

# Woodville Gardens School Birth-6 and Woodville Gardens School B-6 Chn Ctr

## 2022 annual report to the community

Woodville Gardens School Birth-6 Number: 1904

Woodville Gardens School B-6 Chn Ctr Number: 1205

Partnership: Inner West

Signature

School principal:

Mrs Sue Charleston

Governing council chair:

Mirsia Bunjaku

Date of endorsement:

25 January 2023



Government  
of South Australia

Department for Education

# Context and highlights for the combined site

Woodville Gardens, Birth-6 is a dynamic culturally diverse community on the outskirts of the Inner West of Adelaide. We provide a continuous educational platform from Birth – Year 6 traversing childcare, pre-school and schooling sectors. Our student profile comprises a Children’s Centre enrolment of 100 young people and 437 students from Reception – Year 6. Our site is host to two Special Options classes, Junior Primary and Primary of 20 children. These cohorts include;

- \* 42 Aboriginal and Torres Strait Islander students

- \* 47 students with IESP funding

- \* 137 Funded EALD students

- \* 5 Young People in Care, both that of the Minister and familial guardianship

2022 has been a year of redefining our site as Birth to Six, with improved consistency in practices across the different sectors from Child Care to Year 6. We refined our site improvement on consistent high quality pedagogy in oral language, reading and writing to strengthen the planning, teaching and assessment elements of each area to improve the targeted and responsive teaching of the changing cohorts of children and young people. This supported the External review recommendations from the previous year of improving the capacity of teachers and students to understand achievement data and use it to inform the next steps in learning eg Build the expertise of teachers through planning, programming and moderation, providing opportunity for students to access their data and engage in learning that stretches them intellectually.

We engaged our families and community with Sports Day, the Music Showcase and our Year 6 Graduation with high levels of family engagement at all of these events as well as termly Family Expo sessions after school to provide access to external providers and support agencies.

Our extra curricula programs incorporated opportunities for students to apply their skills in broader contexts. We expanded our basketball teams to include four teams sourced from Years 4-7, run by teachers but importantly supported by their families. Students rely on their communication with each other and learn to work together.

Debating recommenced with our teams building on their oral language skills by developing arguments to present. The teams performed exceptionally well given their limited experience. The Instrumental Music program demonstrated their talents through a series of performances during November, choir, band, violin, guitar and percussion all had opportunity to showcase their abilities. The annual ‘Woodies’ portrait completion and Art gallery was a forum for displaying the incredible expressions of creativity of our students. We also participated in the SALA Exhibition and won first prize for our pop up art gallery at the Arndale shopping centre.

# Governing council report

It was an honour and privilege to be elected as the Chair of the WGS Governing Council for 2022. Governing Councils hold a very important role by working with the school leadership team to help set and monitor the direction of the school.

In 2022 Governing Council comprised of a committed group of families that reflected the diversity of our students. We continued to meet using a combination of online forums as well as the traditional face to face.

This year the Governing Council worked with the school on the following initiatives:

Contributed to the planning of a variety of community events to engage families while still addressing the restrictions imposed by COVID-19.

Providing insights to the way the school engages with families. We ensured that the Governing Council has a knowledge of the Site Improvement Plan and receives regular updates on the attendance and student behaviour data each term.

Approved the budget to ensure that our school is able to run programs that enhance their educational journey such as the 'Kitchen/Gardens program, access to technology, instrumental music and sports programs.

Participated in the Principal selection panel and we are very happy to be working with Sue Charleston, who with her previous WGS school knowledge and her leadership skills ensured a smooth transition as the new principal of the school.

Supported the change of session times in the WGS Preschool and the fee restructure to ensure that there is a more equitable balance in the charges to families.

Supported the focus on strengthening WGS as a connected Birth to 6 site ensuring continuity and consistency of learning and better transition from Childcare to pre-school and then school.

Another positive in late 2022 for the school has been the implementation of a new arrivals Intensive English Learning Class (IELC) which will see support provided to new arrival children in South Australia.

Contributed funds to support the 2022 Graduation. We want to congratulate our year 6s of 2022 for completing primary school with so many outstanding results. Well done and we wish you all the best in high school.

I would like to take the opportunity to thank my fellow Governing Councillors for their time, great contributions, and ongoing commitment to doing the very best for each and every child. Sincere thanks to the Principal, the leadership of the school, teachers and support staff who have worked so hard to provide guidance and to support the learning of our children.

Our Governing Council is committed to hold to and promote our school values of Respect, Responsibility and Fairness in all that we do.

If you want to make a difference at WGS where your child/ren attends or support and represent students, families and your community, then please consider the Governing Council for 2023. Contact Amy Habibovic for further details.

We look forward to continuing our work in 2023 and supporting WGS to be the great school it is.

## School quality improvement planning

The review and evaluation processes require the Leadership team and SIP to undertake a deep analysis of site learner achievement/outcome data (including cohort & individual student for PAT and NAPLAN). In particular, the evidence analysed can include pre/post observations/work samples against learning progressions/rubrics as well as NAPLAN, PAT data and Phonics screening. Results demonstrated somewhat of a plateau supporting the External Review recommendation of the need for intellectual stretch among many learners. 2022 saw the early drafting of the school's curriculum profile, documenting practices that ensure a guaranteed and viable curriculum for every learner. This required an equal focus on the three aspects of planning, teaching and assessment, building on the previous work on effective teaching, particularly in the area of Literacy.

### Analyse and prioritise:

There are 2 leading improvement goals that describe site prioritised literacy goals described at the AC strand/skill level. The goal specifies the cohort/year levels where achievement is most needing targeted improvement. They have been reviewed, developed and agreed to by the leadership team and key staff members e.g. school improvement team (SIT) and the majority of staff. They have been identified from the year level SEA and question level analysis of NAPLAN, PAT-M/R, Phonics data or other relevant data overtime trend (including cohort & individual student analysis). Analyse & Prioritise processes are completed by late Term 3/early term 4 each year.

### Determine challenge of practice:

Challenges of practice are clear, stating the shared pedagogical approaches and specify clear strategies for teacher practice related to the improvement goal. They are developed/refined with the majority of staff with support from the Leadership Team, by considering the strengths/gaps of current practice and research related to the improvement goal area. The challenges of practice are explicit about what staff will do to enable the achievement of the improvement goals and targets. Majority of staff are actively pursuing and implementing the stated challenges of practice through PLT processes.

### Plan actions for improvement:

An Action Plan has been developed by the leadership team and has involved the Leadership Team and the SIT—responsibilities in the SIP are clear for teachers, individuals, and/or teams about what they will do for each action. The selection of actions are appropriately sequenced, have a pedagogical focus not program, there is evidence that they are underpinned by the literacy/numeracy guidebooks or high impact research, have internal resources allocated, and timelines are feasible to be implemented within a year. All leadership team members (or SIT) meet at least twice termly to monitor implementation and carefully consider if planned actions “on track”, “not on track” or “needs attention”, and individuals/teams are identified for follow up.

### Improve practice and monitor impact:

The ‘planned actions’ are implemented through PLT processes, monitored and supported by the leadership team through walkthroughs, Step 4/5 documentation and data collection processes. The SIT and Leadership Team evaluate the success criteria termly to monitor the impact of collective actions. All success criteria in the SIP describe the shift in what students will demonstrate, and are based on learner achievement data (e.g. formative and/or termly summative based assessments with reference to the curriculum). The leadership team and SIT are supporting staff to use the evaluation of success criteria information and the majority of staff are refining their practices.

## Preschool quality improvement planning

We engaged experts in the field of effective transition planning and practice to enhance children’s engagement as they move between learning environments. Initiatives such as extended transition visits to a designated transition room, collaboratively developed, supported the connection between Pre-school and School sectors. Pre school and School educators worked together to increase their understanding of the significance of pedagogical documentation through engagement with professional learning presented by the Innerwest Partnership. This will be developed further in 2023 with coaching through Alma Fleet, a leading expert in the field.

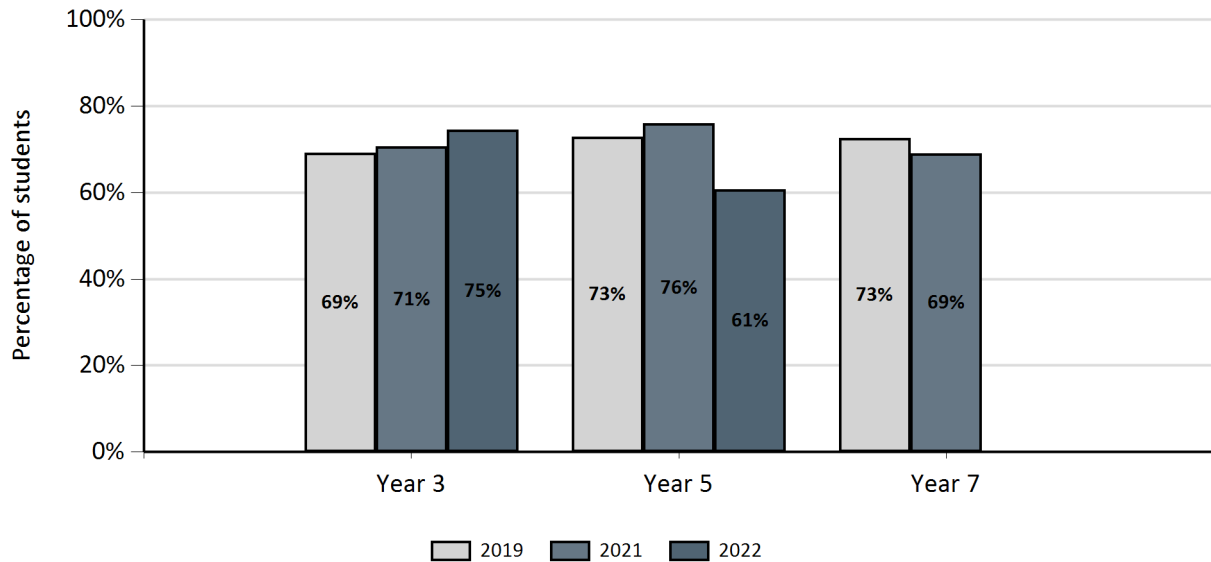
Pre School and onsite Childcare have also collaborated to co-design a continuity of learning program that supports 4yr olds to develop strong relationships and continuity in their learning, minimizing transitions throughout the day. The continuity of learning program was put on hold during 2021 and will be relaunched Jan 2022.

# Performance Summary

## NAPLAN Proficiency

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

### Reading

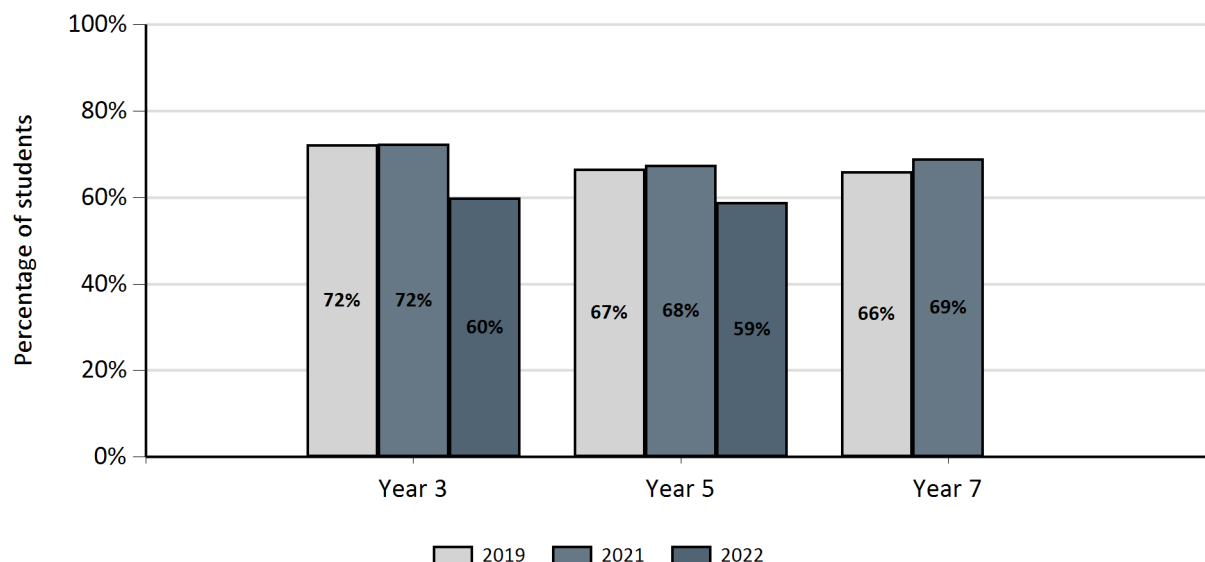


\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## Numeracy



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

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

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	55	55	23	11	42%	20%
Year 03 2021-2022 Average	56.5	56.5	23.0	11.0	41%	19%
Year 05 2022	56	56	14	7	25%	13%
Year 05 2021-2022 Average	63.5	63.5	13.0	6.5	20%	10%
Year 07 2021-2022 Average	84.0	84.0	17.0	21.0	20%	25%

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

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

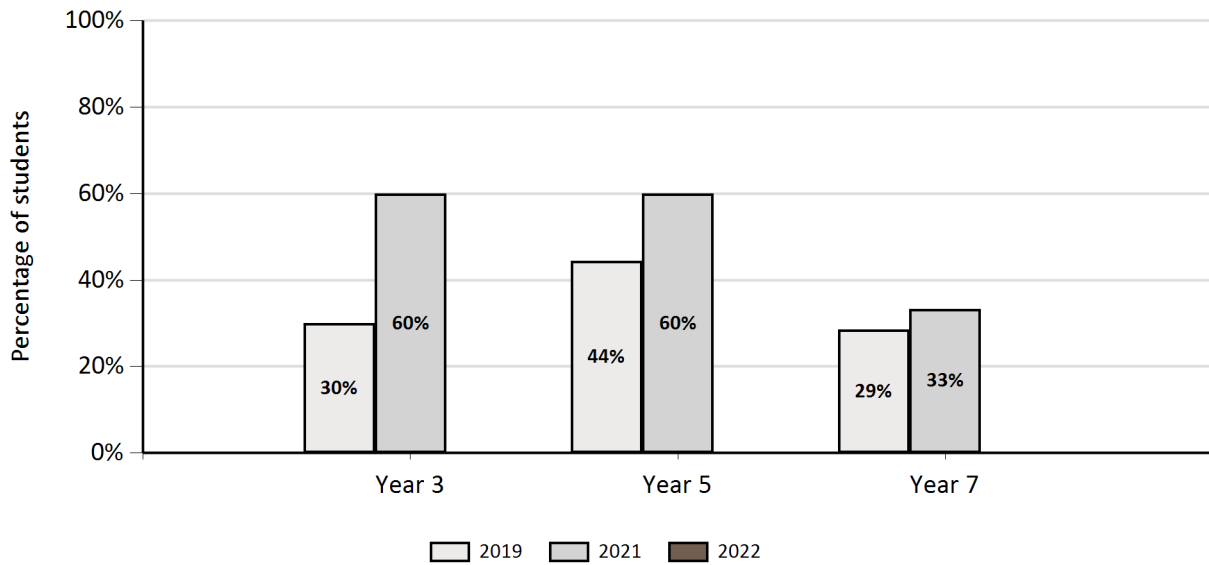
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



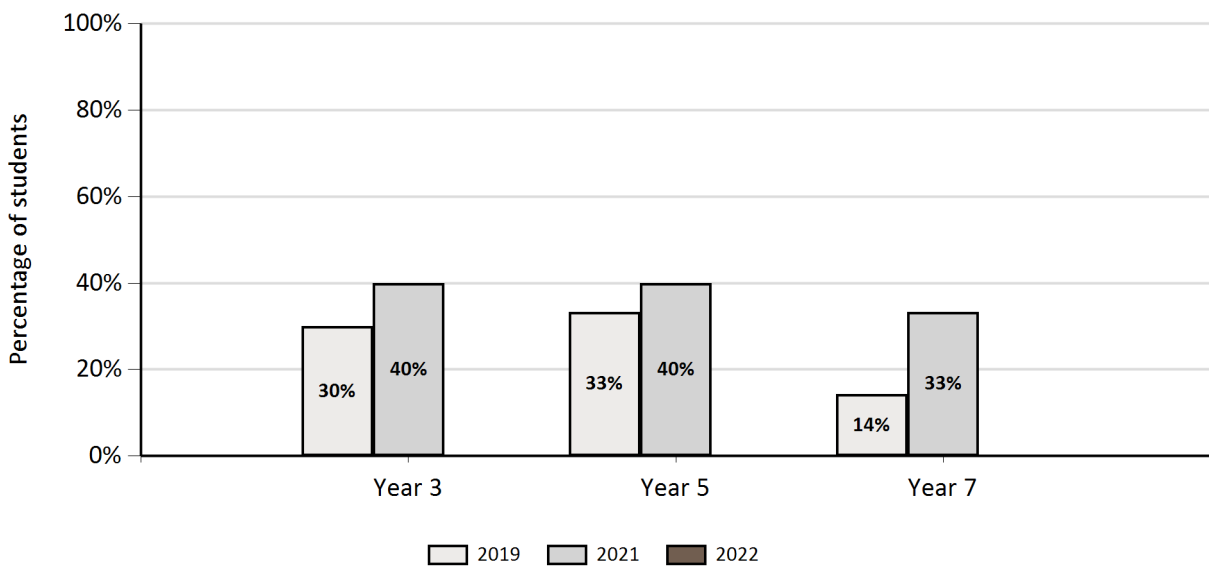
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



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

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	6.0	6.0	2.0	0.0	33%	0%
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	7.0	7.0	0.0	0.0	0%	0%
Year 07 2021-2022 Average	6.0	6.0	0.0	0.0	0%	0%

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

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

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

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

A group of staff engaged in the delivery of DIBELS to evaluate indicators of literacy difficulties. This provided clear data around the specific areas for improvement needed to support learners. All staff have engaged in the provision of Quality Teaching (ALALR Element 2) with a focus on explicit teaching in Waves 1 and 2. The achievement of Aboriginal Children is captured through ongoing tracking and monitoring by a new Aboriginal Improvement Committee which incorporates the YERTA project to improve attendance as well as initiatives to support family engagement.

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

A specific focus on oral language and alphabet knowledge in the early years saw increases in early reading behaviours while significant growth in Pat R was recorded for Aboriginal learners who were supported with phonological awareness through Heggerty resources. Both the ACEO and AET support students with the Reading development, supported by our commissioned Speech Therapist to build their capacity specifically in phonological awareness. The Ab Ed team work by one on one and in small groups with children and share their successes by connecting with families both formally and informally through ongoing connection in a dedicated language and culture room for families. All students also receive explicit teaching of writing including a focus on sentence structure, giving children the knowledge they need to create sentences that are grammatically correct.



# School performance comment

## Goal 1:

Initialit Cumulative data indicates that students have grasped many of the phonemes taught. Those learners with pre-intervention gaps have progressed to achieving these over the course of the year. 68% of Year 1 students achieved a score of 28, continuing a trend of slight decline on previous years. While very poor attendance is a significant factors for some of these students there has also been a refocus on oral language and phonological awareness as informed by DIBELS data to address gaps in early literacy.

Talking to Learn – a focus on Staff perception survey used to self- report the use of different talk types within classrooms showed a significant shift from monologic talk at 68% (teacher directed IRE- initiate, respond, evaluate) to dialogic talk 58%. Teachers also reported that a percentage of students were beginning to transfer technical vocabulary across areas of learning.

## Goal 2:

### NAPLAN Proficiency - Reading

Reading outcomes for students have been showing a decline over time with Yr 5 and Year 7 trending downwards. The improvement for the Year 3 cohort trended upwards in 2022, with 75% reaching SEA (up 4%) and 42% in High Bands (up 2%) reflecting the strong focus on improving basic literacy skills. There was a slight decline in Year 5, with 61% at SEA but an increase of students reaching High Bands, 25% (up by 8%). Results in Year 7 plateaued at 69% SEA and 10% in High Bands. in High School.

### NAPLAN Proficiency – Numeracy

There has been a slight decrease of Year 3 students achieving SEA at 60%, with ongoing increase in the number of students achieving higher bands; with 20% in 2022 an increase of 1%. There is a similar trend in Year 5 (59% SEA) and Year 7 (56% at SEA) with 13% reaching High Bands for both Year 5 and Year 7.

### NAPLAN Progress – Reading

Progress of Year 3-5 in the Upper Progress groups increased from 13% to 28%, with consequently fewer students maintaining (52%) or decreasing progress (20%) than previously. Our renewed focus on Reading in 2022 is expected to yield even higher achievement levels in 2023. In Year 7 there are more students achieving in the Upper Progress group (145) but also an increase in the number of students achieving lower progress at Year 7 in High School..

### NAPLAN Progress – Numeracy

Whilst the Maintained Progress for Years 3-5 representation of 80% is positive there was a decrease in the number of students achieving Upper Progress (8%). This trend is similar with regards to progress Year 5-7 with 77%, a positive increase, of students maintaining progress, with a decrease to 11% of students in the Upper progress group. Numeracy is not a SIP direction but is monitored using PAT –M and NAPLAN data. Our current results indicate that as a site we are generally on track with our student achievement but there maybe limited intellectual stretch in some areas.

### NAPLAN Proficiency – Aboriginal Learners.

#### Reading

2022 saw a slight decrease in aboriginal students maintaining progress Year 3-5 due to a significant increase, to 44%, of students achieving higher levels in the Upper Progress group. For Numeracy Year 3-5 there was an increase from 50% to 78% for students maintaining progress with 22% represented in the Upper Progress group.

## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	80.6%	84.9%	83.8%	74.7%
2020 centre	80.7%		75.9%	78.4%
2021 centre	84.2%	78.9%	79.7%	83.8%
2022 centre	76.9%	75.2%	71.9%	73%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	85.6%	82.2%	85.7%	81.0%
Year 1	89.7%	84.1%	84.0%	80.9%
Year 2	88.5%	80.0%	89.8%	83.2%
Year 3	87.5%	83.6%	86.3%	86.5%
Year 4	87.6%	79.9%	86.3%	81.8%
Year 5	86.7%	82.8%	87.7%	83.2%
Year 6	86.8%	82.4%	89.7%	80.5%
Year 7	88.6%	83.8%	88.4%	N/A
Primary Other	88.5%	81.8%	86.3%	78.6%
Secondary Other	N/A	N/A	N/A	N/A
Total	87.6%	82.3%	87.3%	82.2%

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

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

## Attendance comment

The annual average Attendance rate is 69% reflecting the significant impact of Covid. There are still a number of students in the Junior Primary and Aboriginal Children who are chronic non-attenders. Strategies to address these circumstances include:

- regular contact with families
- home-visits where appropriate
- safety checks from SAPOL where children have not been sighted over time
- referrals to the Support Services Truancy Officer

The Student Review Team are active in monitoring chronic non-attendance and class-based teachers vigilant in attempting /making contact with individual children after three days.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	82	85	85	86
2020	76	N/A	78	81
2022	72	69	69	70
2021	78	77	73	70

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

Boys are still disproportionately represented in our behaviour data, with a small cohort of students involved in 80% of incidents. These students struggle to self-regulate and exhibit complex socio-emotional difficulties. All students engage in reconnections meetings where Behaviour Support plans are devised or updated with input from family, the students and staff. 2022 saw the development of Student Wellbeing support at the Childrens Centre to support early behaviour intervention support to improve early transition to school and in class support. Incidence of cyberbullying were minimal with social conflict using social media swiftly addressed by the Wellbeing and Engagement Leaders in collaboration with families and students.

## Parent opinion survey summary

Seventy parents responded to the 2021 opinion survey in 2021. Parents expressed confidence in most aspects of the survey; the range of positive responses included 'Education is important' with 93% agreeing and 'Equipped to plan pathways' at 87%. Education is valued by our community and overall responses showed an increase in positive responses, particularly when compared with like schools. Areas that are reflecting lower confidence are related to input into learning from home to school and communication. Parents have indicated that receiving learning tips (70%) and having useful discussions (74%) are areas to be enhanced. The challenge in 2022 was on engaging with families in a responsible and safe manner in line with SAHealth and DfE guidelines during Covid challenges. Communication between school and home has provided some feedback regarding preferred communication styles with Parent/Teacher interviews the preferred communication. These have been quite limited in the format in 2022. The other response of note is the increase in the number of parents, 86%, who talk with their children about their learning, indicative of the high levels of commitment to education. Text responses indicated a lack of consistency around homework expectations and this is an area that may need some attention in 2023.

The preschool parent survey was only completed by 5 families, making it difficult to draw strong conclusions however there were some key messages worth exploring. These included parent perception of the Preschool programs including the learning environment. There was also positive feedback about communication between preschool and families.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9042 - St Patrick's School	2.4%	0.0%	1.5%	4.8%
9089 - Whitefriars School	8.5%	2.7%	2.9%	6.4%
1904 - Woodville Gardens School Birth-6	74.4%	91.9%	91.3%	85.7%

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 2022 collection.

## Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	28.6%
NS - LEFT SA FOR NSW	1	4.8%
OV - LEFT SA FOR OVERSEAS	2	9.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	38.1%
U - UNKNOWN	4	19.0%

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.

## Destination comment

The majority of graduating students enrol at Woodville High School, however this is not the preferred destination for many of our aspirational students. Adelaide High and Glenunga International remain desirable secondary schools. A growing number of students also enter the private sector through enrolment in the Catholic and Independent sectors. For those students who leave prior to graduation the key reasons given are the relocation by the family. Home ownership or moving to more affluent suburbs are often reasons given for leaving.

## Relevant history screening

Once individual staff have been sent the email from HR; the business manager supports staff to activate their online application for a new WWCC screening.

There has been considerable effort on behalf of the Administration Team to ensure that Service Providers who are external to DfE, eg working with children through NDIS funding or assessing individual children have the relevant screening and E- RRAN certificates. Currently all services providers complete a Service Agreement, have their identity confirmed and certificates sighted before they commence their work onsite. Similar protocols exist for tradesmen, Spotless outsources workers etc. who come onto site whilst children are present.



# 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	67
Post Graduate Qualifications	19

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	1.0	40.5	1.0	22.1
Persons	1	44	1	33

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

## Financial statement

Funding Source	Amount
Grants: State	\$7,087,451
Grants: Commonwealth	\$9,300
Parent Contributions	\$160,814
Fund Raising	\$2,484
Other	\$47,090

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.

## 2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Briefly describe how the 2022 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 category (where applicable to the site)	Improved wellbeing and engagement	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Funds were used on Ped Doc PD (Innerwest Partnership PD) to develop staff's understanding of the EALD funding was allocated to provide support for all classes, building the capacity of teachers to explicitly teach literacy implementing multiple exposures and clear intentions in responsive to specific literacy indicator data (DIBELS) upskilling staff in Modelled Reading for example through a coaching model. Wave 2 support targeted those students significantly below SEA	Changes to documentation are beginning to reflect an increased understanding of children's literacy and numeracy development with an emphasis of learning over time. it will be important to maintain momentum with the new Preschool leader
Improved outcomes for numeracy and literacy	Inclusive Education Support Program	IESP funding supports individual approaches through Interception; NDIS provided support that targets specific needs. Language and communication needs are addressed through the commissioned time provided by the speech Therapist professional learning to build the capacity of staff.	Staff have been upskilled in strategies to address complex behaviours in order to better meet children and family needs.
Inclusive Education Support Program	Improved outcomes for rural & isolated students - Aboriginal students	Staff were more effective parent ongoing support as part of BSSO's to support EALD children and their families. Regular translations occurred during our intentional teaching moments and during meetings with families. Written translations were also created and provided to families. Preschool applied for bilingual playgroup funding and these funds were used to employ 2 BSSO's to run the playgroup and engage families in their	Significant growth in DIBELS data and an increase of aboriginal children achieving upper levels of progress in Naplan Reading (44%)
Improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for non-English speaking children who received bilingual support	Funds were used to employ BSSO's to support EALD children and their families. Regular translations occurred during our intentional teaching moments and during meetings with families. Written translations were also created and provided to families. Preschool applied for bilingual playgroup funding and these funds were used to employ 2 BSSO's to run the playgroup and engage families in their	Increased English oral language development for EALD children. Increased EALD children referred to speech due to BSSO's knowledge. Increased partnership with families.
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Students taking alternative pathways IESP support	IESP funding was received for students below SEA in years 2, 4 and 6. This funding was used to support intervention using DIBELS assessment and individual Reading with progress tracked by an Aboriginal Improvement Team twice termly.	
Program funding for all students	Australian Curriculum	Professional learning has focused on the guaranteed and viable curriculum at all year levels with a focus on high quality planning, teaching and assessment, maximising teaching and learning opportunities within timetable structures. Literacy Guidebooks and Best Advice Papers have been use to guide the draft School Curriculum Profile and a consistent unit planner across the school.	Developing consistency of practice R-6 in English.
	Aboriginal languages programs Initiatives	Aboriginal Languages were explored in terms of enrolled students and staff were supported with a range of Karna resources to explore in their classrooms and learning spaces.	Valuing home language and cultural diversity increased confident oral language development leading towards improved literacy outcomes.
	Better schools funding	Better schools funding has been used to supply all classrooms with Wave 1 support daily during Literacy programs, specifically to support Reading. Coaching support was provided to implement Modelled Reading across all classes.	Progress was made in Naplan Reading and Pat R indicating a higher percentage of students in High Bands than previously. Progress of Year 3-5 in the Upper Progress groups increased from 13% to 28% for example, with consequently fewer students maintaining (52%) or decreasing progress (20%).

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

## 2022 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	N/A	N/A
Children's Centres for Early Childhood Development and Parenting Grants	N/A	N/A
Briefly describe or list the community programs offered in 2022 which had a focus on: <ul style="list-style-type: none"> <li>• Playgroup</li> <li>• Parent support</li> <li>• Transition to and from preschool</li> <li>• Any new programs or services not previously offered.</li> </ul>	Staff worked with our Community Development Co ordinator to facilitate a playgroup for Indigenous families as well as a range of parenting support sessions across the school community including a termly Family Expo session to provide onsite connection with a range of services such as Anglicare.	

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