



Banksia Park School R-6

2022 annual report to the community

Banksia Park School R-6 Number: 1015

Partnership: Tea Tree Gully

Signature

School principal:

Miss Renee Miller

Governing council chair:

Brad Fischer

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

Banksia Park School R-6 caters for students R-6. It is situated within the Tea Tree Gully Council and is 22kms from the Adelaide CBD with an enrolment of 205 increasing to 225 in 2023. The local partnership is Tea Tree Gully. The school has an ICSEA score of 1010 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. The school population includes 5% (10) Aboriginal students, 8% (20) IESP funded students, 4% (8) students with English as an additional language or dialect (EALD) background, 1% (3) children/young people in care and approximately 22% (57) of students eligible for School Card assistance.

2022 has been a different year for us all and as a school we have faced some new challenges and learning experiences which have seen students, staff and families adapting quickly to an ever-changing world. These experiences have continued to build upon our student's skills in becoming resourceful, resilient, and reflective learners and have seen our school community join to support each other, creating a sense of togetherness.

2022 has been a year filled with new opportunities, activities and learning experiences for all. Highlights include:

Student participation in swimming and aquatics lessons, Premiers Reading and Be Active Challenge participation and completion, Simultaneous Story-time, Science Week activities, Festival of Music, Book Week.

Year 5/6 students participating in Enterprise Day which fundraised for their end of year graduation celebration, attending camp at AFL Max, aquatics, visiting Banksia Park International High School as part of transition and enterprise learning and Banksia Cup.

Reconciliation Week and NAIDOC week with all classes involved in learning the significance of these.

Year 6 students visiting Banksia Park International High School as part of their transition process

School Captains – students applying and interviewing for these positions and attending a student leaders' day at the Entertainment Centre to further build leadership skills

Parents joining with the school community for our Sports Day, End of Year Concert and Graduation celebrations return of Dad's Day

Mark Oliphant Science Awards – successful entry by Amelie, Eliza and Evie who attended awards ceremony at Bright Secondary College with their families.

Zones of Regulation – We were successful in garnering a grant of \$14,000 to further embed our approaches to our student's Social and Emotional Literacy through 'The Zones of Regulation' program.

Positive Behaviour for Learning – Banksia Park was selected by the Education Department to be a pilot school for the Positive Behaviour for Learning (PBL) Framework. This will be a 3-year project, which will support our staff in their ongoing focus on Behaviour Education. Whilst it is only early in the journey of PBL now, we are excited about the positive impact this will have on our school community.

Participation in the Dept Oral Reading Fluency Year 2 trial

Sports Day where the Red and Yellow Teams were victorious, parent participation was high, our bake sale stall returned and positive feedback from parents was received.

Parent volunteers working in collaboration to build 'The Hive' - a new meeting space that joins us with Banksia Park Kindergarten. Thank you to Colin McKeown and Jasmin Tilsley for their hard work and considerable effort in sourcing donations of materials. Students will be engaged in painting murals in this space in 2023.

We look forward to a smooth start to 2023 and welcoming new families to Banksia Park School with a slight increase in enrolment numbers predicted.

Governing council report

Dear Parents, Guardians & Staff,

Is it just me or does it seem like that was the quickest year ever?

I have really enjoyed my first year as Governing Council Chair and I would like to thank all members of the governing council in supporting our successful governance throughout the year.

Also, thanks to all the Staff for another successful year in educating and nurturing growth across all students and to all families for continuing to make Banksia Park School R-6 feel like a warm and welcoming community.

The start of the year saw us returning back to school still under some Covid-19 restrictions, but we were hopeful to get back to some form of normality which didn't really start to happen until Term 2. Governing Council met a total of 7 times in 2022 with all except 1 being in-person and attendance was mostly good. This made it a lot easier for us to communicate collaboratively and come together with the common goal of having a successful and positive education for all students.

As decided at the end of 2021, Junior Primary and Upper Primary would be swapping buildings in 2022.

Upper primary students were very excited to move up to the Gold Building and the main comments were that they loved having the double classrooms. Likewise, the junior primary students were also excited to move to the blue building as they were closer to Leadership and the Library (plus it's where the 'big kids' were so it must be good!).

We approved 4 separate Pupil Free days in 2022 to ensure BPS continues its leadership in broader learning techniques and to support the development of teachers and leadership. This included 2 collaborative moderation days focusing on Math's and guided reading, a training course run by Bill Hansberry focusing on the methods of teaching literacy and a day to review the 2022 data to enable successful planning for the 2023 school year.

The fundraising committee was busy this year with many different activities such as Pancake Day (over 300 pancakes flipped), Easter Raffle, Mother's Day Stall, Dads day stall, sports day bake sale and the Christmas raffle so I would like to thank all involved with these activities (plus others) as they not only help to improve our school with the money raised but also help to increase the sense of community we have.

OSHC had another successful year when it comes to attendance for both before/after school care and Vacation care with consistent numbers attending all programs. This is a testament to the amazing service that Mark, and his team run and a big thank you from our entire school community goes out to them, keep up the good work!

As what I see as a 'test' for my first year in the chair position, we had to review the Governing Council constitution and have a reviewed version submitted in Term 4. Thanks to Renee's guidance through this, we submitted the revised constitution which included a name change for the Governing council to bring it in line with the new BPS name (R-6) and to better reflect our membership base meaning the governing council will now be made up of 13 members instead of 21 on the previous constitution.

We reviewed a number of policies to make sure they were consistent with feedback from governing council parents & staff including behaviour education, bullying & harassment, attendance, sun smart and homework policies. We are happy with these current policies but always look to review them based on feedback from, parents, teachers and leadership.

A survey was put out regarding the increase to the Materials and Services charge for 2023 and parents were invited to attend a special Governing Council meeting to give feedback about this increase. Mostly positive feedback was received regarding this and the majority voted for this fee increase to be passed.

This will enable the school to keep up with the rising costs and provide the necessary tools for successful learning throughout 2023 so thank you for your support in this matter.

The working bee committee has been very busy this year in improving our school grounds and I'm sure everyone would agree that they have done an excellent job! Being a school that has a lot of nature areas, this is not an easy feat especially with the cold and wet year we had.

Most notably, the new Hive area is looking incredible and if you haven't been up to this area (near the kindy) I highly suggest taking a moment to appreciate all the hard work that has gone into it. Thank you so much to the Working Bee committee.

In conclusion, we are very proud of our achievements in 2022 and are grateful for the support of our parents, guardians & staff. Governing Council will continue to work hard to ensure that our students receive the best education possible and that our school continues to provide a safe and welcoming environment for all.

Thank you.

Sincerely,

Brad Fischer

Chairperson

Banksia Park School R-6 Governing Council

Quality improvement planning

We are on track to achieve our goal to increase student achievement in reading, with results exceeding predicted targets. 97% of year 2 students achieved SEA of 83, with 3 out of 4 students retained in Stanine 7 and an additional 6 students achieving Stanine 7. 79% of year 3 students achieved NAPLAN SEA with 19/34 students achieving High Bands (56%). 94% of Year 4 students achieved PATR SEA 106, with all identified 7 students retained at Stanine 7 from 2022. 13 additional students achieved Stanine 7 and 8 achieved stanine growths of 2. Actions that had impact were staff using DIBELS assessments and PAT R data to intentionally plan for and teach guided reading sessions. Teachers implemented a science of reading approach to this utilising the guided reading framework. Years 3 -6 guided reading sessions were planned for and science of reading approaches in fluency, vocabulary and comprehension were practiced during these. Students were engaging in the reading of greater amounts of text during these sessions with the adoption of choral and independent reading replacing round robin reading. There was a clear shift from teaching reading comprehension strategies in isolation to focusing on the strands of the reading rope according to student needs. Visible learning intentions and success criteria in modelling books becoming a two-way evidence-based communication tool. Staff referencing LISC more consistently in their step 4 reviews, noticing how students respond. Designing of learning tasks and success criteria will continue to remain a focus action. The action of each teacher will implement guided reading using the agreed planning and instructional framework, saw the framework being utilised- observations of GR saw no use of Round Robin reading. We saw staff utilising Heggerty before GR with identified groups, focus on vocabulary, choral, repeated and independent reading. Teachers checking in with individual students to hear them read, students engaging in before, during and after reading activities and some classes recording their learning and questions in modelling books. Oral language, dialogic talk, modelling what a good reader sounds like and the strategies they use, and discussion of texts read instead of 'literacy arts and craft' after reading. Primary staff utilising the draft LGU document to respond to DIBELS data and setting wave 1 and 2 commitments to action to address these. Our next steps are continuing the Primary PLC discussions/ actions around Simple View of Reading and science of reading approaches with an aim to gain consistency in practice, replication of the Targeted Action Project at a site level to further refine the way we track identified students and have evidence of teaching impact through the use of evidence books/journals. Staff employing strategies that are Science of Reading / Reading Rope focused when planning for GR. Promoting Literacy Development resource trial in 2023.

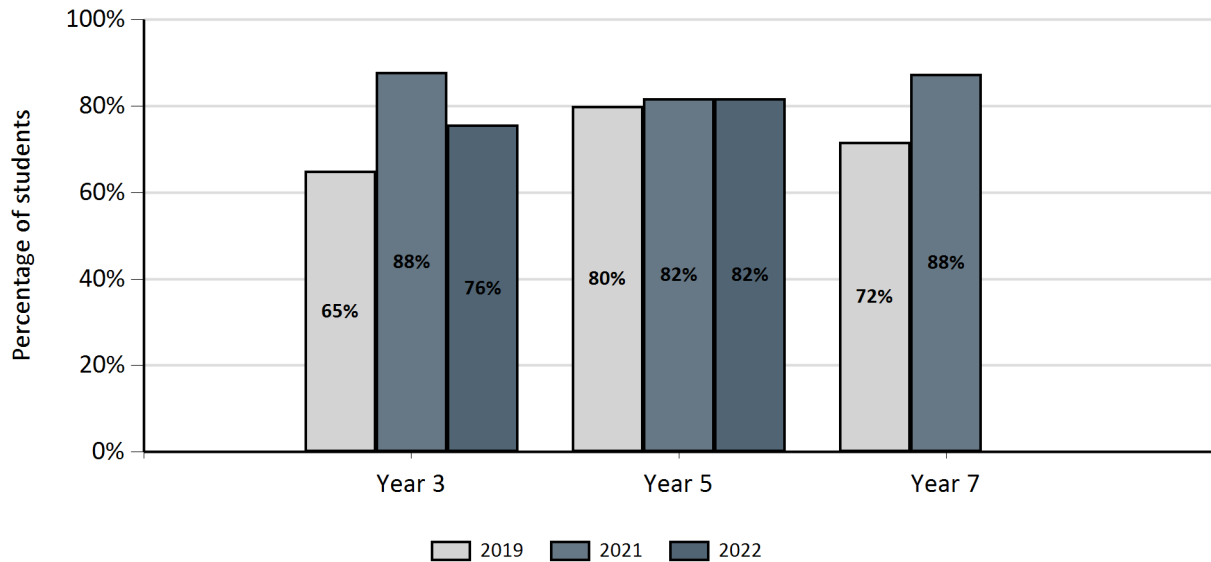
We achieved 1 out of 2, year 2 math's targets and achieved our year 4 target resulting in a 28% higher result than predicted. Actions that had impact were teacher's engaging in data analysis to determine and intentionally plan and teach number sense with return and learn sprints being implemented to address student needs. Learning sprints were analysed at their conclusion with new targets being identified and implemented. SSO/Teacher led learning sprints each term identifying and targeting areas where students were not achieving, return and learn focus was utilised to boost student learning with a number focus. Teachers identified students who were at SEA or above as students to target and looked at targeting groups of students who did not have a particular concept embedded. R-2 teachers engaging in deep analysis of trust the count data, working with the curriculum lead to address this implementing trust the count number talks. We know this had impact as pre and post data sets indicated growth for all students. Engagement with the scope and sequence with support from the curriculum lead allowed for intentional planning to occur, addressing number sense with the impact being that staff became more confident in the use of the scope and sequence as a planning tool and familiar with what a year of maths learning looks like. The use of the units in our year 4 class and sequence of learning within these, combined with learning sprints contributed to the achieving of our target. Next steps involve the introduction of two new maths norms to be explicitly taught, development and implementation of BPS Learning Pit visual. Continuing development of year 3- 6 problem solving scaffold to ensure consistency in terms and strategies. R-2 teachers trialing the DfE curriculum units for the year and to continue to monitor Trust The Count concepts in R-1 with number talks becoming embedded for these students.

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

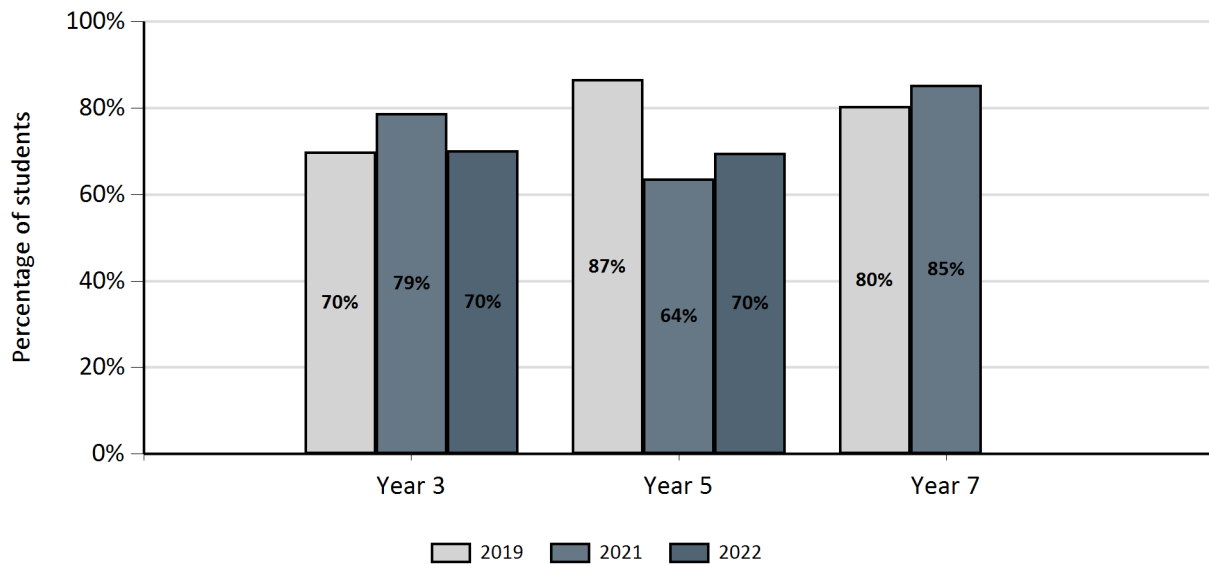


*NOTE: No NAPLAN testing was conducted in 2020.

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	37	37	19	9	51%	24%
Year 03 2021-2022 Average	35.0	35.0	17.5	8.0	50%	23%
Year 05 2022	33	33	13	2	39%	6%
Year 05 2021-2022 Average	27.5	27.5	10.0	3.0	36%	11%
Year 07 2021-2022 Average	48.0	48.0	13.0	13.0	27%	27%

*NOTE: No NAPLAN testing was conducted in 2020.

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

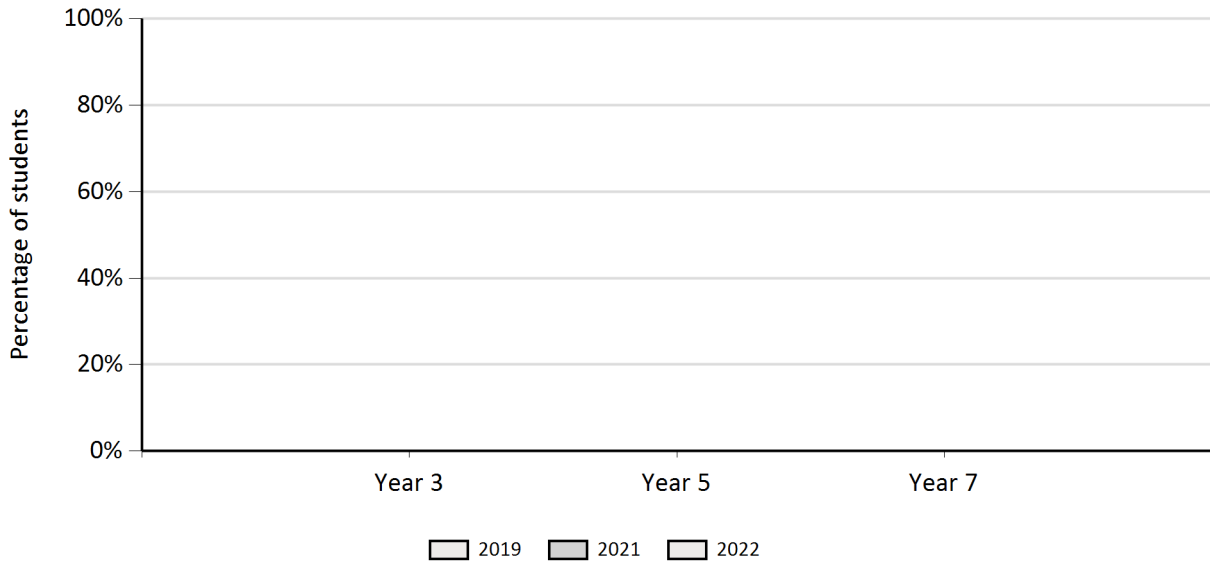
[^]includes absent and withdrawn students.

*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



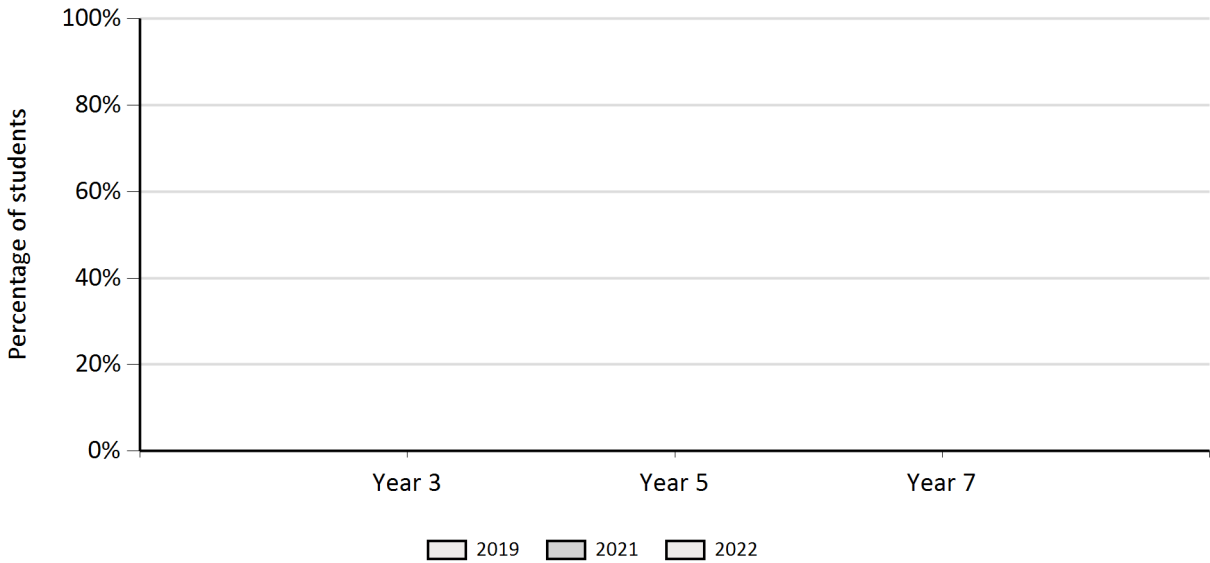
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*

*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: Data Informed Planning

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

It is important to note that our site was without an ACEO for Terms 2 -4. Attempts were made to source staffing in this area but we were unsuccessful.

Aboriginal Achievement has not been included on Student Review Team agenda as there has been no requirement for Student Support Services support for Aboriginal learners. This will be closely monitored, however, in 2023 to ensure our Aboriginal learners receive any support they require. We ensure that we are aware of any underlying issues facing the students and liaise closely with families if any external support (eg healthcare) is required. One Plans for Aboriginal learners have been reviewed collaboratively, teachers, learners, and families via interviews in T1 and T3. Teachers were provided time throughout the year to update One Plans.

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

Data indicated the following: NAPLAN Reading 3 out of 4 students achieving SEA and 2 of these students achieving High Bands. NAPLAN Numeracy 2/3 students achieving SEA. PAT R Data 55% (5/9 students) achieved SEA. PAT M Data 77% (7/9 students) achieved SEA. PASM and InitialLit data is not included as it cannot be de-identified.

School performance comment

Reading and Numeracy will remain a continued focus for our school, with a focus on student growth and the maintaining of this. Ensuring that students reach and retain higher bands remains a priority and this is reflected in the current Site Improvement Plan (SIP). We will continue to focus upon teacher pedagogy and the implementation of High Impact Teaching strategies, Building Learning Power, using the data to guide teaching, and learning through supported targeted literacy and numeracy/maths approaches to ensure more students move into and are retained in the upper two bands of achievement.

Phonics Check Data: 2020 saw the implementation of the InitialLit Synthetic Phonics R-2. Staff are now into their second full year of implementing this program.

2021 Year 1 Phonics Check Data (25 students): 24% of students achieved below 28. 4% achieve between 28-31 and 72% achieve above 32.

2022 Year 1 Phonics Check Data (26 students): 35% of students achieved below 28. 8% achieve between 28-31 and 58% achieve above 32.

Term 4 Reception PASM Results: 11/21 scored 30 , 4/21 28-29, 5 / 21 below

MiniLit Wave 2 Intervention is implemented to support students primarily in Year 1 to further consolidate phonic knowledge. Students are identified after year 1 InitialLit testing is completed with small group sessions running outside of the InitialLit program to ensure students are receiving both InitialLit and MiniLit programs.

DIBELS was used school wide for the first time this year to predict later reading proficiency and to detect risk and monitor the development of early literacy and early reading skills R-6. Results were used by teachers to determine instructional objectives for students.

63% (130/205) of students achieved growth. 65% (134/205) of students achieved results in the good to very good range. 15% (30/205) of students achieved results in the even range indicating some risk and the need for strategic targeted support, whilst 20% (41/205) remain at risk with intensive support required.

2022 NAPLAN results saw 79% Year 3 students achieve the Standard of Education Achievement (SEA) and 56% achieve High Bands (HB) in reading. Numeracy saw 87% achieve SEA 26% achieve HB. Year 5 results indicated 90% of students achieve SEA and 43% achieve HB in reading and 88% achieve SEA and 8% achieve HB in numeracy

Reading: We achieved all of our Site Improvement Plan (SIP) 2022 reading targets in PAT Reading with 97% of Year 2 students achieving an SEA of 83 . 3 out of 4 students were retained in Stanine 7 and an additional 6 students achieved Stanine 7 . Year 3 NAPLAN reading targets were achieved. Year 4 results saw 94% of students achieve SEA 106 (29/31). All 7 students retained Stanine 7 . 13 students achieved Stanine 7 . 8 students achieved stanine growth 2.

Maths: We achieved 2/3 targets with Year 4 88% of year 4 students achieving an SEA of 113 and all identified students being retained in stanine 7 from 2021. Year 2 saw 60% of students achieve an SEA of 101 which was well above target. Our Year 2 target for 24% of students will achieve stanine 7 (5 of whom will be retained at stanine 7) was not achieved with results indicating 13% of students achieved Stanine 7 (4 out of 30). 2 students were retained in Stanine 7 . This will require further exploration by staff and leadership to place faces on the data and to plan appropriate interventions.

Attendance

Year level	2019	2020	2021	2022
Reception	93.6%	87.1%	93.6%	87.9%
Year 1	93.6%	86.6%	92.8%	90.5%
Year 2	93.8%	91.1%	93.3%	86.8%
Year 3	94.0%	89.0%	93.2%	85.5%
Year 4	90.2%	86.8%	92.2%	88.2%
Year 5	93.3%	84.0%	88.0%	84.0%
Year 6	88.3%	84.2%	85.7%	76.0%
Year 7	90.3%	85.4%	90.4%	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	92.0%	86.5%	91.1%	85.7%

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

Attendance comment

Attendance continues to be a priority at Banksia Park School R-6. In 2022, ongoing illness and family absences resulting in our Attendance percentage falling to 88%. Whilst absences were unavoidable, we continue to utilise our strong systems in place with daily automated messages sent to parents and caregivers of students who are absent. Classroom teachers communicate personally with parents and caregivers regarding absences via their ClassDojo app and make personal phone calls to families with 3 or more days of unexplained non-attendance. The Leadership team are then referred to, who help facilitate further phone calls and home visits to our vulnerable families. Throughout all follow-ups of attendance, our School Policies help guide staff. For a small percentage of our chronic non-attenders, referrals were made to the Social Worker Truancy Office to further support our families. Our proactive approach and ongoing support of families, particularly in times of need, has provided a welcoming school community.

Behaviour support comment

Banksia Park School's Behaviour Education Policy provides guidance in our focus on building Social and Emotional literacy, which has had a positive impact on student behaviour. The wellbeing of our students reflected extremely high in our Wellbeing and Engagement Collection (WEC). Students expressed that they could easily identify a trusted adult within the school who they can reach out too. Data continues to reflect a positive approach in supporting our students. Banksia Park utilises the 'Zones of Regulation' program to support students in their emotional literacy. Our ongoing work on The Zones is enhanced through our dedicated self regulation space 'The Nest', where students speak with a rostered staff member to work through their emotions. Banksia Park was selected to be a 'pilot school' for Positive Behaviour for Learning (PBL). Whilst only beginning this 3 year project it will further embed our strong focus on building learning behaviours to support classroom engagement. Whilst students' behaviour errors were inevitable in moments of challenge, our Behaviour Data for 2022 reflects consistency when compared with 2021. We look forward to collaborating with the PBL team.

Parent opinion survey summary

In 2022 we had a decrease in families completing the survey, with 67 families providing feedback compared to 71 the previous year.

Results indicated:

*55% of families felt equipped to help their child plan what they will do after they leave school.

*70% of participants agreed/strongly agreed that they received enough communication from the school which was an area that has been identified in several previous surveys as a concern. 30% neither agree/strongly disagree that communication is effective which was an increase of 6% from 2021.

Throughout 2022 the school focussed upon improved communication through up-to-date information using Class Dojo, 59% of parents indicated that they prefer communication by Apps. We further increased communication about school wide events by using the calendar reminder function within ClassDojo which we have received positive feedback on.

As a site we will continue to monitor and improve upon the ways in which we communicate with our community and build upon the success from 2021. A focus in 2023 will be to ensure consistency across classes in communication of learning at least two times per week.

*30% indicated that they disagreed that the school provides them with useful learning tips.

*25% of parents disagreed that they had input into their child's learning

The school is genuinely open to feedback and advice that parents offer and are looking for ways to include and work with parents. We encourage parents/caregivers to make meetings and openly discuss any issues or concerns they may have.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	40.0%
PA - PARENTING/CARER	2	40.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	20.0%

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

Relevant history screening

The school continues to adhere to Department processes to ensure that all volunteers receive the appropriate induction to the site, including RAN training (Responding to Abuse and Neglect), Working with Children Check (WWCC). Processes for signing in/out are adhered to and volunteers receive the required training to ensure they are well placed to volunteer within our site.

2022 saw an increase in volunteering due to Covid-19 processes being lessened.

We will continue to maintain a high standard to ensure the safety and wellbeing of students, staff and of volunteers.

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	23
Post Graduate Qualifications	3

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	15.6	0.0	9.2
Persons	0	19	0	17

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

Financial statement

Funding Source	Amount
Grants: State	\$2,567,088
Grants: Commonwealth	\$15,000
Parent Contributions	\$62,773
Fund Raising	\$8,705
Other	\$93,898

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	Employment of 1.0 Wellbeing Leader to support social and emotional wellbeing of students and develop a whole of school approach to student wellbeing. Continuation of The Nest Self-Regulation space, staffed by SSOs and Wellbeing Leader to support student with self-regulation and social development and communication tools.	Dedicated booking times for identified students to work with SSOs and Student Wellbeing Leader. Students utilising Nest self-regulation strategies within classroom and accessing the Nest to support them further. Students referring to and selecting tools to assist them with self-regulation. Staff using whole class Zones of Regulation communication tools with class.
	Improved outcomes for students with an additional language or dialect	Conversion of 0.05 funding to SSO in class support time ensuring targeted students received additional support to assist them with their learning within a small group setting alongside peers, planned for by teachers.	Results indicated for our cohort of 7 students. PAT R: 5/7 students at or above SEA for their year level. PAT M: 7/7 at or above SEA for their year level. With 1 student at stanine 7 and 1 at stanine 8. NAPLAN: Numeracy 3/4 at SEA and 1/4 achieving high bands. NAPLAN Reading: 4/4 students at SEA and 1/4 achieving high bands.
	Inclusive Education Support Program	Inclusive Education Teacher Student Wellbeing Leader- supported small group of Year 6 students with High School Transition program in Term 4. Working with classes to support ASD students to navigate social situations through Play is The Way games that provided all parties a common language around which to build communal responsibilities with a focus on our Strive for 5 values. Staffing of The Nest Self-Regulation Space to support students with self-regulation strategies.	Intervention Teacher: Improvement in student reading and growth SWBL: Year 6 students were provided with an opportunity to discuss fears, concerns etc. about high school, and had the opportunity to discuss these with Year 7-year level manager at BPIHS prior to transition occurring. NEST: Dedicated booking times for identified students to work with SSOs. Students utilising Nest self-regulation strategies within classroom.

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>IESP/ Complexity Funding: Inclusive Education Teacher 0.8 and Student Wellbeing Leader 0.2 and NEST space, classroom support for identified students. Intervention Teacher: Improvement in student reading and growth. Student Wellbeing Leader, supported small group of Year 6 students with High School Transition program in Term 4. Working with classes throughout the year to support ASD students to navigate social situations brought about through Play is The Way games that provided all parties a common language around which to build communal responsibilities with a focus on our Strive for 5 values. Funding SSO staffing of The Nest.</p>	<p>Intervention Teacher: Improvement in student reading and growth</p> <p>SWBL: Year 6 students were provided with an opportunity to discuss fears, concerns etc. about high school, and had the opportunity to discuss these with Year 7-year level manager at BPIHS prior to transition occurring.</p> <p>NEST: Dedicated booking times for identified students to work with SSOs. Students utilising Nest self-regulation strategies within classroom.</p>
Program funding for all students	Australian Curriculum	Funding was utilised to support students through SSO support during Literacy and Numeracy times, this involved 1:1 and small group support and was planned for and impact reviewed by teachers on a regular basis.	Students were supported through targeted small group learning, toward achieving their learning targets.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable – site did not receive funding in this area	Not Applicable – site did not receive funding in this area
	Better schools funding	Converted to SSO time to support designated literacy and numeracy teaching blocks. A portion was utilised to increase Student Wellbeing Leader to 1.0 working with whole classes and small groups to support social emotional learning. MiniLit Program to provide early intervention for identified students.	SWBL worked to support the social emotional learning of all students through the implementation. Students benefited from MiniLit with several completing the program successfully. SSO support provided opportunities for return and learn concepts to be addressed with identified students.
	Specialist school reporting (as required)	The site did not receive any Specialist School Funding in 2022.	The site did not receive any Specialist School Funding in 2022.
	Improved outcomes for gifted students	The site was not funded in this area.	The site was not funded in this area.