



Braeview School

2022 annual report to the community

Braeview School Number: 1163

Partnership: South Valley

Signature

School principal:

Mrs Tracey Thomson

Governing council chair:

Narelle Allen

Date of endorsement:

20 February 2023



Government
of South Australia
Department for Education

Context and highlights

2022 Braeview School began with 389 students in 14 mainstream classes and 2 special options classes. A strong teaching and learning focus continued, supported by three curriculum committees – Literacy, Numeracy and STEM. The Literacy Committee planned and implemented professional learning for staff meetings and PLCs. Foci included:

- Brightpath – narrative and persuasive
- Reading- whole class approach/ explicit teaching
- Dialogic teaching/ talk
- Metacognition and metalinguistic understandings

At staff meetings, educators from each learning area were scheduled to share good practice supporting an External Review Direction: Build teacher confidence in authentic student involvement to ensure all students have the opportunity to be partners in their own learning.

Four 'champions' - 2 JP/2 Primary- numeracy committee reps engaged in the ORBIS Mathematics program and prepared and presented at 3 Pupil free Days. Foci included:

- Effective use of top Ten Resource – presented modelled effective use of high yield strategies
- Understanding Trust the Count, Place Value and Multiplicative Thinking- accessing Di Siemon's Masterclasses
- Tasks that engage, provide multi entry points

The STEM committee planned and organised the inaugural STEM Day which involved all students rotating through a range of STEM learning tasks.

Educators continued their work with the implementation of effective high yield strategy pedagogy - dialogic teaching, understandings of metacognition and metalinguistic understandings, purposeful and relevant formative assessment, and relevant and timely feedback.

Teaching and Learning programs were supported by effective interventions including MiniLit, MultiLit, class reading support, speech and an introduction to MacqLit which supported students in the middle primary. Interventions to support student regulation and social skills continued with daily Crash and Bash, Sensory program, SEW – social and emotional well being. Our Pastoral Care worker was active supporting families, individual students and small groups of students.

Berry Street Educational Model (BSEM) at Braeview, continued to support student needs for wellbeing, growth, and achievement. It enabled teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation and relationships.

This was accomplished by implementing a positive learning environment across the school that further supports our Braeview School values; Respect: Be Kind, Resilience: Be Brave and Responsibility: Bounce Back (Integrity). This was reflected through student voice; SRC, PALS student leaders, increased circle time/ brain breaks in classrooms and the introduction of weekly event notices (Braeview News).

This year a parent workshop was provided for families relating to anxiety and worry in children and how to build resilience. Additionally, to further enhance our BSEM, Kellie Murabito and Sarah Williamson have increased student counselling times and access to interoception.

Over the past 5 years Judy Beal has had the role of STEM Senior Leader and during this tenure the following has been a focus- improving outcomes for learners by improving the practice of staff with a STEM focus.

This has included:

- Seeking solutions to real world problems
- Creative and innovative design solutions – using the design process

This has been done by encouraging;

- Pedagogical change and teacher empowerment
- STEM approaches – including design thinking and creative and critical thinking across curriculum

2022 we welcomed backed families into the school with various events including: Sport's Day, NAIDOC Week Open Morning, Grandparent's Day, Book Week and Christmas@ Braeview. Braeview Governing Council actively supported Braeview OSHC, Fundraising efforts including Colour Run, Federal and State Election Barbecues, Mother and Father Day stalls and the approval of school policies including Homework.

Governing council report

Governing Council had another successful year in 2022, returning to a new sort of normality. At the end of 2021 the year 7s headed off to high school, creating the renaming of our school to Braeview School, in turn, the amendment of our Governing Council constitution.

We held our annual Mother's Day and Father's Day stalls. We also ran a Kyttons fundraiser, four BBQs (Election Days (Federal and State), Sport's Day & Christmas at Braeview), three raffles (Easter, Mother's Day & Father's Day), People's Choice Credit Union lottery, a donut fundraiser, Christmas ornament fundraiser and the Colour Explosion Run 4 Fun.

We also received commission from the online Entertainment Book (\$142.82) and school photo commission (\$1,184.39), plus have \$3,147.51 available for us to draw down from Credit Union SA.

Our 2021 carried forward fundraising account balance was \$26,494.45.

Our 2022 profit, after expenses was \$17,753.19.

During the 2022 year we funded:

- Subsidising the R-5 swimming and Year 6 aquatics or camp- \$3,250
- The live animal display in the library- \$500
- Holiday reading challenge- \$59.20

In 2023-

We will continue to fund:

- The live animal display in the library
- JP Holiday Reading Challenge
- R-5 swimming
- Year 6 aquatics or camp

We have earmarked funds for:

- Creating/Building an inclusive play space, agility course, seated/shaded area between OSHC, LA5 and LA6- with funds to also come from OSHC and School- \$10,000 (from GC)

This leaves our fundraising account with \$44,328.64 to be carried forward.

Narelle Allen
Braeview Governing Council Chairperson 2022

Quality improvement planning

Writing

Goal: Increase the number of students in the higher bands in Writing.

Challenge of practice: If we collaboratively plan to consistently teach language conventions using high impact teaching strategies, including formative assessment practices we will increase our students higher band achievement

Actions: Educators released to assess, moderate and collaboratively plan explicit teaching and learning units of work

Outcome:

Brightpath Data

Persuasive Data

Average effect size R-6 .86

Average effect size R-2 .56

Average effect size 3-6 1.075 (significant growth in year 3 – effect size 1.42 and Year 4 effect size 1.84)

Narrative Data

Average effect size R-6 .39

Average effect size R-2 .66

Average effect size 3-6 .195

NAPLAN

Data indicates Improvement in structure of simple, compound and complex sentences and also paragraphing. Data indicates a target should be audience (48.3% of Year 3 students in Band 2/ 65.3% of Year 5 students in Band 3) and text structure (79.3% of Year 3 students in Band 3/ 57.1% of Year 5 students in Band 3)

Summary and Action: Plans to focus on Narrative writing in 2023 –professional learning workshops organised with Brightpath team

Reading

Goal: Increase the number of students in the higher bands in Reading.

Challenge of Practice: If we work in collaborative teams to explicitly design reading instruction using HITS embedding the five reading comprehension strategies (predicting, connecting, questioning, visualising, summarising) then we will increase our students higher band achievement.

Actions: Staff Meeting structures supported professional learning – PETAA (Go Meta), Literacy Summit (The Power of Metalinguistic Understandings), Dialogic Teaching, Analysis and effective use of PAT teacher resources, sharing good practice, reciprocal teaching model, R-6 agreement to explicitly teaching reading daily, effective Wave 2 and Wave 3 Interventions, tracking and monitoring – Yr2-6 Phonics Testing/ RRL/ Macqlit

Outcome

NAPLAN:

NAPLAN – Year 5 : 8 students maintained achievement in HB (3 students left)/ 3 students increased into HB.

Year 3 52.54% (31/59) achieved higher bands

Year 5 51.85 (28/54) achieved in HB

Summary: R-6 agreement daily explicit reading targeting strategies, skills and understanding (sourced from NAPLAN / PAT resources) using a reciprocal teaching structure.

Numeracy

Goal: Increase the number of students in the higher bands in Numeracy.

Challenge of Practice:

If we implement common evidence based approaches to teaching Trust the Count and Place Value in the Early Years and extend to Multiplicative Thinking, Partitioning and Proportional Reasoning in the Primary Years embedding the proficiencies then we should increase the number of students in higher bands.

Actions:

Engagement in ORBIS – 4 educators – With Numeracy Committee planned and presented 3 Pupil Free days. Pupil Free Day : Accessing and effective use of Top Ten Resources

• Introduced a variety of multi entry tasks – reflection – application of proficiencies, modelling high yield teaching strategies, Big Ideas in Maths (Trust the Count, Place Value and Multiplicative Thinking), misconceptions

Outcome:

NAPLAN

2022 –Year 3 37.93% HB (22/58 students)

2021 – Year 3 17.78% HB (8/45 students)

2019 – Year 3 27.27% HB (15 / 55 students)

2022- Year 5 14% HB 8/54 students)

2021 – Year 5 22% HB (11/50 students)

2019 – Year 5 8.37% (4/ 29 students)

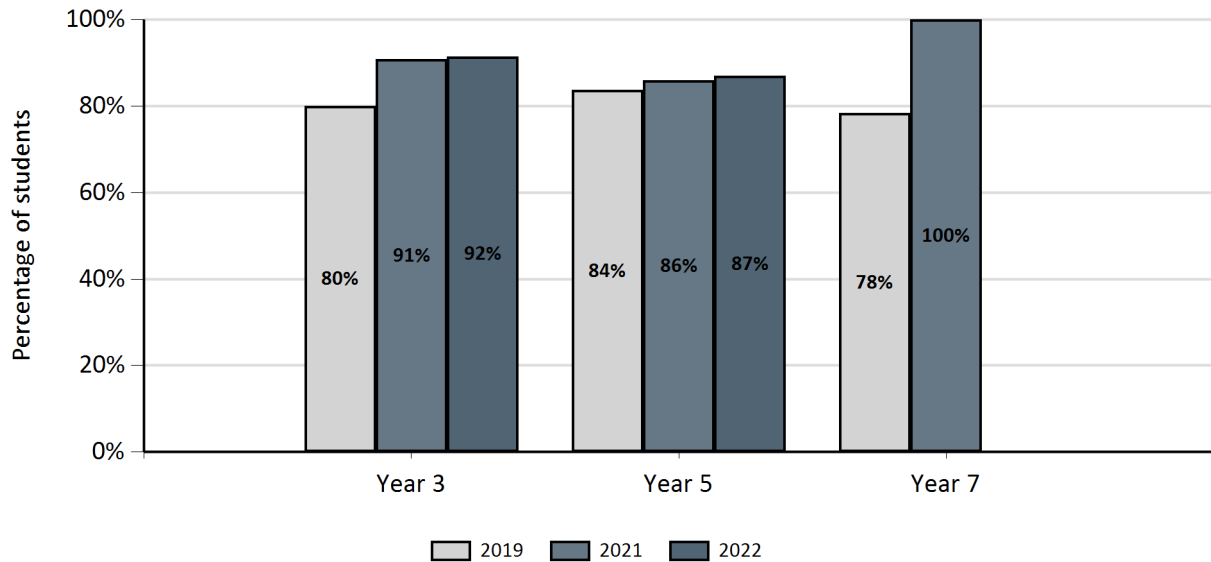
Summary: R-6 Numeracy Agreement – daily maths lessons consisting of warm ups, explicit teaching and reasoning to conclude. Continue to focus on developing concept understanding of Big Ideas. During review process suggestion to continue ORBIS work through PLCs in 2023.

Performance Summary

NAPLAN Proficiency

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

Reading

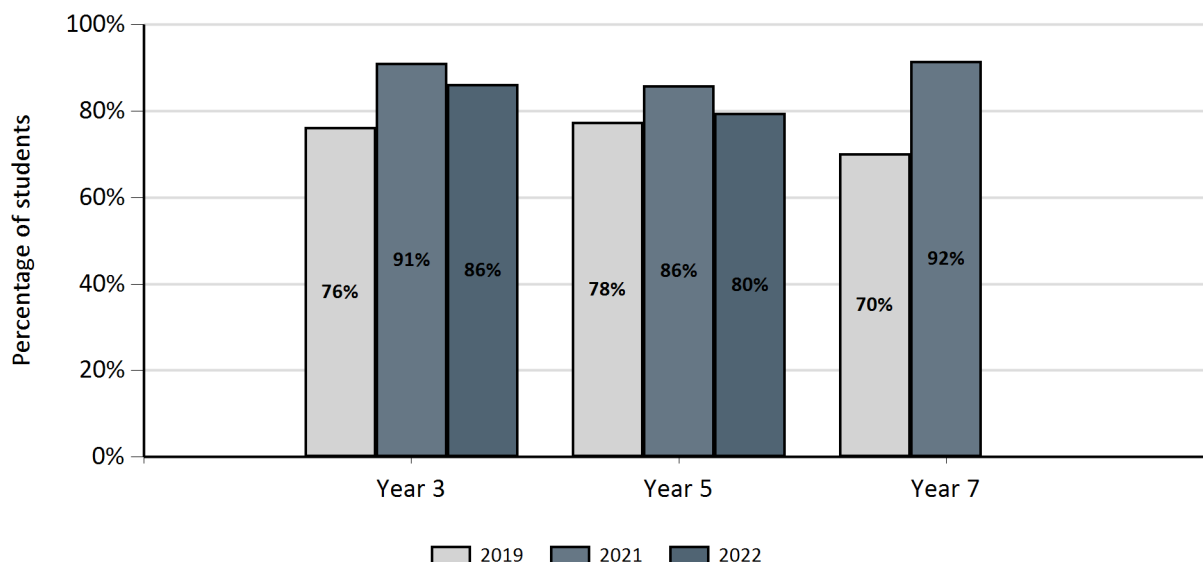


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*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	59	58	31	22	53%	38%
Year 03 2021-2022 Average	51.5	51.5	25.5	15.0	50%	29%
Year 05 2022	54	54	28	8	52%	15%
Year 05 2021-2022 Average	52.0	52.0	21.5	9.5	41%	18%
Year 07 2021-2022 Average	36.0	36.0	14.0	13.0	39%	36%

*NOTE: No NAPLAN testing was conducted in 2020.

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

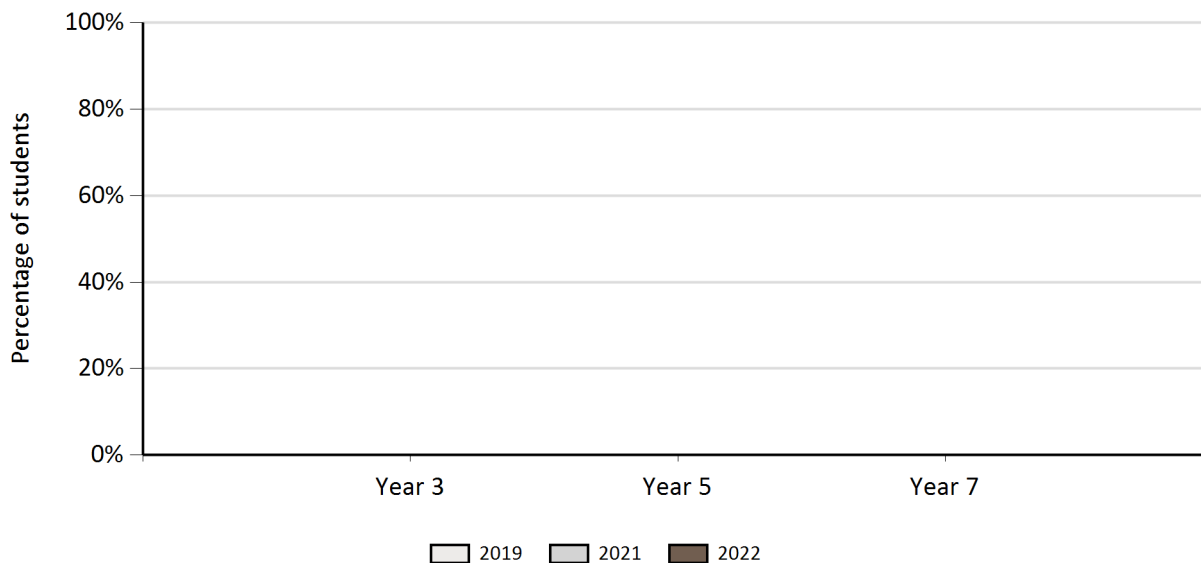
[^]includes absent and withdrawn students.

*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



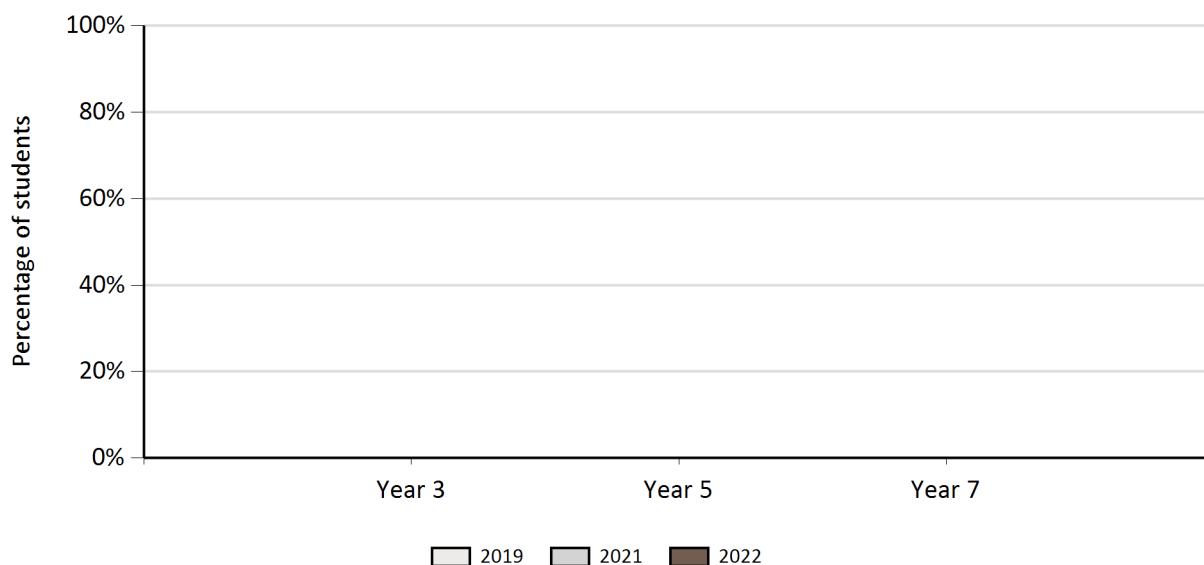
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

3 students in Special Option Classes/ 3 students GoM/ 3 students IESP funding
 JP mainstream class students receiving Wave 3 support – MiniLit (small group – 4 X 50 minutes per week) or MultiLit (1:1 4 X 30 minutes per week)
 Primary classes access SSO Reading Intervention support – SSO daily

Learning Outcomes

Students in Special Options have detailed One Plans with targeted learning goals.

Mainstream students:

Junior Primary students engage in Literacy interventions including MiniLit and reading interventions with SSO support in the classrooms

Primary students have achieved at year level achievement or higher in NAPLAN Reading and Numeracy. All Primary students are reading RRL 25 and above

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

Beginning Term 3 2022 Simon Wilson, AEW began his appointment at Braeview (11 hrs over 2 days). Thiele primary and Braview Primary advertised a combined AEW position – Simon working two days at each site.

Achievements:

- Initiated meetings with families and has continued engagement with 80%
- Developing strong relationships with ATSI students
- Organised an Art Exhibition displaying student Art work – Thiele Primary Thursday 8 December @ 6:00pm
- Made contact with class teachers inviting teachers to engage- Beginning to work with classes

2023 Actions/ Plans

- Will work at Braeview on Tuesdays – 5 hours
- Meet ATSI students one lesson
- Plan to support classes with Aboriginal perspective in learning units
- Collaborate work with Gardener – Bush Tucker Garden
- Plan excursions for ATSI students

School performance comment

Reading: The Year 1 Phonics Tests had 70.5% of our students achieve SEA. This has decreased from 72% in 2021. This is a minimal decrease. The school has a Spelling / Jolly Phonics session across R-6 every day where students are tested and work in groups according to their scores. We use the Phonics test to screen all our Year 1 students and students can be placed into a range of intervention programs based upon their results. The Heggarty program is explicitly taught in R-3. Intervention programs in JP include Multi Lit/ MiniLit and reading intervention support in 2-6 classes. MACQLIT intervention was implemented Yr3-6 students this year. Term 1 2023 SSOs will engage in InitialLit and an intervention program will be in Term 2 for identified Reception students.

Our Junior Primary students are tracked with regard to their Running Records progress, based upon the level of reader they are reading. Our Year 1 results show 30% of students reading above level 21, the expected achievement level is 13 and 70% of our students have achieved this level or above. Our Year 2 data shows we have 62% of students reading at the expected level of 21 or above. We continued to provide Literacy intervention programs – MiniLit and MultiLit

The Year 3, 5 and 7 NAPLAN tests demonstrated decrease in achievement across participating year levels, moving from a school score 0.65 to 0.57. However:

- in Reading 52.5% of Year 3 students were in the higher bands (increase from 45% in 2021) and 51.85% of Year 5 students were in the higher bands (increase from 30% in 2021). No NAPLAN in 2020 (COVID) so unable to ascertain students who maintained higher bands)
- in Numeracy 38% of Year 3 students were in the higher bands (increase from 18% in 2021) and 14% of Year 5 students were in the higher bands (decrease from 22% in 2021). No NAPLAN in 2020 (COVID) so unable to ascertain students who maintained higher bands)
- In Writing- 49% of Year 3 students were in the higher bands and 20% of Year 5 students were in the higher bands
- In NAPLAN Spelling: 45% of Year 3 students were in the higher bands and 39% of Year 5 students were in the higher bands

Braeview's focus in 2023 will be on challenging students moving from Year 3 to Year 5, teachers will be expected to focus on targeting skills, strategies and understandings essential for achieving in the higher bands in Reading and Writing. Our goal is to have over 60% of students in the higher bands. There will need to be a strong focus in numeracy, this focus will continue to be a school priority from Reception through to Year 6 focusing on developing sound understanding of Big Ideas in Mathematics and being implemented using high yield teaching strategies. Place Value Intervention program was introduced this year to provide support for identified students in Year 3-6.

Improved student achievement has been measured against their PAT-R and PAT-M results from 2021 to 2022. Nearly all cohorts of students across the school have improved their scores which is encouraging. Teachers have been trained in using the PAT on-line resources to access and plan further to focus on areas of need. PAT data usually aligns with NAPLAN data.

Braeview teachers have continued with the BrightPaths program, focusing upon Narrative and Persuasive texts in 2023. Student work was assessed and moderated in PLCs.

Our achievement data from persuasive writing was pleasing – the average effect size was .86 – double the .4 which is the usual measurement of improvement of one year's growth. However, the Narrative writing data results did not reflect this growth. As a response, we are planning a series of workshops with the Brightpath team throughout 2023.

Attendance

Year level	2019	2020	2021	2022
Reception	92.2%	90.0%	90.8%	88.2%
Year 1	93.8%	90.2%	90.6%	88.5%
Year 2	91.8%	91.6%	93.7%	87.1%
Year 3	93.4%	89.2%	92.8%	89.1%
Year 4	91.5%	92.0%	92.6%	89.0%
Year 5	92.7%	88.8%	92.4%	86.1%
Year 6	92.8%	88.9%	89.6%	89.1%
Year 7	89.2%	89.9%	91.4%	N/A
Primary Other	81.9%	85.7%	82.8%	80.2%
Total	91.8%	89.9%	91.4%	87.7%

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

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

Attendance comment

Braeview's overall attendance decreased in 2022 from 91% in 2021 to 87% (students who attended 80% of days in the school year). The school has a number of chronic (6 students) and habitual absentees (10 students) that impacts upon our overall rate. The school has a variety of processes in place aimed at improving the attendance of students; we contact all students with unexplained absences every day and discuss the attendance of habitual and chronic absentees with parents. We have made referrals to the Social Work Duty Line. Illness with COVID has impacted on attendance, especially in term 1 and term 2.

Behaviour support comment

In 2022 we were proactive in beginning the year with our Behaviour Coach through Support Services. Positive Behaviour Support Plans and Safety and Risk Plans were reviewed and updated in consultation with parents of identified students. During 2023 there were 27 suspensions, all around violence and safety of others- 6 of the 27 were repeat offenders. Three students are supported by SSOs through the day – in class and in the yard. There have been up to 10 Critical Incidences recorded through IRMS – repeat offenders. Staff who have been affected by violent incidences have been offered support through DfE.

We continue to provide Reflection at lunchtimes- 60 incidences of physical violence - 1/3 (21) from repeat offenders. We have been in consultation with parents and put in place alternate play plans to support and monitor violent behaviours – restricted play/ SSO support/ alternate play options/ Lunch Club/ Garden Club.

Staff use a range of positive classroom strategies to engage students in the classroom.

Parent opinion survey summary

90 families responded/ approximately one third of families

- 83.5% of responses indicated a strongly agree/ agree on Respectful Relationships
- 7% of responses indicated a strongly agree/ agree on Good Home Learning
- 67% of responses indicated a strongly agree/ agree on School Communication
- 62% Useful Learning Discussions
- 55% of responses indicated a strongly agree/ agree on Knows Standard of Work
- 51% student Learning Feedback

Comments and reflection for improvement in 2023 include:

1. Improve Communication – efficiency of seesaw
2. Provide information learning feedback – reporting including learning discussions- review Reporting
3. Ensure explicit anti bullying programs R-6 are implemented
4. Explore how the school can provide opportunities for families to have a say in learning
5. Support for parents - workshops

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.9%
NT - LEFT SA FOR NT	1	5.9%
QL - LEFT SA FOR QLD	1	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	76.5%
WA - LEFT SA FOR WA	1	5.9%

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

Working with Children Check – Current 69
RRHAN-EC – Current 15
Volunteers support Kitchen Garden program, Breakfast Bellies, School Sport Teams, reading programs and excursions.

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	40
Post Graduate Qualifications	10

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	24.8	0.0	19.3
Persons	0	28	0	28

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

Financial statement

Funding Source	Amount
Grants: State	\$900
Grants: Commonwealth	\$20,354
Parent Contributions	\$90,741
Fund Raising	\$49,860
Other	\$0

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	<p>Continued focus on BSEM in addition to increase counselling via SSO and Pastoral Care Worker. SSO support increase in classrooms to assist students in their learning- reading and number sense. Increase SSO hours on Sensory and Crash and Bash interventions to support regulation. Implementation of a SEW - Social/Emotional /Wellbeing program for identified students.</p> <p>Focus was to support each student to Get Ready to Learn Intervention programs Year 1-6 - MiniLit /MacqLit / MultiLit/ Reading Intervention/ Numeracy Place Value</p>	<p>Reading: NAPLAN Year 3 - 92% SEA in 2022 an increase from 91% in 2021 NAPLAN Year 5 – 87% SEA in 2022 an increase from 86% in 2021 Phonics Testing- 70.5% SEA in 2022 a decrease from 72% in 2021 RRL- Year 1 70% RRL 13 or above / Year 2 62% RRL 21 or above</p> <p>NAPLAN Numeracy Year 3 - 86% SEA in 2022 a decrease from 91% in 2021 Year 5 – 80% SEA in 2022 a decrease from 86% in 2021</p>
	Improved outcomes for students with an additional language or dialect	<p>.003 teacher FTE - \$361.51 EALD EALD Levels not required by DfE in 2021 or 2022. Four students have current EALD levels. Students engage in targeted literacy learning – writing and reading. SSO support for Reading Intervention in classrooms. Year 2-4 Place Value Numeracy intervention program for identified students</p>	<p>Primary students achieved NAPLAN year level or above in Writing and Reading. In Brightpath assessment Primary students scored over 380 or above.</p>
	Inclusive Education Support Program	<p>42 mainstream students receive IESP funding/ 2 Special Options students receive RAAP funding. A range of supports are provided including emotional regulation, Crash and Bash, Sensory, Speech, SEW (Social and Emotional Well being), play break support, learning in Wave 2 and Wave 3 interventions and in class support. Four students receive 1:1 support. Inclusion teacher collaboratively working with staff and parents to develop/ review One Plans. Inclusion teacher also coordinates with DfE Speech Pathologist to provide specific speech and language programs to students. Inclusion teachers works with SSO to implement Speech programs</p>	<p>15 students were exempted from 2022 NAPLAN. All students participated in PAT testing in Term 3. Students with IESP funding/ disability tests were reassigned. Student stanines and scores recorded and tracked.</p>
Targeted funding for groups of students	<p>Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support</p> <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>ATSI AEW was appointed from Term 3. Worked two days a week – meeting students, connecting with families, introductory sessions in classes, organised Art Exhibition and community event, participated in school events – Grandparents Day and Christmas @ Braeview. NAIDOC Week was a focus R-6 with and open morning for parents. Literacy and Numeracy Professional learning – release for teachers to assess and moderate student work samples for Brightpath Professional learning – release for SSO – MacqLit training Implementation of Maths Intervention for lower primary – Trust and Count and Place Value Big Ideas. Resources- building decodable readers</p>	<p>One Year 3 student participated in NAPLAN and achieved year level band. All students (except JP Special options) participated in PAt testing in term 3. Reassigned test level. Stanines and Scores recorded and tracked</p>

Program funding for all students	Australian Curriculum	<p>Primary Learning Improvement- \$20451</p> <p>Two primary teachers and two Junior Primary teachers participated in the ORBIS Mathematics professional learning. This involved 5 professional learning days each. Teachers collaboratively planned and presented 3 Pupil Free days sharing a range of learning tasks that highlighted – concept understanding of Big Ideas in Maths, differentiation (entry points), accessing the Australian Curriculum, TfEL effective pedagogy including intentional teaching, formative assessment and timely and specific feedback</p>	<p>NAPLAN</p> <p>Year 3 : Reading - 53% HB increase from 45% in 2021/ SEA 92% increase from 91% 2021</p> <p>Year 3: Numeracy - 38% HB increase from 18% in 2021/ SEA 86% decrease from 91% in 2021</p> <p>Year 5: Reading- 52%HB increase from 30% in 2021/ 87% increase from 86% in 2021</p> <p>Year 5: Numeracy- 15%HB decrease from 22% in 2021/ SEA 80% decrease from 86% in 2021</p> <p>PAT testing in Term 3: Stanines and scores recorded and tracked.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	SSO support 1:1 (MultiLit) or small groups in classrooms	Tracking student RRL/ phonics testing
	Better schools funding	\$22156.00 / Aboriginal \$2167.00	<p>A focus on strong authentic student voice (External Review Direction)- revised student leadership structure across the school. Regular SRC, Senior Leader meetings and class meetings. SSOs released to collaboratively plan and implement intervention programs – continually reviewing and making changes for improvement – monitoring and tracking student learning, providing feedback to class teachers and providing reports for teachers and parents. Providing relevant professional learning – MacqLit/ InitiLit/ What’s the Buzz/ Sue Larkey</p> <p>Inclusion teacher collaboratively working with teachers and parents to continually keep One Plans up to date</p>
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA