

MORPHETT VALE PRIMARY SCHOOL



Morphett Vale Primary School and Morphett Vale Primary Sch-Preschool

2022 annual report to the community

Morphett Vale Primary School Number: 1906

Morphett Vale Primary Sch-Preschool Number: 3687

Partnership: Panalatinga

Signature

School principal:

Mr Michael Koutsoukos

Governing council chair:

Julia Mustac

Date of endorsement:

28 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Nestled in the suburb of Morphett Vale, just 35km south of the Adelaide CBD, Morphett Vale Primary School & Preschool is a modern and dynamic learning center for students from birth to Year 6. With its 21st century STEM learning spaces and only 11 years of history, the school is a beacon of education and community in the area.

At Morphett Vale, we believe in building strong connections with our families and community. As a hub for our families, we offer a wide range of services and resources, including a Preschool, R-6 Primary School, Occasional Care Center, Playgroup, Out of School Hours Centre, and a Family Hub. We are proud to partner with The Smith Family, offering programs like On Par, Learning Club, and Future Leaders, as well as hosting community groups like KickStart for Kids and Foodbank. Our active Governing Council and numerous volunteer parents and grandparents further enrich our school community.

Our goal is to provide a nurturing and supportive learning environment that promotes lifelong learning. We encourage and cultivate a "Growth Mindset" in our students, embracing struggle as an important part of the learning process. This approach is reinforced through partnerships with organizations like the University of Adelaide's Children's University and The Resilience Project.

At Morphett Vale, we are committed to maintaining high standards and excellence in education. Our "Top 5" learning expectations provide clarity and focus, and our effective student achievement tracking processes ensure continued improvement. Our parents appreciate the focus on building life skills and the use of SeeSaw for communication about student learning.

In 2022, Morphett Vale Primary School & Preschool achieved numerous accomplishments, including:

- recognition as a High Achieving School in the Premier's Digital Challenge
- graduation of 27 students through the Children's University
- a winning book in the Write a Book in a Day Competition
- Nomination of excellence in WAKAKIRRI
- participation in the Southern Music Festival
- multiple parent workshops on topics like SPELD, Autism SA, and eSafety.

We are proud of our achievements and continue to strive for excellence, guided by our values of Honesty, Caring, Respect, and Responsibility.

Governing council report

The 2022 school year at Morphett Vale Primary School started much quieter than we would have liked with limited access due to Covid, however all efforts were made to ensure that the students were welcomed and enjoying the start of the school year.

We had new enrolments to our mainstream classes and 2 regional special classes. Michael Koutsoukos, (Principal), Melissa Mundy, (Deputy Principal), Victoria McKinnon (Senior Coordinator Literacy) and Hayley Rice (Wellbeing Leader) collectively worked hard to finish the year with innovation and success.

Throughout the year programs were implemented with the student's wellbeing always being the main priority. The students were supported by a network of teachers, SSO's and the Leadership team. The AGM was held and the Governing Council positions were filled. Several sub committees were facilitated by both existing and new members of council. These sub committees continued to support the smooth running of events throughout the school year, fundraising stall events and raffles, sports day B.B.Q, and special canteen lunch days.

Our Canteen is solely using the online ordering system (Qkr) which has allowed us to remain open for four days a week. Our new Canteen Manager, Felicity French, has launched some amazing weekly specials, as well as new regular items. She has also given the Canteen and fun and inviting makeover – make sure to pop in and check it out.

The highlight of our year is a special visit from Santa who spent time with each student and gave them a small gift to acknowledge their hard work during the year.

2022 saw our onsite dentist visit return. Additional workshops have already been planned for 2023 and we are excited to see these presented to the students. 2022 also saw the continuation of our Community Room and most importantly, our Community Liaison Office, Kristy Sammut. Kristy has formed an integral part of our school leadership team and has become a great contact for parents in our school community. Several parent workshops were arranged, and the weekly parent catch-up morning was well received.

Our OSHC program was very well supported this year. Numbers were increased and vacation care was also a huge success. Thank you to our new OSHC Director, Michelle Wallace and her staff.

The Smith Family has been a very active part of our school once again. A lot of our families are a part of the many after school activities that they run. Families continue to be supported with scholarship funding. This is such a great help to many families. Thank you to The Smith Family team.

Our Breakfast Club which was held on Monday, Tuesday & Friday mornings continues to be popular. Community breakfasts at the end of each term were also continued for the student body during 2022 and we welcomed families back for our first Whole School Community Breakfast in December which was a huge success. Kick Start also provided additional support with breakfast food and volunteers and a holiday camp for students.

Our Sporting achievements this year have been outstanding. Many students have attended events such as SAPSASA basketball, soccer, cricket, athletics and cross country.

Book week was a huge success with students and teachers dressing up in their favourite book characters and enjoying the book week themed lunch. Thank you to Colleen Green and Carissa Cook and the book week committee for making this a great success.

Sports day was an amazing and fun time. Lots of volunteers were utilized and this helped make the day a very successful one. Thank you for all the help and support from these volunteers.

School quality improvement planning

Despite facing significant challenges, our dedicated teachers successfully completed two mathematics sprint cycles with a strong focus on delivering precise, timely, specific, accurate, and actionable feedback. Our commitment to utilising student voice has resulted in a more engaging and dynamic learning experience for all.

While we missed our reading targets for Year 5 and Year 3 cohorts by 1% and 7%, respectively, it's important to note that the 1% difference in the Year 5 cohort is statistically negligible. Despite facing obstacles such as high absenteeism and the impact of COVID-19, we have maintained our position with this cohort.

The implementation of new educational tools, such as the Acadience program, has already begun to produce positive results, as evidenced by the improvement in reading blocks across Year 3-6 classrooms. Despite a slowdown in Phonics Screening data in 2022, we have evaluated the changes made and are returning to practices that have previously proven successful.

Through ongoing efforts to incorporate student feedback, teacher training and improvement, and the use of formative assessment practices, we continue to drive progress in our sprint cycle. Our next steps include implementing Big Ideas in Number and increasing our understanding of differentiation, diagnostic invention, and formative feedback.

The Learning Design resource has been a key driver of progress and will continue to be a major focus for us moving forward. In 2023, our focus will be on further refining our differentiation in reading, targeted phonemic strategies, and mathematical instruction and feedback. Utilizing anonymous feedback cycles and exit strategies will help us identify and address student misconceptions in numeracy, ensuring that our students reach their full potential.

Preschool quality improvement planning

Our preschool is a well-regarded choice in the community, serving as the first step in many children's educational journey. In 2019, the preschool was proud to achieve exceeding ratings in two quality areas of the National Quality Standards: "Educational Programming and Practice" and "Relationships with Children". We are committed to maintaining this level of excellence and grow in other areas.

In 2022, we made great strides in our SSO contributions, including the use of language in the preschool setting and an increased interest in the PQIP. Pedagogical documentation has also contributed to the growth of children's mathematical language, through photographic, observational, anecdotal, written, and visual evidence of their language use in play, the office, and documentation. We will focus on incorporating more stories, songs, and rhymes in 2023. The majority of children have already demonstrated 1:1 correspondence, and some have made progress towards 1, 2, 3.

Our early years leadership, information partnerships, and educator flexibility, despite some limited resources, have made a significant impact. We are working to make the PQIP more accessible and user-friendly for educators. Seesaw was a valuable tool for involving families in their children's learning and keeping them informed. We are tweaking our goals to maintain direction, while ensuring that staff create experiences that involve children in the broader community and environment, including visits to local libraries.

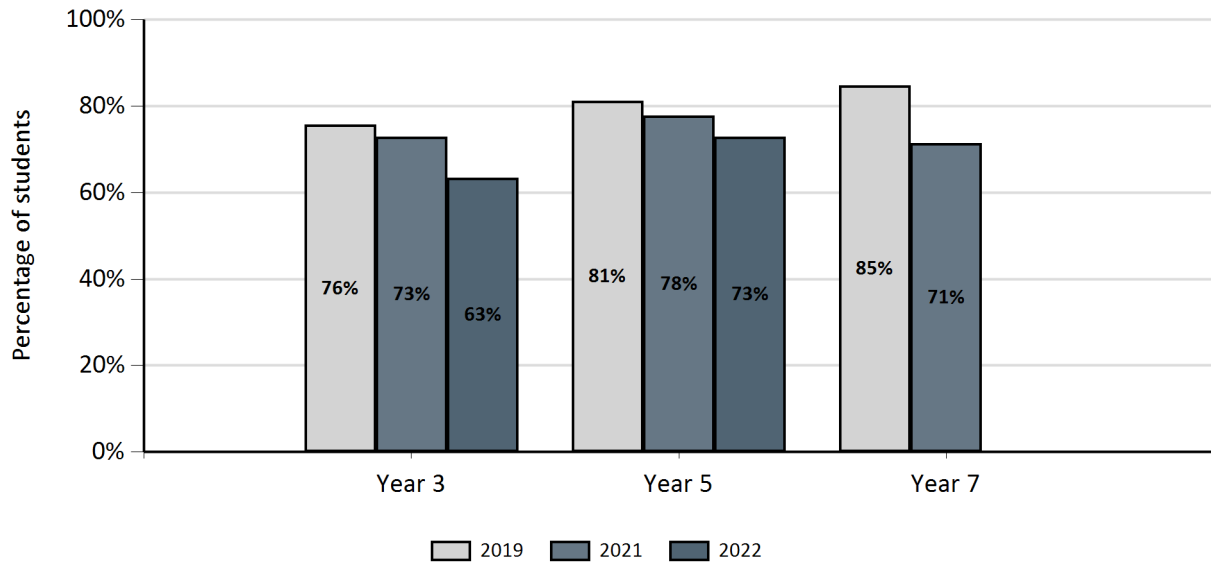
Our goal for the PQIP in 2023 is to improve children's engagement with picture books in the learning environment. Success will be measured by children's engagement with the picture books presented to them, including role-playing and conversations. To support this goal, we will focus on a narrow, targeted approach, with leadership flexibility and the addition of more picture books and iPads in the preschool setting.

Performance Summary

NAPLAN Proficiency

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

Reading

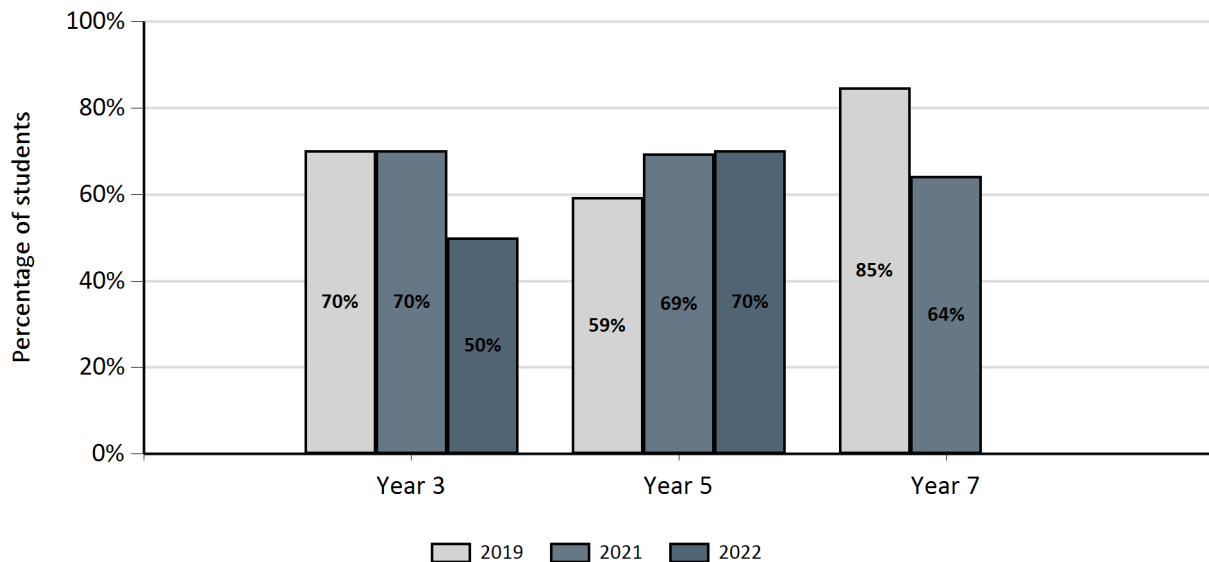


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	30	30	6	2	20%	7%
Year 03 2021-2022 Average	33.5	33.5	7.5	5.0	22%	15%
Year 05 2022	37	37	5	1	14%	3%
Year 05 2021-2022 Average	36.5	36.5	8.0	2.0	22%	5%
Year 07 2021-2022 Average	14.0	14.0	0.0	1.0	0%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

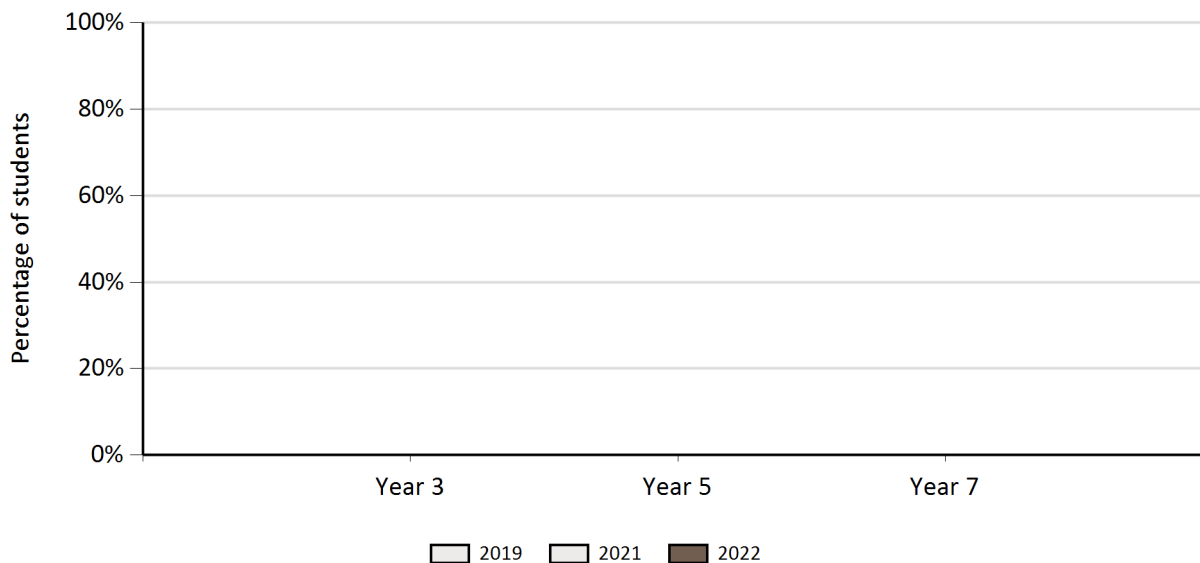
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



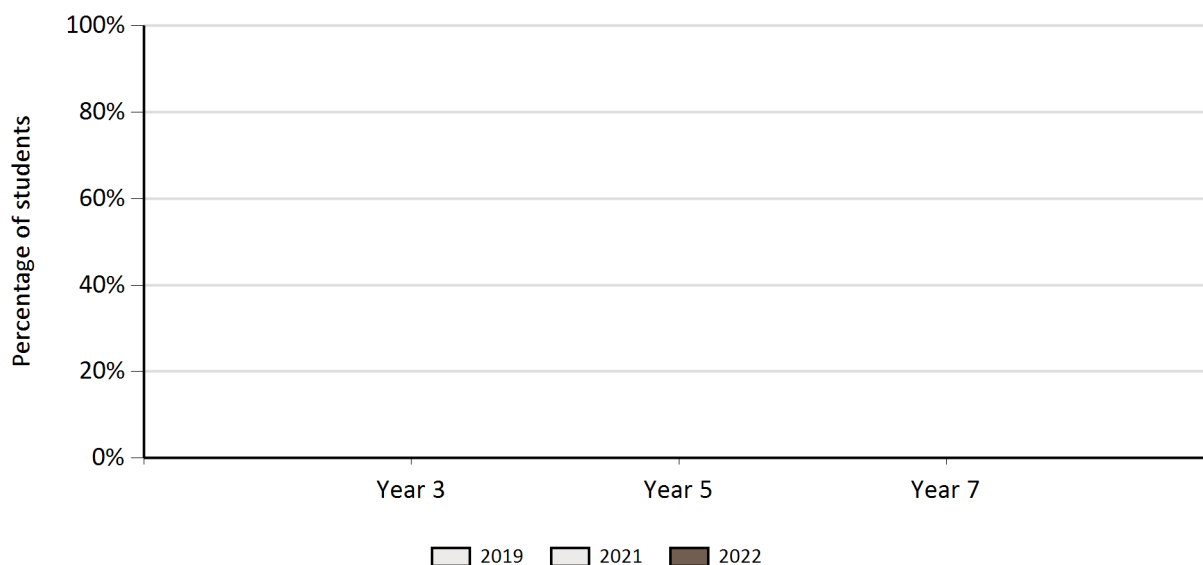
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

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

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

We emphasised the importance of high-impact teaching resources and professional learning, providing educators with access to research and best practices in education. This led to more effective teaching and better student outcomes. By incorporating learner voice, we ensured that our educational experiences were tailored to meet the unique needs and preferences of each student. Collaboration among educators also helped to promote the successful implementation of these resources and strategies.

In addition, we provided data literacy training and guidance to help our staff analyse and understand the data, enabling them to make informed decisions about student learning and growth. We established Student Review Teams to track the progress of our Aboriginal learners, and regular reviews of programs and strategies ensured that we were able to continuously refine and improve our approach.

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

Our Aboriginal learners made remarkable progress in their PAT R & M tests, showing impressive growth from Term 1 to Term 3. Our Year 2 learners demonstrated a remarkable 20-point increase in mathematics and a 10-point improvement in reading. Our Year 3 students also made similarly impressive strides.

Despite some challenges in our NAPLAN results for Year 3 and 5, we remain steadfast in our commitment to supporting all of our Aboriginal learners in reaching their full potential. We are closely monitoring their progress and implementing strategies to help them meet and exceed the SEA standards in future testing.

School performance comment

It is important to note that due to the impacts of COVID-19, student progress has been affected by high absenteeism, staff absence, and changes in teaching methods.

NAPLAN Reading and Numeracy:

In 2022, 73% of Year 3 students who sat NAPLAN Reading achieved SEA, which is a decrease of 7%. Meanwhile, 79% of Year 5 students who sat NAPLAN Reading achieved SEA, which is a decrease of 1%.

We had significant focus on mathematical instruction and feedback during the second semester of 2022, utilizing the curriculum resources, anonymous feedback cycles, and exit strategies using Google Forms to identify student misconceptions.

We missed our target with only 63% of Year 3 students (-17% from target) and 71% of Year 5 students (-9% from target) who sat NAPLAN meeting the Standard of Achievement.

Phonics Screening:

73% of Year 1 students achieved 28 or higher in the PSC, consisting of six students who did not meet the benchmark. Additionally, 90% of Year 2 students who sat the Phonics Screening Test scored 28 or higher, with only three students not meeting the benchmark. However, we did not make any improvements in this area in 2022.

Reading and Numeracy Standard of Educational Achievement (SEA):

In 2022 Reading, 85% of Year 3 students met SEA, which is an increase of 6% from their 2021 score. However, we did not meet the set target of Stanine 100, with only 59% of students reaching this target. In Year 4, 90% of students met SEA, with 87% of students reaching the set target of Stanine 107. For Year 5, 86% of students met SEA, but we did not meet the set target of Stanine 117, with only 75% of students reaching this target. In Year 6, 81% of students met SEA, but we did not meet the set target of Stanine 122, with only 78% of students reaching this target.

In Year 3, 67% of students met the Standard of Educational Achievement (SEA). However, we did not meet the set target of Stanine 106, with only 52% of students reaching this target. Trusting the Count and Place Value gaps need to be addressed in Reception, Year 1 and 2, and Additive & Multiplicative Thinking in Year 2. In Year 4, 81% of students met the Standard of Educational Achievement (SEA), but we missed the set target of Stanine 112 by 4%, with 81% of students reaching this target. 33% of our students fell between the state SEA and the national SEA, which indicated the need to improve stretch for high bands. In Year 5, 81% of students met the Standard of Educational Achievement (SEA). Still, we missed the set target of Stanine 116, with only 72% of students reaching this target. We aim to move those meeting SEA and national benchmarks into the higher percentile. In Year 6, 80% of students met the Standard of Educational Achievement (SEA). However, we did not meet the set target of Stanine 123, with only 69% of students reaching this target.

We utilised two mathematic sprint cycles, enabling specific, accurate, and actionable feedback, working through 'Check-in and act' formative assessment practices and processes. We also utilized student voice to enable student feedback about our teaching and student learning. The Learning Design resource in formative feedback had the biggest impact on practice and played an integral part of our sprints, highlighting significant growth and outcomes.

Takeaways:

Overall, we did not meet some of our set targets, particularly in the SEA and Phonics Screening areas. However, it is important to note that we maintained consistent trends, and there were some positive takeaways. For instance, we saw an increase in the number of students within the top 20% percentile, and there were some notable increases in students achieving SEA. We have also evaluated the changes that were introduced and are returning to the previous practice that was producing growth.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	90.0%	96.3%	94.9%	97.5%
2020 centre	85.3%	86.4%	86.6%	91.5%
2021 centre	86.2%	86.1%	81.6%	92.2%
2022 centre	82.9%	75.0%	64.5%	78.6%
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	90.1%	84.9%	89.0%	85.6%
Year 1	90.9%	84.6%	90.5%	84.0%
Year 2	93.4%	84.6%	92.6%	81.0%
Year 3	93.4%	87.4%	91.2%	85.2%
Year 4	94.4%	86.2%	93.5%	88.5%
Year 5	93.1%	87.9%	91.4%	88.7%
Year 6	88.5%	84.8%	92.6%	87.5%
Year 7	92.3%	86.9%	90.4%	N/A
Primary Other	89.3%	75.9%	86.5%	84.3%
Total	92.0%	85.3%	91.2%	85.9%

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

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

Attendance comment

In 2022, our attendance rate was 87.7%. Although there was a slight decrease of 2.3% compared to the previous year, we continue to implement strategies to support our students' attendance. While 11 students had attendance lower than 80%, we provided multiple referrals to attendance officers, attendance plans, and constant support, including home visits. Although we were unable to improve attendance for these students, we remain committed to addressing attendance concerns and have several measures in place, such as daily phone calls to parents, tracking from leadership, and formal letters sent home. We also offer meetings with the Deputy Principal and referrals to external agencies. Furthermore, we conduct home visits to develop strategies to support families in getting their children to school. In rare cases where referrals are made to DfE attendance officers, we continue to work closely with them to improve attendance.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	36	35	33	33
2020	37	35	34	34
2022	15	16	15	15
2021	20	21	25	15

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

At our school, we take a proactive approach to student behavior, employing a range of strategies to create a positive and inclusive culture. Our goal is to support students in making positive choices and help them grow into responsible members of the community. In cases where inappropriate behavior occurs, we take prompt and appropriate action to ensure a safe and respectful learning environment. Our strategies include:

- Interception, which involves helping students recognize and regulate their emotions
- Wellbeing check-ins to monitor and support students' social and emotional needs
- Teacher intervention strategies to provide immediate support and guidance to students.

Our approach is effective, and we're proud to report that our efforts have led to a significant decrease in extreme or inappropriate behavior. In 2022, we saw a 40% reduction in suspensions, demonstrating the power of positive intervention and support, down from 53 suspensions in 2021 to 32 suspensions in 2022. We remain committed to promoting positive behavior and creating a safe, inclusive learning environment for all our students.

Parent opinion survey summary

We're thrilled to share that our focus on pathways and awards is helping our students build life skills that are essential for success. Our parents are highly supportive, with 100% reporting that they believe education is important. We're especially proud to report a significant increase in the number of families who feel that they receive enough communication and that we communicate effectively. Parents are engaging in useful discussions and feeling encouraged to help their children learn, which is a testament to our collaborative approach.

We're also proud to have equaled our 2021 results in terms of emphasising the importance of the child. We're committed to building on this strong foundation and ensuring that every child has the opportunity to thrive. To support this goal, we're implementing several strategies, including:

- Providing families with regular learning tips to help support their child's education.
- Encouraging open and honest communication between parents and teachers.
- Hosting workshops and events to provide families with additional resources and support.

We're excited about the progress we've made, and we're looking forward to continuing our efforts to build strong partnerships with our families and promote positive outcomes for all our students.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1906 - Morphett Vale Primary School	100.0%	100.0%	100.0%	100.0%

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	5	12.5%
NS - LEFT SA FOR NSW	3	7.5%
OV - LEFT SA FOR OVERSEAS	2	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	29	72.5%
U - UNKNOWN	1	2.5%

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

Destination comment

N/A see table

Relevant history screening

At Morphett Vale, we take our responsibilities around child safety seriously and ensure that all our staff, volunteers, and external providers are appropriately screened to meet DfE Relevant History Screening requirements. We're proud to say that we adhere to these requirements diligently and have put in place several strategies to support this important work. These include:

- Ensuring that all our staff have undergone the required DfE screening, and that records of this screening are kept up to date in our Management Portal.
- Sending out reminders to staff in advance of their screening expiry dates to ensure that they have plenty of time to reapply.
- Requiring volunteers and external providers to provide DHS screening evidence that is kept on site and is current.

These strategies help to ensure that our school is a safe and welcoming environment for all our students, and we're committed to upholding the highest standards when it comes to child safety.

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	35
Post Graduate Qualifications	5

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	18.8	0.6	11.4
Persons	0	20	1	17

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

Financial statement

Funding Source	Amount
Grants: State	\$3,152,360
Grants: Commonwealth	\$6,000
Parent Contributions	\$111,393
Fund Raising	\$16,060
Other	\$78,237

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	The school took significant steps to improve the support services available to students with complex needs. To this end, the Wellbeing Leader role was increased to a full position, allowing for more targeted and effective support to be provided to the school's	The school made significant progress in decreasing consistent behavior issues, thanks in part to a number of targeted support measures.
Improved outcomes for numeracy and literacy	Utilised SSO to provide additional support for most challenging and extreme students. In the classroom documentation, the children's mathematical language skills have progressed at different stages.	In addition, the school implemented several other strategies to further enhance support services on offer. These include the release of an SSO to supervise and conduct small group Interoception interventions during break times, and the creation of dedicated Interoception groups to facilitate small group work and individualised programs.	We have collaborated with the school, and through pedagogical observation, we have seen the effectiveness of the support provided. We have also conducted mathematical literacy lessons over five stories, songs, and rhymes to promote this, but there is still a need for more social and emotional skills and has had a positive impact on the wellbeing and behavior of students across the school.
Targeted funding for individual students Inclusive Education Support Program	Improved outcomes for students with an additional language or dialect	To support our students we have employed a BSSO to provide 1:1 support and interventions. We utilise an explicit teaching approach using a consistent LGU and have implemented whole school LGU assessment and moderation with individual student targets.	Our targeted student support program has been successful in helping students meet their individualised targets. Our efforts to provide in-class support have proven effective, and we will continue to prioritize individualised attention for each of our students.
Improved outcomes for non-English speaking children who received bilingual support	N/A	We successfully deployed specialist teachers and SSOs to provide intensive and targeted support to help our students achieve their One Plan goals. Our support was informed by a reflective process and tailored to meet the needs of students with disabilities. In addition, we offered differentiated learning programs in classrooms to help students at all levels, from Wave 1 to Wave 3. We are pleased with the outcomes of these efforts and will	Our efforts to support students with One Plans were successful, resulting in greater achievement and engagement. We developed One Plans for each of our students and monitored and reviewed their goals regularly to ensure they were making progress. We are proud of the positive outcomes that we achieved and will continue to prioritise the development and implementation of effective support plans for all of our students.
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.		continue to prioritise targeted support for all of our students.	
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	ACEO support provided to ATSI students and their families. Participation in literacy and/or numeracy intervention programs. Funding allocated from literacy and numeracy first and early years support grants to support these interventions. IESP grant used to support literacy and/or numeracy intervention programs, as well as teacher/SSO planning release.	We achieved growth in Year 1 Benchmark Phonics Check Results, with all students participating in and engaging with the LGU intervention program. We placed a particular focus on improving attendance and as a result, we also saw improved numeracy and literacy outcomes for our students.

Program funding for all students	Australian Curriculum	Primary Learning Improvement funding was utilised for various purposes, such as teacher release for co-planning and moderation, professional learning, resources, and to participate in partnership learning design & curriculum work. Teachers were also given release for data discussions, mentorship of rich tasks that involve problem solving in classrooms, and to extend small targeted Maths Enrichment groups. As a result, students benefited from an enhanced learning experience and a more collaborative teaching approach.	All teachers implemented the Australian Curriculum and utilised the Curriculum Resource effectively to support student learning.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	With the Better Schools funding, we were able to provide additional interventions to support students who were not meeting the literacy and numeracy targets. The LGU Phonics Sequence was successfully implemented for students in Reception through to Year 3, and QuickSmart and Acadience were rolled out for students in Year 1 through to Year 6.	Improved student reading levels and enhanced PAT Maths and Reading results.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	We used literacy and numeracy first funding to provide teacher support to students achieving in the higher bands Years 3-6. We also conducted workshops with a small group (JP, MP & UP) of students to extend and enrich their mathematical knowledge and understanding through exploring mathematical concepts.	Growth in PAT Maths & higher band achievement.