



Munno Para

PRIMARY SCHOOL

Respect, Responsibility, Success

Munno Para Primary School

2022 annual report to the community

Munno Para Primary School Number: 1482

Partnership: Peachey

Signature

School principal:

Mr Aaron McPherson

Governing council chair:

Katrina Abrahams

Date of endorsement:

2 February 2023



Government
of South Australia
Department for Education

Context and highlights

Munno Para Primary School is a R-6, category 2 school, in the northern suburbs of Adelaide. It is located approximately 36kms from Adelaide's CBD and approximately 7kms north of Elizabeth City Centre. In 2022 we ended the year with 302 students in 14 classes, which included a district Speech and Language class. The student population includes approximately:

- 62% school card holders
- 9% students with English as an Additional Dialect
- 21% students access the Inclusive Education Support Program (IESP) and
- 16% Aboriginal students

The school offered Auslan as our language other than English for the first time. We welcomed four new teaching staff at the beginning of the year, which included a new Health and Physical Education teacher and an Auslan teacher. The other two were early career teachers. We also had two teachers start part way through the year to backfill maternity leave and retirement.

COVID continued to provide a challenge to the school and wider community throughout the year, with staffing regularly impacted. Fortunately, due to the support of all the staff and families, by staying home when experiencing COVID symptoms we were able to manage and limit the spread throughout the school. Our attendance data reflects the increased number of student absences due to illness. The processes established over the past two years ensured strong lines of communication and clarity for staff and the community around expectations with regards to restrictions.

Academic highlights include:

- Maintained strong results in the year 1 Phonics Screen Check, with 79% (78% in 2021) of students achieving the Department for Education's Standard of Educational Achievement (SEA)
- year 3 and 5 NAPLAN reading results had a slight decrease compared with 2021, however exceeded the historical baseline upper bound percentage.
- year 3 NAPLAN numeracy results were also a decrease compared with 2021, however again, exceeded the historical baseline upper bound percentage.
- year 5 NAPLAN numeracy results were an increase from 2021.

Wellbeing for Learning highlights include:

- Strengthening our implementation of Play is the Way by including the language of the life rafts in the student's mid and end of year reports. Staff continued to reference and link them in the classroom and at whole school assemblies to social skill teaching and learning and student achievement.
- Continued our focus on improving student agency in learning, with students able to articulate their learning goals in reading and writing and acknowledge and share their successes when those goals were achieved

Community participation

- whole school events such as sports day, colour run, community breakfast and the end of year concert were all hugely successful, with the community showing strong support and the fundraising committee raising funds for school upgrades.
- The year 6 graduation was again a very successful event supported by the staff, students and wider community.

Governing council report

Hello everyone,

The 2022 school year began with a sense of uncertainty as covid impacted the start of the year, with year two to six students engaging in home learning for the first two weeks. That being said, as the year progressed the community pulled together and we were able to enjoy a number of successful school events. One particular highlight was the community breakfast where we were honoured to have our local MP Tony Piccolo and our new Minister for Education, Blair Boyer attend and show their support for our community.

Our small Governing Council membership grew as the year progressed. Highlights included monitoring the budget regularly, reviewing policies and receiving updates on the site learning plan, overseeing the management of Happy Haven OSHC, school canteen and plans for upgrading the school's infrastructure. The most significant upgrade was that of the Gym, which started at the end of 2021. It was great to experience school assemblies, a Christmas themed disco and the year 6 graduation in the new gym and with upgraded audio visual technology.

Ryan Hunter, our Wellbeing Leader led the fundraising committee in several events throughout the year, including the Christmas disco, Father's and Mother's Day stalls, colour run and the end of year concert raffle. The successful fundraising will go towards the playground upgrades in 2023.

The canteen was outsourced this year to Rory's catering as we were unable to find a new canteen manager. In 2023 the canteen will again be run by the governing council with a member of governing council taking on the role of manager in term 1. I would like to thank Rory's for providing a vital service offering many meal options.

As we embark on 2023, Happy Haven OSHC will continue to provide a service to the Munno Para community. They have many before and after school as well as school holiday programs to suit children. Their excursion days are very popular during the school holidays.

As parents/carers we play a vital role in our children's education, there are many opportunities to assist in the school either as a governing council rep, sub-committee rep, fundraising team member or volunteer in the classrooms or canteen. Contact the leadership team for more details, we would love to see new members joining.

Thank you

Katrina Abrahams
Governing Council Chairperson

Quality improvement planning

Goal one of the 2022 Site Improvement Plan: Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading

Phonics

79% of students who participated in the phonics screen check achieved the SEA score of 28/40. (our Site Improvement Plan (SIP) target was 80%) This was up from 78% in 2021 and 48% in 2020.

Actions

- The reception to year 2 teachers were trained in the systematic, synthetic phonics resource, Initialit. Each teacher then delivered the program appropriate to their year level.
- Adjusted our phonics statement of practice to reflect the professional learning and consistent approach to the explicit teaching of phonics
- Strengthened our teaching of phonological awareness using the Heggerty resource
- The junior primary teachers also worked with a coach from the Literacy Guarantee Unit to support and strengthen their wave 1, 2 and 3 interventions and ensure the needs of all students were being met.
- The year three to six teachers were trained in the Spelling vocabulary resource, Spelling through Morphographs. This ensured there was consistent, high quality, evidence-based teaching of spelling and vocabulary across those year levels.
- All teachers actively participated in disciplined dialogue every five weeks, around tracking and monitoring progress data, identifying those students who needed wave 2 intervention or targeted in-class intervention and responded by co-constructing learning goals with their students and targeting their teaching to ensure the students were given every opportunity to achieve those goals.

Reading

This year our professional learning in reading has been focused on comprehension. This is based on Our SIP Challenge of Practice -

If we design reading instruction that explicitly teaches all elements of reading comprehension that effective readers use across all text types, we will retain and increase the number of students achieving SEA and Higher Bands in NAPLAN reading

- Leadership engaged with Literacy coach, Carmel Small in term 1. Carmel delivered a series of workshops on the explicit and effective teaching of reading comprehension to all teachers.
- Year three to six teachers engaged with the Local Education Team (LET) Curriculum Lead on strengthening their knowledge of Before reading, During reading and After reading (BDA) strategies and where they sit within the Department for Education's units of work. Teachers then accessed a unit they had planned on using and utilised a consistent planning template to ensure BDA was incorporated into their lesson plans
- We trialled the use of the DIBELS reading assessment resource in a pilot class, as an alternative to using running records to assess student's progress in reading. Feedback from the teacher and the student's data has meant all teachers will be trained in DIBELS and it will take the place of running records across the school in 2023 as the resource we use to assess, respond to and track student's progress in reading.
- Leadership timetabled check-ins every five weeks to track and monitor impact of the improvement work on student engagement and achievement across the whole school. This led to further professional learning being planned and delivered, based on staff feedback and highlighted the need for the purpose of those check-ins to be against the SIP Success Criteria

Goal 2 of the SIP: Increase the number of students achieving SEA in NAPLAN Numeracy

Our SIP challenge of practice was - If we prioritise a consistent, daily, timetabled Numeracy program which focuses on developing students' sense of number by following the sequence provided in the Big Ideas in Number, with a focus on trusting the count, place value and multiplicative thinking we will increase the number of students who achieve SEA in NAPLAN Numeracy.

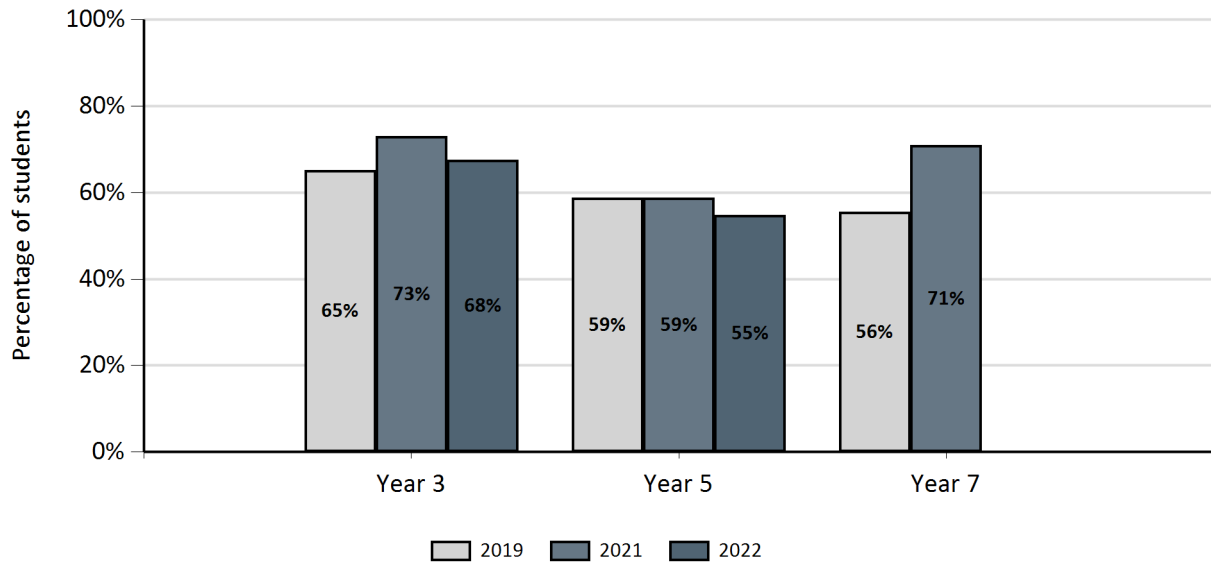
- The most significant work in numeracy improvement was the implementation of the Department for Education's curriculum resources and units of work in years three to six. All teacher's in those year levels worked in collaboration with the LET curriculum lead and in their own Professional Learning Communities (PLC's) to become familiar with the resources and then used them to plan high quality, differentiated units of work that met the needs of all learners.
- Through regular walk throughs, conversations with students and actively engaging with the PLC's, leadership identified the need for further professional learning to ensure consistency in our teaching of numeracy across all year levels.
- The release of the curriculum resources in reception to year two, means all year levels will now engage in the resources to plan and deliver high quality units of work.
- Training in the Big Ideas in number resource is planned for 2023 for all staff.

Performance Summary

NAPLAN Proficiency

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

Reading

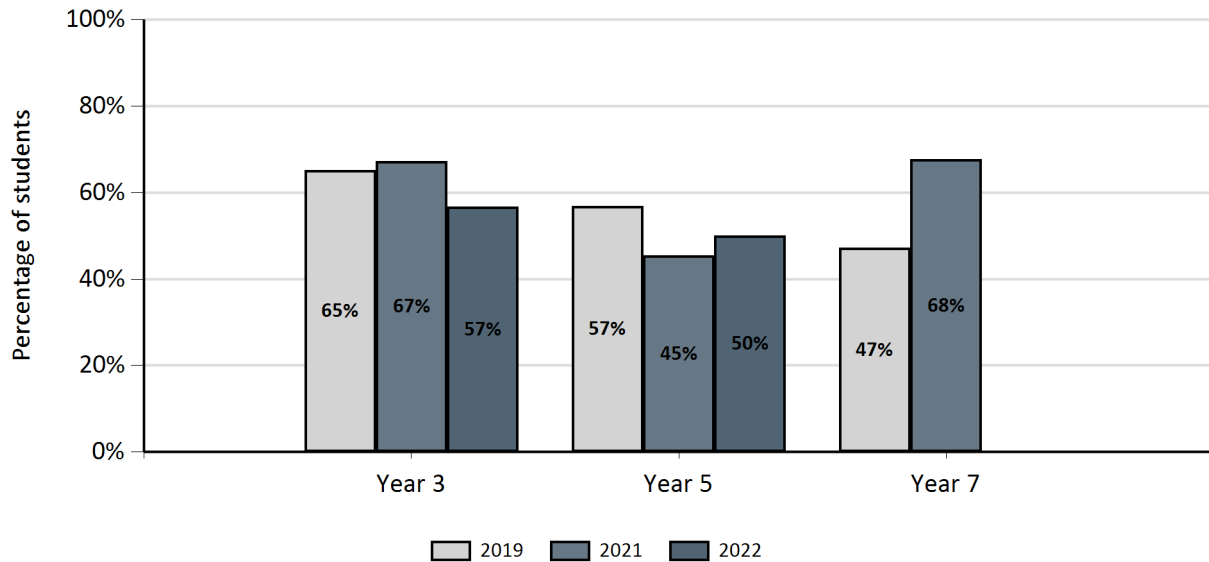


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	37	37	7	1	19%	3%
Year 03 2021-2022 Average	44.5	44.5	9.0	4.5	20%	10%
Year 05 2022	42	42	5	1	12%	2%
Year 05 2021-2022 Average	38.0	37.5	3.5	1.0	9%	3%
Year 07 2021-2022 Average	31.0	31.0	2.0	4.0	6%	13%

*NOTE: No NAPLAN testing was conducted in 2020.

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

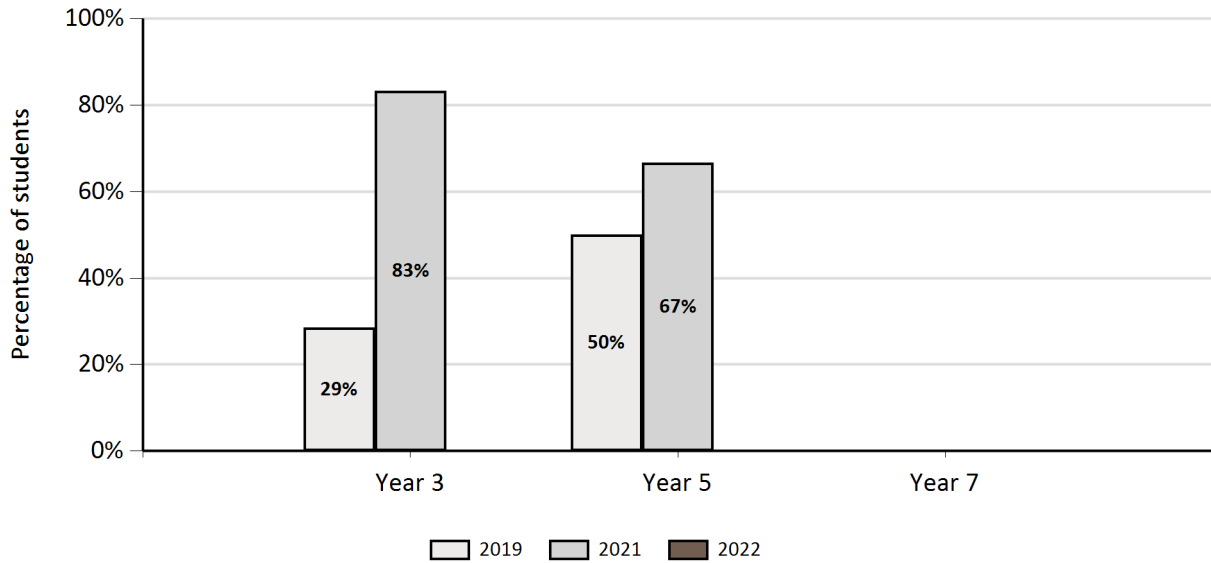
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



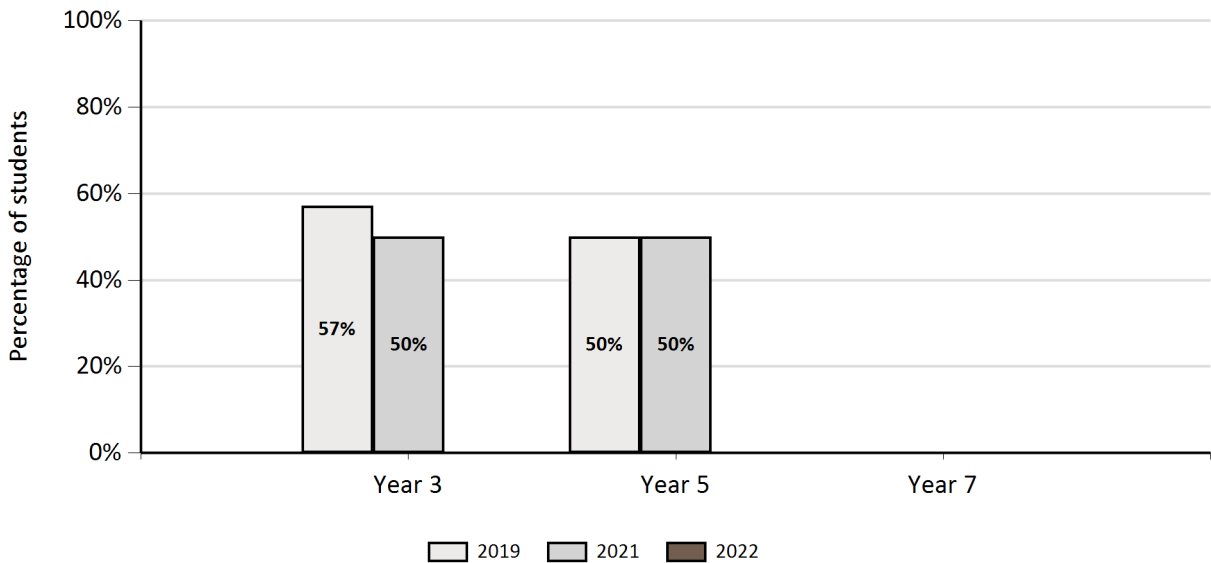
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Data Informed Planning

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

As part of the whole school improvement agenda, the focus for our aboriginal learners was reading improvement. Three new improvement actions to support raising the literacy and numeracy achievement of our aboriginal learners were:

1. Training our new AET in the Multilit Suite (Pre-Lit, MiniLit and MacqLit) of reading interventions to ensure that any aboriginal learners R-6 who required wave two or three intervention (based on data sets such as the Phonics Screen Check) were accessing an evidence-based intervention that provided regular tracking and monitoring of progress.
2. AET and ACEO in collaboration with the classroom teacher, planned and delivered targeted support to those with greatest need (informed by data) by working in a 1:1 capacity in the classroom, using evidence-based interventions, which allowed for regular tracking and monitoring processes.
3. A comprehensive database was developed and used for in- depth analysis of Aboriginal learner progress and achievement. This analysis was shared across the school and informed actions and appropriate interventions.

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

80% of our aboriginal learners in reception, year one and year two, achieved 12 months or greater growth in their phonological awareness, phonics and comprehension skills. This is based on their term 1 initial screener data and then their term 4 cumulative review data.

Those who didn't achieve the expected growth are either living with a disability or their attendance was severely impacted by illness due to Covid-19.

84% of students in years three, four, five and six achieved 12 months or greater growth in their reading skills, based on multiple data sets including running records and PAT-r data.

Introduction of the 50-word project across the school, strengthened the student's knowledge and understanding of the Kaurua language. As part of our MALPA and Yaita Tirkanthi programs, the Aboriginal learners were provided with an opportunity to learn the specific words in Kaurua and then share them with their class.

School performance comment

Phonics screening data

79% in 2022. Up from 78% in 2021 and 48% in 2020.

NAPLAN SEA in Reading & Numeracy

Reading

Year 3 - 68% at SEA in 2022. (This is a decrease from 73% in 2021 and breaks a year-on-year increase since 2017)

Year 5 – 55% at SEA in 2022. (This is a decrease from 59% in 2021 and continues a decreasing trend since 2018).

There is no comparative data for the year 5 cohort as there was no NAPLAN in 2020.

We will continue our strong focus on reading improvement 2023. Based on our 2021 and 2022 year one phonics screen check data, our SIP targets reflect the high expectations we have as school for all our learners and are based on their progress data. We will continue to strive for and support our students who achieved SEA and HB in year 3, to maintain or improve those results two years later as year 5's. For those students who didn't achieve SEA, ensure the intervention in place is targeted towards their needs.

This is highlighted in goal 1 of our SIP. Tracking and monitoring of student progress against our SIP Success Criteria is just one way we will continue do this.

Numeracy

Year 3 - 57% at SEA in 2022. This is the first decrease in trend since 2018 (55% - 2017, 62% - 2018, 65% - 2019, 67% - 2021)

Year 5 - 50% at SEA in 2022. This is an increase from 45% in 2021 (55% - 2017, 52% - 2018, 57% - 2019)

There is no comparative data for the year 5 cohort as there was no NAPLAN in 2020.

A strong area of focus for 2023 is maintaining and increasing the percentage of students who achieve SEA in year 3, two years later as year 5's. This is highlighted in goal 2 of our SIP. Strengthening our practice by participating in and implementing the Big Ideas in Number strategy and using the Department for Education's curriculum resources to ensure consistent, high quality pedagogy across all year levels.

NAPLAN HB in Reading & Numeracy

Reading

Year 3 – 19% achieved Higher Bands in 2022. Continued decrease in trend; 31% - 2018, 23% - 2019, 21% – 2021

Year 5 – 12% achieved Higher Bands in 2022. This broke the previous decrease in trend; 28% - 2018, 16% - 2019, 6% - 2021

There is no comparative data for the year 5 cohort as there was no NAPLAN in 2020.

The decrease in the percentage of students who achieve in the higher bands over time continues to be an area of concern, and one which we have addressed in our SIP, with our goal 1 and our challenge of practice, to ensure staff are equipped with the knowledge and skills to deliver a differentiated program, which stretches and challenges all students.

Numeracy

Year 3 – 3% achieved Higher Bands in 2022. Lowest HB achievement since 2018. (20% - 2018, 12% - 2019, 15% - 2021)

Year 5 – 2% achieved Higher Bands. Lowest HB achievement since 2018. (7% - 2018, 12% - 2019, 3% - 2021)

Strengthening our pedagogy by building staff capacity in the Big Ideas in Number will see greater consistency in practice as well as stronger tracking and monitoring processes to ensure students are on track to achieve the Success Criteria outlined in the SIP and intervene early with evidence based intervention at all levels of achievement.

Did we achieve our 2022 targets?

80% of Year 1 would achieve 28 in Year 1 Phonics - not achieved (79%)

77% of Year 3 would achieve SEA in Reading – not achieved (68%)

71% of Year 5 would achieve SEA in Reading – not achieved (55%)

64% of Year 3 would achieve SEA in Numeracy - not achieved (57%)

67% of Year 5 would achieve SEA in Numeracy - not achieved (50%)

Attendance

Year level	2019	2020	2021	2022
Reception	87.0%	86.3%	85.7%	82.3%
Year 1	88.0%	89.4%	89.9%	84.6%
Year 2	87.7%	84.1%	90.1%	83.5%
Year 3	87.5%	87.4%	86.2%	82.7%
Year 4	85.8%	83.4%	88.2%	82.7%
Year 5	86.4%	84.5%	87.7%	81.5%
Year 6	85.2%	84.6%	86.4%	81.5%
Year 7	82.3%	79.5%	84.8%	N/A
Primary Other	83.8%	81.3%	87.2%	78.8%
Year 9	N/A	N/A	N/A	N/A
Year 10	N/A	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	N/A	N/A	N/A	N/A
Total	86.4%	85.1%	87.4%	82.5%

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

Attendance comment

Student attendance is everyone's responsibility. At Munno Para PS we work with families to support them getting their children to school. We have an automated SMS service which informs families if their child is absent and they haven't notified the school. We then follow up with individual families via phone call if the family hasn't made contact. Teachers follow up non-attendance at a classroom level, using our communication platform Class DOJO. For habitual and extended periods of absence our Wellbeing leader becomes involved and coordinates meetings, referrals to Social Work – Truancy and conducts home visits. In terms of our average attendance rates for 2022, there is no doubt that Covid-19 had a significant impact on our overall attendance, particularly in the first half of the year.

Behaviour support comment

This year the leadership team continued to review and reflect the way in which we respond to behaviour incidents, in an attempt to minimise the learning time which was being missed due to behaviour. We worked closely with families, staff and Support Services to develop behaviour support plans, in collaboration with the student where possible. These plans identified the antecedents of the behaviour and articulated pro-active strategies which were aimed at upskilling the students to strengthen their emotional awareness and be able to co-regulate or self-regulate by applying one of their identified strategies, prior to an emotional meltdown. There was an increase in our total recorded incidents compared with 2021. As part of our review process, it was identified that we also experienced a significant increase in the number of staff absences due to Covid-19 and therefore we had a greater number of temporary relief teachers onsite. When analysing the data further, there was an obvious correlation between the two, highlighting the power of strong, positive relationships between staff and students in terms of their behaviour and engagement in learning.

Parent opinion survey summary

We had 67 parents respond to the online School Parent Engagement Survey in 2022.

It was positive to read that 98% of our families agree or strongly agree that 'education at school is important to my child's future'.

A further 90% of families regularly talk with their child about what happens at school. This is a great foundation on which to build.

The feedback about school with the strongest support from families was that 'Teachers and students (at this school) are respectful' and with 75% either agreeing or strongly agreeing.

The question about how well parents know and understand the standard of work that is expected for their child/ren received a response of 80% either agreeing or strongly agreeing.

Communication between school and home continues to stand out as an area we need to improve. As a site we know how important strong communication channels are between school and home and vice-versa to establish strong, positive relationships, which in turn supports student learning. Together with the Governing Council, I will continue to work hard to address this in 2023.

The statement that has provided me with the greatest scope for review and improvement as a staff is, "I would like more help with my child's learning." 75% of parents indicated "yes" they would like more help. This is certainly an area I will be exploring further and 'digging deeper' as to find out what part of their child's learning they as parents would like help with, so we can respond appropriately with parent sessions and strengthening our communication to include 'tips' on how to help your child at home.

I greatly appreciate the time parents spent to respond to the survey. The data collected, will support our improvement planning in 2023.

Overall, there has been noticeable improvement in parental engagement and feedback over the last two years. As a site we will continue to work hard to strengthen climate of our school.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	95.5%
WA - LEFT SA FOR WA	1	4.5%

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 staff and volunteers at Munno Para Primary School have a Working with Children Clearance through the Central Assessment Unit, Department of Human Services. The clearance for volunteers is paid for by the school and copies of the clearances are filed on site. All staff and volunteers also completed the updated Responding to Abuse and Neglect with copies of their certificates kept on file. Both the clearance and RAN need to be completed before a parent can act as a volunteer. Files are maintained as per the DfE record keeping policy.

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	38
Post Graduate Qualifications	4

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	26.0	1.0	19.6
Persons	0	28	1	29

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$4,400
Parent Contributions	\$63,670
Fund Raising	\$22,048
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>1.0 Wellbeing Leader to provide support for behaviour education, attendance, wellbeing and engagement for students, staff and families. Training provided for staff and networks established across services.</p> <p>We also employed two Pastoral Care Workers who supported student wellbeing through building strong, positive relationships and connections with students as well as families.</p>	<p>Strong collegial networks established within the Department for Education, as well as non-Government agency employees. Maintained high expectations of behaviour and attendance, in a year which presented multiple challenges due to Covid-19 being present in the community and staff and students away from school more often and for longer periods of time compared with previous years as result.</p>
	Improved outcomes for students with an additional language or dialect	<p>LEAP level assessments completed and the data collected was shared with staff and additional support was provided in class based on that data for those students, to better access the curriculum.</p>	<p>EALD students were engaged with the school and curriculum with improved reading data.</p>
	Inclusive Education Support Program	<p>IESP funding provided resources for targeted interventions such as wellbeing for learning groups (What's the Buzz) and Occupational Therapy – fine and gross motor skill development. The MultiLit suite of resources was delivered to those students whose data indicated they required reading intervention.</p>	<p>Improved tracking, monitoring and reviewing of student One Plan goals. Students achieving/completing the intervention program and applying the skills learned in the classroom at a wave one level.</p>
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Aboriginal students. Students received individual or small group support in Literacy with the AET and/or the ACEO. They participated in our MultiLit programs as well as being supported within the classroom through a One Plan which were reviewed each term.</p> <p>Numeracy and Literacy data interrogated, One Plans developed and reviewed. Class teachers developed targeted strategies for classrooms. Targeted SSO support is also in place and monitored for impact.</p>	<p>80% of our aboriginal learners in reception, year one and year two, achieved 12 months or greater growth in their phonological awareness, phonics and comprehension skills. This is based on their term 1 initial screener data and then their term 4 cumulative review data.</p> <p>84% of students in years three, four, five and six achieved 12 months or greater growth in their reading skills, based on multiple data sets including running records and PAT-r data.</p>

Program funding for all students	Australian Curriculum	Implementation of the Department for Education's Units of Work/Curriculum resources in years three, four, five and six across the English, Mathematics and HASS learning areas. Specialist Science program, provided all students with the opportunity to engage in practical, 'hands on' learning as well as theoretical. The school offered Auslan for the first time as our LOTE.	Consistency of practice across the primary years. Moderation processes highlighted consistent expectations and assessment processes. The Brightpath writing tool was used to moderate student writing. Feedback indicated the staff have a great depth of knowledge in this space.
Other discretionary funding	Aboriginal languages programs Initiatives	ACEO and AET worked with ATSI students in two groups R-2 and 3-6 once a week to acknowledge and celebrate ATSI culture and strengthen their understanding of Kurna language. Whole school incursion organized and subsidized. Dates of significance were acknowledged across the school.	Increased awareness and understanding of ATSI culture across the school.
	Better schools funding	Funding provided smaller class numbers to account for the number of students requiring additional support. Classroom support was also provided to assist with curriculum delivery. Students could work in targeted learning groups based on data.	Phonics data continues to improve.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	The school provided an opportunity for students to enter The Premiers Reading Challenge - STEM competition. We had a number of students supported by our Specialist Science teacher to enter the competition. Students were required to draw, invent or design in response to reading science and nature themed books from the Premiers Reading Challenge.	Multiple students entered the challenge, with one student achieving runner-up for her year level from hundreds of entries.