# 2022 Annual Report – Littlehampton Primary School

Compiled by Suyin McDonald and Brigitte French

## Context and highlights for whole site

Littlehampton Primary and Preschool School caters for students from Reception to Year 6 and has a school-based Preschool. It is situated 35kms from the Adelaide CBD. The enrolment in 2022, as at the February census, was 408 (353 school and 55 preschool). Enrolment at the time of the previous review was 440. The local partnership is Heysen. The school has a 2020 ICSEA score of 1063 and is classified as Category 7 on the Department for Education Index of Educational Disadvantage. The school population includes 1% Aboriginal students, 2% students with disabilities, 6% students with English as an Additional Language or dialect (EALD) background, 1 children/young person in care and 17% of students eligible for School Card assistance. The school leadership team consists of an Acting Principal, an Acting Deputy Principal and an Acting Coordinator, all in the 1st year of temporary roles. There are 26 teachers including 2 in the preschool, 3 in the early years of their career and 13 Step 9 Teachers. We have 6 straight and 7 composite classes. Strong links are fostered between the preschool and primary school by implementing programs that align with school foci, conducting informal transition visits to classrooms in Term 4 to familiarise children with teachers, new learning spaces and to participate in a variety of school-based activities including shared pupil free days, professional development and staff meetings. Highlights for 2022 include welcoming parents back on site for many school events including assemblies, sports days, fundraising events such as the Spring Fair and as volunteers to support in a range of school and extra activities.  The Parents and Friends group is very active and they have been instrumental in providing extra events for the students over the year including food fundraising events, craft stalls, school disco and the end of year fun day.  There were a large number of students who represented Littlehampton in various sports and other extra curricula events such as Reader's Cup, ICAS competitions, Children's University, the Leadership summit and conference and the Premier's Be Active and Reading Challenge.  We also had a very strong Performing Arts program this year with many students being part of the senior choir (who performed at the Festival of Music), our instrumental music program, were part of the school band and who participated in many community performances.

We had a number of programs to support students.  Our EALD (English as an Additional Language or Dialect) program which was again implemented by Narelle Thomas, supporting 23 students. Joey Traeger continued to work as our Pastoral Care Worker (PCW), and has been an integral part of our whole school wellbeing approach.  Joey has continued to run 'What's the Buzz' with our year 3 classes, organised lunch time activities and supported numerous students and teachers in the classroom and at many school events. Barb O'Connor has catered for our stretch and extension students with a new program called "ROAR", and continued to drive the work of our Library Legends, Book Week and Readers Cup. Barb has also continued to work successfully alongside teachers and students in lessons to promote curiosity and engagement through inquiry learning. Brigitte French (DP) continued to work in the role as Student Well Being Officer as well as taking a lead role in the Preschool. Suyin McDonald (Principal) worked with Mandy Betts (Coordinator student support and curriculum) in planning and implementing intervention programs for particular students, small groups and whole school.

## School quality improvement planning

The goals of the Site Improvement Plan (SIP) were prioritised throughout the year, which was reflected in our whole school adaptation and implementation of strategies and processes to improve teacher knowledge, understanding and pedagogy.  At the end of Terms 1-3, teachers, in learning teams reflected on the actions in the SIP using Step 4 Improve Practice & Monitor Impact. All learning team responses were collaborated, reflected upon and next steps shared with staff to continue planning for forward progress. This process will continue in 2023 with termly planning to continue to focus on our Challenge of Practice - differentiation across numeracy and literacy.

In 2022:
Goal 1: To increase student achievement in literacy, with a focus on writing R-6. Our priority was to provide rich writing opportunities that supported differentiation but also delivering explicit teaching of writing conventions appropriate for that year level.  We aimed to consistently embed learning intentions in lessons and use Brightpath (BP) levels to inform teaching practice, support lesson planning and co construct with students, their next steps for learning.
Outcomes: Teachers explicitly taught writing conventions according to the Australian Curriculum achievement standards and literacy learning continuum.  They provided multiple opportunities for students to engage in a wide range of genres.  BP and Read Write Inc (RWI) continued across the school to support differentiation, explicitly teach specific knowledge, provide feedback, undertake individual progress discussions, set goals and understand next steps for teaching.  RWI results were used each term by junior primary teachers, to assess individual student growth and differentiate content and pace accordingly.  Teachers used Brightpath, pre and post data, moderation and scale scoring to work with students individually to set next step writing goals to strengthen knowledge, skills and understanding. We shared pre and post data for Brightpath moderation and discussed the changes students had made to their work.  In addition, our Visible Learning tools were implemented to enable teachers to reflect on practice and make necessary changes to pedagogy.  Two staff members attended the Brightpath sessions and more work with the BP consultants is planned for 2023

Goal 2: To increase student achievement in numeracy with a focus on number R-6. Our priority was to improve teacher knowledge and understanding of the Big Ideas in Number (BIiN) across the school and implement rich differentiated learning tasks that included formative feedback to inform next steps. Hands on opportunities were also provided for students to demonstrate their mathematical understanding and consistently use mathematical vocabulary.

Outcomes: We worked intensely with Sarah Centofanti (Numeracy department lead) to improve teacher capacity around BIiN, differentiation in student learning tasks and time and resources were provided for all staff to undertake the BIiN diagnostic testing for students of concern. Two staff members and leadership were part of the Numeracy Be Brave and Lead program. Significant time was invested in unpacking the PAT M and NAPLAN numeracy data to identify areas requiring further improvement and students that will be priorities in 2023 to push into or remain in high bands or reach SEA.

**Preschool quality improvement planning**

In 2022 we continued to improve learning outcomes for literacy and numeracy through our goals of increasing sophisticated vocabulary. Through the use of Seesaw, we have been working on streamlining communication and providing clarity around children's learning. We have welcomed parents' onsite more and more as the year progressed and it has been fantastic having them more involved. Highlights have been parents being involved in incursions on-site and parent information sessions for transitions. Evelyn attended a Kodaly Music course over the holiday breaks and has brought this focus into the Preschool, which incorporates music, rhymes, songs and other comparative language. Our PQIP goals and review of outcomes are as follows: Goal One: Strengthen children's ability to communicate numeracy and mathematical ideas, language and concepts. Our priority was to implement a consistent site-based approach to support engagement in numeracy, looking to strengthen children's skills to communicate numeracy and mathematical ideas, languages and concepts. Outcomes: Educators introduced many engaging activities around mathematical language. We had two preservice teachers that supported this goal through engaging investigations of house building and bees. Our preschool team had two pupil-free development days working with the Early Years Leader around the planning cycle, data analysis and critical reflections. As a team we developed a Y chart observation lens on numeracy vocabulary and started a critical reflections diary. Our educators were involved in our site Numeracy PLC and explored the vocabulary expected in the Early Years and how this might look in preschool. Goal Two: Strengthen children's abilities to use and understand the language of their world and represent this symbolically. Our priority was to implement a consistent site-based approach to supporting engagement in literacy looking to strengthen children's skills to use and understand the language of their world and represent this symbolically. Outcomes: Educators attended a PFD on differentiation in term 1 and explored how they can deliver a literacy-rich environment that differentiates to all children. Educators visited other Preschool settings to observe documentation, set up of play environments, wondering walls and critical reflections. From this, staff have set up a wondering wall and investigated and set up new provocations around language and exploring new vocabulary. The focus for 2023 will be to continue with increasing children's use of sophisticated language to connect and communicate with their world by intentionally planning, modelling and implementing key vocabulary within rich learning environments.

**Performance Summary**

NAPLAN Proficiency

**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.
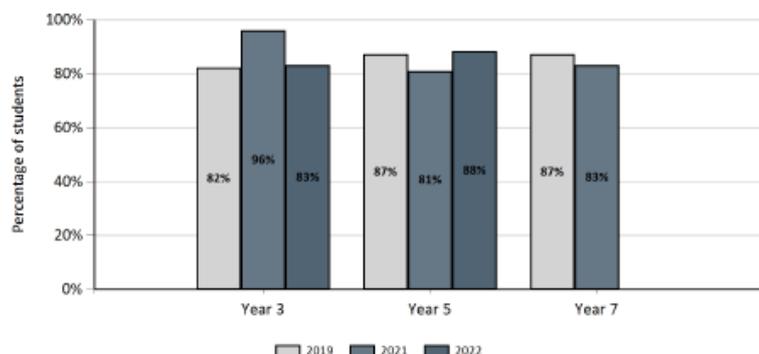
**Reading**
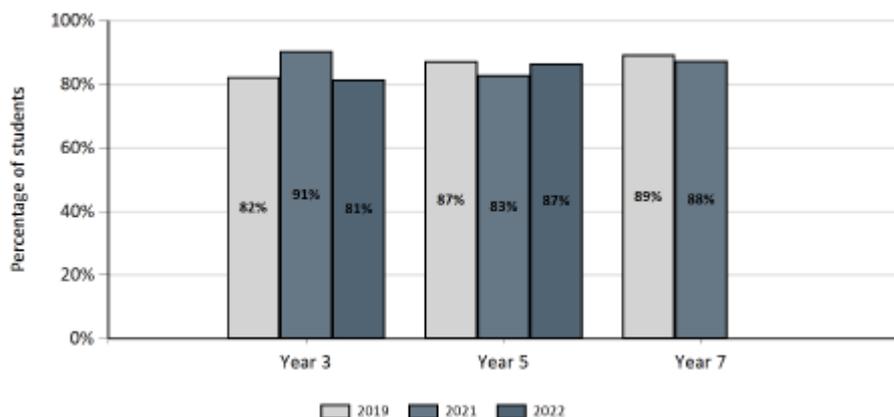
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may 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 | 54 | 54 | 29 | 20 | 54% | 37% |
| Year 03 2021-2022 Average | 53.5 | 53.5 | 30.0 | 22.0 | 56% | 41% |
| Year 05 2022 | 52 | 52 | 26 | 11 | 50% | 21% |
| Year 05 2021-2022 Average | 52.5 | 52.5 | 23.0 | 11.0 | 44% | 21% |
| Year 07 2021-2022 Average | 48.0 | 48.0 | 17.0 | 20.0 | 35% | 42% |

*NOTE: No NAPLAN testing was conducted in 2020.

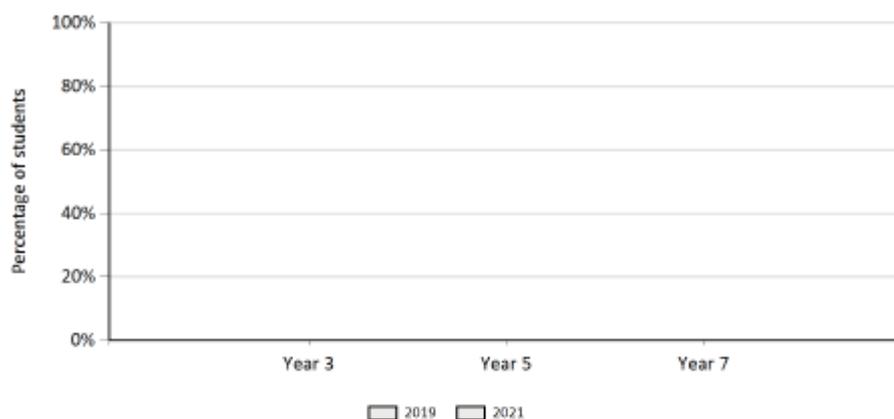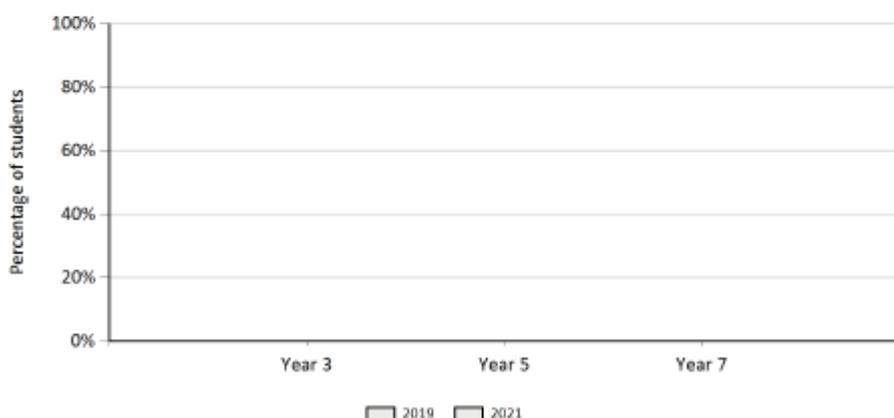Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency – Aboriginal learners

## Reading

## Numeracy

NAPLAN progress – 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 07 2021-2021 Average | * | * | * | * | * | * |

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

Aboriginal Learners participate in all Department for Education mandated testing eg Running Records, PAT.  Targeted teaching to put a face to the data and knowing the next steps for learning for each Aboriginal Learner. Tracking and monitoring student progress teachers were able to write a One Plan with SMARTAR goals for students to achieve. The goals were achieved by examining

the data in depth. Collected data is recorded on class data sheets and NAPTRACKER and PATRACKER. Data is passed onto next year's teacher.

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

Teachers are aware of who the Aboriginal Learners are at Littlehampton Primary and Preschool have been able to put a face to the data and share with NIT providers to help with learning. Intervention/extension programs have been implemented where needed. Data is collected and analysed according to Littlehampton Primary Schools data schedule.

## School performance comment

Our Pat M data reflects a strong growth across the school with most cohorts showing growth. The Year 3 cohort showed the highest achievement of 100% at or above SEA. From Year 1 to Year 6 we had 96% of students at or above SEA. In PAT R our data has fluctuated across the school and cohorts. The Year 3 cohort had 97% achieve at or above SEA, the Year 4 & 5 cohorts both had 95% at or above achieve SEA. From Year 3 to Year 6 we had 91% of students at or above SEA. As a school we have reflected on this and have made a decision to focus on those students that are at SEA and coasting to make sure these students achieve significantly above SEA and or move into growth. As a site, our numeracy goal is aiming to continue with the Big Ideas in Number, formative feedback, rich learning tasks, differentiation and mathematical vocabulary. With our writing goal we want to focus on NAPLAN results in spelling, writing and grammar & punctuation, Brightpath data and use this to give feedback to students, explicitly teach writing conventions, rich writing opportunities and build capacity to use formative assessments. We have also added a Phonics Screening target as this is an area of concern. Flagging students to be reassigned for 2023 with some students to revisit the same test the following year. Reassign students for significantly above SEA. We have given all staff a list of students above and below SEA. We have also highlighted those that are of concern or are coasting from our PAT data.

Our Targets for 2023 are:
Writing Goal:

**NAPLAN Spelling**
**Year 3:** **49% of students (24/49) to remain in the high bands**
**33% of students (16/49) to move into the high bands**
**Year 5:** **33% of students (16/48) to remain in the high bands**
**44% of students (21/48) to move into the high bands**

**NAPLAN Writing**
**Year 3:** **54% of students (27/50) to remain in the high bands**
**26% of students (13/50) to move into the high bands**
**Year 5:** **18% of students (9/50) to remain in the high bands**
**60% of students (30/50) move into the high bands**

**NAPLAN Grammar & Punctuation**
**Year 3:** **53% of students (26/49) to remain in the high bands**
**35% of students (17/49) to move into the high bands**
**Year 5** **25% of students (12/48) to remain in the high bands**
**60% of students (29/48) move into the high bands**

**PHONICS Screening:**
**Year 1:** **78% of students (40/51) to reach SEA**

Numeracy Goal:

**NAPLAN Numeracy**
**YEAR 3:** **38% of students (20/53) to remain in the high bands**
**45 % of students (24/52) to move into the high bands**
**YEAR 5:** **22% of students (11/49) to remain in the high bands**
**69 % of students (34/49) to move into the high bands**

**PAT Maths - SEA**
**Year 2 : 60% (32/53) of Year 1 students to be significantly above SEA**
**Year 3: 24% (11/41) of Year 2 students to be significantly above SEA**
**Year 4: 34% (13/38) of Year 3 students to be significantly above SEA**
**Year 5: 24% (11/46) of Year 4 students to be significantly above SEA**
**Year 6: 40% (17/43) of Year 5 students to be significantly above SEA**

**PAT Maths - OPTIMAL**
**Year 3: 30% (14/46) of Year 3 students to go from concerning/coasting into optimal**
**Year 4: 21% (8/38) of Year 4 students to go from coasting into optimal**
**Year 5: 41% (19/46) of Year 5 students to go from coasting into optimal**
**Year 6: 33% (14/43) of Year 6 students to go from coasting into optimal**

## Preschool Attendance

|              | Term 1 | Term 2 | Term 3 | Term 4 |
|--------------|--------|--------|--------|--------|
| 2017 centre  | 97.1%  | 93.0%  | 93.8%  | 91.4%  |
| 2018 centre  | 98.8%  | 94.1%  | 94.1%  | 91.7%  |
| 2019 centre  | 94.9%  | 91.8%  | 96.1%  | 94.5%  |
| 2020 centre  | 95.1%  |        | 86.8%  | 88.6%  |
| 2021 centre  | 91.0%  | 88.3%  | 91.3%  | 89.0%  |
| 2022 centre  | 92.8%  | 88.7%  | 83.5%  | 89%    |
| 2017 state   | 90.7%  | 88.8%  | 86.7%  | 87.7%  |
| 2018 state   | 91.0%  | 88.7%  | 88.0%  | 88.3%  |
| 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%  | N/A    |

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**

## School attendance

| Year level | 2019  | 2020  | 2021  | 2022  |
|------------|-------|-------|-------|-------|
| Reception  | 93.1% | 91.5% | 93.3% | 87.5% |
| Year 1     | 92.9% | 92.8% | 91.9% | 91.0% |
| Year 2     | 94.1% | 92.2% | 94.2% | 91.2% |
| Year 3     | 94.3% | 91.5% | 94.3% | 91.1% |
| Year 4     | 94.7% | 90.8% | 93.6% | 90.1% |
| Year 5     | 93.8% | 92.5% | 92.2% | 93.0% |
| Year 6     | 92.4% | 91.1% | 94.0% | 91.6% |
| Year 7     | 92.0% | 89.8% | 92.6% | N/A   |
| Total      | 93.5% | 91.6% | 93.3% | 90.7% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

**Attendance comment**

Our overall school attendance in 2022 was over 90% with our Year 5 classes at 93% attendance. This has improved from last year where we had an overall attendance of 92.2%. The majority of absences across all year levels across the school have been due to "Illness without a certificate", "Family reasons" or "Unexplained. We had 1.5% of absences requiring school follow up due to "Unexplained" over long periods or weeks. Our lowest attendee was at 42.8% attendance and this was reflected in their report and the school had many conversations with parents.

**Preschool enrolment**

## Preschool enrolment

| Year | Enrolment by Term | | | |
|------|--------|--------|--------|--------|
|      | Term 1 | Term 2 | Term 3 | Term 4 |
| 2018 | 47     | 47     | 47     | 48     |
| 2019 | 44     | 43     | 42     | 44     |
| 2020 | 55     | N/A    | 54     | 55     |
| 2021 | 55     | 55     | 54     | 55     |
| 2022 | 54     | 55     | 55     | N/A    |

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**

Our Behaviour Policy was reinforced this year with staff, students and the school community. As a site we implement this by using the Sentral Wellbeing module. By using this we were able to keep records on all incidents, "Green room" counselling sessions and follow up emails to parents. From the beginning of the year we set up an Excel sheet to record reflection notes and students that had frequent incidents. We discussed with all students the "Taking Responsibility" chart to remind them of the steps we would take if they were frequently needing to do reflection sheets. This has had a huge impact on students in the "Green room" with a huge drop of incidents. In Term Two this year we had 64 incidents at 18% of students. In Term Three we had 47 incidents with 13% of students. In Term Four we had 47 incidents with 13% of students. This year we have had 4 suspensions.

**Parent opinion Survey**

The parent opinion survey had 85 parent responses from 363 students enrolled at Littlehampton Primary School.

School climate - 87% agreed or strongly agreed that people at the school respected each other. 75% of the responses indicated that they received enough communication and that it was effective. As we move to 2023 we will continue to streamline this process.

Learning at school – 40% of respondents know what standard of work the school expects and 45% requested more help with their child's learning. This needs to be an area of focus for 2023 to ensure all families know what is expected from the school and be provided with feedback on how to support their child's learning.

Learning at home – the majority of respondents believed that their child had good learning routines at home and talked with their child about school. 26% of respondents were looking for more useful tips on how to help their children learn at home.

Future plans and pathways – the majority of respondents felt that their child's education is important and that they were equipped to help their child to enter further study or work after they finished their education.

The 2022 results are comparable to those results for other schools across the portfolio and are similar to the previous 2 years.

From the text responses there was a wish to receive more feedback more regularly from teachers, on how their child was progressing and ways to best to support their child at home. There was also some frustration around the inconsistency in communication modes and content between classes. These two areas will be a focus for 2023, with continuation of Seesaw use across the school coupled with emails to all families to keep families up to date.

**Intended destination from Preschool - DJ**

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| 225 - Littlehampton Primary School | 100.0% | 92.6% | 96.3% | 96.2% |

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2022 collection.

**Intended destination from School – MD/DJ**

| Leave Reason | Number | % |
|---|---|---|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 2 | 28.6% |
| OV - LEFT SA FOR OVERSEAS | 2 | 28.6% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 2 | 28.6% |
| VI - LEFT SA FOR VIC | 1 | 14.3% |

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**

Majority of our leaving students attended government high schools, Mount Barker, Heathfield and Urrbrae Agricultural School, the main high schools. Cornerstone College, St Francis de Sales, and Christian Brothers College were the main non-government schools.

**Relevant history screening**

Working with Children's Check: Volunteers contact the school and we start an online application for them. The school will need to ask for: • Full Name • Email Address • Date of Birth.  Then the school can start the online application. Once it has been started by the school the volunteer will receive an email from the screening department informing them that an application has been started. The volunteer will then need to click on the link in the email to initiate the application. From here there will be another email sent to the volunteer with the log on details (usually their email address and a password) and a link to start the application. This password will need to be copied and pasted in when the volunteer logs on. They then work through the form and when they get to the 100 point check tick the ON LINE OPTION and ensure that they have paperwork (eg: Birth Certificate/Drivers Licence/Passport) to add up to the 100 point check required as they will need to enter the reference numbers from these documents. Then submit their application. We as a school can then track where an application is up to and also get notification when it has been approved.

**Qualification 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 | 40 |
| Post Graduate Qualifications | 14 |

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 | 24.2 | 0.1 | 9.7 |
| Persons | 0 | 28 | 1 | 16 |

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

**Financial statement**

| Funding Source | Amount |
|---|---|
| Grants: State | $4,074,007 |
| Grants: Commonwealth | $8,700 |
| Parent Contributions | $157,073 |
| Fundraising | $43,734 |
| Other | $53,278 |

**Tier 2 Funding report**

| 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 |
|---|---|---|---|
| Targeted funding for individual students | Improved wellbeing and engagement | We received funding to support specific students with behaviour needs.  This money provided SSO hours to enable staff to work with these students on specific programs or to provide additional support.  We were also able to provide leadership support to improve the wellbeing of identified students. | Progress made in ensuring inclusion of students within classroom activities |
| | Improved outcomes for students with an additional language or dialect | Due to EALD funding, we were able to employ an EALD teacher for 0.2 FTE and implement EALD groups to support students in areas of need. | Students received small group instruction and in class support to improve literacy skills. |

| | Inclusive Education support program | Our IESP grant was used to support children through small group interventions in the areas of literacy, numeracy and social skills (e.g. Quicksmart, tech group, Read Write Inc, behaviour and boundary support training) | Students built their skills, knowledge and understanding of the foundational skills required to help them access the curriculum at their level. Some students also improved their ability to recognise and regulate their behaviour and emotions to then be able to engage with other students and their learning, which saw improvement in their wellbeing. |
|---|---|---|---|
| Targeted funding for groups of students | Improved outcomes for:<br>- Rural and isolated students<br>- Aboriginal students<br>- Numeracy and literacy including early years support<br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | The funding was utilised to release staff to attend training in numeracy and literacy (Read, Write Inc, Phonics testing and training, 7 traits of writers) as well as in areas targeted to teaching specialisations. Release was also provided to teachers for collaborative planning in numeracy, literacy, Science and Hass.<br>Targeted support for aboriginal students in numeracy and literacy was also provided. | Teachers improved their rigour around curriculum delivery and pedagogy particularly in the early years. Aboriginal students were support 1:1 in numeracy and literacy with some improvement in data. |
| Program funding for all students | Australian curriculum | Funding utilised to release teachers to plan curriculum units in year level teams together, observe teacher practice in specific curriculum areas and to attend professional development aligned with our SIP goals (e.g. BIIN diagnostic testing, local LET initiatives, Brightpath). Relevant curriculum resources were also purchased. | Teachers implemented new ideas, strategies and increased knowledge and understanding in the areas of Math, particularly in BIIN and in Brightpath moderation and scaling. |
| Other discretionary funding | Aboriginal languages programs initiatives | n/a | n/a |
| | Better schools funding | This funding was used to connect our aboriginal students to culture. | Students increased sense of belonging and pride |
| | Specialist school reporting (as required) | n/a | n/a |
| | Improved outcomes for gifted students | n/a | n/a |

## 2021 Preschool annual report: improved outcomes funding – BF/Preschool

| Improved outcomes category (where applicable to the site) | 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 for numeracy and literacy | Funding was utilised to release both teaching staff members to attend two other preschool sites in town to gather information on observations, the planning cycle, learning spaces and assessment strategies around numeracy and literacy.<br>Preschool had two Pupil Free days targeting the planning cycle, observations, and formative assessments with a focus on literacy in numeracy. | This helped staff to plan, make adjustments and start formalising children's observations then planning numeracy language around these outcomes. Staff had a focus on numeracy language and next steps to engage future learning. |

| Inclusive Education Support Program | SSO support with 2 students received 40 hours each for the year across four terms. | Developed self-regulation, play skills and built friendships. |
|---|---|---|
| Improved outcomes for non-English speaking children who received bilingual support | N/A | N/A |