and 15 students with a verified disability. We had 30 students funded for English as Additional Language or Dialect (EALD) support and over 40 different nationalities represented in our student population. Teaching staff were organised into four year level section teams and we consolidated our site priorities into Reading and Mathematics.

In anticipation of our building project, we moved our Resource Centre, Specialist Arts classroom and ICT support desk into our Gym before the year commenced. Through the combined effort of our wonderful staff and some amazing volunteers, an incredible temporary learning facility was created, which ensured continuity of learning and access to services and support for our students and staff.

The COVID-19 pandemic continued to present a range of challenges for our school and the wider community, with the majority of our Year 2-6 students not commencing learning at school until the beginning of Week 3 Term 1. In the first two weeks, Year 2-6 teachers provided at home learning programs via Seesaw, while our Reception and Year 1 students returned to school for face to face learning.

Once we settled into the school year, staff got to work on implementation of the Department's curriculum units, further development of a systematic whole-site approach to Reading, and a Stanford University course in How to Teach Mathematics.

Meredith McArdle took on our Aboriginal Education Teacher (AET) role, while Alex O'Reilly joined us from Glenelg Primary to teach Year 1 and Georgia Knight commenced in an on-going administrative assistant role.

The 2022 Children's University (CU) graduation ceremony in Bonython Hall at the University of Adelaide was attended by 17 Warradale students. Parent-volunteer Melanie Lovejoy was instrumental in providing our students with this rich extra-curricular learning opportunity.

Students also had opportunities to participate in a range of other extra-curricular activities, including Reconciliation and NAIDOC Weeks, Sports Day and Swim Safety. At the year's end, our Year 6 students attended a week-long adventure camp on Kangaroo Island, before graduating at a ceremony held at the Morphettville Park Sports Club.

Our Capital Works concept was finally given approval to proceed from concept to construction, with much lobbying from a number of our stakeholders leading to an increase in the total state government funding for our project, from \$7.5m to \$8.53m. This was a fantastic outcome for our students and school community.

A significant uplift in our ICT infrastructure was funded by The Education Department, which included the upgrading of our wi-fi network points across the school. By the end of the school year, every student in Years 3-6 had 1:1 access to a school-supplied Chromebook device for learning, providing a world class level of digital learning access for these students and their teachers.

We officially said farewell to long time Warradale teachers Tony Condous and Anne Flannery at the end of Term 1, and Paul Sawyer retired at year's end. All three had a significant impact on our students and school community in their time at Warradale. Yasmin Gillard (Reception contract teacher) was farewelled too, along with Dylan Evans, who resigned from this position as Senior Leader to relocate to Brisbane.

A mid-year change in Governing Council Chairperson occurred after long-standing Chair Carol Dougals had to resign her executive position due to accepting a work role within The Education Department. We thank Carol for the indelible role she played in guiding our school community through a significant period of change and growth. In taking over from Carol, Jody King, along with secretary Kimberley Gesti and treasurer Jenny Brenton, did a great job ensuring continuity of governance for our site.

Governing council report

2022 was another big year for our school. We started with interruptions due to COVID-19, but again our staff did a fantastic job supporting our students and families. We have a resilient school community with shared learning goals, that fosters a culture of inclusion and strives for positive change in all parts of our school.

The Governing Council welcomed many new members, who have contributed to a strong and active group, working closely with our leadership team to support improved teaching and learning outcomes.

In managing the challenges of COVID, Council Members were able to participate in Council meetings online, with technology that is also now used to support student leadership representatives to link in with the initial part of each general meeting. This 'COVID silver lining' has given our Council greater access to authentic student voice, increased Council Member attendance rates at meetings, and enhanced our overall consultation and decision-making processes.

This year The Council had a renewed focus on fundraising activities to reduce the cost of camps for our Year 3-6s and support school improvement projects. During the year we managed an Election Sausage Sizzle, Mother's and Father's Day stalls, Quiz Night, Colour Run, and Christmas Wine Drive. Through the generous support of our school community, we raised \$8,107.

The Canteen Committee continued to oversee an uptick in Canteen profit and the on-going appointment of Samantha Radomi to the role of Canteen Manager, while the Out of School Hours Care Committee supported the temporary move of our service into the Warradale Urban Camp facility to accommodate preparations for our Capital Works project.

The Governing Council had the opportunity to meet with the Minister for Education and our local members to help secure additional funding for our capital works program. Our committed Council members and staff have never stopped in their efforts to ensure the school secured the money it needed to build fantastic new facilities.

This year we farewelled some career teachers in Anne Flannery, Tony Condous and Paul Sawyer. The Council thank all three for their many years of combined service and wish each of them well in their respective retirements.

We also acknowledge Dylan Evans for his efforts as a senior leader and teacher at the Warradale over the past two years, and Yasmin Gillard who has taught two classes of Receptions at our school in the same period.

We also farewelled many families that helped make our community wonderful. We are fortunate to have so many dedicated volunteers and the Council recognised the particular efforts of Richard and Heather Steer, and Nigel Percy.

Heather and Richard Steer were awarded for their incredible contribution to school learning and improvement programs; highlighted by Heather's long-standing commitment as a volunteer in our Resource Centre, and Richard's immeasurable efforts supporting general school maintenance projects, and more recently, the establishment of temporary learning spaces to minimise disruption caused by our Capital Works project. Nigel Percy was the other very worthy recipient, receiving due recognition for his outstanding contribution as a long-serving volunteer sports coach at our school (soccer and cricket). Nigel coached hundreds of Warradale students across his many years of service and is widely respected for his enthusiastic and self-less approach to providing all students with an opportunity to learn through sport.

Finally, on behalf of the school community, I would like to thank all the Governing Council, committee members and school volunteers for their valuable contribution in 2022.

Jody King
Governing Council Chairperson

Quality improvement planning

In 2022, staff engagement with, and enactment of, the key actions in our Site Improvement Plan (SIP) was further developed. More comprehensive consultation and review processes, coupled with more strategic allocation of time and resources to evidence-based improvement strategies, has underpinned a significant shift in the learning and collaboration capacity of our teachers and support personnel.

Teachers were again supported by our Departmental Curriculum Lead Jo Meredith, and we had representatives involved in our local Portfolio's Curriculum Champions and Literacy and Numeracy Leaders initiatives. Literacy Coach Vicki Athanasopoulos from The Literacy Guarantee Unit also increased her engagement with our staff and site as the year went on and she will play a critical role in supporting Leadership and teaching staff with our improvement work in the Reading space again in 2023. Our Speech Pathologist Lachlan Davidson completed his commissioned role building the capacity of our teachers to implement evidence-based approaches to Reading instruction/intervention and vocabulary development. Lachlan's work over the past two years has established a foundation on which we can continue to improve delivery of a guaranteed and viable curriculum in English, with a focus on a systematic, synthetic whole-school approach to Reading instruction, based around The Big 6.

Staff professional learning and performance development planning was firmly aligned to the Australian Curriculum (and DfE units of work), High Impact Teaching Strategies (HITs) and evidence-based practice. All teaching staff (teachers and classroom support officers) completed professional learning courses in phonics instruction (Jolly Phonics and Jolly Grammar) and Mathematics pedagogy (Stanford Online: How to Learn Math), and their individual professional development plan goals were aligned with our site improvement priorities.

The Quicksmart Maths program was further consolidated, along with the refined implementation of the Mini and Macqlit Reading interventions established in 2021.

In 2023, we will plan to go even narrower and deeper in our work to improve explicit teaching instruction around sequenced patterns of curriculum delivery and instruction. We will move away from levelled reading approaches, including cessation of Running Record assessments and assignment of reading levels to individual students, and continue to follow The Department's direction and the advice of the Literacy Guarantee Unit in developing an approach to Reading that is based on synthetic phonics, decodable texts and targeted monitoring and evaluation of students' functional Reading abilities. A systematics synthetic phonics program is:

- Sequenced and explicit
- Introduces high frequency/irregular words at a steady rate
- Provides decodable texts for reading practice
- Embeds regular assessment/monitoring
- Provides multiple exposures and distributive practice

Our Learning Improvement Teams were dissolved at the end of the year, with this time to be used in 2023 for Year Level Professional Learning Communities (PLCs) to enact short action-based research cycle. The focus of this on-going improvement work is on specific teaching strategies and the evaluation of their impact on our students and local context. On the back of our Upper Primary teachers' participation in the Orbis 6-9 Thinking Maths course this year, we will also be budgeting Curriculum Improvement funding for our middle primary educators to complete the 3-5 course in 2023, while our Upper Primary PLCs engage with our Portfolio's Curriculum Champions collective. This is all clearly aligned to our refined SIP Challenges of Practice and actions to further develop the curriculum knowledge and explicit teaching capabilities of our teachers.

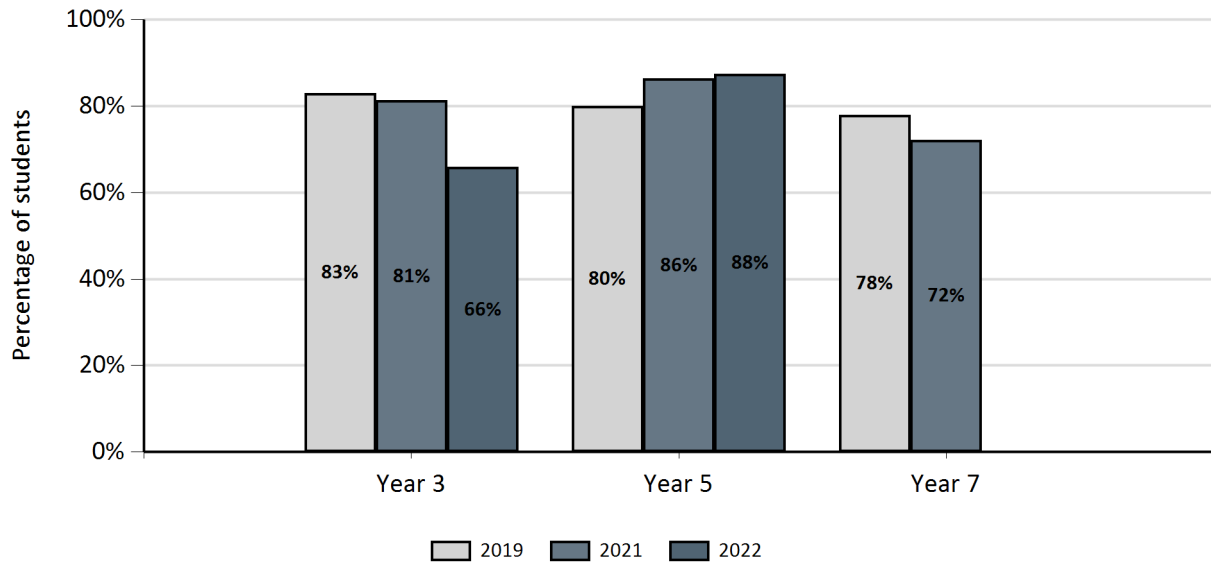
With Dylan Evans moving out of the role as Senior Leader - Curriculum and Pedagogy, and Kate Symons taking up a one year tenure in this position, we remain very optimistic about the improvement journey we are on. With extensive recent experience in curriculum leadership and classroom instruction, Kate is well placed to work even more closely with our teachers to improve their planning, programming and teaching practice. Our Site Improvement Plan is now a genuine, collaboratively-developed plan for whole-school strategic action and growth and our targets have never been clearer.

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

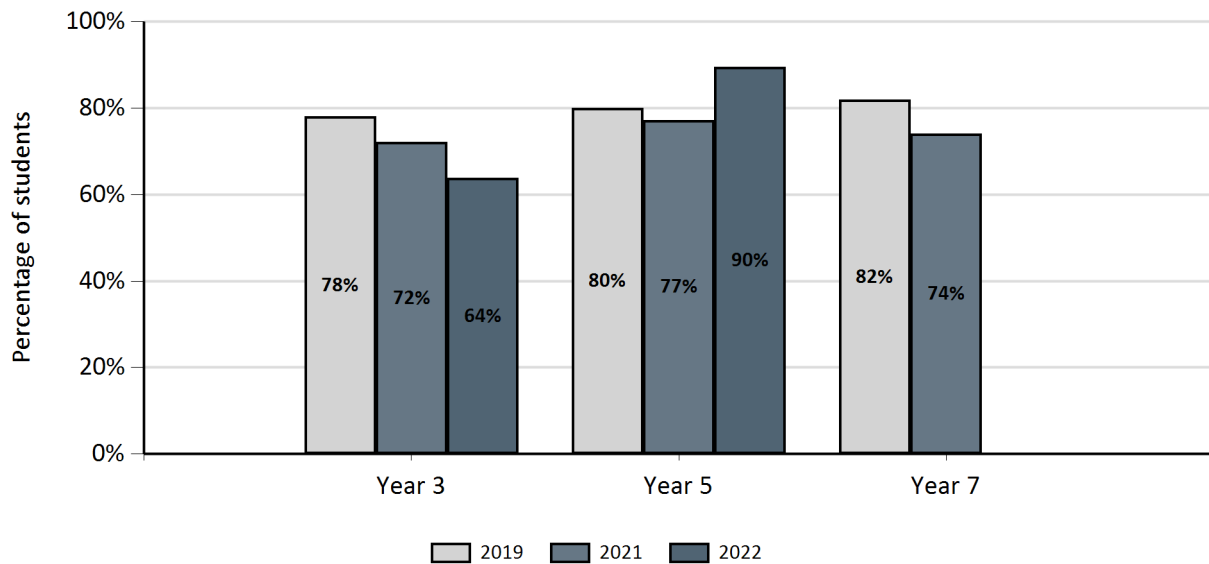


*NOTE: No NAPLAN testing was conducted in 2020.

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	47	47	15	11	32%	23%
Year 03 2021-2022 Average	45.0	45.0	16.0	8.5	36%	19%
Year 05 2022	48	48	14	11	29%	23%
Year 05 2021-2022 Average	46.0	46.0	16.5	11.5	36%	25%
Year 07 2021-2022 Average	54.0	54.0	15.0	11.0	28%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

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

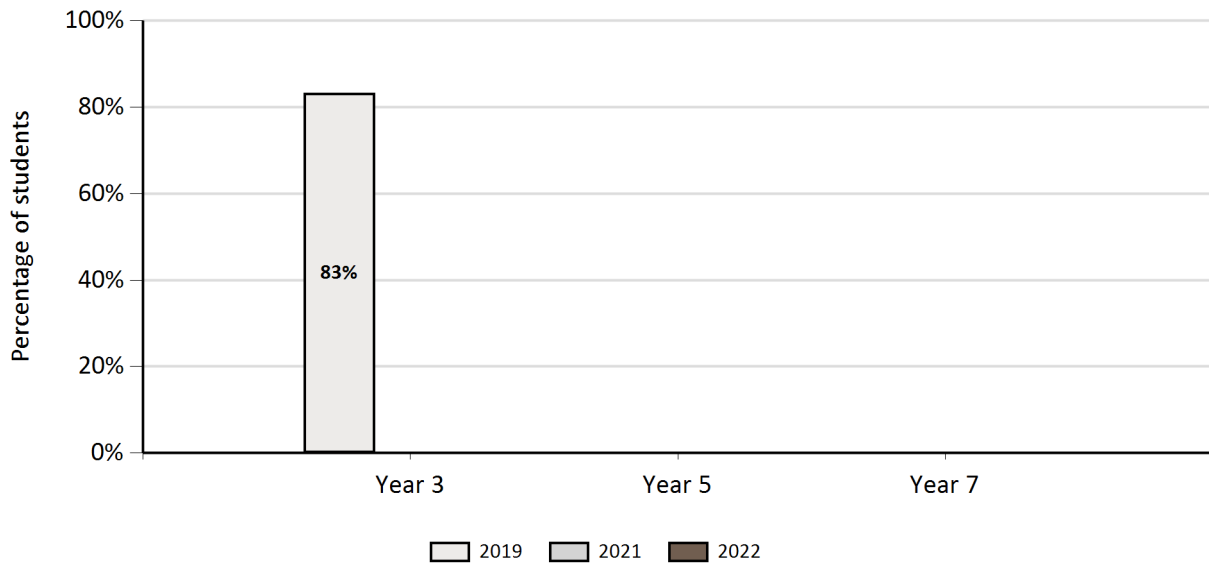
[^]includes absent and withdrawn students.

*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



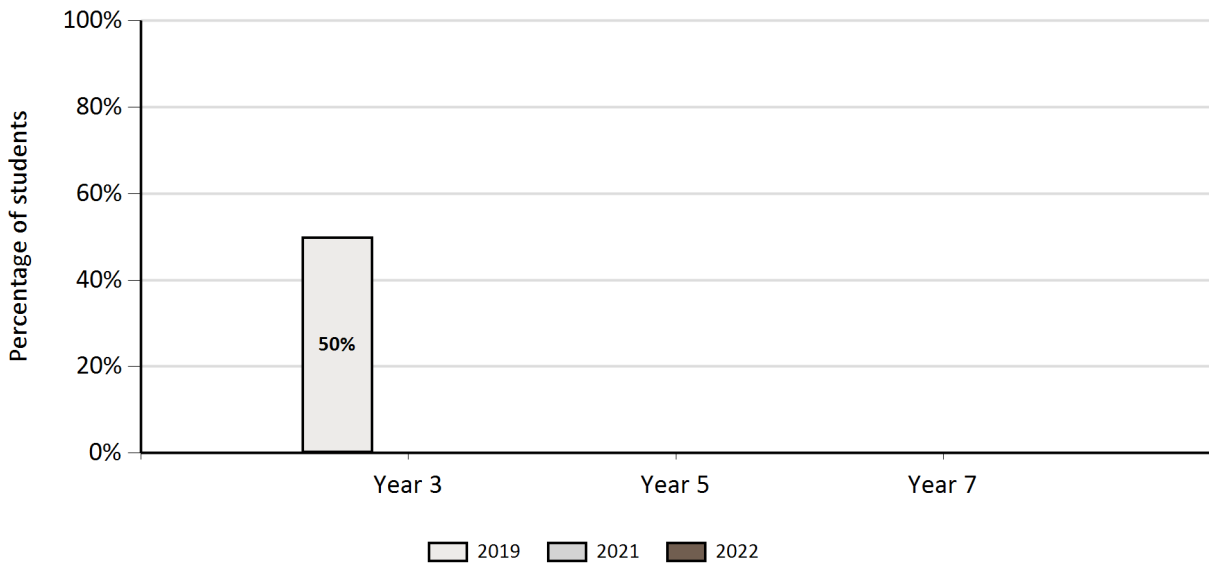
*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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: Intervention & Support

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

Our Aboriginal Education Team consisting of Meredith McArdle (Aboriginal Education Teacher), Michael Kilsby (Aboriginal Community Engagement Officer) and Sarah Harkin (Deputy Principal) continued the work to build relationships, improve attendance responses, support teachers and increase cultural perspectives in our teaching and learning programs.

New actions were implemented with regard to the documentation of specific follow-up with individual students and families. Significant improvements were observed in the school attendance rate of three ATSI students with a historical long-term pattern of chronic non-attendance, on the back of comprehensive personalised approaches to engaging with the students and their families and following up daily absences.

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

Addressing influencing factors like access to healthy lunch box items, school uniform and a consistent daily routine, as well as extensive interagency involvement to address on-going welfare concerns and parent capacity, had a positive impact on the attendance, engagement and presentation of our ATSI cohort for daily lessons and school activities. Significant room for improvement remains, with our overall ATSI attendance rate still well below that of our general student population.

While some improvements in the attendance and engagement of individual students and families continued to be observed, ensuring all of our Aboriginal learners attend at a rate near or at that of our non-Aboriginal students remains a challenge, to ensure that the Literacy and Numeracy programs and interventions we have in place can be consistently accessed.

In 2022, 33% of our Aboriginal students (1 of 3) reached the Standard of Education Achievement (SEA) in NAPLAN Reading, but none of the three students demonstrated SEA in Numeracy. In 2021, 70% (7 of 10) of our Aboriginal students reached expected achievement in NAPLAN Reading and 40% (4 of 10) in Numeracy. The student who reached the SEA in Reading was

School performance comment

PAT assessments in Maths and Reading were completed online by the majority of our students in Years 3-6. Catch-up tests for those absent during the scheduled class sessions were completed by the end of Term 3. Class teachers used individual student and class/cohort data to inform evaluation and assessment of programming and teacher impact, with staff supported by the Department's PAT team to build their data literacy skills and working knowledge of the ACER platform's tools and functionality.

NAPLAN student result summaries were reviewed by class teachers before being distributed to families. Whole-school data was then reviewed by leadership and teaching teams in Term 4 as part of our 2022 review and 2023 planning processes. It should be noted that analysis of high band retention trends for our 2022 Year 5 cohort was not possible, due to the absence of NAPLAN data from 2020. Results showed that 15/48 (approx 30%) and 11/47 (23%) of our Year 3 students demonstrated high band achievement in Reading and Numeracy respectively. In Year 5, 14/48 (30%) of students demonstrated high band achievement in Reading and 11/48 (23%) in Numeracy. In Year 3, 66% met the standard of educational achievement (SEA) in Reading and 64% in Numeracy, while 88% of Year 5s met SEA in Reading and 64% in Numeracy. Our overall performance score of 0.53 is consistent with our 2021 result, but well below the system target of 0.68 by 2028. The recent up-trend in our baseline Reading data (see phonics screening results below) on the back of greater consistency in synthetic phonics/reading instruction, along with the on-going development of our teachers' curriculum and pedagogy knowledge and skills in Mathematics, will continue to underpin our efforts to increase student achievement and our overall school performance.

Year 1 students completed the Phonics Screening Check (PSC) in Week 6 of Term 3 as part of a statewide process. We achieved another significant increase in students at or above the benchmark compared with our results over the past 3 years. With the implementation of a consistent systematic synthetic phonics programme (all teachers following the Jolly Phonics Scope and Sequence) and the increase in implementation and tracking of phonological awareness programs and interventions, we believe this improved rate of competency can be maintained. The majority of our Year 1 students reached the expectation of decoding 28 words out of the 40. Given the time of the year the screening was completed, we would expect that a number of students who scored below benchmark to actually achieve the expected requirement with increased repetition and exposure over the proceeding 3-6 months.

Fluent Decoders (scored 28-40) = 46

Developing Decoders (scored 20-27) = 10

Struggling Decoders (scored 0-19) = 5

As part of our ongoing commitment to strengthening teaching and awareness of the Big 6 in the early years (as indicated by their Site Improvement Plan goals: 'improve student achievement in Reading'), a project was created in 2020 to support the development of strong foundation literacy skills for students in Reception and Year 1. The project was supported with commissioned speech pathology time. In 2021, this project was further developed to include both support in phonological awareness, and also an increasing shift to supporting vocabulary in the classroom (Wave 1 instruction) using the 'Word Aware' resource. In 2022, we reviewed the skills of those staff involved in the project up to that point, with a focus on phonological awareness. Attention then shifted to upskilling additional students, support staff and teachers to build independence in assessing and programming phonological awareness across the early years and junior primary. On-going support was also provided around the implementation of a 'whole-school' vocabulary program, with a gradual release of responsibility model actioned R-6.

Attendance

Year level	2019	2020	2021	2022
Reception	93.4%	88.9%	95.5%	88.3%
Year 1	97.9%	88.1%	90.8%	88.2%
Year 2	95.1%	88.8%	93.0%	85.6%
Year 3	94.2%	91.0%	93.8%	90.1%
Year 4	96.4%	89.0%	93.6%	90.4%
Year 5	95.0%	93.1%	90.7%	90.0%
Year 6	94.6%	91.9%	94.2%	88.3%
Year 7	95.1%	91.3%	91.5%	N/A
Total	95.2%	90.4%	93.0%	88.7%

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

Attendance comment

Close monitoring of student attendance data, utilising Sentral, was led by Deputy Principal Sarah Harkin, with support from our Aboriginal Education Teacher (AET), Aboriginal Community Education Officer (ACEO), English as Additional Language or Dialect (EALD) Teacher, Pastoral Care Worker, Bilingual School Support officers (BSSOs) and Regional Social Worker - Truancy. Direct follow-up and support for families with patterns of lateness or non-attendance was actioned and a pilot project in collaboration with the social worker involving some additional high school transition support for a group of at-risk students. Our overall school attendance rate for 2022 was 88.7% (and 81.8% for ATSI enrolments), compared to 93% (and 83.5% for ATSI enrolments) in 2021. The continued outsourcing of family support by the Department for Child Protection has led to an increased response rate and action from school staff. The decline in the overall attendance rate was also undoubtedly influenced by the on-going COVID-19 situation, a marked increase in general illness, and our families' adherence to public health and Department advice to keep students home if unwell.

Behaviour support comment

In 2022, a total of 117 students in Years 4-6 (88%) responded to the Wellbeing and Engagement Collection (WEC) survey, compared to 167 of our Year 4 to 7 students (86%) in 2021. The results indicated increases in our students' satisfaction with life (up 11%), emotion regulation (up 8%), school belonging (up 6%) and optimism (up 6%) compared with 2021 results. Identification of an important adult at school (down 14% from 2021), academic self-concept (down 11%), connectedness to school (down 10%) and emotional engagement with teachers (down 9%) all showed negative growth, with students' cognitive engagement down 19%.

There was a drop in suspensions in 2022, but Take Homes remained steady. The severity of individual behaviours requiring a serious consequence also reduced in this 12 month period. We continued our emphasis on improving teacher pedagogy through High Impact Teaching Strategies (HITS), to enhance student achievement and growth and build learner self-concept and wellbeing through increased academic rigour. We remain committed to this approach and will closely monitor markers such as school belonging, academic self-concept and emotional engagement moving forward.

Parent opinion survey summary

We received a total of 81 responses to our 2022 School Parent Engagement Survey, down from 158 responses in 2021 and 152 in 2020. Results indicate that parents were generally positive about the level of respect demonstrated by teachers, students and people in our school community. Between 70% and 80% of all 2022 respondents also believe that the school communicates effectively and that they receive enough communication. In response to constructive feedback regarding the format in which electronic communication is posted, we are investigating the deployment of a program called 'Sway' to publish critical information in a more easily digestible format and compatible with a broader range of devices.

Around 68% of respondents want more help for their children, and 1 in 4 do not believe that their child receives useful feedback. A lot of the anecdotal feedback provided in the 'free text comments' centred on grading and assessment, with some expressing concern regarding the progress of their children, their standard of achievement and/or next steps in learning. Inconsistency in communication between teachers and classes was another theme in the comments about school climate. The need to establish more consistent whole-school approaches to ensure parents/caregivers receive timely and accurate information about their child's learning has been noted by leadership, as has the potential for clearer advice and direction for parents on how they can best support learning at home.

The degree to which the COVID-19 pandemic and the subsequent interruptions and restrictions have impacted everyone's school experience is unclear.

One of the challenges moving forward will be to re-engage our parents and school community in, and for, learning. We must grow from the experience we have all gained over the past 2-3 years and maintain an optimistic mindset and a commitment to collaborative improvement.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	10.7%
OV - LEFT SA FOR OVERSEAS	3	10.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	64.3%
VI - LEFT SA FOR VIC	4	14.3%

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

Relevant history screening

All site screening, induction processes and clearance records are now digitised and managed by our Administration Officer (SSO2), including those for site volunteers and third party service providers. Compliance with all DfE requirements and policies is now prioritised by administration and leadership staff, including when processing applications to conduct excursions and activities. Site-based face to face induction sessions for new volunteers are currently conducted on an individual basis, but this may need to change as/when volunteer rates return to pre-COVID levels and community involvement in school activities increases.

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	46
Post Graduate Qualifications	11

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	21.1	0.0	7.6
Persons	0	26	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$3,396,735
Grants: Commonwealth	\$179,598
Parent Contributions	\$83,647
Fund Raising	\$8,107
Other	\$15,419

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	SSOs employed to provide classroom and yard support to implement strategies planned by teachers and documented in personalised learning plans. Increased engagement of support staff in professional development around high impact strategies.	Increased continuity of support for students with high level SEWB needs and enhanced 'Team Around the Child' approaches.
	Improved outcomes for students with an additional language or dialect	EALD Teacher and BSSOs worked under the guidance of Deputy Principal - Student Support to provide direct support to students, families and teachers, with a focus on transition, Reading (as per SIP) and Personal and Social Capability.	Targeted learning and wellbeing support for students and families.
	Inclusive Education Support Program	SSOs employed to work 1:1 with identified students in class. Targeted, evidence-based small group Reading and Mathematics interventions for identified students, with clear definition of entry/exit points and termly review process.	Continued alignment of IESP support and OCOs with classroom learning programs and specific interventions.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Support staff and targeted teaching for identified students, with focus on foundation literacy and numeracy skill development and understanding. Evidence-based intervention, including Quicksmart and site-developed Phonological Awareness intervention.</p> <p>Increased release time for teachers and key staff to identify pathways, interpersonal support networks and risk factors for students at key transition points (kindy to primary school and primary school to high school) and work with Regional Support personnel and outside agencies to increase continuity of learning.</p>	Introduction of decodable texts and systematic synthetic phonics approach to Reading development, supported by increased capacity of teachers to assess students' functional abilities in phonics, phonological awareness and oral language (on-going).
Program funding for all students	Australian Curriculum	Whole staff engagement in Stanford Online Math Course (6 months); ORBIS Thinking Maths for upper primary classroom teachers, Curriculum Lead, Local Education Team (LET), Literacy Guarantee Unit and Speech Pathologist support around implementation of synthetic phonics and available DfE Curriculum Units. Reference to High Impacting teaching Strategies (HITS) to guide pedagogical improvement and support from PAT Team and LET to evaluate outcomes for individuals and cohorts, with reference to class and standardised data sets.	Increased consistency of teacher practice in Reading and Mathematics; delivery of a more viable and guaranteed curriculum, per DfE vision.
	Aboriginal languages programs Initiatives	<p>ACEO/AET engaged support of outside agencies, including Cultural Immersion, to integrate cultural perspectives across the curriculum, R-6.</p> <p>Indigenous reading support program for identified students.</p> <p>Use of online Kurna resources to connect language, place and space.</p>	<p>Integration of Aboriginal language and culture in all learning for staff and students.</p> <p>Increased engagement of Indigenous families with at-school learning and school events.</p>
	Better schools funding	Employment of commissioned speech pathologist 0.2FTE for another 12 months to build further capacity in staff to support an evidence-based approach to Reading and language development, with reference to The Big 6 in Reading.	Increase in students at or above benchmark in Reading and literacy, as evidenced by Phonics Screening Check (PSC) and SPAT-R results.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Focus on High Impact Teaching Strategies (HITS) for all students, with engagement of PAT Data Team in staff professional development to increase teacher data literacy.	Establishment of local student learning data base (Google Drive) that provides teaching/support/leadership staff with a one-stop-shop for identifying student potential and tracking/analysing both achievement and growth.