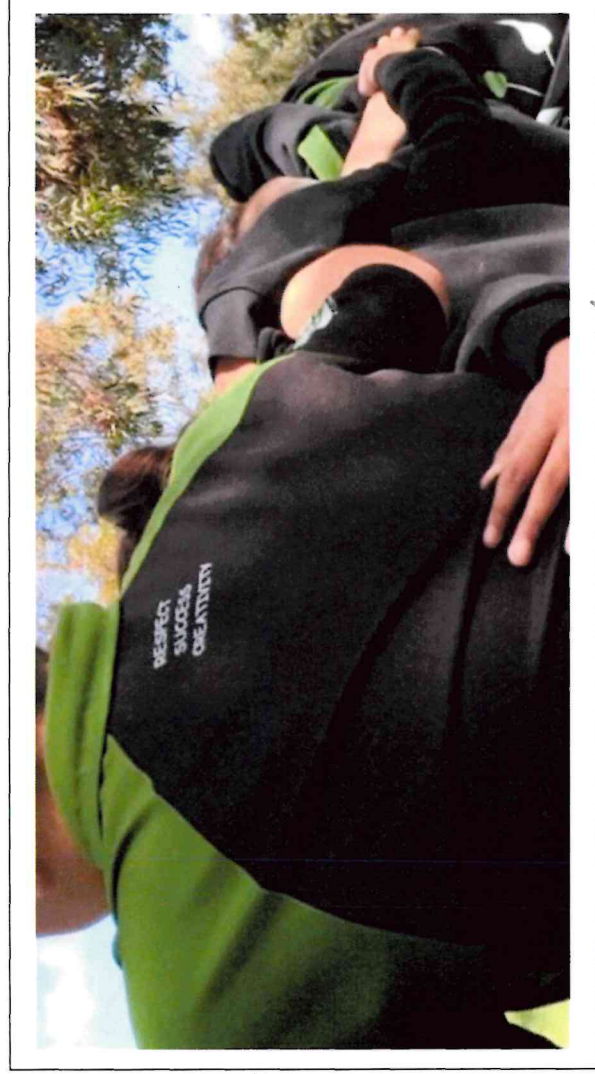


2022 Prospect Primary School Annual Report





Karen Duval- Principal 2022



Kristen Willson- Deputy Chairperson

on behalf of Jason Nelson-Chairperson Governing Council 2022



Government
of South Australia
Department for Education

Site context and highlights

We entered our 101st year of providing high quality education to the Prospect Community with trepidation, unaware of the impact the pandemic would still have on our learning and everyone's wellbeing. However, despite unprecedented levels of absenteeism with staff and students and having to navigate a year with little predictability, resilience and tenacity prevailed as we strived for consistency, commitment and continuity. The absence of our year 7 cohort for the first time also created change altering the dynamics of our school culture.

Having an Index Community Socio-educational Advantage (ICSEA) score of 1106, and being classified as Category 6 (DfE) we continued to celebrate our diverse population embracing 1.6% Aboriginal students, 8.6% students with disabilities and 236 (42%) students who receive English as an Additional Language or Dialect (EALD) additional support. Due to our schools reputation for being inclusive and effective when accommodating for all learning needs, our ATSI student population tripled along with our student with disabilities cohort almost doubling in size.

In response to extraordinary times Wellbeing remained at the fore with our whole-school focus on S.E.C.R.E.T skills and the cultivation of Character strengths, (aligned directly to ACARA's general capabilities) supported students to regulate, build metacognition and learner self-efficacy. In addition, these skills allowed our students to create and reflect on purposeful goals that support intellectual and emotional wellbeing growth. The commencement of daily check-ins with students through the Zones of Regulation, and weekly student check-in forms empowered both staff and students to identify and respond to wellbeing needs and issues in a timely manner. Innovation; our student-voice group, supported the development of student wellbeing literacy and positive wellbeing through additional learning on character strengths and the S.E.C.R.E.T skills. Wellbeing and mindfulness activities were organised and run by student leaders twice a week during lunchtime and provided a calm and reflective space for all students. Our wellbeing e-newsletter; Pursuit of Connectivity 'embracing the pursuit of wellness' helped to engage, connect and include our families in PPS's wellbeing journey.

Our students' knowledge and skills continued to be measured using NAPLAN, the Progressive Achievement Tests (PAT) in Mathematics, Reading, Spelling and ACER General Ability Tests along with rigorous class based data collection. Over 101 families chose for their children (year 2 to 6) to participate the National ICAS testing for English, Maths, Writing and Digital technologies. All data has been reviewed quarterly through Challenge to Action Teams to track the effectiveness of targeted strategies. Feedback for students on their progress and consistent metalanguage has been well embedded. IMPROMATION a new data collection system was introduced to our staff to allow for data to be easily analysed and extrapolated. We are cognisant of our NAPLAN data performance decreasing with our overall score falling 0.03% from 2021. In comparison to national and state data however, we fared considerably well despite disrupted learning opportunities. We still celebrated notable increases in Year 5 high band achievement in reading and writing.

In October we celebrated not only our 100+1 birthday with a highly successful Open Day but also the opportunity to again physically welcome back our school community to our wonderful school. Providing evidence of the innovative pedagogy and high impact strategies experienced at PPS, the day provided an opportunity for our students to proudly display and share their amazing inquiry work. Our community, former and present, enjoyed local food, stalls, games and performances from our choir and Island Hoppers (our Greek dance troupe).

Our students enjoyed our annual Sports Day, participated in a large variety of sports including SAPSASA events, City to Bay school based fun run, Ground Force dancing, Bike Ed, Beyond Limits Outdoor program and Aquatics. Two classes participated in Primary Mathematics Association Challenge winning two state awards and a highly commendable award. Our Lego League team after winning on a state level participated in the nationals in Melbourne and came home with a 2nd place award after showcasing core values indicative to the competition. PPS students made history having their names recorded in our Parliament's Hansard after they initiated the momentous name change of the Strangers Gallery to the Public Gallery. This amazing example of student voice and agency received many accolades and messages of congratulations from our community and those in education including our Education Director who recognised the significance of such an achievement.



2022 Governing council report

As my time as Chair of the Governing Council comes to a close, I reflect in the honour and absolute privilege it has been to be elected and serve Prospect Primary School for the past 2 years. Unknown to many, Governing Councils hold a very important role in not just supporting your children and raising funds, but working with the School leadership team to help set and monitor the direction of the school. The Governing Council is also the employing authority for all staff associated with the Out of School Hours Care facility (OSHC). These past 2 years have undoubtedly been the most challenging for everyone, but Governing the school through lockdowns, staff changes, OSHC leadership changes and, for the most part, attempting to do it via TEAMS and Zoom calls made things all that more challenging. 2022 was a fantastic year for the Governing Council, we welcomed a plethora of new members and formed a team that was really focussed on results. Major changes were enacted around the school grounds with a large amount of these plans still to be completed such as the resurfacing of the basketball courts.

We listened. We remained focussed, listening to the voices around the school community and completed the upper carpark upgrade making entry safer for our children. We installed an entry gate on the upper oval connecting onto Burrage Place courtesy of the voices from our community after experiencing issues during the ban on parents entering the school grounds during COVID. We conducted a number of very successful working Bees (hosted and organised by our very talented grounds committee lead by Leah Menner) after the practice was rejuvenated in 2021. Our fundraising committee once again worked tirelessly to create some amazing opportunities to raise much needed funds to aid the school in key projects and improvements, finishing on the high of all highs with our Centenary fete. The fete, a work in progress for almost 2 years and cancelled upon us just a few weeks shy of the official date in 2021. The small, but very able team of Alicia Neville, Anna Cope and Mez Nelson went above and beyond working nights and weekends for months leading up to the event and brought the whole community together. They were surrounded by a team of parents that offered their services before, during and after the event, all for our school and our community. It is events like these that really make you appreciate the people around you and the sacrifices they make for our children and our community. I still hear the Prospect community raving about the event and I really do hope that the new council will see fit to start a new tradition of an annual PPS fete of some sort. We formed a brand new Extracurricular Sports Committee lead by Liam Golding to bring our younger generation together in alternative sporting activities across the region, bringing other sporting codes into reach for our children.

I would like to thank the entire 2022 Governing Council for their support and time commitments they gave throughout the year, your efforts were and are greatly appreciated. We all understand the time commitment we give to support our children and this wonderful school. Most of all, I would like to thank our executive committee of Kristen Wilson (Deputy Chair), Matt Howell (Treasurer) and Amelia Newland (Secretary) as none of our meetings would have happened without you, your commitment and support. I would also like to thank the leadership, Karen for your support, Kerry for your assistance, Anita for your commitment and the Teacher representatives, Vinesh and Michelle for your insightful reports every meeting.

Personally, I am sad to be departing the school. It has been a wonderful 5 years and I have witnessed so many changes. However, there is still much to do and I assure you that I remain committed to resolving some key long term issues such as traffic management and parking in my new role as Councillor for the City of Prospect, so you have not seen the last of me and I look forward to remaining involved with the School community.

I wish the new council the very best. If I can offer any advice, it is to understand what the Governing Council means, understand your role, commit to the role and be the leader that you wish your school could have had when you were growing up. **Jason Nelson Governing Council Chair**

Improvement planning - review and evaluate (school)

We vigorously commence our new site improvement cycle at the start of 2022 after intensive review of the effectiveness of identified high impact strategies used within the previous cycle. Significantly we refined our success criteria to ensure they could be clearly measured and correlated well to our goal targets and challenge to practice. For greater impact, teaching staff were directed through a process at the start of semester 2 to identify at each year level expected evidence of achievement. By being more succinct within our success criteria and expectations around valued evidence we saw a greater lift when achieving maximum growth especially within writing and reading.

Although clearly challenged throughout 2022 to ensure whole school common practices, we embraced opportunities to work within smaller communities at a sub-team level and within our Professional Learning Communities (PLCs) to continue momentum for improvement. Our underlying goals remained with the expansion of collective efficacy development and expectations around purposeful feedback. Our PLC processes were consolidated further by our Co-designing Pedagogic Shift team (CPS) to promote a distinct cycle of learning with pathways being mapped, common pre-assessments being administered, student learning needs identified prior to the designing and Implementation of learning programs. Occurring concurrently was the continuous monitoring of the impact on the teaching instruction through student and peer/colleague feedback. Remaining fluid within their practice, teachers adopted the most impactful strategies while differentiating all tasks to suit the learning requirements of individuals and smaller cohorts at the time.

We discovered quickly that our intensified targets developed at the end of 2021 were extremely optimistic as we hadn't expected learning to be impacted so heavily by the unexpected high level of absenteeism. However, as a clearly defined strategy we chose to continue to aim high and not lower our expectations. We did remain within a few percent of our target achievement for a majority of our goals. Please refer to Table 1.

TABLE 1

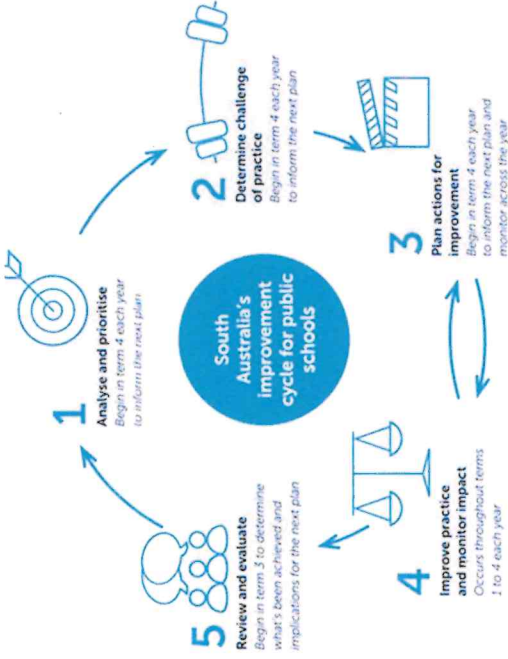
ENGLISH		students in the High Bands	Actual achieved	NUMERACY	students in the High Bands	Actual achieved
Writing	Year 3	77% (54/70 students)	74%	Year 3	60% (42/70 students)	31%
	Year 5	37% (26/70 students)	44%	Year 5	35% (28/70 students)	32%
Reading	Year 3	80% (56/70 students)	57%			
	Year 5	58% (41/70 students)	64%			
Phonics	Year 1	85% (72 students)	77%			

Our year 3 Numeracy data has driven future major focus away from Literacy (as it has been for the last four years) to concentrate on Numeracy in 2023. As documented within our 2022-2024 Site Improvement Plan common meta-language around Math literacies and dispositions to support Mathematical competencies will be explicitly taught along with **the 7 Positive Norms for mathematic classes** developed by Jo Boaler. Through our innovative pedagogies and high impact strategies we will embed the concept of growth mindsets and increase understanding of brain science to further build a positive culture for success within our mathematical learners.

Teachers continued to present their class data sets during our quarterly scheduled Challenge to Action Team meetings. This year however students were invited to participate in some of the conversations, providing authentic evidence and feedback to the teachers on the effectiveness of their practice and to begin directed dialogue on where the learning needed to go next.

Tier 2 intervention strategies will remain embedded within class based learning programs including the introduction of PHorMES R to 6 and speech aligned programs. Identified future steps in accelerating literacy skills will include looking at collective accountability when applying student agency within the formative assessment process.

Wellbeing will be an overarching component to all future learning at PPS.



Aboriginal Learner Achievement Leaders' Resource (ALALR)

Element 4 – Applying Evidence-based, Learning Interventions

In accordance with the Aboriginal Education Strategy 2019-2029 there is a set of documented, reviewed and evaluated intervention strategies. All identified Aboriginal learners receive the support required to maximise their achievement in literacy and numeracy, evidenced by:

- hand over meeting with next year's teacher to discuss Aboriginal learners
- Systematic / strategic data agreement and collection plan to inform Wave 1, 2 & 3 intervention
- Wellbeing data collected to ensure Aboriginal learners develop positive learning dispositions ready to learn
- Attendance data regularly monitored and supported
- 5 week learning goals documented in One Plans
- Aboriginal Learners' data and targeted wave 1 and 2 interventions discussed at CAT meetings (Leadership – teachers)
- Aboriginal Learners' data and targeted wave 1 and 2 interventions discussed at PDP meetings
- Teachers access data using Improvement Dashboard and implementing Impromation to inform wave 1 and 2 interventions
- Year level teams meet once per week to discuss learners and implementing wave 1 and 2 interventions for Aboriginal learners
- Whole school focus on feedback and goal setting, Aboriginal learners can see specific learning goals, success criteria and celebrate successes
- To build teacher capacity with targeted teaching and wave 1 and 2 intervention in the classroom there is a whole school commitment to:
- SIP Goals and maintenance of high expectations
- High Impact Teaching Strategies
- Teachers' PLC commitment and PDP meeting goals
- APAS funds to support literacy and numeracy intervention

Improvements include:

- A deep understanding on the wellbeing and learning data and goals for our Aboriginal students
- Significant increase in wave 1 and 2 intervention within the classroom setting facilitated by the classroom teacher
- Deepening our community engagement to ensure cultural significance around languages and histories.

Student achievement examples with comparative data

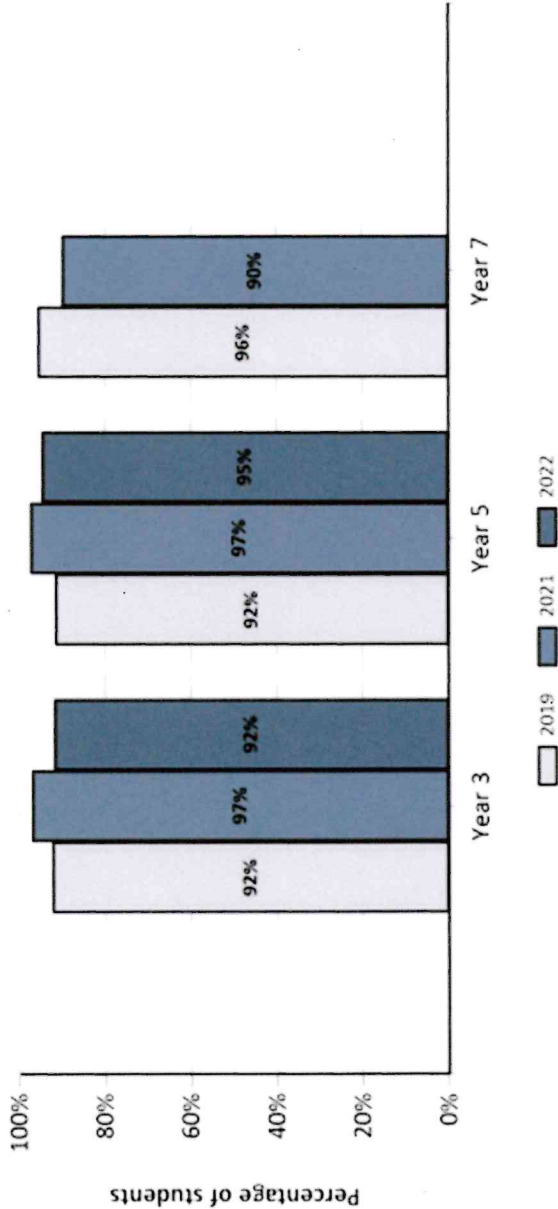
	PAT-Maths	PAT-Reading Comprehension	Brightpath Narrative	Brightpath Persuasive
Student A				
2020	92.1	59.4		
2021	98.1	72.3	150	50
2022	115.6 above SEA (101+)	79.6 below SEA (95 +)	250	130
Student B				
2021	80.6	40.1	70	50
2022	104.1	75.3	110	140

School performance

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.

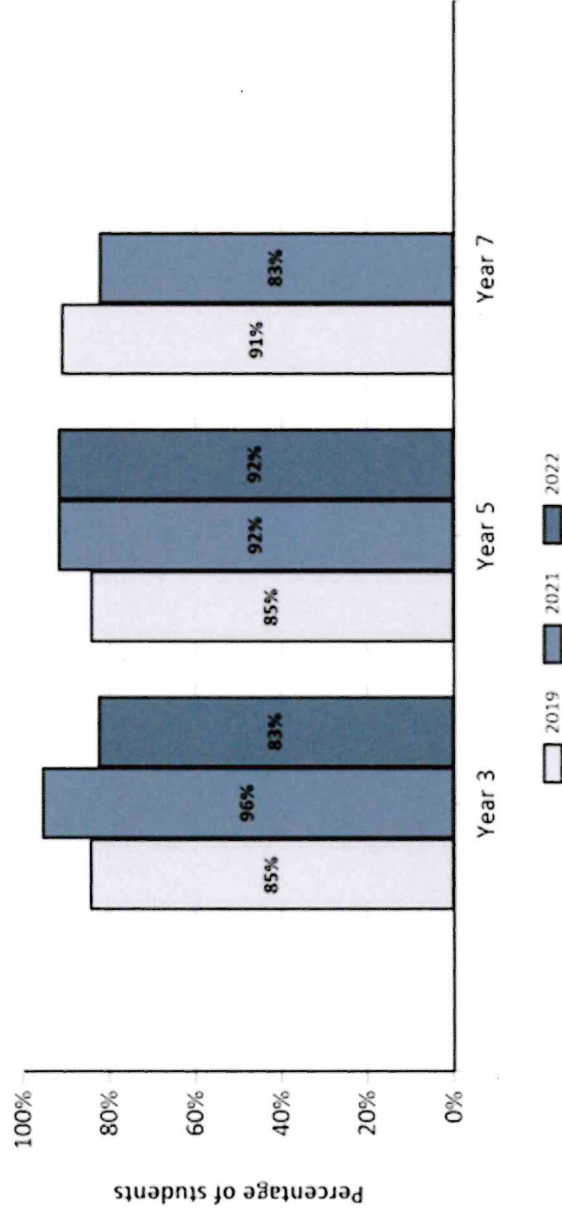
Reading



*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 ^a		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	98	98	54	32	55%	33%
Year 03 2021-2022 Average	84.0	84.0	54.0	35.0	64%	42%
Year 05 2022	76	76	47	23	62%	30%
Year 05 2021-2022 Average	75.5	75.5	44.5	23.0	59%	30%
Year 07 2021-2022 Average	80.0	80.0	35.0	27.0	44%	34%

^aNOTE: No NAPLAN testing was conducted in 2020.

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

^aIncludes 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 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 ^a		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 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

^aNOTE: No NAPLAN testing was conducted in 2020.

Prior to the commencement of 2022 we had avoided the expected decline in learning achievement indicative of many comparable sites nationally. With over three years of disruption to face to face learning and absenteeism never experienced, the positive trend diminished in 2022. We did however still outperform many schools within our partnership with some schools falling .06 to .11 in their NAPLAN Component scores. (Prospect fell .03). We believe the decrease in achievement in some areas within the 12-month period of 2022 was indicative of the COVID fatigue experienced by many sites.

NAPLAN Achievement: A general analysis indicates that there was a decrease in the NAPLAN performance score in reading and numeracy, including the decrease in high band and SEA achievement in year 3. A notable increase however occurred in Year 5 High Band achievement for reading (56% 2021 to 62% 2022, with a previous 5 year average of 52%) and an increase in Year 5 high band writing achievement (35% 2021 -42% 2022, with a previous 5-year average of 26%).

The decline in the high bands achievement scores for our Year 3's was unexpected after we had achieved a significant increase in the 3 years prior to 2022 with a 24% increase from 2019, (NB no NAPLAN scores 2020 due to COVID). We had seen significant gains with the embedding of decodable reading texts, daily literacy programs including Heggerty phonemic awareness and explicit teaching of the Big 6 comprehension skills. Our practice remains aligned to Science of Reading, the department's Best Advice Papers and Literacy Guide books.

Progressive Assessment Testing Data (PAT): In 2022 there was a general improvement in students meeting PAT Reading SEA as a proportion of all students across year levels 5 and 6. There was a minor decrease in achievement across years 3 and 4. We had 100% of our students in years 5 and 6 obtain SEA and 96% for year 3 and 97% for year 4. Previously in 2021 the data was reverse with the lower year cohorts at 100% and years 5 and 6 at 97%.

When analysing the PAT Maths data there was a general improvement in students meeting PAT Maths SEA as a proportion of all students across year levels 4 and 6. There was a minor decrease in achievement across years 3 and 5. In 2022, 93% of our Year 6 and Year 3 students achieved SEA and 97% in year 4 and 94% in year 5.

Year 1 Phonics screening: In 2022, 77% of our year one students obtained scores above the expected SEA level. Although a drop from the 2021 scores the figure was indicative of the 78% scored in 2020 when a similar larger cohort of students were tested.

Writing remained a significant focus leading on from our 2019-2021 Site Improvement Plan with NAPLAN and Brightpath being used to measure growth throughout the year. (NB: As directed by the department Learning English: Achievement and Proficiency (LEAP) tool has not been administered for the last two years). All staff have participated in Writing Plus to enhance their skills around functional grammar. Teachers have been developing their skills around providing pertinent feedback to students on ways to continue to improve their writing.

As a result of the 2022 data numeracy will become our foci for 2023 as we strive to maintain and increase the number of students to remain as high band achievers in Maths from year 3 to 5 and then beyond. All strategies documented in our 2022-2024 Site Improvement Plan will continue to be reviewed and monitored quarterly to restore the previous positive trajectory of improvement from this year's data sets.

Attendance comment

Attendance

Year level	2019	2020	2021	2022
Reception	95.4%	92.6%	94.3%	89.4%
Year 1	95.6%	92.3%	93.6%	89.3%
Year 2	94.4%	93.6%	94.9%	91.8%
Year 3	93.5%	90.8%	95.2%	90.0%
Year 4	94.9%	94.3%	95.4%	91.8%
Year 5	96.3%	93.4%	95.3%	91.5%
Year 6	93.9%	93.0%	95.9%	90.9%
Year 7	95.0%	90.6%	94.0%	N/A
Total	94.9%	92.5%	94.8%	90.6%

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

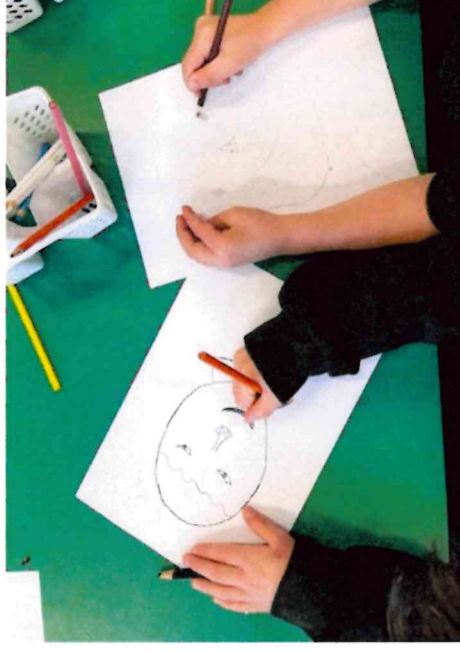
NOTE: A blank cell indicates there were no students enrolled.

Our attendance declined significantly during 2022 as a result of COVID isolation rules. At 90.6% of students attending we have now fallen well below the Department's expected attendance of 95%. As restrictions were lifted and travel became accessible we had many families returning to their home land or taking the opportunity to travel interstate. Attendance for our Indigenous students has improved significantly due to the close monitoring and continuous engagement of our ACEO with our families. With traffic congestion escalating, lateness continues to remain of high concern. Families with child/ren who were incessantly late were given warning letters. At the commencement of term 3 we instigated an 8:48am bell to ensure students were ready at the door of their learning area to commence learning by 8:50. There has been some success with this however a core group of students remain perpetually late.

Destination comment

Of our 2022 cohort we had 74 students leave to further their studies in the high school sector. Of those commencing secondary school 30% of the students were accepted into Adelaide Botanic High School, 53% to Adelaide High School and 13% to other public high schools where they were zoned to. The remaining 4% year 6 students enrolled at private schools, a significant drop than in previous years.

We had 13 students, foundation to year 6 go to other educational settings. Six students went to private schools 3 to public schools and 4 students left our learning community as they were moving interstate.



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	53
Post Graduate Qualifications	18

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	34.0	0.0	10.7
Persons	0	37	0	15

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



Behaviour and client opinion

Behaviour support comment

Our students' behaviour continues to be indicative of our school value of respect. Consideration, empathy and continuous monitoring of wellbeing has become paramount as we cater for changing needs of our students during the pandemic. Gratitude and promoting positive mindset dominated our teaching programs helping our students to articulate their thinking in a constructive and positive way. The embedding of the SECRET skills throughout the school has assisted our students to be effective communicators and participants in a variety of collaborative situations. There were 222 behavioural issues entered onto EDSAS indicating a slight increase in the number of leadership interventions compared to previous years. Significantly however there was only 1 suspension (1 day) compared to 7 suspensions/take homes in 2021. As a leadership team we have provided significant counselling for our students to support them with their emotional/social and physical needs. Behaviour concerns have become fair less significant compared to previous years with incidents recorded as "threatened safety or the wellbeing of others" almost halving from 75 incidents in 2021 to 47 incidents in 2022. Although some students are still resorting to threatening behaviours, physical violence has decreased. We have continued to build positive relationships with parents, enabling better communication with families by teachers/leadership when issues have arisen.

We believe keeping our students well engaged in their learning and equipping them with our SECRET skills will ensure a community where positive dispositions enables continued success for all.



Parent opinion summary

We had 206 parents (down from 248 in 2021, NB smaller school population) respond to the Parent Engagement Survey. We highly value the opinions of our community and relish the opportunity to now have comparative data to identify our areas in need of further improvement as we strive to provide excellence in service to our community.

	2020	2021	2022	2022 Comparison partnership schools
Teachers and students are respectful (agree/strongly agree)	91%	92%	94%	81%
I feel like my child is important to the school	80%	79%	85%	74%
I receive enough communication from the school	87%	87%	87%	76%
I have useful discussions at PPS about my child's learning	72%	67%	68%	56%
The school provides opportunities for parent input	61%	54%	52%	45%
The school provides useful tips to help learning at home	44%	49%	44%	33%

Home/School communications- The majority of our parents indicated that our communications were extremely effective. We have already taken on board that we were communicating in too many modes by ceasing SKOOLBAG at the start of 2023. As previously requested by our community we were communicating by email and SeeSaw. We will now no longer be doubling up to disseminate information.

Learning at school – Although many parents responded positively to the amount of information they receive around their child's learning and that they received timely communications when requested, some parents disagreed wanting more opportunities for feedback and continuous reporting. At PPS we follow the Department for Education Reporting on Australian Curriculum in department schools: Reception to year 10 procedure. Some parents were wanting daily communications.

Learning at home- Even though we clearly promote that a student's homework should be for completing tasks to demonstrate knowledge of the concept already taught within the class learning environment many parents are wanting specifics to "teach" their child. With our older students using One Note, all prior instructions and resources for the tasks are accessible to the students at home and can be shared with their parents.

Screening history

Relevant history screening

As we navigated through another year of COVID abiding with department and SA Health advice we began 2022 with home/on site learning (for emergency service worker families only). As a result, we processed very few Working with Children Check applications through the Department of Human Services Screening Unit. Parents who did apply for clearance to work with children did so to support our out of hours sport programs. Initially we had no one apply to volunteer within our classrooms during the 2022 period, as it was deemed unsafe for our students and volunteers. (NB Students requiring support services e.g. Occupational/speech therapies were able to do so). Some parents using previously granted clearances were able to support our end of year excursions. The low numbers of applications can also be accredited to the life of the WWCC clearance being increased from 3 years to 5.

As we have an OSHC on site our Governing Council members were required to be cleared through the process.

Financial Statement

Funding Source Amount	Amount (rounded to the nearest \$)
Grants: State	00000
Grants: Commonwealth	\$6800
Parent Contributions	\$207426
Fundraising	\$23167
Other	\$55054



2022 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the school)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
Targeted funding for individual students	Improved wellbeing and engagement	Well-being teacher role rolled over for .2 with leadership supporting. Worked within classrooms to embed and model strategies for wellbeing. Closely monitored high risk students through pandemic.	WEC survey analysis identified areas around boy's mental health. Connected to remain focus.
	Improved outcomes for students with an additional language or dialect	EALD teachers mentored others in teaching and learning cycle and LEAP introduced. No collection of LEAP levelling. Teacher's used Brightpath as an interim measure. BSSO remained for 2022. 1.4 teachers allocated.	Support contextualized within classes and high impact strategies embedded for all.
	Inclusive Education Support Program	Significant funding has been applied for to better resource students in and beyond the classroom. Explicit Tier2 intervention embedded into classroom daily practices. AIT teacher embedded in Assistant Principal's role. SSOs support increased as funding became available.	Model of sharing SSOs to provide flexibility to cater for immediate needs of SWD was embedded.
Targeted funding for groups of students	Improved outcomes for rural and isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	Quality Differentiated Teaching Programs (QDTP) were reviewed for effectiveness and high impact strategies identified. Literacy agreements were established to ensure common metalanguage and high quality practice (especially around phonemic awareness, writing) was maintained. Quarterly Challenge to Action teams were embedded to ensure dialogue around data, targeted teaching points and assessment moderation. ATSI students involved in Aboriginal learners group with ACEO. ATSI students connected with Aboriginal students from another school. Targeted intervention. Significant work to support the wellbeing and safety of students was provided.	Attendance of ATSI students increased significantly. ACEO maintained cultural links Teachers established learning goals informed by LEAP and using functional grammar Metalanguage. Numbers of students enrolled increased significantly.
Program funding for all students	Australian Curriculum	Writing Plus, Brightpath, Guide books and Curriculum Unit familiarization, teacher and peer feedback. Site base and LET team expertise engaged.	Increase in reading and writing achievement data especially for our year 5 cohort.
	Better schools funding	Incorporated into overall intervention programs within the class context. One to one with students requiring additional speech, hearing programs. Combination of EALD strategies being delivered through intervention model.	Increase in reading and writing achievement data especially for our year 5 cohort.
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	Additional programs including Lego League, Primary Maths Association competition, Innovation and Mindfulness art classes continued. PMA challenge. Kids teaching kids, Enterprise market, Mind stretch and Inquiry base learning embedded in QDTP within classes.	Increase engagement student ability to provide feedback to support learning design.

