



# West Lakes Shore School

## 2022 annual report to the community

West Lakes Shore School Number: 1246

Partnership: Western Adelaide Shores

Signature

School principal:

Mrs Carol Press

Governing council chair:

Edith Campbell

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

2022 was a year of considerable change in which staff, students and families showed tremendous resilience. Working together as a community we adapted and responded to the impact of COVID and our whole-site building work. It is a distant memory back to the beginning of the school year when we amalgamated 'At Home and At School' teaching and learning! A huge thank you to all involved. We started the school year with 522 students with 20 classes: 17 straight classes and 3 composites. The school community has high expectations of all students that are congruent with our school values of 'Responsibility, Resilience, Respect, Honesty and aiming for Excellence. Our school vision and purpose: 'Together, we build strong foundations for lifelong learning', emphasises our collaborative partnership. Students at West Lakes Shore School are highly engaged in their learning and supported by teachers, staff and families to strive for individual growth and achieve their personal best. Our site 2020-2024 Strategic Plan continued to be implemented and the school continued to focus on challenging learning, quality people, strong engagement, better support and targeted resources. We continued to emphasise learning and wellbeing, and measured our progress against key goals in our School Improvement and site Strategic Plan. Our 2022 Year 3 Reading and Numeracy NAPLAN achievement at SEA and Higher Bands continued to show an upwards trend, recording the highest ever overall Year 3 Performance score of 0.77 (up from 0.69 in 2021). This demonstrates our collective work around 'equity and excellence' and our aim to ensure strong foundations for every child.

The 2022 year saw many highlights due to the adaptability of staff to plan wonderful opportunities and our \$5,000,000 Better School funded upgrades. This saw junior primary classrooms and specialist learning areas transformed, providing innovative spaces to teach and learn. A huge outdoor nature courtyard and whole-school walkway, linking units, has created a fabulous world-class community outdoor space in which Volunteer morning tea, assembly awards, Year 6 Graduation farewell walk and choir performances have already taken place. We could warmly welcome back our school community at these wonderful events. We welcomed 70 Reception students who were given a 'Rock Buddy' memento on their first day of school, painted by members of SA Rock Painters. We had many exciting incursions and excursions: Aquatics, Wirraway Camp, Book Week Geocaching and Year 5 camp to name a few! Outstanding whole-school events included our SALA Art Exhibition, Harmony Day, Book Week Parade and Play, SD2 Fair, Sports Day, Festival of Music (with 1 student selected for Dance Troupe) and an outstanding Year 6 Graduation and finale assembly. Our annual Book Week office transformation once again 'stole the show' as it was transformed into Alice's Wonderland and excited little faces popped in to enjoy the awe and wonder. Our 'End of Year Concert' superceded expectations with enthusiastic faces and extravagant dances bringing smiles to over 1000 community spectators. A family seeing their final child leave West Lakes Shore commented on it being the 'best one ever' and what a fantastic end to the year it created. Sporting achievements were many and included District Athletics, SAPSASA swimming and Tennis awards and our annual student versus teacher Basketball game. Parent volunteers continued to support our extra-curricular sporting opportunities in Netball, football, Soccer and Basketball, with many additional programs such as Auskick, tennis clinics and Shark Cup competitions. Student Leadership opportunities grew with Senior Leaders, Nature Play Crew, Aboriginal Leaders, House Captains, School Ambassador roles, Library Crew and a newly introduced Media and IT Crew who operated our fantastic new projector screens during assemblies. Our official name for the Aboriginal Garden of 'Wongga Wirra' was approved through the the RAP team.

## Governing council report

It has been a privilege to work along with parents, staff and students through another demanding year. The continuous involvement of the students in changes and direction continues to be a strong theme to the school's credit. This report would be too long if I tried to cover everything packed into this year but a few things need specific acknowledgement:

\$5,000,000 Better School Fund Building Works: the now completed works have included classrooms, specialist areas and the outdoor courtyard providing upgrades and great spaces for all.

Additional site works: Both the Library and Wellbeing Hub have gone through great transformations, funded by the school. Thomas Readett continued with outdoor artworks to provide signage for our sea animal units - and what an array of colour these fabulous artworks have brought to the school!

Ninja playground: the students have ably lead feedback sessions, creating a truly collaborative design for implementation next year funded through multiple sources but significantly by the students own fund raising efforts. We all eagerly await this being built early in 2023 - I'm sure the GC parents will declare it officially open once they've tested it out!

Engagement Surveys and Wellbeing surveys are another indication of the continuous improvement approach applied in so many ways across the school.

Policies and procedures continue to be progressively updated, with a focus on clarity, ease of use and applicability to the school.

The Site Improvement Plan (SIP) is a continuous improvement process and the staff and governing council frequently review the performance against the site goals and targets. Again this year, the information is used to focus on what direction is best for both the whole of school and the individual students. All of this data is being assessed to consider future targets and actions in our new and reviewed 2022-2024 SIP.

Many events took place this year with a continued welcome increase of bringing the school community together physically.

In summary, a huge thank you to staff, students, volunteers and Governing Council whose efforts continue to contribute to the collaborative improvements across the school; amazing work!

# Quality improvement planning

Our 2022-2024 School Improvement Plan focused on a narrow and deep approach to improving Writing, Spelling and Numeracy, aiming for continued excellence by increasing the percentage of students who achieve and retain at the highest levels. Whilst equity, and ensuring support for students working just within or below standards, became an embedded part of conversations in Pupil Progress meetings and ongoing tracking and aligned support. Staffing complications arising from COVID did significantly affect additional programs. To support the improvement areas 'Professional Learning Communities' (PLCs) continued to track and monitor progress and align site improvement actions to Department Guidelines. A Numeracy Coach, Numeracy Coordinator and Writing Coaches continued to 'Teach On' and support improved pedagogy, linked to Site Improvement actions. Family workshops in both Phonics and Maths were held to guide parents to support their child's learning at home. The whole-school continued to explicitly teach students to use a growth mindset reinforcing 'mistakes help us to learn' and a focus on persistence.

The Writing and Spelling PLC, supported by coaches, continued to focus on 'Feedback that moves learning forward' (an External School Recommendation) by assisting teachers to involve every learner in creating specific writing goals that supported individual growth. Teachers and students reviewed goals at reporting periods. Teachers used Brightpath to moderate recount or narrative samples each semester, whilst new staff were inducted with aligned professional development in Goal Setting, Seven Steps and the Brightpath tool. A sequence of professional development sessions lead by the Literacy Guarantee Unit were undertaken in staff meetings, and focused on evidence-based spelling approaches with staff trialling and collaboratively learning together how to embed the 4 spelling knowledges. The Literacy PLC undertook a spelling walkthrough towards the end of the year celebrating and affirming the changes in practice and sharing next steps for 2023. Year Level Teams analysed NAPLAN writing rubrics to identify narrow and deep areas of focus for individual student goal setting in 2023. Writing Coaches created aligned 'I can' statements with a narrow focus on punctuation, sentence structure and text structure to share with staff at future professional development.

The Numeracy PLC led workshops to support staff professional development and continued to deepen teachers' knowledge and understanding of modifying rich assessment tasks, with a focus on differentiation to cater for higher levels. Through focusing on pedagogies to improve higher achievement, all students benefit. The Numeracy Coordinator worked closely with Reception staff to best implement moderation tasks and middle primary classes to improve best practice intervention for students needing consolidation of Big Ideas in Number. Termly moderation tasks are now embedded in practice and will continue in 2023. Several staff undertook ORBIS Thinking Maths training and opportunities were provided to 'Teach On' and share effective practices with others. This 'Teach On' will continue in 2023 as COVID significantly disrupted the scheduled Maths professional development. Several other staff across the school are scheduled to undertake ORBIS Maths training in 2023.

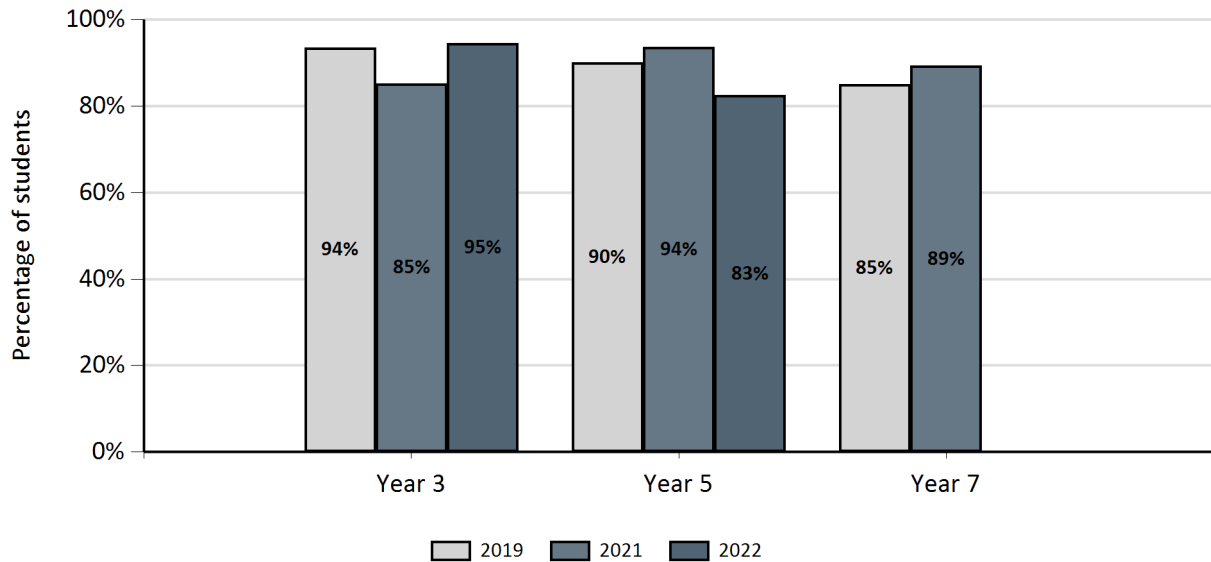
Reading continued to be tracked and monitored and a Reading Support Teacher enabled students to set goals and develop a continued passion and love of literature. 'Best fit' books were matched to students; in both interests and level, and this assisted positive increase in outcomes across the school in site reading and phonics data.

# 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

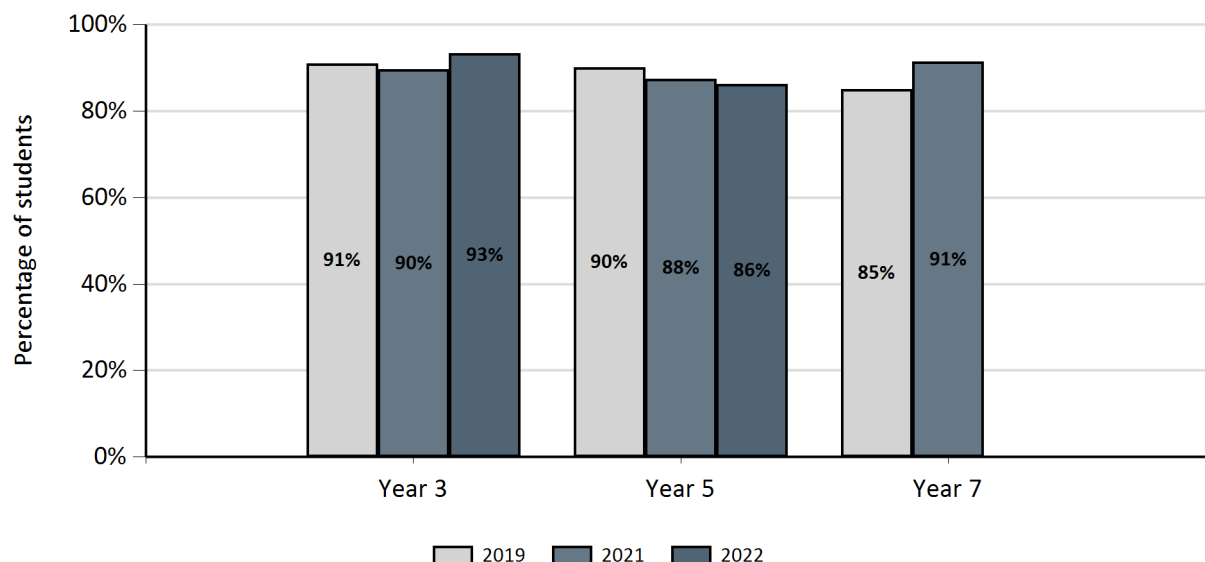


\*NOTE: No NAPLAN testing was conducted in 2020.

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	91	91	55	36	60%	40%
Year 03 2021-2022 Average	79.5	79.5	45.5	29.5	57%	37%
Year 05 2022	80	80	32	18	40%	23%
Year 05 2021-2022 Average	80.0	80.0	31.5	18.0	39%	23%
Year 07 2021-2022 Average	47.0	47.0	20.0	16.0	43%	34%

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

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

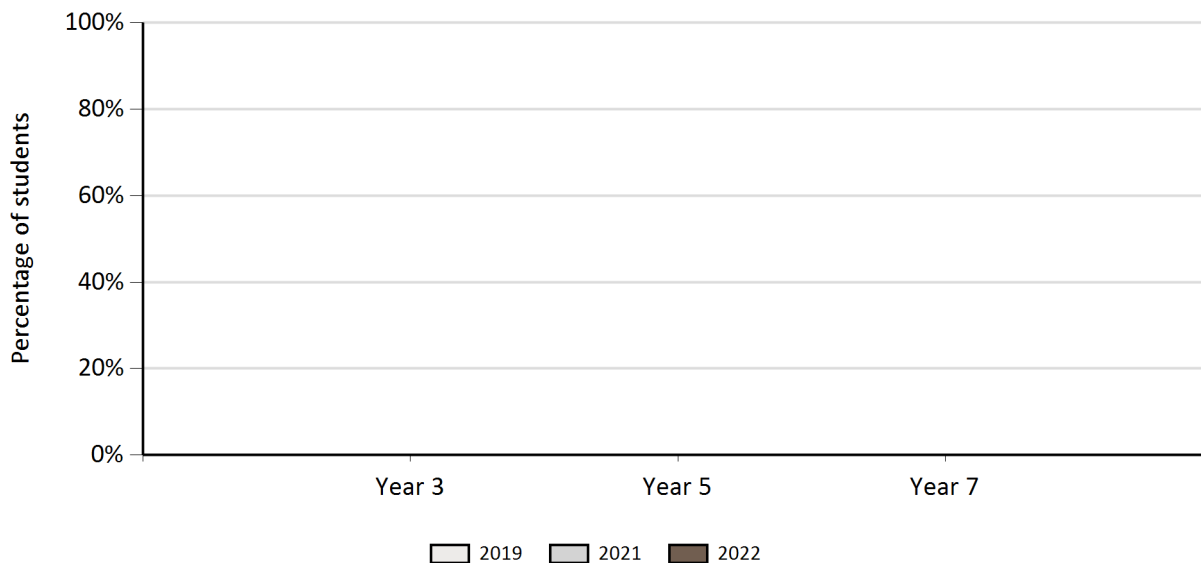
<sup>^</sup>includes absent and withdrawn students.

\*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



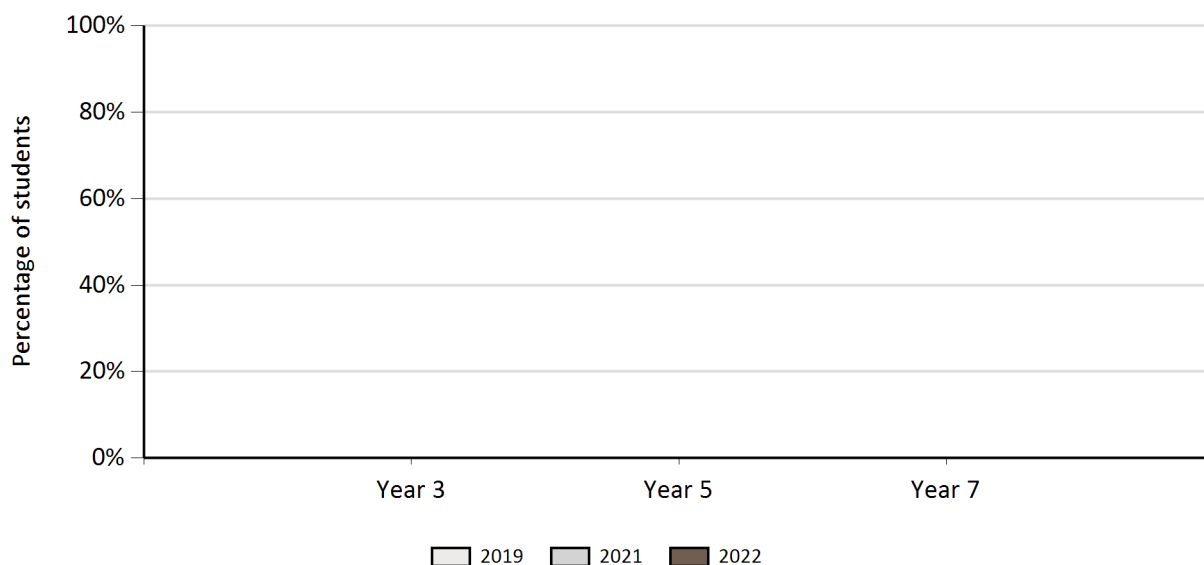
\*NOTE: No NAPLAN testing was conducted in 2020.

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 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: Intervention & Support

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

Data analysis lead to school continuing to prioritise students working below SEA as a focus of the work of the Aboriginal Education Teacher. Due to COVID staffing implications this later became a priority and subsequently supported by Leaders. Data indicated that a small number of Aboriginal students were at risk of falling below benchmark and thus the school identified and planned to target the element of Intervention and Support. An Aboriginal Learner Achievement Plan identified the work of the AET, Classroom and Intervention Teachers and targeted programs to help to ensure every opportunity was enabled to maximise all students meeting SEA and high bands. Other teacher intervention support was targeted around phonics and early decoding skills for Year 1 students. Every Aboriginal student has an OCOP that is added to with their individual goals in Writing and Maths. Families and staff engage in a process at the end of every year to discuss and add to this plan.

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

There are 9 Aboriginal students whose data is thoroughly checked and tracked to ensure targeted support and resources are aligned to their needs. Analysis of NAPLAN outcomes showed students achieving high bands in Literacy and Numeracy. Through close monitoring and tracking of data, additional and targeted intervention from both the AET, site leaders and small group wave 2 site Intervention teachers was put in place. When staffing issues arose, site leaders implemented 1-1 reading with any Aboriginal students below SEA. By the end of the year, all students made progress but will still continue to be supported in 2023. Handover of information ensured strong transitional programs for students heading to High School.



# School performance comment

We set ambitious targets in line with School Improvement focused areas.

Writing 2022 Targets:

Year 3 - 92% SEA (86/93 children reach SEA) - EXCEEDED with 98% outcome

50% high bands (47/93 children reach high bands) - EXCEEDED with 55% outcome

Year 5 - 85% SEA (71/84 children reach SEA) - NEAR TO with 84% outcome

20% high bands (17/84 children reach higher bands) - EXCEEDED with 28% outcome

Phonics 2022 Target:

Year 1 - 78% (49/62 children reach Phonics Benchmark) - NOT MET at 73% - 2 absent

All targets for writing were exceeded or near to. Phonics data was below expected and a rapid response with targeted teacher support was allocated in Term 4 to support students below expectations. This targeted support will continue for Year 1 and Year 2 in 2023.

Year 3 performance data showed 98% of students meeting SEA in writing, which far exceeded our target of 92%. This was the best result on record. 55% of Year 3 students achieved High Achievement in writing, which again superseded our target of 50%. In Year 5 we tracked near to expectations with 84% at SEA (1% below target) and 28% at high bands (8% above target) These results were acknowledged and celebrated with staff and the Writing PLC identified the following had supported the improvement:

- Collaboration of teaching teams and whole-school focus on writing improvement
- Team approaches with collegial conversations
- PDPs (as teams) and planned together aligned to SIP
- Student agency - students driving their next step goals to improve themselves as writers
- Coaches working and leading passionately to support improvements
- Shared pedagogies - professional development in Writers Workshop and Seven Steps
- Brightpath used as a moderation tool with teachers leading and supporting the staff professional development
- Changes in planning - a shift from an individual approach to collegial yearly and termly planning

Numeracy 2022 Targets:

Year 3 - 94% SEA (87/93 children reach SEA) - MET with 93.4% outcome

Year 3 - 40% High Bands (37/93 children reach HB) - MET with 40% outcome

Year 5 - SEA remains around 90 - 92% (74/81 children) - NEAR TO with 88% outcome

Year 5 - 32% High Bands (26/81 children HB) NOT MET with 23% outcome

Targets at both SEA and High Bands were met in Year 3. Year 3 performance data shows 93.4% met SEA and 40% met High Achievement meeting all Year 3 targets set. A further 14% of children were close to High Achievement and 4.4% close to SEA. Gap analysis on the cohort outcomes will inform actions moving forward. SEA High bands were below target in Year 5 though maintained previous high band achievement at 23%. Deeper analysis of student outcomes shows a further 13% of children just below High Achievement. 88% of Year 5s met SEA with 5% close to SEA. We did not meet targets for Year 5 Numeracy, which continues to be a whole-school priority. Narrow and deep analysis of the students not reaching High Achievement and SEA will continue to occur to ensure growth and challenge for all. High Band Achievement in Maths will be a core priority for the work of the school and our professional development focus for 2023. The Numeracy PLC will lead this work.

Whilst not a narrow SIP focus, Reading data is consistently monitored. All areas of Reading at SEA and High Achievement for both Years 3 and 5 exceeded previous 2021 outcomes except SEA in Year 5. High Achievement in Year 3 was the best ever at 60%, Year 5 high achievement maintained at 40% and Year 3 SEA was 95%. Spelling and Grammar and Punctuation data and mean averages also increased.

For both Reading and Writing school outcomes are above Partnership and National averages except in Year 5 reading at SEA, which is below Partnership and National. In Maths school outcomes in Year 3 SEA and High Achievement exceeded Partnership and National, whilst Year 5 SEA exceeded and high achievement is in line with Partnership and National, school continues to monitor national outcomes and strives to continuously exceed these.

# Attendance

Year level	2019	2020	2021	2022
Reception	92.6%	90.9%	95.2%	89.7%
Year 1	92.6%	88.8%	93.3%	90.2%
Year 2	92.8%	86.4%	94.1%	89.3%
Year 3	93.9%	89.9%	93.1%	88.2%
Year 4	95.1%	89.8%	94.0%	89.5%
Year 5	93.9%	90.9%	94.1%	88.4%
Year 6	93.6%	91.9%	94.0%	89.2%
Year 7	92.4%	89.6%	93.2%	N/A
Total	93.4%	89.8%	93.9%	89.1%

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

## Attendance comment

The school staff, Governing Council and Leadership team implemented our 2021 new Attendance Policy in line with Department expectations. The responsibilities of all staff and families are clearly documented to ensure any non-attendance is promptly followed up or notified to school. The overall attendance at site averaged just over 89%, with attendance significantly impacted due to COVID. Class closures and a significant number of cases of COVID, in particular in Reception and Year 6 classes, saw attendance levels significantly decrease. The school continued to monitor attendance using effective digital communications. Students with chronic and habitual non-attendance were tracked and monitored with welfare checks. In 2023 students gaps in learning will be a priority focus for ongoing assessments and diagnostic checks to ensure we can target any areas of need for students.

## Behaviour support comment

The school continued its proactive approach to Behaviour Support. A newly established Regulation Champions Team (subsidiary of the Wellbeing Team) was granted significant funding to rollout training and support staff with Regulation Zones. A department appointed OT trained site champions who trialed activities and resources and used 'Teach On' to upskill staff. Training included sharing resources and ideas to support self-regulation (identified as a need in site Wellbeing data) and ideas to support staff in 'Creating Clever Classrooms'. We had 1 exclusion, 10 external suspensions and 4 internal suspensions. 2 students were successful in obtaining Positive Pathway programs and these were helpful in supporting their behaviours for learning at site. One child had intensive wrap around agency support. In 2023 a Regulation Champions Team and Wellbeing PLC (aligned to our strategic plan) will continue to work to optimise conditions for learning; empowering students and building school pride to maintain a safe, inclusive school for all.

# Parent opinion survey summary

As part of our strategic plan, we measured our progress against the student Wellbeing and Engagement survey, Staff Perspective Survey and Parent Engagement survey.

## OUR GOALS:

- We want increasing percentages of children to record in the highest level for their wellbeing and engagement. Term 1 data showed an upward trend for aspects of student wellbeing, whilst a revisit in Term 3 showed declines in particular in emotional regulation, sleep and overall wellbeing. All forms of anti-bullying remain a whole-school focus through PEACE Pack. Rock and Water programs were targeted as additional teacher taught intensive social and emotional programs.
- We want increasing percentages of staff who are highly engaged, lead in areas of passion, who work collaboratively and report visible leadership.

Our Staff Perspective Survey recorded an increase by 4% (2018-2022) in the percentage of staff who are highly engaged.

This was supported by staff recording a significant increase of 28% to 64% when responding to: 'At our site every staff member developed leadership within the scope of their role' alongside:

- 36% increase to 85% in: 'my colleagues collaborate effectively to achieve our goals
- 20% increase to 79% in my colleagues share professional expertise and best practices with each other
- 17% increase to 76% in 'At our site, employees share responsibility for improving outcomes for children/students'

Whilst an increase of 17% in leaders demonstrating Instructional Leadership (working with staff to improve teaching and learning), Visible Leadership maintained near to 2018 percentages with overall managing change, input into decision-making and communication key priorities for 2023.

- We want increasing percentages of families reporting positive behaviour

2022 data indicates an overall 78% of parents strongly agreeing or agreeing with 'Teachers and Students are respectful' – in line with 2020/2021 outcomes, whilst '74% stated 'People are respectful' which was a 7% decline from 2021. This aligns with the decrease in students emotional regulation and wellbeing and can be considered in line with the continuous impact COVID had. Strategically the school responded by using site complaint procedures and applying for and obtaining a site regulation grant in which significant staff work has been implemented by a site 'Regulation Champions Team'. This important work will continue into 2023 with a whole-school focus on pride and respect for learning spaces and each other. We know our new wonderful spaces will assist in bringing our community together in many wonderful ways and look forward to continuing to build our strong partnerships with families.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	11.5%
NS - LEFT SA FOR NSW	2	7.7%
OV - LEFT SA FOR OVERSEAS	10	38.5%
QL - LEFT SA FOR QLD	1	3.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	34.6%
WA - LEFT SA FOR WA	1	3.8%

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

## Relevant history screening

All school volunteering procedures, policy and site role descriptions are accessible for volunteers to complete online. A face to face site training session is offered to induct all new families into volunteer roles. All staff volunteers and other persons interacting with children at our site are required to comply with requirements, which include up to date RAN training, working with children checks (WWC) and agreeing with our volunteer code of conduct. All volunteers receive a role description outlining their key skills, roles and responsibilities. This is enforced, managed and documentation is recorded by a School Support Officer.

# 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	48
Post Graduate Qualifications	16

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	2.0	30.6	0.0	12.4
Persons	2	35	0	18

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

## Financial statement

Funding Source	Amount
Grants: State	\$5,115,852
Grants: Commonwealth	\$0
Parent Contributions	\$24,083
Fund Raising	\$0
Other	\$50,094

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	A site Wellbeing Team supported students positive dispositions and growth mindsets. Using a proactive and supportive approach the Hub staff ensured students had a place to go to discuss their worries and to regulate. A site Regulation Champions Team was established to champion proactive classroom environments and trial use of regulation zones. A targeted Rock and Water teacher program occurred for all Year 5 students throughout the year.	Term 1 Wellbeing and Engagement data showed positive increases in key aspects, whilst work to support emotional regulation became a narrow and deep focus linked to conditions for learning. As a school we are working towards a common language and are seeing an increase in calm corners and regulation strategies, including regulation tools and regulation zones being used to support children. Restorative practice is our main tool to restore and repair relationships.
	Improved outcomes for students with an additional language or dialect	Student data informed the need for EALD funded targeted support in Literacy, with a focus on writing. Identified students were supported by class teachers in small groups with a focus on functional grammar and use of tense. Writing samples were moderated using LEAP levels and Brightpath twice yearly.	Progress in writing continues and average means show an upward trend and are in line with similar schools and all schools. NAPLAN writing for Year 3 exceeded expectations and Year 5 Higher Bands were above national and partnership means.
	Inclusive Education Support Program	1-1 targeted support and numeracy and literacy targeted groups received wave 3 and wave 2 support using programs such as MiniLit and MacQLit. All students receiving grant funding have One Plans and personalised writing and maths goals.	Continuous review of data is in place to track and monitor every child and their growth. Subsequent discussions are held with SSO, teacher and leadership input to decide alternate assessments or look at other ways to best support each child not making progress. Students reaching the standard expected (triangulation of all data) continues to increase with select cohorts targeted for additional support.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Targeted support for Receptions included SSOs checking phonological awareness skills and targeting students for small group 'gap filling'. Teacher aligned support in Term 4 checked phonics knowledge so wave 2, wave 3 and targeted teaching groups were established and could occur early in 2023. Year 1 student support commenced later than expected and teachers supported 'targeted teaching' looking at gaps and misconceptions and revising key phonics with small groups. The Numeracy Coordinator worked across site to support best practice targeted whole-class and small group maths intervention. Groups were identified for additional support in 2023,	Phonics, whilst lower than expected, shows 73% of students meeting expected levels. SEA for Year 3 in all aspects of Literacy shows an upwards trend. Maths data continues to show more students reaching or near to higher levels (monitored by grades, PAT, NAPLAN and teacher moderated tasks) Elevating those near to high levels will be a focus for 2023.

Program funding for all students	Australian Curriculum	A range of phonics resources and teaching materials were purchased to support the early years R-3 decoding approaches.	Students able to use relevant evidence-based resources to support their learning. Students showed growth in phonemic awareness and phonics and application in their reading, writing and spelling.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Students in Year 1 - Year 5 had aligned MiniLit or MacqLit programs, or small group targeted reading. Year 6 had aligned SSO group support for maths.	Continuous monitoring of every child showed growth and progress towards standard for some. Where targeted support did not impact students were referred for relevant student review discussions early in 2023.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Key students were assessed using AGAT and plans created to identify strategies to support their learning. Year 4 students were assessed for a 2023 'Targeted Teaching' maths group and the library teacher worked with writing challenge groups. All students talents were supported through an array of SALA art, musical and sports opportunities.	Many students gaining entry into specialist High School programs linked to their talents and passions and academic outcomes. Programs such as High School Sports Academy, Gifted Art, Diamond Sports, Digital Tech and Robotics and Adelaide High School languages and rowing. Established plans in place for identified key gifted and talented students in the middle years.