



Monash Primary and Preschool and Monash Preschool

2020 annual report to the community

Monash Primary and Preschool Number: 274

Monash Preschool Number: 6523

Partnership: Berri & Barmera

Signature

School principal:

Ms Alana Kitson

Governing council chair:

Amy Goodman

Date of endorsement:

5 March 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

It is with pleasure that I present to you the 2020 Monash Primary and Preschool Annual Report. In what was a challenging year for everyone, we achieved some key highlights and achievements, and this report forms part of the documentation and processes we use to inform our community and wider audience about how we have tracked against our improvement priorities.

2020 was the second year of our site based preschool. When the kindergarten and primary school amalgamated at the end of 2018, one of our key goals was to increase enrolments and welcome more families to our community. In 2020, our preschool had 24 children enrolled, which was fantastic. We also continued to establish positive and strong connections and transitions, which greatly support children and families when it is time to start Reception at Monash. Continuing to build our Early Years program and transitions will be a focus for 2021.

As part of our amalgamation grant, we developed some outdoor spaces of the preschool, with a particular focus on improving the visual and physical connection between the preschool and school spaces. This had been a vision prior to the amalgamation, and we are very pleased with the results. There are plans to continue to develop the outdoor spaces of the preschool in 2021, particularly nature play offerings at the front of the building.

Monash Primary and Preschool partnered with Happy Haven Pty Ltd to establish an Out of School Hours Care Service in 2020. The demand for an OSHC service had been high for several years, and after 12 months of consultation, we started the program in Term 2 of 2020. The service is available for preschool children and school students, and has a regular attendance. Pupil Free Day and Vacation Care is also well supported. Happy Haven provide a report to Governing Council at each meeting. We look forward to continuing to work with Happy Haven to offer this service.

Due to the COVID pandemic, many of our events were postponed or cancelled. This made it challenging for a community such as Monash, as we pride ourselves on our connection with and involvement of families, our extra-curricular offerings and our participation in community events. For the first time in recent history, the Monash Mammoth Market was cancelled, and we also had to postpone the 100 year celebrations. Despite the challenges of COVID, we held a successful Sports Day and the inaugural Colour Run fundraiser was a hit! We revamped our morning routines to include a whole school walk twice a week, and will continue this in 2021 due to the positive impact it had on transitions and connections. We were able to offer some SAPSASA events later in the year and the re-imagined Festival of Music Choir event that we participated in won an Australia Day Award.

Many thanks must go to the dedicated staff of Monash Primary and Preschool, who, with the support of our families and community, ensured that the 'unprecedented' year of 2020 still saw high quality learning, connection, and wellbeing continue.

SITE STATISTICS:

During 2020, Monash Primary R-7 had 7 classes: R/1, 1/2, 2/3, 4/5, 5/6 and 2 x 6/7 classes. We finished the year with 159 enrolments.

The characteristics of the student (school) cohort enrolled at the end of the year included: ATSI 4%, NESB/ESL 5%, SWD 11%, School Card 30%.

There were 27 preschool children enrolled at the end of 2020.

The total number of staff employed at the site (Preschool-7) at the end of 2020 was 29.

This consisted of 15 teachers, 13 SSO's and 1 PCW.

The Leadership Team consisted of 3 leaders: Principal (1.0), Student Wellbeing and Intervention Leader (0.6) and Teaching and Learning Improvement Co-ordinator (0.4).

Governing council report

2020 has been a year like no other. The impacts of the COVID-19 pandemic have been felt throughout the world, and Monash Primary and Preschool was not immune.

The way our school community responded to the rapid and, at times, confusing changes was amazing. Our teachers and support staff did everything possible to support students and families in the transition to and from home-learning. The school community also did their bit to support the school as the rules changed around access to the school site and changes to our normal school schedule were thrown at us.

Despite all the challenges, the Governing Council have continued to support the school to achieve great things.

Unfortunately the Monash Mammoth Markets were unable to be held in 2020. This was disappointing for the school and wider community.

However we were extremely pleased that we were able to continue with our other successful school events. The Monash Good Fun Sports Day was a great success and included a Colour Run for the first time at Monash. A great and colourful time was had by all.

We were also thrilled to be able to send off our Year 7s with a graduation event. The evening was a celebration of the achievements of our Year 7s and an opportunity to wish them well as they head off to high school.

The school was also able to undertake site improvement works, with a focus on updating the open space area at the preschool.

I would like to acknowledge the efforts of the Governing Council:

- Trigona Pickering
- Steve Marks
- Kirsty Barnett
- Kelly Porter
- Deon Hallam
- Nicole Cawse
- Narelle Jeffery
- Neville Gilles.

This group of people generously give up their time to contribute to the success of Monash Primary and Preschool.

2020 was my last year as a member of the Governing Council and it has been a privilege to take an active role in supporting the success of the Monash Primary and Preschool. Thank you.

Amy Goodman
Chairperson

School quality improvement planning

Our External School Review in Term 1 confirmed that our focus on developing consistency in our teaching practice across our site is relevant and timely. The Successful Learner language is clearly embedded, providing a strong foundation for this work.

Our Site Improvement Plan 'Challenge of Practice' clearly guides our improvement agenda: "If teachers sequence learning using progressions and the Big Ideas (Maths)/Big 6 (Reading) then we will increase student achievement in numeracy/reading".

The continued implementation of Professional Learning Teams (PLTs) created more structured, rigorous and regular opportunities for teachers to work together towards consistency. The Impact Coach led the PLTs, with clear direction and improvement agendas. Some key outcomes included:

- *Significant growth and confidence in teachers being able to connect learning with the progressions and enabling students to demonstrate their achievement.
- *Students more readily describing where they are at in their learning on a progression and describing their progress using pre and post tests.
- *Teachers analysing work samples together more regularly, to support consistency and to build common understanding.

Specific data informing progress towards our goals:

Goals 1 and 2: Increase student achievement in numeracy Years 3-5 with a focus on high level achievement in upper primary.

*In Year 3, 9/14 achieved at or above standard, with 1 student being just below standard. 5 of those 9 were high standard.

*In Year 4, 17/21 achieved at or above standard, with 3 being just below standard. Of those 17, 16 were high standard.

*In Year 5, 12/18 achieved at or above standard. Of the focus group we are tracking, all but one met our goal.

*In Year 6, 27/30 achieved at or above standard. 20 of those 27 were high standard.

*In Year 7, 20/27 achieved at or above standard. All of those were high standard. 3 of those not at standard were just below standard.

Goal 3: Increase high level achievement in reading in Year 3.

*Of the students in Year 3 focus group we are tracking, all students retained high band achievement from Year 1 to Year 3, with the exception of one.

*We achieved high level results in the Year 1 phonics screening test. The standard score is 28/40. All but 3 of our students achieved 33/40 or above. The students who achieved below standard had been identified and part of intervention programs already.

*Year 2 reading results show 19/22 students achieving at or above standard, with 14 of those considered high level achievement.

Priorities for 2021:

*Refine our "Challenge of Practice" to be more specific and directive: "If teachers consistently use evidence and the progressions to set individual learning goals with students and differentiate learning using the progressions and the Big Ideas/Big 6 then we will increase student achievement".

*Connect regularly with the Site Improvement Success Criteria as a measure of progress - teachers and leaders.

*Regular peer observations and instructional rounds to drive improvement.

*Continue and deepen discussions in PLTs about student progress, setting learning goals and implementing the progressions - fortnightly commitment to meet with Impact Coach.

*Finalise the teaching agreements and evidence gathering documents for consistency.

*Focus on learning goals and success criteria in Teaching Sprints.

Preschool improvement planning - review and evaluate

The new Preschool Quality Improvement Plan (PQIP) process mandated by the department from 2020 enabled us to streamline our improvement processes across our site, which is of significant benefit to a site based preschool. Goals for our preschool are aligned with our junior primary priorities: To improve children's oral language skills with a specific focus on word knowledge (vocabulary) and To build children's sense of identity and social and emotional wellbeing to support their successful engagement with others and the learning program.

This year we were fortunate to be supported by Annie Millhouse, from the Early Years Directorate. Her role was to enhance our practice and work towards our improvement goals. She met regularly with the Principal and preschool staff (via Teams) to support the actions of our plan, provide advice and extend and stretch our practice.

Key actions implemented:

Refining our observation and evidence gathering tools to be more intentional and consistent, resulting in a clearer understanding of individual needs and focussed planning and improvement.

Making stronger connections with local education support services for children identified with specific speech needs.

Developing a deep, consistent understanding of 'quality verbal exchanges' and how to extend and enhance children's vocabulary through planned and incidental opportunities.

Teachers becoming even more focussed and intentional in the interactions and opportunities provided to children to extend their vocabulary through book-based learning.

Observations conducted at different points of the year to provide feedback to staff to improve and enhance the quality of their interactions with children.

Every family was involved in developing and agreeing on goals for their child in oral language development and social and emotional learning.

Children were provided with increased opportunities to connect and engage with an audience during group times and with primary school buddies.

Key outcomes achieved:

Children connected with adults through conversation for longer periods of time, and intentional small group time saw children engage with each other more frequently.

Educators dedicated time to each child each week for 'quality verbal interactions'. This also enhanced connections and relationships with children for all staff.

Children connected with the vocabulary introduced in book-based learning, especially the Tier 2 words, and could define them and share them with others.

Children used the language of the Social and Emotional Learner framework, which is implemented across our whole site.

Observations and anecdotal records show evidence of all children progressing in targeted areas of social and emotional wellbeing. For example, separation anxiety and highly escalated behaviours improved, with children, families and educators using the consistent language of the framework to build understanding and regulation. Children also responded to the guidance of educators using th

Improvement: Aboriginal learners

Due to the inconsistent number of ATSI students at Monash from year to year and the impact of this on funding, our approaches to learning improvement for ATSI students needs to be sustainable, regardless of funding. In 2020, we utilised some increased funding to have an Aboriginal Education Teacher (AET). This role was shared between 2 members of the leadership team. They established a Reconciliation Action Plan (RAP) Committee. This committee consisted of Aboriginal students, non-Aboriginal students, AETs and a parent.

The Committee conducted surveys with staff to establish an action plan. Their aim was to raise the profile of reconciliation at our site, engage staff in the first 2 modules of 'Cultural Awareness Training', research and rewrite our Acknowledgement of Country to reflect local context and install a third flag pole to fly all 3 flags at our school.

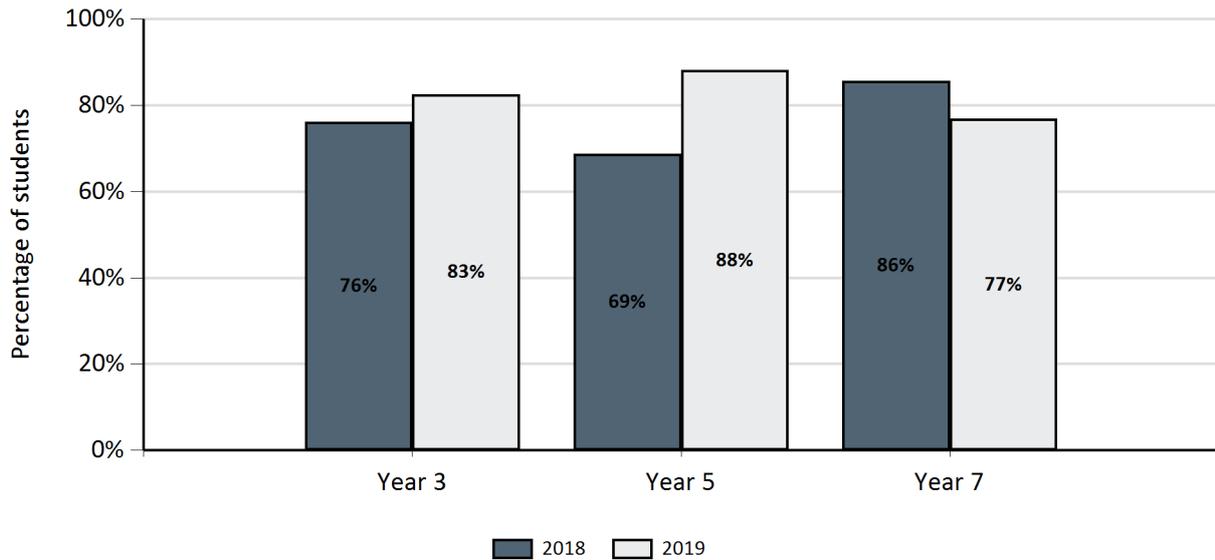
In terms of learning outcomes specific to ATSI learners, all of our ATSI students are 'focus students' within class groups, and they have individualised learning plans. Their progress is tracked regularly and interventions provided as required. Due to our small cohort of ATSI students, reporting on specific data or progress is not appropriate.

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

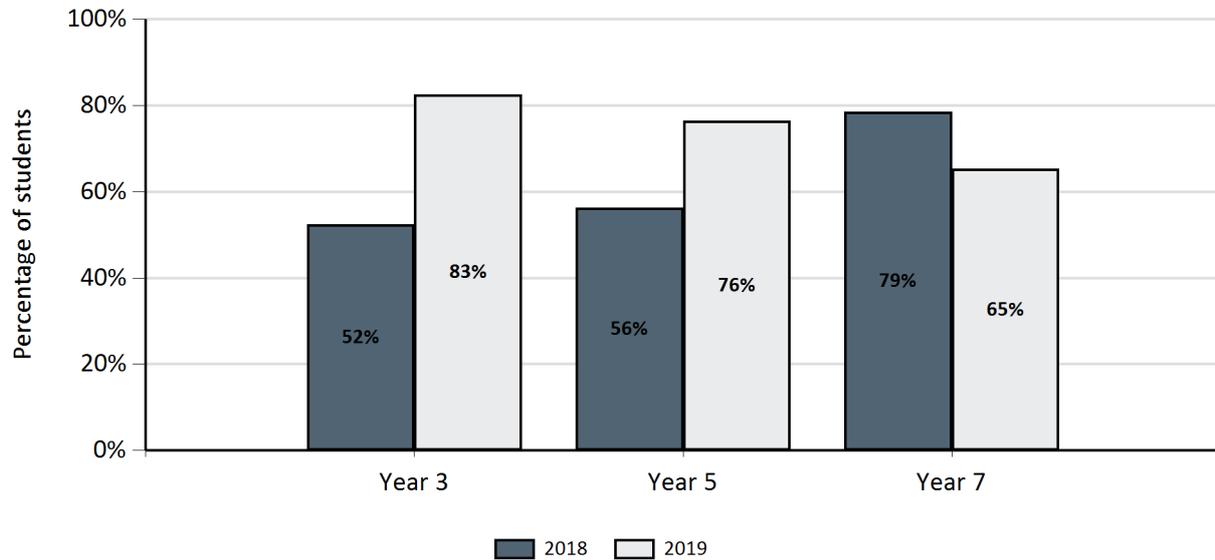


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

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

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	20%	*	25%
Middle progress group	63%	71%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	32%	*	25%
Middle progress group	57%	63%	50%
Lower progress group	*	32%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	23	23	14	7	61%	30%
Year 3 2017-2019 Average	26.0	26.0	9.7	5.7	37%	22%
Year 5 2019	34	34	7	4	21%	12%
Year 5 2017-2019 Average	31.3	31.3	7.7	3.3	24%	11%
Year 7 2019	26	26	10	4	38%	15%
Year 7 2017-2019 Average	26.7	26.7	8.7	2.0	33%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

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

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

School performance comment

Overall, reading progress continues a positive trend, with all year levels 3-7 achieving at least 81.5% of students at standard. Progress data is also positive in that all year levels improved or maintained a high percentage of students at standard when compared with 2019.

Running Record data for Year 1 and Year 2 students reflect this trend, with some specific interventions in place for a small number of Year 1 students who are well below standard.

Overall, numeracy reflects a see-sawing trend in the middle years, although we are seeing positive growth in the upper primary years. Focusing 2 of our 3 Site Improvement goals on numeracy improvement is reflective of this historical data trend.

Analysis of data by year level along with reflecting on our focus on teacher improvement show:

*The explicit instruction and tracking of progress we have for reading in the junior primary years is having an impact. Our Year 1 phonics screening results were excellent this year.

*We have a high number of students achieving high level reading Reception - Year 3. Students who were high level reading in Year 1 are maintaining this in Year 3.

*Years 4, 6 and 7 maths results this year are pleasing, with 76% of Year 4s, 67% of Year 6s and 75% of Year 7s achieving well above standard. This is an increase on previous years.

*Year 3 and Year 5 maths achievement in 2020 reflect the saw-tooth trend that is characteristic of our historical data. Student progress within our focus group of Year 5s was pleasing, as all but 1 of the students met the goal.

Impact of these findings for 2021:

*Consider how the success of the teaching and learning of reading in the junior primary years can be extended into the lower, middle and upper primary year levels for high impact improvement.

*Identify the practices and actions that are supporting positive growth in some year levels in maths, and continue/magnify the implementation of these strategies.

*Deep analysis of PAT reading and maths results for focus students will enable us to target learning aligned with progressions.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	100.0%	100.0%	98.7%	94.7%
2018 centre	93.3%	92.7%	100.0%	100.0%
2019 centre	90.2%	91.7%	84.9%	91.7%
2020 centre	91.8%	N/A	87.4%	83%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	90.6%	92.4%	87.0%	85.6%
Year 1	90.5%	88.7%	95.7%	83.0%
Year 2	90.2%	88.0%	91.2%	89.6%
Year 3	90.3%	91.9%	90.5%	85.6%
Year 4	91.4%	91.3%	91.9%	85.5%
Year 5	93.3%	91.7%	91.9%	87.8%
Year 6	93.9%	91.2%	88.7%	87.4%
Year 7	90.8%	92.2%	86.6%	82.4%
Total	91.4%	91.1%	90.4%	85.9%

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

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

Attendance comment

Across our site (Preschool-Year 7) we have processes to follow up non-attendance that are consistent with Department for Education requirements. Our Student Wellbeing Leader follows up on chronic non-attendance and refers to external support agencies as necessary. Majority of student absences are explained, with minimal unexplained. We noticed a decline in attendance during 2020 across all year levels, which is explained by the impact of COVID and the direction to keep children home if they are unwell. Despite this, we maintained a consistent level of attendance across all year levels.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	15	15	15	15
2018	12	11	11	11
2019	14	14	14	14
2020	25	N/A	26	27

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.

Preschool enrolment comment

Enrolments at Monash Preschool continue to increase, and the demand for access to our program in 2020 was particularly high. We were granted permission to employ a second teacher, which enabled us to offer the increased number of places.
Children attending our preschool were a combination of younger siblings of children attending our primary school, and new families to Monash.

Behaviour support comment

The majority of incidents requiring a high level of response (take home or suspension) were due to physical violence or threatening safety. In total, we implemented 27 Take Homes and 7 Suspensions for these behaviours. A small number of students are involved in these figures.
Behaviour incidents tend to reduce as students move through the school; we have fewer incidents in Years 5-7 than in the younger year levels.
As predicted, a small number of our students are responsible for the majority of incidents, and these students are identified and support is implemented through SWL, SSO support, funding applications and intervention processes. We have a need to continue supporting our junior and middle primary students to learn self-regulation and how to be a successful member of a community by building social relationships and self-awareness, specifically through the implementation of the Interception program.

Client opinion summary

In regards to the Engagement and Wellbeing Survey, Parent engagement/opinions and staff feedback, the main points are:

*Preschool parent opinion (50% participation) is very positive in all domains. This gives us evidence that families joining Monash from preschool are being provided a very supportive, connected, welcoming and well-rounded experience.

*Parent engagement R-7 (30% participation) provided feedback that affirmed parents highly value education for their child's future and that they feel their child is important at the school.

*We had the most variation in responses in the areas of effective communication with parents, parents knowing the standard of work expected and opportunities for parents to have input into their child's education.

*Student perceptions gained via the Engagement and Wellbeing survey were fairly consistent with previous years. A high percentage of students feel they have an important adult at school, have high emotional engagement with teachers, have a sense of peer belonging and friendships, and express positive academic self-concept and cognitive engagement.

*Year 4 students typically report a higher level of wellbeing across most domains, and this starts changes in Year 5. Bullying and school/peer belonging are two areas we identified changes in Year 5, however students continue to report they maintain strong engagement with teachers and school at that time.

*The variation across Year 6 and Year 7 is similar to that between 4 and 5 – higher sense of wellbeing in Year 6 than Year 7, particularly in connectedness, engagement with teachers and learning readiness.

*Perspective Survey data gathered from staff (90% participation) demonstrated that 69% of staff are 'engaged', which the survey states is "the measure of commitment of staff to their work and workplace. Higher levels of engagement are typically associated with higher levels of performance". The Department average is 70%.

*When we break this down into specific feedback for improvement, we note that strengths include:

-we have high expectations for student learning

-we have clear site improvement planning and with ambitious goals/targets

-teachers use the Australian Curriculum to design learning goals, success criteria and assessments, and work with students to provide feedback to move their learning forward - these are characteristics of expert teachers

-decision making is consistent with improvement plans and priorities.

*Our areas for development include:

-regular opportunities for teachers to challenge each other in rigorous ways

-implementing a consistent, proactive approach to behaviour/classroom management, which means creating a safe and supportive environment to meet the needs of all children. Supporting all students to manage their emotions, regulate their responses, and be respectful.

-confidence to adapt to the needs of individual children - when compared to last year, staff feel less confident to do this.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
274 - Monash Primary and Preschool	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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	2.6%
Other	3	7.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.6%
Transfer to SA Govt School	34	87.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

100% of 2019 Monash Preschool enrolments transitioned to Monash Primary School in 2020. Majority of Year 7 students transitioned to Glossop High School, with some attending Loxton High School. Students from other year levels who transfer from Monash usually transfer to another SA Government school. Those who transfer locally are usually due to proximity to home/moving house.

Relevant history screening

Monash Primary and Preschool values the contribution of our volunteers and how they support us to build connections with the community. We continue to be well supported by volunteers, although this was affected in 2020 by the pandemic and restrictions of adults being onsite. Information regarding screening requirements is communicated via newsletters and copies of Working with Children clearances for volunteers and service providers are kept in admin files.

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	26
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	0.0	7.6
Persons	0	14	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,298,462
Grants: Commonwealth	\$8,850
Parent Contributions	\$60,785
Fund Raising	\$20,740
Other	\$23,543

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

2020 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 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	Appointment of SWL to lead priorities; all staff trained in BSEM; KidsMatter Student Team promote positive mental health and wellbeing; implementation of Interoception program; providing many opportunities for connection	BSEM strategies consistently implemented, improved self-regulation of students.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Resources directed to support development, implementation and review of One Plans, T&D, accessing Support Services, collaborative teacher planning opportunities to implement differentiated programs. Early Years support.	One Plans updated, T&D accessed, regular support provided as per SSO timetables.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Numeracy and Literacy funding used to support students not meeting SEA through intervention programs, building capacity of teachers to differentiate curriculum for all and increasing teacher clarity through learning goals, success criteria and successful learners framework. Funding also used to implement teacher collaboration strategy, including time for learning design and moderation and T&D for staff.	Increased capacity of teachers to support students develop personalised learning goals and track progress. Collaborative moderation for accurate A-E reporting.
Program funding for all students	Australian Curriculum	Building capacity of teachers to deepen understanding of curriculum, increasing collaboration opportunities, 2 staff attended STEM500 training.	Increased capacity of teachers to differentiate learning, staff shared learning.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding used to implement high-impact strategies including teacher collaboration to design quality learning/assessment tasks and SSO support and interventions.	Continue in 2021, with focus on goals and success criteria, PLTs.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Observations using RRR tool to track staff progress aligned with PQIP, additional time for implementing speech or wellbeing programs for identified students.	Evidence of staff improvement based on RRR, identified students achieved speech goals.
Improved ECD and parenting outcomes (children's centres only)	NA	NA
Inclusive Education Support Program	SSO time for implementing specific programs and support for children esp with self-regulation, interoception and wellbeing as per PQIP. Purchasing of resources to supplement differentiated learning programs.	Improvement for identified students as per progress testing and diagnostic assessments.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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