

# Redwood Park Primary School and Redwood Park Preschool

## 2022 annual report to the community

Redwood Park Primary School Number: 1090

Redwood Park Preschool Number: 1631

Partnership: Tea Tree Gully

Signature

School principal:

Mr Ian Dickie

Governing council chair:

Matthew Zeibarth

Date of endorsement:

24 January 2023



Government  
of South Australia

Department for Education

## Context and highlights for the combined site

Redwood Park is a Preschool to Year 7 school located in the north eastern suburbs of Adelaide, in the Tea Tree Gully Council area and is a member of the Tea Tree Gully Partnership. It is a category 6 school with 22% School Card holders, 6% Students with Disabilities, 3% Aboriginal students and 7% students from Non-English Speaking backgrounds (EALD). Our school enrolment numbers have increased, while our Preschool numbers remain high with minimal places available across the week.

Teachers have continued to build their knowledge and understanding of the curriculum while developing their pedagogy to provide quality learning opportunities for all our students. Continuing to build strong relationships with our parents and community has ensured we are working together to support our students to achieve their learning goals. Implementing our "High expectations for all" has enabled teachers, students and parents to be active participants in building our culture of learners.

The school values of Respect, Pride, Persistence and Teamwork underpin the rich learning opportunities that we provide our students to become confident, creative and active global citizens of the future.

Providing an innovative and supportive learning environment for our students has seen positive benefits to childrens social,

emotional and academic skills. This continued growth is evidenced by an upward trend in our NAPLAN, Phonics and PAT Reading & Maths assessments and perception - Well-being and engagement data.

Building leadership capacity in our students has enabled each child the opportunity to be active participants in their learning and develop their authentic student voice.

A significant highlight was creating and showcasing our school video in which teachers, students and parents had the opportunity to identify what makes our school great and then participate in the video. Our community has responded positively to the video and it is now used as an excellent promotional tool of our fabulous school. Another wonderful event was our fabulous Colour run. The day was filled with fun, suds, bubbles, laughter and lots of happy faces. It was the perfect recipe to bring our community together and lift the spirits of all our families.

This year the COVID pandemic continued to provide us with challenges that we were able to overcome to ensure we continued to make a difference and implement our high standards to our students.

Continuing and maintaining our learning focus has ensured each child was able to strive for their best attainment while maintaining a positive and growth mind set to their learning. This was reflected in our positive feedback of our Perspective survey in which 89% of staff feel very engaged in their learning and our school and our students Well - being data showed positive growth in all aspects. These positive result are a reflection of the learning and working culture we have created at Redwood Park.

Our teachers and students have worked extremely hard this year to maintain our high standards and ensure students have access to quality teaching in every classroom. Our culture of learning enables staff and students to continue to grow, learn and build their knowledge and skills in an innovative, challenging and supportive environment. These attributes ensure we continue to make a difference to every child every day.

## Governing council report

In my first year as Governing Council Chairperson I have enjoyed the opportunity to work closely with the school and our council members. This year we have continued to grow our membership and support the school in working towards achieving their identified Site Improvement goals.

The Governing Council is proud of the Redwood Park school leaders, staff, students, parents and families in the way they have supported our school to continue to provide our students with quality learning and whole school events.

Our children have benefited from the positive relationships and innovative delivery by excellent teachers while maintaining our high standards and delivery of the curriculum. The ongoing success and consistency of our Site Improvement Plan demonstrates that progress has continued in Maths, English and student Wellbeing and Engagement.

As a school we continue grow, develop and adapt with our community to ensure we continue to work in partnership to provide our students the best learning environment.

In a year full of uncertainty our school and families have shown tremendous resilience and support for each other to ensure we continue to work in partnership to achieve our identified goals. We welcomed our Pastoral Care worker who has ensured our families and students have additional support to manage the pressures they are encountering in these challenging financial and emotional times.

The Governing Council look forward to supporting leadership, staff and parents in 2023 to continue to build a learning environment that provides a safe and inspirational place to learn.

# School quality improvement planning

This year we started implementing our new three year Site Improvement Plan in which we have identified Writing and Maths as our two areas that we will focus on to build teachers pedagogy to improve students learning outcomes. Our staff have embraced and approached our first year with a sense of enthusiasm and commitment to ensure we are all working together to achieve our identified Site Improvement goals.

The continued support of our Literacy and Numeracy coaches has enabled staff to build their knowledge and skills in a supportive environment. Teachers have been able to plan and program in their Professional learning teams to ensure a consistent approach is being implemented to our Maths and English curriculums. This collaborative approach is ensuring teachers are implementing quality teaching in each class to meet the learning needs of our students.

Our reading journey during the past three years has had a considerable impact on developing teachers reading pedagogy to ensure our expectations and planning are consistent across the school. This consistent approach has ensured students have the knowledge and understanding to apply and transfer their skills to more complex reading activities. We have embedded a balanced reading program (phonological and phonemic awareness, decoding and comprehension skills) to enrich students reading skills.

Our synthetic phonics programs are explicitly taught which has resulted in greater confidence in children's ability to have a go and improve their understanding of reading concepts. Implementing our Literacy Instructional Framework (Reading & Spelling Scope & Sequence) has ensured a consistent understanding & approach to reading in all classes.

Teachers monitor and implement intervention programs for students who are below SEA level as well as for students who are in the higher bands and work with School Support Officers to implement programs to improve students' reading. The impact of implementing a quality teaching reading program has seen growth in our PASM and Phonological Awareness, PROBE and PAT Reading results.

Our writing journey has focused on building teachers writing knowledge to explicitly teach specific structures of VCOP and genre writing. Teachers have attended professional workshops to build their capacity and work with their peers to plan and implement quality writing programs. Through this collaboration teachers have developed year level planning aligned to the writing Scope and Sequence which is used to inform intentional teaching and learning. Our students are now gaining a greater understanding of their next steps and are developing their vocabulary to articulate their learning to their peers and teachers.

Our NAPLAN results for 2022 identified areas for us to continue to develop with our year 3 students failing to reach the target by 2 students but our year 5 target was achieved which was reaffirming of the strategies we had implemented.

This year's continued focus on improving teachers' knowledge and skills in maths has enabled us to achieve our goal of increasing the number of students in NAPLAN Maths high bands.

Our focus has been to build teacher knowledge and understanding of maths to enable teachers to explicitly teach and differentiate learning tasks to cater for the needs of students. The use of a three-part maths lesson, consistent across the school, in line with our Numeracy Instructional Framework - has resulted in students being more confident in talking about maths. This evidences deeper conceptual knowledge and understanding, resulting in improved HB attainment. Maths tasks are designed to encourage stretch, productive struggle and deep thinking, resulting in higher percentages of students

achieving higher academic outcomes (eg NAPLAN and PAT Maths High Bands).

Teachers participated in Thinking Maths and maths professional workshops to build their capacity and improve the learning experiences offered to students in maths lessons.

Students are also clearer about what they are learning (evidenced in student discussions) and how they can be successful to a high level through a whole-school focus on consistent use of learning intentions and success criteria.

At Redwood Park School we continue to develop and implement quality teaching to ensure our teachers have the knowledge and skills to differentiate learning to meet the learning needs of students. This has ensured we are consistently implementing quality teaching and learning which ensures we are working towards achieving our SIP goals.

# Preschool quality improvement planning

Our Preschool continues to deliver a quality learning experience for all children, our Preschool Quality Improvement Plan focus was on increasing children's capacity to self-regulate to engage and persist in all learning experiences. The initial part of this process involved staff undertaking training and development in VCOP with particular focus on the importance of developing children's gross motor skills to assist with self-regulation and enhancing their core strength and fine motor skills.

Inquiry based learning is embedded practise in our Preschool. Through this approach, children become confident and involved learners, developing learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity. They develop skills and process such as problem solving, enquiry, experimentations, hypothesising, researching, and investigating. This leads to higher order thinking, and transferring and adapting, what they have learned from one context to another.

All Preschool staff engaged in further professional workshops with the DfE OT team. In Term 3, as part of a grant won by the school, the Preschool teachers undertook training in the Zones of Regulation hosted by the authors of the program from America. In Term 4, the children were introduced to this program, focusing on identifying emotions and recognising how their bodies react when in the 4 different zones. This pilot program has had a positive impact on children identifying how they are feeling and with exploring using tools to self-regulate, to be able to full participate in their learning. The focus moving into 2023 will be fully implementing this program and explicitly teaching and facilitating children to use the Zones of Regulation and associated tools to self-regulate.

Preschool at the Creek program has continued to be a highlight of the Preschool program in Terms 2 & 3. The local creek environment becomes an extension of our Preschool, and the children engage in rich and authentic nature play. Their sustained play informed and led the cycle of planning with inquiry learning and provided an extension to inquiry learning groups.

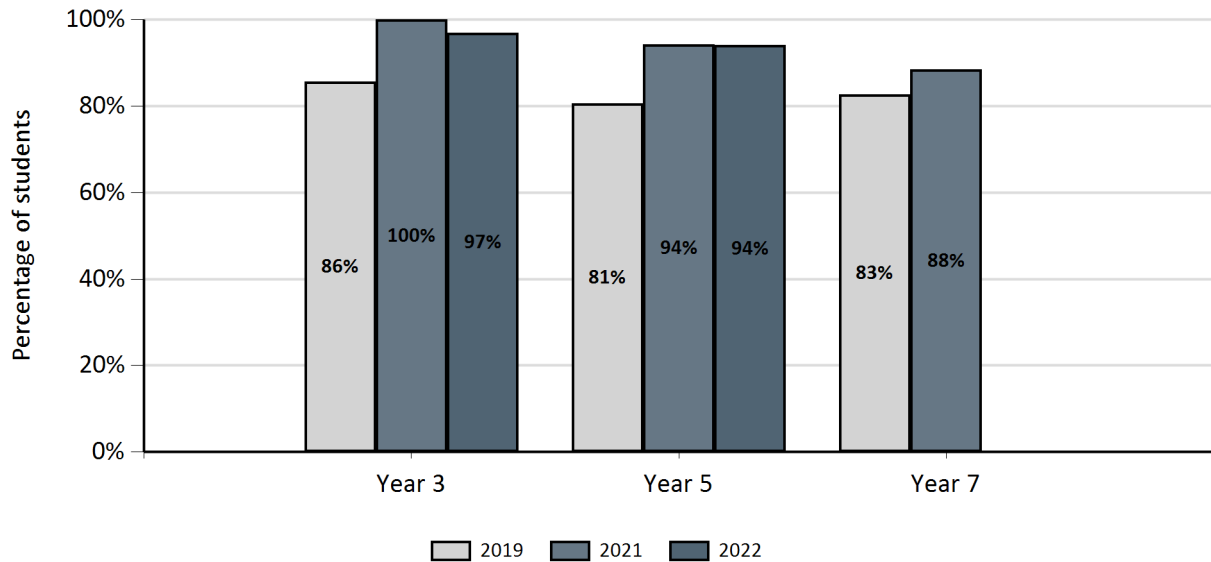
The Preschool is an integral part of the school and have participated in Whole School events including sports day, Harmony Day, Book Week Celebrations, Science week, Colour Fun Run, Mother's and Father's Day stalls, PE Week, and School Concert. These activities, and weekly visits to the library, supported play in the junior Primary outdoor areas, and Music with Amy in the Activity Hall, have provided an integral part of the children's inclusion and transition to school.

# Performance Summary

## NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

### Reading

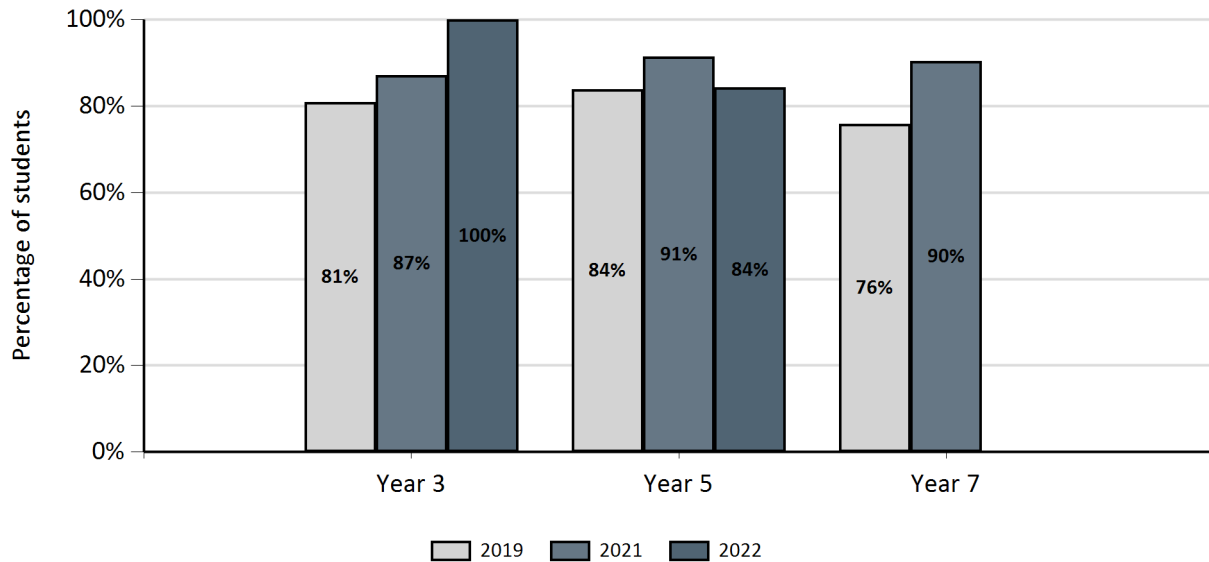


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## Numeracy



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

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	33	33	16	13	49%	39%
Year 03 2021-2022 Average	36.0	36.0	17.0	12.5	47%	35%
Year 05 2022	51	51	14	11	28%	22%
Year 05 2021-2022 Average	43.0	43.0	17.0	12.0	40%	28%
Year 07 2021-2022 Average	52.0	52.0	19.0	17.0	37%	33%

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

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

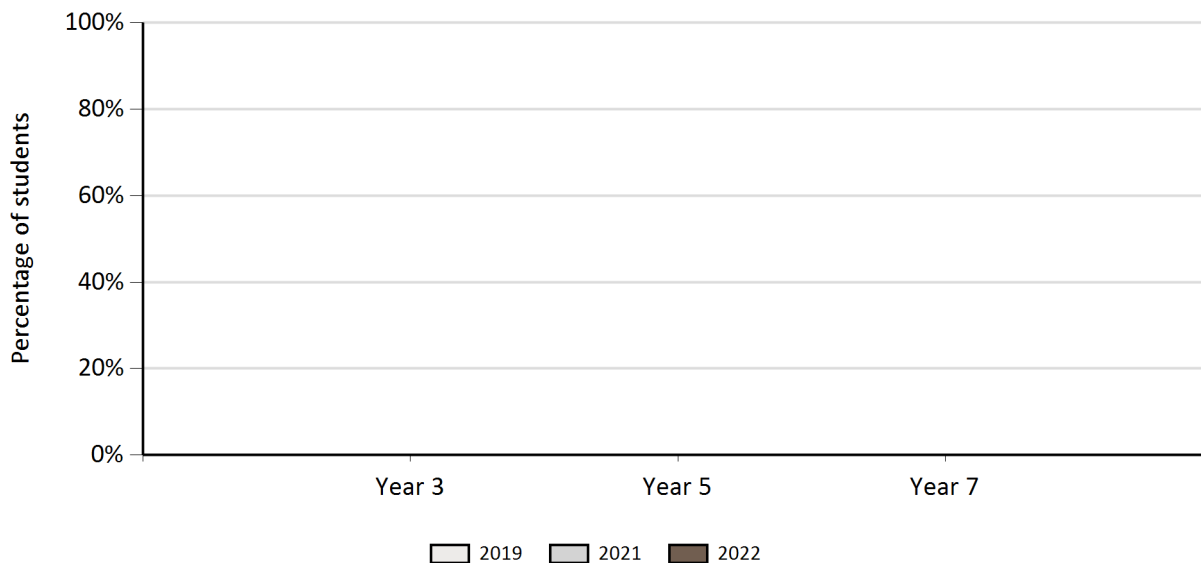
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



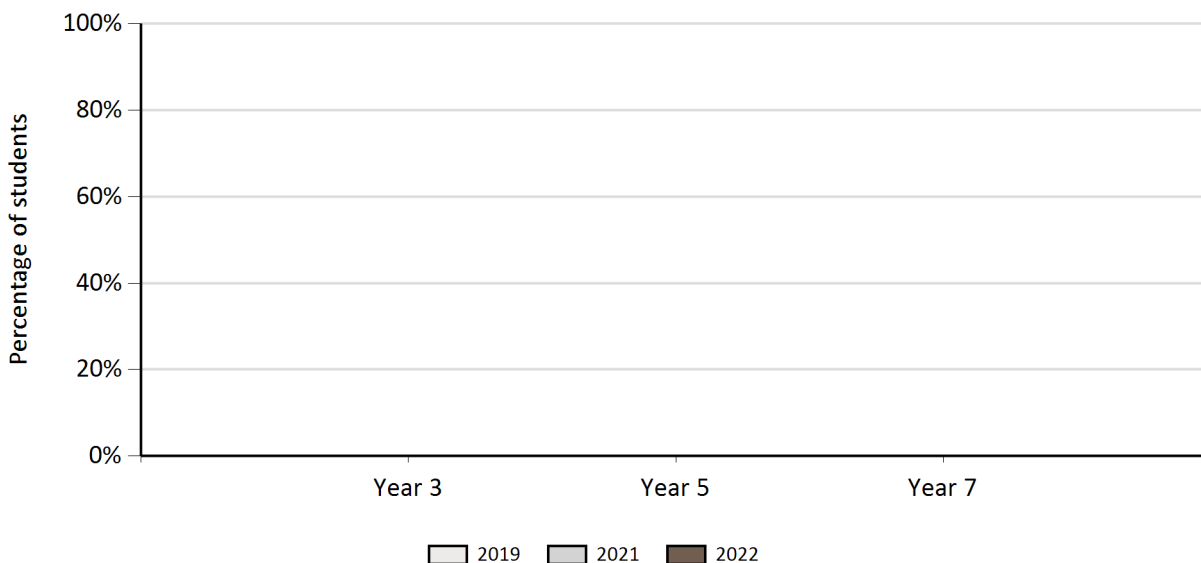
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

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

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

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Quality Teaching

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

One Plans for Aboriginal learners have been reviewed collaboratively, involving SSOs, teachers, learners and families via interviews in T1 and T3. Teachers were released in T2 and T4 to update One Plans to track learning progress against identified goals.

Aboriginal Achievement has been discussed regularly at our SRT meetings and Student Support Services support for Aboriginal learners have participated to identify the best agencies to support individual students learning. We ensure we monitor and review identified learning issues and liaise closely with families if any external support (eg healthcare) is required.

Meetings have taken place between classroom teachers and leadership to analyse student data & review goals. Classroom teachers also meet with PLCs to analyse data, including Aboriginal learners.

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

All Aboriginal students continue to make improved progress against their identified learning goals. Individual Aboriginal students are identified and staff explore their individual levels and needs (eg using MARKIT & OARS website) to develop learning programmes. At a school level, data management systems, such as the Improvement Dashboard, are used to compare individual Aboriginal learner data against standards (SEA) and Partnership wide performance. In 2022 100% of all Aboriginal students achieved SEA benchmark with 19% achieving high bands in Maths and Reading compared to 16% in 2021.



# School performance comment

Our 2022 year 3 NAPLAN results for Maths show an increase of 6% in High Band achievement with 100% of students also reaching SEA benchmark. This ensured we achieved our SIP target for 2023.

For our year 5's we had a small decrease in the number of year 5 students who achieved high band achievement. This result still ensured we achieved our target of having 25% of year 5 students achieving high bands in 2023. This result continues our upward trend of increasing the number of students achieving high bands in Maths in year and 5.

Year level data, as opposed to cohort data, also indicates that the SIP 2022-2024 actions continue to have a significant impact on teacher's pedagogy and learner achievement at Redwood Park.

Our 2022 Year 3 NAPLAN results for Writing show a decrease of 12% in Higher Band achievement when compared against our year 3 High band NAPLAN 2021 writing data. Whilst short of our highly aspirational 2022 Y3 target, this is the second time in ten years that the percentage of students achieving SEA in Year 3 has increased, reversing the historical decline Y3-Y5. Moreover, the percentage of students achieving Higher Bands in Years 5 increased by 4% - highest since 2015.

Year level data, as opposed to cohort data, also indicates that the SIP 2022 - 2024 actions are impact on teachers' pedagogy and students' writing achievement at Redwood Park.

Teachers have also continued to use Progressive Achievement Test (PAT) Reading and Maths data to track and monitor individual student reading and maths progress in years 2-7. Our PAT assessments provide quantitative and qualitative data which identifies students' strengths and areas of growth. This data is used to inform next steps in teaching and learning while tracking and monitoring progress over time.

Achievement in PATR (2-7) has continued to improve with over 93% (2021 – 91%) of students in all year levels attained or exceeded SEA in PATR with 48% (2021 – 45%) of these students achieving in the high bands.

Achievement in PATMaths (2-7) has continued to improve with over 97% (2021 – 94%) of students in all year levels attained or exceeded SEA in PATMaths with 67% (2021 – 48%) of these students achieving in the high bands.

With the implementation of RPPS Spelling Scope and Sequence (as well as our synthetic phonics programs being implemented (Preschool - 2) the percentage of students attaining or exceeding SEA in Year 1 Phonics screening has seen an increase from 72% in 2021 to 84% in 2022 students exceeding SEA benchmark.

Students not achieving the Standard of Educational Achievement (SEA) are receiving targeted support. For some this is as an identified student with a disability and for others it is through targeted in classroom support with School Service Officers (SSOs), as directed by classroom teachers.

R-6 teachers have engaged in Maths & Writing PD - Guide Books - Big Ideas and Thinking Maths and VCOP to build teacher content knowledge, confidence and expertise in teaching vocabulary and problem-solving strategies in Mathematics and Writing.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	93.1%	93.6%	92.3%	90.0%
2020 centre	82.1%		91.1%	91.0%
2021 centre	91.4%	88.6%	94.7%	84.2%
2022 centre	88.6%	87.3%	85.2%	98%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## School attendance

Year level	2019	2020	2021	2022
Reception	92.6%	92.1%	92.3%	88.8%
Year 1	91.4%	92.0%	94.5%	92.0%
Year 2	95.3%	91.1%	92.7%	92.2%
Year 3	93.0%	93.3%	89.4%	90.5%
Year 4	94.2%	89.6%	94.1%	88.1%
Year 5	93.3%	93.7%	91.8%	90.6%
Year 6	93.9%	92.5%	93.8%	89.9%
Year 7	92.4%	91.8%	92.3%	N/A
Total	93.3%	92.1%	92.7%	90.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

In 2022 Redwood Park reached an average attendance rate of 93% at the end of Semester 1 and 94% in semester 2, showing an improvement from 92% in 2019. Procedures in place to improve attendance include; setting attendance goals, integrating attendance results at school assemblies making phone calls to families, sending letters home for chronic late & non-attendance and making referrals to work in partnership with outside agencies and support services to develop action plans when irregular patterns persist. We provide various methods of communication to let the school know about absences via class SEESAW, phone, email, Skoolbag app.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	50	49	49	53
2020	41	N/A	37	37
2022	53	55	56	56
2021	45	46	45	55

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.  
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.  
 Term 2 2020 data may not be available for all preschools.

## Behaviour support comment

Our whole school focus on character strengths, self regulation and resilience continue to build the skills our students need to manage conflict and seek help when issues arise. Implementing our Zones of regulation program and participating in the National Day of Action against bullying, Sammy D and Cyber Safety curriculum ensures our students have clear understanding a common language with which to communicate with each other when difficulties arise. The school continues to take positive steps to prevent and intervene in issues of cyberbullying. Student laptop & Ipad use is monitored by school software and department filters. Student and parent education programs are offered to empower students to seek help should they be mistreated by other students. Student use of devices is monitored and the leadership team actively intervene and work with students and their families to ensure a safe online learning experience.

## Parent opinion survey summary

Our Preschool parent survey reinforced the high satisfaction rate from 2021. Parents responded positively by the Preschool maintaining high enrolment numbers and acknowledgement of the quality of education being provided and the positive social and emotional development of each child. Parents spoke very positively of the quality of education and social and wellbeing programs being implemented to ensure each child is developing their knowledge and understanding in a challenging and supportive environment. Our Preschool parents positive comments acknowledged the quality of teaching and learning and the hard work that has been applied by the leadership team and preschool staff to build a quality learning environment.

Our parent opinion survey again showed a positive growth in all areas across the school. In 2022 we achieved our highest parent participation rate with over 75% of families participating in the survey. There was an increased improvement in parents positive responses of the progress the school has made in building a culture of learning and implementing high standards for all. Over 93% parents responded positively on the quality of teaching and learning programs across the school and how teachers have continued to implement our high expectations of students learning. In relation to areas for improvement, communication had improved but being consistent is the priority with parents very happy that we had implemented one platform across the school.

The Wellbeing and Engagement Collection occurs every year for students form years 4 to 7 and provides young people's views about their social and emotional wellbeing, engagement in school and their expectations outside of school. Emotional wellbeing amongst students is positive with improvements in overall happiness, optimism, satisfaction with life, whilst 20% still say they struggle with Emotional regulation in and outside of school, this is a decrease of 6% compared to 2020. Engagement with school has also shown a significant improvement, with Emotional engagement with teachers achieving 100%, having important adults and 94% say they have a connectedness to school. There is still some improvement needed in the areas of peer belonging and cyber bullying, with 10% of students rating these areas as a concern for them.

Our Perspective survey is implemented every 2 years and our results this year are indicative of the hard work we have applied in creating a innovative culture of learning. 89% of staff are engaged in all aspects of our school. Staff indicated that we have high expectations for every child and our improvement targets encourage teachers and students to achieve their best.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1090 - Redwood Park Primary School	87.0%	86.5%	95.6%	90.9%
8385 - Saint David's Parish School	2.2%	5.4%	2.2%	5.5%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	27.3%
OV - LEFT SA FOR OVERSEAS	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	63.6%

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.

## Destination comment

Our 2 local high schools (Banksia Park International & The Heights) continue to attract 95% of students graduating from Redwood Park Primary School. During the past two years we have seen a significant increase in the number of students attending The Heights at the expense of Banksia Park International. We have also seen a small increase in the number of students attending Golden Grove High School (3%) and a reduction in the number of students attending private institutions (2%).

## Relevant history screening

DCSI screening strategies have continued at Redwood Park Primary School. An up to date data base is collected and all staff members are aware of DCSI compliant volunteers in their rooms. Volunteers participate in RAN training and on site training is provided to all volunteers. The importance of completing this training is highlighted to all interested members of the school community. All documentation for pre-service teachers, contractors, external service providers, staff and volunteers is current and consistently recorded and reviewed. All screening information is managed centrally to ensure everyone person entering Redwood Park has the necessary screenings to work on our premise.

# 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	26
Post Graduate Qualifications	9

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	20.0	0.0	8.5
Persons	0	23	0	14

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,353,934
Grants: Commonwealth	\$9,700
Parent Contributions	\$85,861
Fund Raising	\$18,942
Other	\$263,160

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	Leadership, teachers and SSOs work with year level groups and students explicitly teaching "Zones of regulation" and Growth Mind sets. Pastoral care worker implements our Girl and Boys wise programs to build students resilience and positive wellbeing.	Improved student resilience and engagement and student wellbeing data
	Improved outcomes for students with an additional language or dialect	The funding was used to provide a .2 teacher to support teachers and students to access and engage with our reading and synthetic phonics program.	A significant improvement of student's reading and spelling levels.
	Inclusive Education Support Program	The funding was used to employ SSOs to support students with disabilities to achieve their goals as outlined in their Oneplan. Identified students received additional intentionalised support to achieve their learning goals.	Oneplan reviews indicated that students' goals were achieved in term 4.
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	The 'Numeracy and Literacy' and 'Students with Learning Difficulties' funding was used to implement reading intervention programs and Big Ideas in Number conceptual analyses programs. Levelled Literacy Intervention (LLI), Guided Reading, Heggerty and Sparkle box decodable readers supported students to achieve identified learning goals. This year, the school continued to implement the ELLA program in our Preschool and Junior Primary Japanese classes.	Improvement in the number of students obtaining SEA benchmarks and improved growth in high band achievement and retention (Numeracy & Reading)
Program funding for all students	Australian Curriculum	Australian curriculum funding was used to release teachers for collaborative planning, moderation and for professional development in curriculum planning, reading and maths.	Student's reading and maths data continues to show continual improvement.
Other discretionary funding	Aboriginal languages programs Initiatives	ACEO and SSOs worked with students to achieve their identified learning goals	Students are working towards or have achieved Literacy and Numeracy benchmarks
	Better schools funding	The funding has been used to: build workforce capacity; implement intervention programs; support students to achieve their learning goals and to support improved learning outcomes for students.	Student's Literacy and Numeracy data shows an improvement in outcomes.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A



## 2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Released teachers to work with Literacy & Maths coaches to develop teacher pedagogy and design, implement and improve student literacy and numeracy understanding.	Students results and disposition to literacy and numeracy have improved.
Inclusive Education Support Program	The funding was used to employ SSOs to support students who have been identified with learning gaps and provide quality learning opportunities to undo learnt misconceptions or reinforced learnt strategies.	Improved number of students reaching synthetic phonics and PAT benchmarks in reading and maths.
Improved outcomes for non-English speaking children who received bilingual support	The funding was used to release a teacher and employ BSSOs to work with students and teachers to engage in the leveling process and assess student's writing for future teaching.	An overall improvement of student's Language and Literacy levels.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.