



Hahndorf Primary School and Hahndorf Preschool

2021 annual report to the community

Hahndorf Primary School Number: 0163

Hahndorf Preschool Number: 1683

Partnership: Heysen

Signature

School principal:

Ms Ngari Boehm

Governing council chair:

Ms Nicole Brookes

Date of endorsement:

15 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Hahndorf Primary School and Preschool caters from preschool to year seven. It is situated 26kms from the Adelaide CBD. The enrolment in 2021, is 250 in reception to year 7 and 33 in the preschool. The local partnership is Heysen.

The school has a 2020 ICSEA score of 1052 and is classified as Category 7 on the Department of Education Index of Educational Disadvantage scale. The school population includes less than six aboriginal students, 6% students with disabilities, 12% students with English as an additional language or dialect (EALD) background, no children/young people in care and 7% of students eligible for School card assistance.

The school leadership team consists of a Principal and a Deputy Principal both in their first year of their tenure.

2021 saw a year of improvement across the school physically with new spaces and upgrades which included a toilet upgrade, JP nature play space and tennis court upgrade. Planning has begun to ensure that financially we will be able to continue this work in 2022 and beyond, with the introduction of a UP Ninja Course, an outdoor volleyball court, a revamp of the water course and more. Finances will be committed each year to ensure that our natural environment reflects the needs and desires of our whole school community.

In 2021, Hahndorf Primary School participated in an External School Review, where the focus of this review was on 'How effectively teachers were using evidenced based pedagogical practices, to what extent the school promoted a culture of learning with high expectations, and how effectively the school uses improvement planning to raise student achievement'. The review panel met with all stakeholders and provided the school with clear direction for the next three years.

Teaching and learning was another foci for the 2021 school year, with classroom observations conducted regularly. Greater emphasis was placed on the Site Improvement Plan and the Preschool Quality Improvement Plan, and documenting the improvement work undertaken within each of these.

With the Year 7 transition to HS planned for 2022, a number of staff were not reappointed to the site for 2022. We wish all of these educators every success as they move onto their new roles and thank them for their dedication and commitment to the students, staff, and wider school and preschool community during their time with us.

Governing council report

2021 has been another year of moving with change, and thankfully our students have seen a somewhat normal school year since term 2. We have welcomed Ngari and Debbie who have both seen a busy year, and who have worked hard on many improvements for both our students and the school site. Some of the visible improvements are the wonderful new Junior Primary nature play space, our amazing new tennis/basketball courts complete with new signage, toilet upgrades and the planning of the new outdoor Ninja course. Some of the not so visible improvements are those to the resources that our teachers have available in their classes, professional development opportunities that will benefit our children's learning, the external school review, and of course the whole school project of creating our new school values; Teamwork, Achievement, Confidence, and Trust.

Many much-loved events returned this year including the years 3, 4, and 5 camps at the awesome Illawonga Swan Reach, and the year 6 and 7 aquatic camp. The inaugural Date Night was a huge success (thank you teachers!), and students participated in fun activities such as the recent slime colour run, Festival of Music choir, Bike Ed, and the memorable Grandparents and Friends Remembrance Day assembly that was a highlight as always. As a parent, I have felt extreme gratitude that our kids have been able to experience so many great things this year when their peers in other states have had such challenging year, and may have missed out on these memories.

We understand that due to many factors; one being the transition of year 7 to high school next year - we will likely see some changes to our teaching staff in 2022. I would like to extend sincere thanks on behalf of governing council to any teachers or support staff moving on from HPS, and wish them all the very best in their new roles.

I'd like to genuinely thank all of our teachers and support staff across our school, preschool, and OSHC, and of course Jenny Chapman for everything you do for our school community. You are all so appreciated and valued by our school! Thank you also to all governing council members for the most productive year we've seen in a long time, and for supporting the many positive changes that our school has seen this year.

Nicole Brookes
Governing Council Chairperson

School quality improvement planning

Time was given at the beginning of 2021 to explore and understand the current practices and processes of the school. This related directly to the improvement planning, programming and general teaching and learning philosophy. We worked with all staff to identify what was working well across the school, and what required review. We worked through the existing literacy and numeracy agreements and set clear expectations for moving forward.

The staff perspective survey and the parent opinion survey were both reviewed and targets set to address the concerns raised. We also reviewed the wellbeing and engagement survey data to identify trends across our year 4-7 learners.

Teachers completed the Teacher Literacy Audit outlined in the DfE guidebook which enabled individual strengths to be identified, and opportunities to share these explored. We began to investigate the need for a whole school synthetic phonics approach, and staff visited other sites and participated in professional learning to begin a rich dialogue about where we would like to head moving forward.

We spent much of 2021, consulting all stakeholders to develop 'buy in' for our newly developed school values, and look forward to bringing much of this to life in 2022. We explored the notion of 'slow thinking' and 'fast thinking' to narrow down our core beliefs and values, which ended in collective efficacy for our identified values of – Teamwork, Acceptance, Confidence and Trust (TACT).

We regularly reviewed our SIP, and incorporated this into our staff meeting agendas. We recorded our instructional routines for reading, and explored what data we were keeping on our students, how we recorded attainment of new skills, and how we knew we were having an impact.

We looked at the mathematical language we were using in the classroom, as well as the problem-solving opportunities, we were giving our students.

We participated in an external review, which meant deep reflection on what we were currently doing, the impact this was having on our learners and needing to articulate our practice to a group of external reviewers. We were gifted with a rich review on what our current strengths were, and a reality about the directions needing to be addressed over the next three years.

A clear and concise plan was shared with the whole school community about the improvement foci moving forward and how this will be enacted moving into 2022.

Preschool quality improvement planning

Throughout 2021, the Preschool Quality Improvement Plan (PQIP) Numeracy focus was on strengthening children's confidence and understanding of the standard number system. To do this, staff provided children with opportunities to understand and use number through games, songs, books and activities in order to develop a common language across the preschool. Educators collected data using observations, children's voice, and intentional questioning. This data was then collated and analysed to draw conclusions on the effectiveness of the educators practice and the impact this was having on students learning.

Educators attended a number of professional development opportunities which were focused on extending their existing knowledge and understandings. They were also provided with professional readings and worked together to develop and embed a common mathematical language that was utilised across both groups.

Educators shared information with parents through Seesaw, our floor books and incidental conversations at drop off and pick up. As a result of this work, children were able to demonstrate an increase in understandings using the standard number system, which was evidenced in a variety of different pedagogical documentation. Educators also noted an increase in children's confidence when using the standard number system.

For Literacy, the PQIP goal was to strengthen children's engagement with a range of texts and for children to gain meaning from these texts. To do this, staff focused on developing intentional teaching practices that would strengthen children's engagement with text. Educators utilised a range of 'teaching methods' to develop a common understanding of key words, identified areas for further training and development, and investigated avenues to utilise children's dispositions to approach new learning experiences with confidence.

As a direct result of this work, children were observed using, engaging with and sharing the enjoyment of language and texts in a range of ways.

During 2021, the preschool engaged our Partnership Early Childhood leader (ECL) to undertake an independent self-review of our preschool using the ACECQA Self-Assessment tool. This supported us to assess our current practice and identify our strengths and areas for improvement.

As a team, we note that self-assessment is best when it is a shared and collaborative process, and so spent time working through each of the Quality Areas in depth in order to note and forward plan for 2022. In particular we identified a need to update our service philosophy, and work on ways to better engage our families in our service.

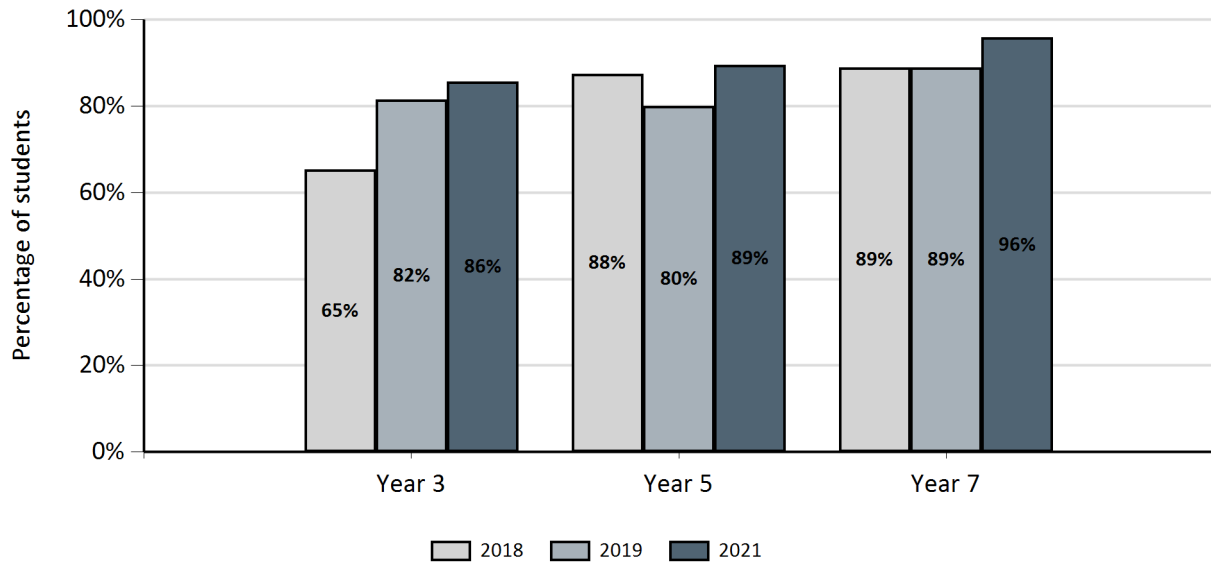
At the end of the year, we farewelled Diane Nixon and Carla Morgan, who both brought so much wisdom and experience to their respective roles. We thank them deeply for the positive impact they had on so many of our children and their families.

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

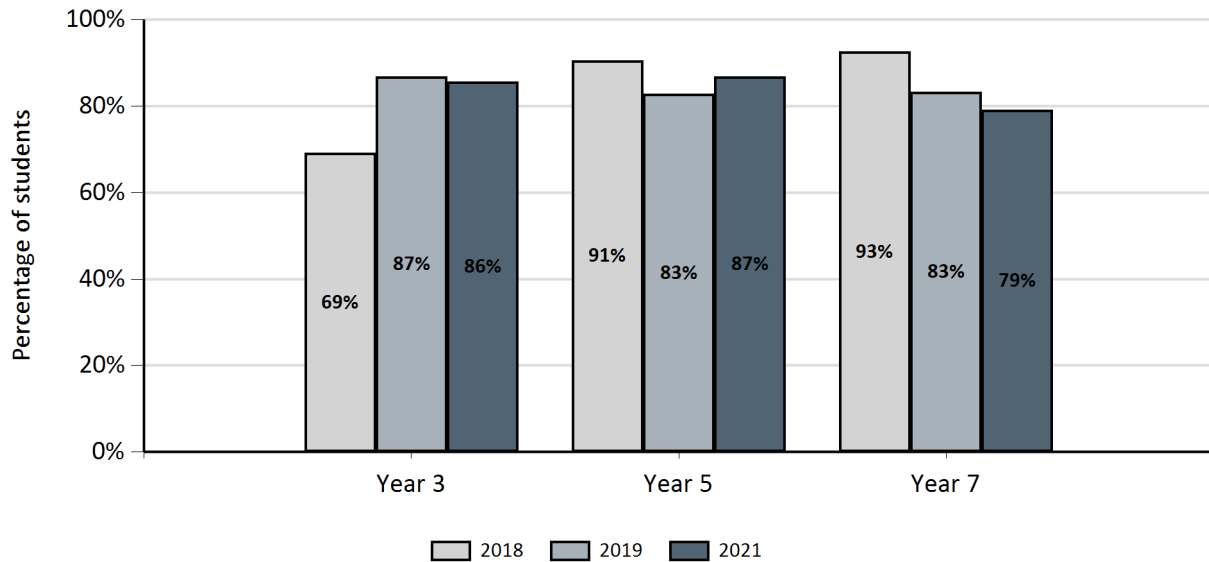


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	28%	32%	33%
Middle progress group	53%	55%	48%
Lower progress group	19%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	33%	38%	33%
Middle progress group	53%	57%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021	28	28	15	12	54%	43%
Year 3 2019-2021 Average	33.0	33.0	16.5	12.5	50%	38%
Year 5 2021	38	38	12	11	32%	29%
Year 5 2019-2021 Average	36.5	36.5	12.0	7.0	33%	19%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

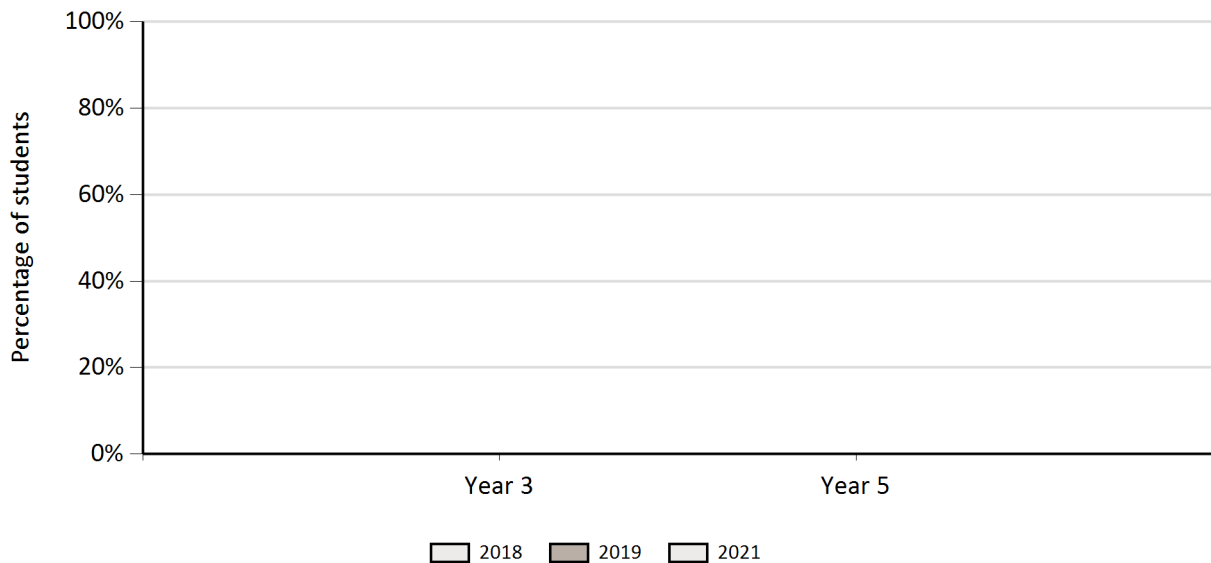
[^]includes absent and withdrawn students.

*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



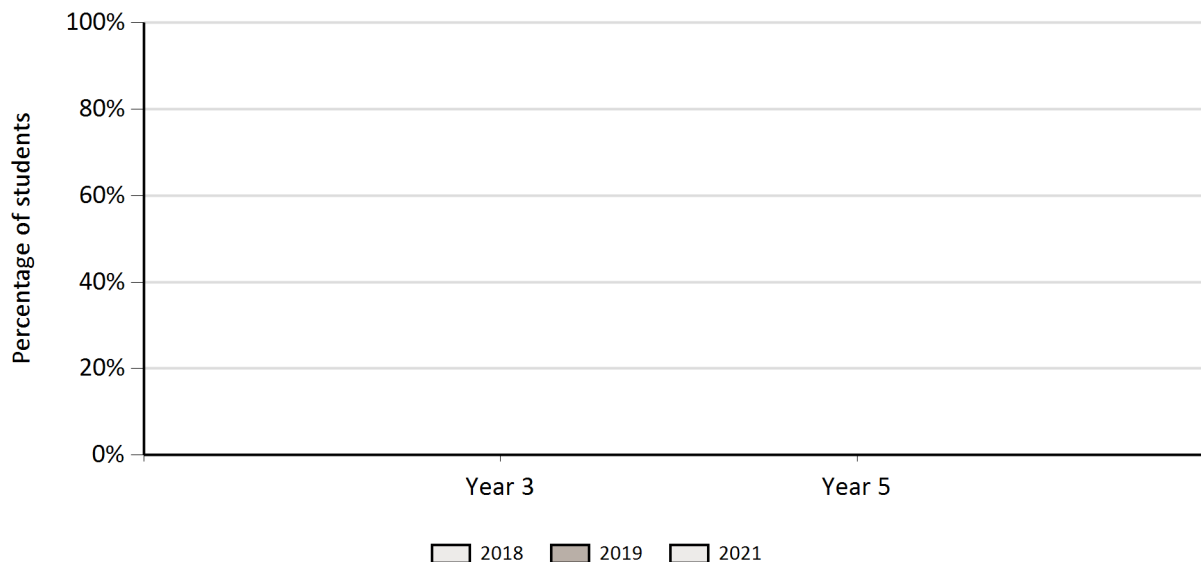
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Data Informed Planning

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

During term 1, 2021, we identified the ATSI students within our school community. To ensure the school was effectively capturing the data of ATSI learners, these students had active One Plans which were updated each term. A set schedule for the development and maintenance of One Plans was developed and endorsed, with staff having one staff meeting allocated each term to document, review and set new goals in consultation with parents. Student One Plans had both a literacy and numeracy goal for each individual to support their learning. Additional analysis of data and regular student tracking was initiated by leadership to further support our ATSI learners.

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

Our older ATSI Students were also involved in our Sportfest, where they wrote and gave the acknowledgement of country. Identified ATSI students also participated in the Aboriginal Children's Week art activity provided by the partnership office. This was a good opportunity for the students to discuss their own identity and understanding as they worked out how to express their ideas artistically.

A deeper analysis of all learners is planned for Week 0 of 2022 where staff will compare the learner data for each of their students against the SEA using Education Dashboard and school-based assessment records. This data will inform teacher starting points for literacy and numeracy, helping to identify students who are above, at and below SEA.

School performance comment

NAPLAN Reading data indicates improvement across all eligible year levels for the 2021 school year. In Numeracy we have recorded a slight decline in year 3 and 7 respectively from our previous 2019 results.

Progressive Achievement Testing in Reading and Math was again administered in 2021, with students in years 2-7 completing the reading test, and years 1-7 the Math test. Analysis of our Reading data indicated that 95% of eligible students met their associated benchmarks for 2021, with 90% meeting the Math benchmarks.

Students in year one completed the Phonics check in 2021 with 37% of students meeting the required benchmark for their year level. An intensive phonics catch up program was implemented in term four and delivered to students not yet making this benchmark. Pleasingly 65% of students made the necessary benchmark result by the end of this intervention.

As a direct result of this, we will be introducing a consistent structured synthetic phonic program across the school in 2022. Teachers will obtain the necessary training in term one to deliver this effectively in their classrooms, with the anticipation of lifting these results dramatically in 2022. We will monitor our students who are yet to make this benchmark closely at the beginning of 2022, and recheck the attainment of an appropriate level. * Intervention will be classroom based in 2022, and designed according to a hierarchy of needs.

In 2021, we recorded A-E results for every child in the school, noting any anomalies of grade distribution and working with teachers to assess student work against the Achievement Standards as outlined in the Australian Curriculum. Our Teams approach in 2022 will allow for greater moderation of student work samples to minimise discrepancies across grade level and student cohorts in the future.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	95.0%	98.0%	91.7%	92.1%
2019 centre	92.7%	94.3%	83.0%	84.5%
2020 centre	96.7%		67.0%	90.5%
2021 centre	93.4%	90.8%	94.1%	88.3%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

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

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

School attendance

Year level	2018	2019	2020	2021
Reception	91.8%	92.2%	89.5%	90.8%
Year 1	93.2%	93.0%	90.4%	93.1%
Year 2	94.4%	91.5%	91.9%	93.0%
Year 3	93.0%	95.3%	91.5%	93.2%
Year 4	94.1%	94.1%	93.4%	92.8%
Year 5	92.1%	92.9%	91.3%	93.6%
Year 6	92.3%	88.3%	91.3%	93.4%
Year 7	93.7%	91.2%	90.3%	91.3%
Total	93.2%	92.4%	91.2%	92.8%

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

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

Attendance comment

Attendance across the school in 2021 was pleasing with all groups K-7 recording attendance rates of over 90%.

Attendance for both the school and preschool is managed through the front office. Parents notify the school of absences which are subsequently recorded in EDSAS. Preschool attendance is managed via EYS.

Exemptions occur for planned absences of longer than three days, and are completed at the request of parents or the school.

2021 saw a 4% reduction in our Chronic non-attenders, and a 4% reduction in our Habitual non-attenders.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	40	41	43	42
2019	43	42	42	42
2020	26	N/A	25	25
2021	33	36	35	35

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

Behaviour support comment

The Wellbeing audit for students was conducted in 2021. Students were asked to respond to a series of questions that ascertained how our children were feeling about safety and bullying within the school environment. 80% of students indicated that they felt 'safe' at school, with 61% of students indicating they had not been 'bullied' at school. Where children were identified 5 or more times by respondents as a child of concern, parents were contacted and the children were offered a short series of sessions to look at why others might have named them and set associated goals. The survey was repeated in term 4. No students were identified by respondents 5 or more times.

Office call out (leadership required to assist with behaviour support) data was collated across 2021. There were 75 call outs in term 1, 35 in term 2, and a further reduction in terms 3&4.

Parent opinion survey summary

107 parent responses were received for our 2021 Parent Survey. Within the 'School Climate' section, the top two responses detailed respect at the school, with 88 respondents answering positively to these statements. Communication still resonated as an area where parents felt the school could be doing better. Email, Newsletters and text were parents preferred communication modes.

Within the 'learning at school' section, parents indicated a desire to have greater knowledge of the standard of work expected of their child, and for teachers to provide useful feedback to their child. Parents generally indicated that they have regular conversations about what happens at school (92 respondents) and that children have a good routine about learning at home.

Most parents also indicated that they felt equipped to help their child plan what they will do after school.

In response to the Parent opinion survey results, the following were strengthened or introduced;

- A minimum expectation on staff to engage and post student achievement in Seesaw
- Regular monitoring and follow up of staff engagement with Seesaw
- Important Dates added to the top of the newsletter
- Streamlining communication to only a few platforms (Seesaw, Skoolbag, Text)

Further work will be done in 2022 to promote more opportunities for useful discussions with the school about their child's learning, noting that COVID restrictions significantly impacted our ability to address this successfully in 2021.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
163 - Hahndorf Primary School	84.0%	80.5%	82.6%	75.9%
9096 - St Michael's Lutheran Primary School	10.0%	17.1%	8.7%	17.2%
8007 - The Hills Christian Community School	5.0%	0.0%	4.4%	6.9%

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

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	24	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Schools Destination Data

65% of school movers in 2021 attended another SA Government school, where as 31% of transferring students moved to a non-government school. Typically school leavers attend one of our local High schools, with some students and their families choosing to attend secondary schooling in Adelaide.

Preschool Destination Data

From our 2021 preschool population, 62% of children attended Hahndorf in 2022, 14.3% St Michaels and, 5.7% of children attended Hills Christian Community School.

Relevant history screening

As per the Department's guidelines regarding Working with Children's checks, staff and volunteers are required to produce a current, valid WWCC prior to commencing their role within the school and preschool setting. The Office manager maintains a database of parents who meet the necessary requirements. This is checked annually and updated as required.

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	27
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	14.4	0.0	5.0
Persons	0	17	0	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$2,706,433
Grants: Commonwealth	\$6,032
Parent Contributions	\$78,644
Fund Raising	\$8,802
Other	\$0

Data Source: Education Department School Administration System (EDSAS).

2021 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 2021 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	What's the Buzz program used to teach social and emotional intelligence Autism SA Training FYI presentation and workshop	Increased student and teacher engagement Improved peer relationships
	Improved outcomes for students with an additional language or dialect	Identifying and assessing all EALD students	Future funding secured for this identified group in 2022
	Inclusive Education Support Program	MiniLit and MultiLit intervention for literacy intervention TooSmart and Quicksmart for numeracy intervention Regular termly One Plan reviews Introduction of regular SRT meetings to support identified students	Monitoring of One Plan goals Additional funding received through CIL
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students with verified disabilities have one plans (reviewed termly) with established goals. The goals are based on either system level student data, reports from specialist support services or classroom assessments Students receive individual and in-class SSO support for learning tasks Funding also used to support students awaiting IESP panel applications Wave 2 intervention in MiniLit, MultiLit and Quicksmart EALD training for staff	Regular review of impact of targeted interventions SSO's recorded and kept achievement data at the beginning and conclusion of intervention support
Program funding for all students	Australian Curriculum	SSO Support for classroom intervention Teacher participation in portfolio T&D (Be Brave Literacy and Numeracy attendance) Literacy Guarantee conference – JP teachers	Implementation of Structured Phonics in 2022 Increased teacher knowledge of A/C
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	ICT Infrastructure Upgrade	Staff and Students have better access to wireless technology across the school
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Educator T&D Additional purchases of resources (in line with guidebook recommendations)	Targeted intentional teaching opportunities linked to Literacy and Numeracy outcomes Targeted data collection to complete effective planning cycle
Inclusive Education Support Program	Increased SSO hours	Targeted support of individual identified learners Implementation of specialist recommendations for identified students
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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