

Freeling Primary School and Freeling Preschool



Government
of South Australia

Department for Education

2019 annual report to the community

Freeling Primary School Number: 139

Freeling Preschool Number: 1784

Partnership: Goyder & Light

Name of school principal:

Nicole Cawley

Name of governing council chairperson:

Victoria Eaton

Date of endorsement:

25/02/2020

Site context and highlights

Freeling Primary School enrolment numbers in 2019 were very similar to 2018, we once again started the year with 13 classes and 2 preschool groups.

There were many highlights throughout 2019 including:

- Camps - year 6 aquatics and year 7 Canberra Crusade
- R-5 swimming lessons
- Book Week Parade
- Japanese Cultural Day
- Indigenous Performance
- Jump Rope for Heart
- Simultaneous reading day
- SAPSASA Sports
- Festival of Music
- Premier's Reading Challenge
- Write a book in a day
- Remembrance Day Ceremony
- Bike Education (year 5)
- End of year concert

We continued to upgrade the facilities and teaching spaces in 2019, with new air conditioners installed in 5 areas, replacing the ceiling in room 6, new flooring in the double block, new joinery to the triple block, and covering all exposed brick in the administration area with gyprock. Student voice proposed installation of benches around the edges of the oval and, once approved by staff, they conducted fundraisers to purchase six benches. As a harmony day activity, students each painted a unique rock. They were then all used to make a rock pathway from the front of the school to the front office.

In 2019 we used the new department proforma for site improvement planning. Our improvement priorities were writing, reading and numeracy. Staff undertook training in the Big Ideas in Number and incorporated regular opportunities for students to build number sense in the classroom. A site numeracy website was created to provide staff and families with quality, peer reviewed Mathematics activities. Staff had regular opportunities throughout the year to add resources to this website. Quicksmart and 'Big Ideas' groups as numeracy intervention strategies continued in 2019. There was significant improvement in number skills for all students involved in these intervention programs. Literacy intervention continued with PreLit, MiniLit and MacqLit. Students involved in these intervention groups continued to make good progress in their reading skills.

In 2019 we continued with our 'buddy reading' program, where students in year 6 listened to year 1 'buddies' read for 10 minutes each morning. Many year 6 students identified working with their 'buddies' as a highlight of their year. The year 1 students benefited from the opportunity to practise their reading regularly.

Traditionally the school held a bi-annual fete as a fundraiser, which was organised by parents. In 2019 we trialled a new model, in which our year 7 students held an enterprise afternoon, linked to the Economics and Business curriculum. The afternoon was a resounding success and incorporated significant learning for all children across the school. While the year 7 students learnt about budgeting and marketing, the younger students took time to review the products that would be on offer during the day and develop 'wish lists', complete with their own budgets. Staff reviewed this afternoon, and have made the decision to continue with this student led fundraiser in the future.

Our Canberra Crusade continued with our largest year 7 group to date, 47 students travelled in two buses from Freeling to Canberra, where they engaged in a weeks worth of activities in the nation's capital. They participated in learning at Parliament House, the CSIRO, the Australian War Memorial, the Museum of Australian Democracy, the High Court and the Royal Australian Mint just to name a few.

The year 6s aquatics camp was a highlight for the students who attended. This camp teaches important fundamental water safety, as well as learning water sports skills including windsurfing, sailing, kneeboarding and surfing.

Our upper primary students competed in the district Hirigana competition, and came in 2nd place. As a result they were offered the opportunity to participate in the state Hirigana competition. Both competitions include public and private schools. We were extremely pleased that our team placed 7th in the state. This result reflects the quality of the language program that is offered to students, R-7.

Students across all year levels participated in excursions throughout the year. Some of these included Glenhaven adventure park, the planetarium, Halogen Young Leader's Day, and a golf excursion. In 2019 we focused on ensuring all incursions and excursions had clear links to the curriculum and supported and enriched the learning, and this will continue in 2020.

Governing council report

Mid-year saw Nicole Cawley successfully reapply for the position of FPS Principal, ensuring a consistent approach to the general positive progression of the school.

Governing council continues to be well attended for the majority of meetings. There continues to be updates on how the school plans to adapt the delivery of the new skills and insights the teachers have from their staff development programs

The site improvement plan for 2019 – 2021 was reiterated with the ongoing priorities being

- Improve student achievement in reading across the school, outlining targets for SEA in NAPLAN and PATR
- Improve student achievement in writing across the school outlining targets for SEA in NAPLAN and to demonstrate growth within the Brightpath structure
- Improve student achievement in mathematics, particularly in the number strand, across the school outlining targets for SEA in NAPLAN and PAT maths

Initial discussions have occurred at GC regarding the transition of Year 7 from FPS to high school. The significant planning that will be necessary ensuring that the children and parents are included in the journey and those important things such as graduation ceremonies and Canberra trips are part of the negotiations.

The school continues to encourage the community to be a part of school life, the open classrooms at the beginning of the year continue to be well attended.

The concert is always highly anticipated and was also well attended by school families, this year the offer to perform in the new F.A.R.M. centre was greatly appreciated by the school and the community alike.

There continues to be support for the school by parents with regards to fundraising activities with the provision of weekly lunch orders, support for sports day catering and providing Mother's Day and Father's Day stalls.

Fortnightly newsletters, open evenings, communication apps such as Skool Bag and one-on-one discussions are some of the options available for staff and parents to discuss any issues or concerns.

OSHC providers, Happy Haven surveyed families and provided services over the summer school holidays based on a significant growth in daily numbers and the request for the service.

On a personal note I would like to express my sincere gratitude and appreciation to all of the staff of FPS for their dedication, support and patience over the last 10 years. My children have developed a sense of self and community, an understanding of responsibility as well as the generic education requirements. Their transition to high school has been smooth sailing. It is therefore time for me to pass on the GC chairperson baton. I would like to wish the newly appointed GC chair, Nicole and her staff all the very best for 2020 and the future.

V. Eaton

Governing Council Chair

Quality improvement planning (Preschool)

Having received our National Quality Standards Assessment and Rating Report in September of 2018, we were well placed to critically reflect on the feedback and recommendations as we planned to develop our improvement plan for 2019. Other supportive data included the 2018 Parent Opinion Survey, AEDC data, our own observations and the professional learning we had undertaken in 2018. We planned using the Early Years Learning Framework (EYLF), Department for Education Literacy and Numeracy Indicators and Respect, Reflect, Relate (RRR) documents. Educators worked deliberately to scaffold and support each child's learning dispositions including curiosity, persistence, confidence, resourcefulness.

Preschool children accessed a range of community and school resources and events. Regular attendance at school assemblies and fortnightly interactions with their Year 3/4 buddy class helped to connect the children to the students and staff. The children participated in Sports Day, Book Week and Enterprise Education activities and the School Concert at the FARM community centre. Community events included the ANZAC and Remembrance Day commemorations and visits to the aged-care facility - Wheatfields.

A successful transition program during Term 4 extended the links between the Reception teachers and the Preschool children who were transitioning to school at the commencement of 2020. Teachers in the Preschool also facilitated family enrolment meetings to gather information and welcome those that would start Preschool in 2020.

Whilst the primary focus of the 2019 QIP was in Quality Area 1 - Educational Program and Practice, embedded within each priority, were other key elements of the QA's including Health, Safety & Wellbeing, Relationships with Children and Collaborative Partnerships with Families and Communities.

Professional learning centred around Learning Design, Assessment and Reflective Practice(LDAR), Formative Assessment, The Big 6 of Reading and Big Ideas in Number. Educators worked with Early Years teachers in the school to deepen their understanding of the Big 6 with a focus on Oral Language and Concepts of Print, Phonemic Awareness, Comprehension and Vocabulary. Trusting the Count, building a deep understanding of number and a strong & accurate foundation in Number Sense, was also seen as critical.

Building children's competency through a play-based learning environment became the theme of our Partnership PLC each term giving our preschool educators (Freeling, Kapunda, Eudunda) the opportunity to share and reflect on effective literacy & numeracy practices at each site. Key strategies emerged which included the collection of baseline data using some evidence-based assessment tools, engaging in extended language-rich interactions with every child each week and documenting 'next step' goals for each child that were Specific, Meaningful, Attainable, Realistic Time-Bound (SMART) provided purposeful information to direct programming and planning.

Improvement planning - review and evaluate (School)

Throughout 2019 we remained focused on our site improvement priorities of improving student achievement in reading, writing and numeracy (specifically the number strand). The new template, provided by the Department for Education, allowed us to set three year targets with specific actions to support the achievement of our targets. This tool enabled us to maintain a deep focus on improvement in our priority areas.

READING

In reading, we maintained the percentage of children meeting the SEA (measured by running records in year 2 and NAPLAN reading in year 3). Our reading results at year 1 were of significant concern, with only 41% of students meeting the SEA. This will be addressed as a high priority in 2020, with teachers undergoing re-training in the use of Jolly Phonics and a whole school commitment to explicit teaching of reading.

In term 3 all staff undertook training in the 'Big 6' of reading. This provided staff with a clearer understanding of the skills and knowledge that underpin development in reading, and each teacher made a commitment to action to incorporate the appropriate elements of the Big 6 into their weekly program.

WRITING

In writing, students demonstrated positive growth at all year levels in the areas of writing that have been a focus for us over the past 2 years, specifically audience, ideas, vocabulary and cohesion. These were historically areas of weakness, and are now strengths for our students. Areas of focus for 2020 are paragraphing and punctuation, which will be addressed by the introduction of Jolly Grammar across the school.

Students undertook three Brightpath assessments in 2019; 2 Information Reports and 1 Persuasive Text. This is the first time students have undertaken assessment of information reports. The expected effect size of growth is 1 across two years (between NAPLAN tests). Using Brightpath we measured the average growth at each year level between term 1 and term 3 (approximately 6 months). The effect size exceeded expected growth in year 1, 5, and 6 and was at the expected level for year 3 and 7. Further work will be needed to address the learning for students in year 2 and 4.

Year Level	Effect Size (5 months)	Growth (in months)
Year 1	0.8	19
Year 2	0.04	1
Year 3	0.38	6
Year 4	0.14	4
Year 5	0.43	10
Year 6	0.43	10
Year 7	0.2	5

NUMERACY

2019 focused on collaboration and sharing of ideas in Numeracy, specifically related to the Big Ideas in Number. Teachers shared mental routines (short, warm up activities) that they use in their classroom to explicitly teach number skills. These mental routines were categorised, according to the elements of the Big Ideas they address, and our Numeracy Co-ordinator developed a website so that all teachers could access the resources from home and when at school.

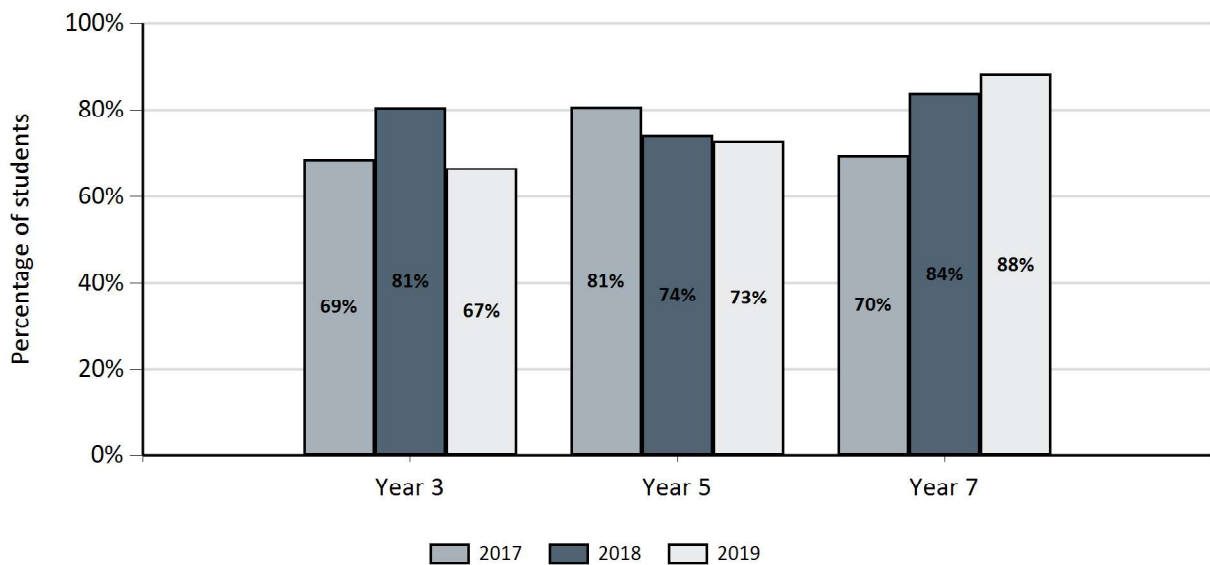
While we fell short of our target (80% students in year 5 will meet SEA) by 4% (2 students), there was an increase of 6% of students meeting the SEA (3 students). Of the 9 students who did not meet the SEA, 6 began participation in intervention programs in term 2 (after NAPLAN testing). Post-intervention screening indicated that the students involved made significant progress in their number skills. Teachers will undertake BliN screening of all students in their classes early in term 1. Data will be used to inform planning and programming for teachers and to form intervention groups for 2020. In 2020 there will be a particular focus on students who did not meet the NAPLAN SEA in year 5.

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.

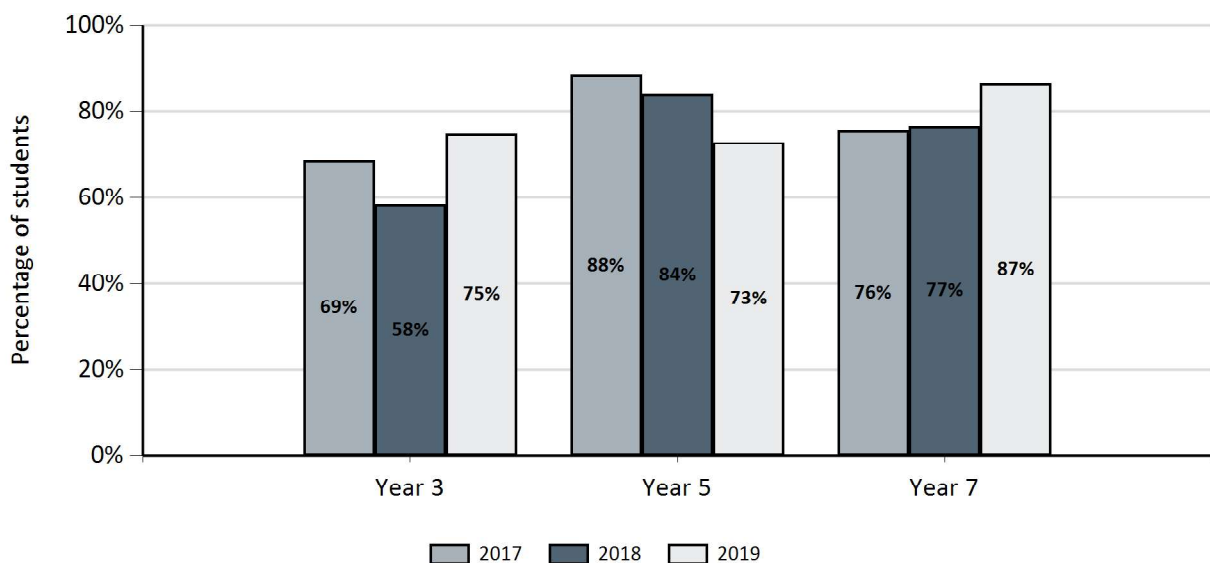
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	10%	31%	25%
Middle progress group	64%	44%	50%
Lower progress group	26%	25%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	16%	12%	25%
Middle progress group	60%	65%	50%
Lower progress group	23%	23%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 2019	36	36	8	6	22%	17%
Year 3 2014-16 Average	40.0	40.0	10.7	6.7	27%	17%
Year 5 2019	48	48	5	3	10%	6%
Year 5 2014-16 Average	43.7	43.7	11.7	6.7	27%	15%
Year 7 2019	52	52	14	14	27%	27%
Year 7 2014-16 Average	38.7	38.3	8.0	6.0	21%	16%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

School performance comment

Reading

It is pleasing to see the improvement in the percentage of students meeting the SEA in year 7 reading, including the higher-than-historical average of 27% of students in the high bands. Year 3 and 5 results in 2019 show a decline when compared with previous years, and 6 year 5 students who were in high bands reading at year 3 did not maintain that at year 5. There was slight improvement in the number of children in year 5 meeting the SEA, when compared with their results in year 3. However, improvement in reading will need to be a primary focus throughout 2020.

Numeracy

Our ongoing focus on Numeracy is evident in our NAPLAN results, particularly at years 3 and 7. While the percentage of students meeting the SEA at year 5 decreased when compared with previous years, it represented an increase from the percentage of students meeting the SEA when they were in year 3.

Areas to Consider and Future Directions

While reading has been one of the three areas addressed in our site improvement plan, we are not seeing the planned improvement in this area. Our year 1 reading results are of particular concern. This will be addressed in 2020 through re-training staff in the implementation of the Jolly Phonics program and a focus across the school on building reading comprehension.

To further improve our writing results, there will need to be a focus on spelling and grammar. While most middle and upper primary teachers have been using sound waves, there has not been the consistency of approach required to gain improvement in this area. In 2020 staff have committed to the use of Jolly Grammar to further build student skills, knowledge and understanding in these areas of writing.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	90.4%	94.3%	82.7%	92.7%
2018 centre	95.1%	90.8%	94.2%	89.1%
2019 centre	96.1%	94.9%	91.1%	93.64%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%

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.

School attendance

Year level	2016	2017	2018	2019
Reception	91.4%	93.7%	91.6%	94.8%
Year 1	92.4%	92.3%	94.0%	92.8%
Year 2	92.8%	92.9%	93.2%	93.0%
Year 3	95.3%	92.8%	93.8%	93.8%
Year 4	94.7%	95.9%	92.8%	90.5%
Year 5	93.2%	93.7%	93.5%	92.9%
Year 6	94.4%	92.7%	92.3%	92.9%
Year 7	94.5%	92.4%	93.4%	93.9%
Total	93.6%	93.3%	92.9%	93.1%

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

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

Attendance comment

Regular attendance is an ongoing priority, with teachers actively following up unexplained absences. We continue to see significant numbers of families seeking exemption for family holidays during the school term. In addition, we do not have the space to enable private service providers to work with children on site. Children accessing support through NDIS have higher than average levels of absence to attend appointments. At times, due to our geographic location, families with more than one child will take all children out when attending appointments, as families cannot always get back in time for the end of the school day.

In 2020 we are implementing a new electronic attendance system, which will include the capability to send SMS to families when there is an unexplained absence. It will also send alerts to teachers when students have been absent for 3 days unexplained. We anticipate that this will result in a reduction of 'unexplained' absences.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	31	31	32	33
2017	44	46	50	50
2018	37	37	38	41
2019	31	32	34	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.

Preschool enrolment comment

We commenced 2019 2 Preschool groups. Enrolled children attended 5 days per fortnight as part of either the Monday, Tuesday or Thursday, Friday group with each accessing an alternate Wednesday. Families felt that the full day in alternate weeks was a preferable option to a half day each week particularly for working families and child-care arrangements..

The majority of children attending the Preschool reside in Freeling. 1 family who enrolled their child live in Roseworthy and at the end of 2019, enrolled into their local public school.
33 children enrolled at Freeling Primary with 32 commencing due to a change in the family situation and a relocation.

4 children with significant and complex needs were enrolled within the guidelines of early-entry eligibility criteria, 1 child of who has Special Needs (Hearing) 2 with Severe Speech and Language Delay and 1 child who met the criteria for ATSI and Under Guardianship.

Behaviour support comment

In 2019 there were a total of fourteen system level consequences (take home or suspension) for behaviour, comprising nine consequences for violence, threatened or actual; one for threatening the good order of the school, one for persistent and wilful inattention, one for acting illegally and two for threatening the safety or well-being of others. There were six different students involved in these incidents.

We continue to follow the school and department behaviour policies and work proactively with families to develop and implement behaviour support plans as required.

Client opinion summary

STUDENT OPINION SURVEY

The student opinion survey reflected a generally positive attitude to school. It is pleasing to note that only 5% of students disagreed with the statement "My teachers expect me to do my best". The majority of students agree with the statement "I feel safe at school" (17% disagreement).

As with past years, the response with the lowest level of agreement was "Student behaviour is well managed at my school" (20% strongly disagree and disagree). This is consistent with the data from the 2018 student survey.

PARENT OPINION SURVEY

The 2019 parent opinion survey reflected a significantly more positive perception from families than 2018. There was an increase in agreement with 12 of the 14 statements, when compared with 2018.

There was no disagreement or strong disagreement with the statement "Teachers at this school expect my child to do his or her best". Only 5% of parents disagreed with the statements "I can talk to my child's teachers about my concerns", "My child feels safe at this school" and "My child is making good progress at this school" and only 10% disagreement with the statement "My child likes being at this school".

25% of parents disagreed or strongly disagreed with the statement "Student behaviour is well managed at this school", which is a significant improvement from 43% disagreement in 2018.

STAFF OPINION SURVEY

The staff opinion survey was overwhelmingly positive in 2019, with 100% of staff agreeing or strongly agreeing with the statements "Teachers at this school expect students to do their best", "Teachers at this school treat students fairly", "Students like being at this school" and "Teachers at this school motivate students to learn".

There has been a significant increase in agreement with the statements "This school takes staff opinions seriously" (96%), "I receive useful feedback about my work at this school" (84%) and "Staff are well supported at this school" (92%). In 2019 92% of staff agreed or strongly agreed with the statement "This school is well maintained", in increase from 78% in 2018.

Throughout 2020 there will be a continued focus on staff professional development and providing staff with feedback for improvement.

CONCLUSIONS AND FUTURE DIRECTIONS

In 2019 there was a higher level of correlation between the parent and student opinions, and an overall positive perception from families, which was pleasing to see. Documenting and communicating learning through see saw and our Facebook page has ensured families are more informed about student learning and engagement on an ongoing basis.

In 2020 we will continue our efforts to ensure families are informed about the teaching and learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
139 - Freeling Primary School	96.0%	96.0%	94.0%	97.3%

NOTE: The data is collected in Term3. 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), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	12	20.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	11.9%
Transfer to SA Govt School	40	67.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

The majority of students leaving at the end of year 7 enrol at Kapunda High School, which is our local government secondary school.

Each year a few students leave at the end of year 6, to attend a non-government secondary school, beginning in year 7.

The majority of students who leave throughout the year have moved out of Freeling, and attend a school closer to their new home.

Relevant history screening

In 2019 we continued to ensure that all staff and volunteers had up to date screenings and are compliant with the new requirements for working with children checks.

We implemented training opportunities for volunteers throughout the year so that all volunteers have completed RAN training and a site inductions. Volunteers also have role descriptions.

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	29
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	18.6	0.5	6.8
Persons	0	21	1	9

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$3,380,129.77
Grants: Commonwealth	0
Parent Contributions	\$153,908.27
Fund Raising	\$32,199.22
Other	\$29,855.37

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

2019 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 2019 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 behaviour management and engagement	Support was provided for individual students in the class and in the yard to improve engagement and behaviour while in the school setting.	Behaviour and engagement improved for identified students
	Improved outcomes for students with an additional language or dialect	NA	NA
	Improved outcomes for students with disabilities	In class support was provided for students identified as students with disabilities. This support included a range of curriculum, social, emotional and behavioural support, as outlined in each child's plan.	Students worked towards the achievement of their goals in their individual plans
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	No APAS funding was received in 2019. IESP funding was used to provide individual support and to implement intervention programs, to allow the deputy principal to undertake case management of students with disabilities and learning difficulties. These funds were also used to release teachers to write NEPs, funding packages and to hold meetings with families to discuss the learning needs of students.	Students involved in intervention programs made good progress in the areas of intervention.
Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to provide training and development opportunities, aligned with site priorities.	
Other discretionary funding	Aboriginal languages programs initiatives	NA	NA
	Better schools funding	In 2019 this funding supported the implementation of intervention programs	Improved results for students in intervention programs
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	In 2019 students who achieved high bands in NAPLAN were involved in the CREST program to build problem solving and critical and creative thinking skills.	Students benefited from the enrichment of the CREST program
	Primary school counsellor (if applicable)	The wellbeing co-ordinator supported the implementation of whole school approaches to improving student wellbeing. She worked with the child wellbeing practitioner to put further supports in place for identified families	Policies reviewed and implemented across the school.

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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 interactions with all children were child-centred and included spontaneous and intentional opportunities to extend literacy and numeracy outcomes as documented in the EYLF and the Indicators of Numeracy and Literacy. All educators engaged in PD related to The Big 6 of Reading and Big Ideas in Number.	Planned, extended conversations with each child weekly resulted in measurable improvement in language and number sense.
Improved ECD and parenting outcomes (children's centres only)	NA	
Improved outcomes for children with disabilities	Individual Learning Plans which allowed time for educators to partner with families to document and implement developmentally appropriate SMART goals for the children. Service providers were engaged to provide support and assist in the IESP funding applications for children with specific and complex needs.	Phonax system was provided for 2 children with severe hearing loss. PD for educators was delivered by Hearing Consultant - SERU.
Improved outcomes for non-English speaking children who received bilingual support	NA	

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