



Monash Primary and Preschool and Monash Preschool

2022 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:

Deon Hallam

Date of endorsement:

1 March 2023



Government
of South Australia
Department for Education

Context and highlights for the combined site

It is with pleasure that I present to you the 2022 Monash Primary and Preschool Annual Report. In what was the first year of a smaller site context, with the move of Year 7 to high school in 2021, we achieved many key highlights and achievements. 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.

2022 was the fourth 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 2022, our preschool had 20 children enrolled, which continues to be a high number in comparison to years prior to amalgamation, and for site-based preschools across the region. 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. At the end of 2022, 90% of preschool children were preparing to continue their education at Monash Primary and Preschool in 2023.

We made significant investments in developing play areas for students in 2022, which saw a playground replacement, the development of a nature play area and new swings in the preschool. We look forward to the development of the front yard of our preschool in 2023.

Due to the ongoing COVID pandemic, the beginning of the year was interrupted, with hybrid learning in place for the first two weeks of the year. After that, it was fantastic to see the return of face-to-face learning and connections with our community. Events such as the Monash Mammoth Market, camps and excursions went ahead. We also held a well-supported End of Year event, participated in the Festival of Music performance, and had a high participation rate in SAPSASA events.

Many thanks must go to the dedicated staff of Monash Primary and Preschool, who, with the support of our families and community, ensured that 2022 saw high quality learning, connection, and wellbeing continue.

Monash Primary and Preschool is privileged to have a very supportive and strong Governing Council, who work with staff to ensure we strive for continuous improvement to meet the needs of our families and wider community. I would like to acknowledge and thank the 2022 Council for their commitment and support.

SITE STATISTICS:

During 2022, Monash Primary R-6 had 5 classes: R/1, 1/2, 2/3, 34/5 and 6/7 classes. We finished the year with 108 enrolments.

There were 20 preschool children enrolled at the end of 2022.

The total number of staff employed at the site (Preschool-6) at the end of 2020 was 21.

This consisted of 11 teachers, 9 SSO's and 1 PCW.

The Leadership Team consisted of 2 leaders: Principal (1.0), Student Wellbeing, Intervention Leader and Teaching and Learning Improvement Co-ordinator (0.4).

Governing council report

Looking back on 2022 it's been great to see us returning to some semblance of normality seeing families welcomed back on site after the upheaval of the last two years. With the region affecting on different levels it was fortunate it didn't directly affect our Monash Community.

We farewelled some long serving Councillors, but we also welcomed some new Councillors and retained a good mix of experience and children's ages for perspective. Our 2022 Council have certainly been engaged offering spirited discussion and always ready to help. The year would not have been a success without the dedication of the following team.

Belinda Binney

Kate Cumming

Laura Strout

Kelly Porter

Luke Newman

Nicole Romeo

Sarah Fielke

Shannon Barton Ancliffe

Emma Sweet

The Governing Council supported fiscally responsible budget with a good balance of spending on upgrades and pleasing class sizes.

Some highlights of the year

- Seeing the playground replacement being installed and put to use. I didn't envy the staff having to endure the repeated "is it ready yet, can we use it now" while it was being finished

- Modified Sports Day- In response to strong community feedback to have some more traditional events Monash held a different format. The day was ran superbly and was great inclusive mix for all. I have had overwhelming positive feedback from other families.

- With the changing of our year levels the welcoming three new school houses. I really liked the community involvement in selecting the new names.

- Improving the support for our little ones (and their parents) in transferring from Preschool to Junior Primary

Thanks again to the Governing Council team, our wonderful Teachers and Support staff here at Monash, lets come back and do it better in 2023 and continue to make Monash a school of choice.

Deon Hallam

School quality improvement planning

The first year of our new 3 year School Improvement Plan saw our Challenges of Practice clearly guide our improvement agenda.

*Goal 1 Challenge of Practice: "If we apply a rigorous approach to using formative assessment feedback to inform differentiated teaching and learning, we will improve student achievement in mathematics" and

*Goal 2 Challenge of Practice: "If we rigorously implement the Australian Curriculum (English) with a focus on developing comprehension through Question, Answer, Response (QAR), we will increase high level achievement in reading."

Some key strategies and actions that were implemented related to the Challenges of Practice included:

GOAL 1

*Teachers engaged in professional learning in maths to deepen their understanding of differentiation, formative assessment, sequences of learning and the DfE Units of Work.

*Teachers mapped the maths curriculum across the year, with support from leadership and DfE personnel. Impact Coach worked with individual teachers providing specific support based on their needs and cohorts of students.

*Some teachers began to use Essential Assessment data to track student progress and target teaching, and students were able to share their results to explain their progress. All teachers were involved in professional learning to understand how to use Essential Assessment and PAT M data to differentiate learning.

*Teachers utilised the numeracy progressions to track progress of focus students and discussed the evidence of progress at staff meetings once per term and PDP reviews in Term 3.

GOAL 2

*Teachers engaged in professional learning in the QAR model and implemented consistent language across all classes to support students to develop their comprehension skills.

*Teachers mapped the English curriculum across the year, and began to clearly document the various aspects of the English curriculum in their planning – reading, writing, spelling, speaking and listening.

*Teachers implemented reading groups to provide small group interventions and to consistently track and monitor student progress.

*Teachers mapped focus student progress on the literacy progressions and discussed the evidence at staff meetings once per term and PDP reviews in Term 3.

Our goals will remain the same in the second year of the improvement cycle in 2023. Some key refinements to our actions aligned with the Challenges of Practice will include:

*Consistent use of the formative assessment strategies embedded in the Units of Work, supplemented by Essential Assessment as required. Professional development will focus on teachers deepening their understanding of the Units of Work and engaging more with the Van de Walle text related to the sequences of learning.

*Introducing Reciprocal teaching as a strategy to improve high level achievement in reading with a focus on cross curricular connections.

*Whole school mapping of the Australian Curriculum, making clear the links across learning areas. This will support multi-level classes and the connection of learning across specialist subjects and the key areas of English and Maths.

*Increased use of walkthroughs/instructional rounds as a tool to gather data and improve the 'line of sight' of leaders into classrooms.

*Further training and development in how to use formative assessment data to differentiate learning for all students.

*Leaders will support teachers to make strong links between the External School Review framework and the AITSL standards to identify individualised goals for teacher improvement as part of PDPs.

Preschool quality improvement planning

The 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 pre-reading skills by focussing on the development of phonological awareness skills and To improve children's understanding and use of number to quantify.

Preschool educators engage in critical reflection and self-review on an ongoing basis. Fortnightly staff meetings and Child Free Days (4 per year) provide valuable opportunities for data analysis, planning, reflection, training and connection with support services or other experts.

Key actions and outcomes from 2022 PQIP:

- *Implementation of the PreLit program to support children to develop pre-reading skills – initial sounds, syllables, rhyme, vocabulary. This was implemented 3 times per fortnight, and complemented the book-based learning opportunities already embedded in practice. The structured lessons built the capacity of educators to understand how to progress learning for children, and they could transfer the skills being developed into other areas. The clear progression of learning supported children to experience success and educators to track and monitor each child's development.

- *Utilisation of the PASM screener at key times of the year to determine individual goals and plan support tailored to different needs. Baseline data was used to plan teaching programs and specific interventions. Significant growth was evident in all children's phonological awareness skills.

- *Development of a numeracy progression to track and monitor progress, aligned with the tool used at school. Educators upskilled and improved their knowledge of the numeracy progressions and how children develop an understanding of the concept of number. This enhanced their incorporation of numeracy concepts into all areas of play, as well as in book-based learning.

- *Tracking student growth and progress was further streamlined, resulting in a clear understanding of individual needs and focussed planning and improvement.

- *Stronger connections were made with local education support services for children identified with specific needs.

- *Every family was involved in developing and agreeing on goals for their child in key areas.

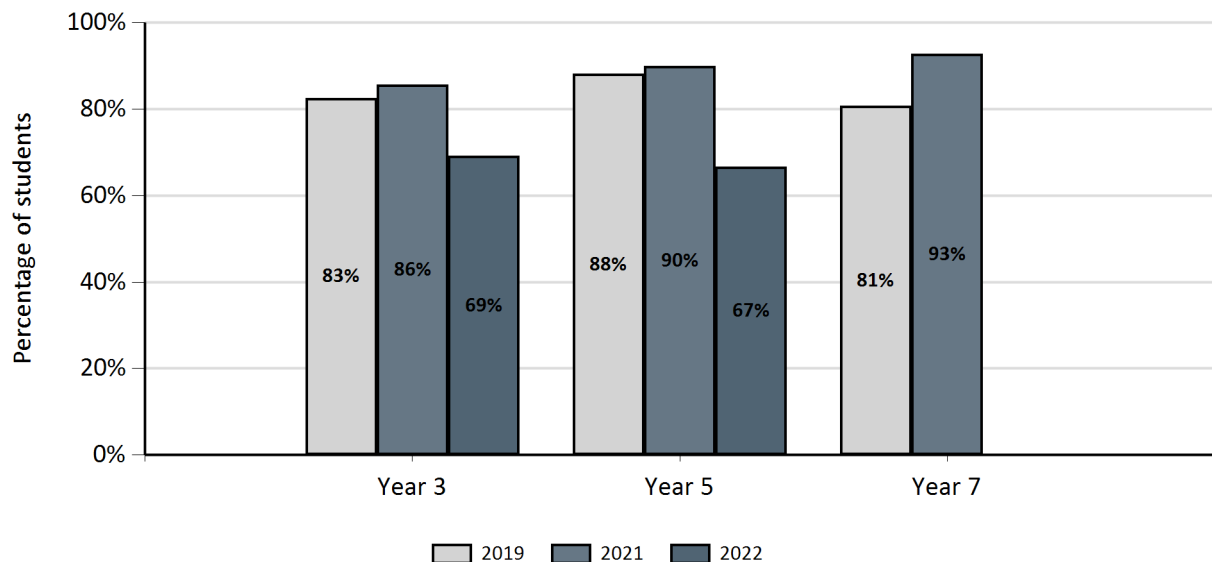
In 2023, the focus on developing children's understanding and use of number to quantify will continue, and we will introduce a focus on questioning (the 4 levels of questioning) as a strategy to improve children's comprehension skills. PreLit and a book-based learning approach will become further embedded in practice.

Performance Summary

NAPLAN Proficiency

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

Reading

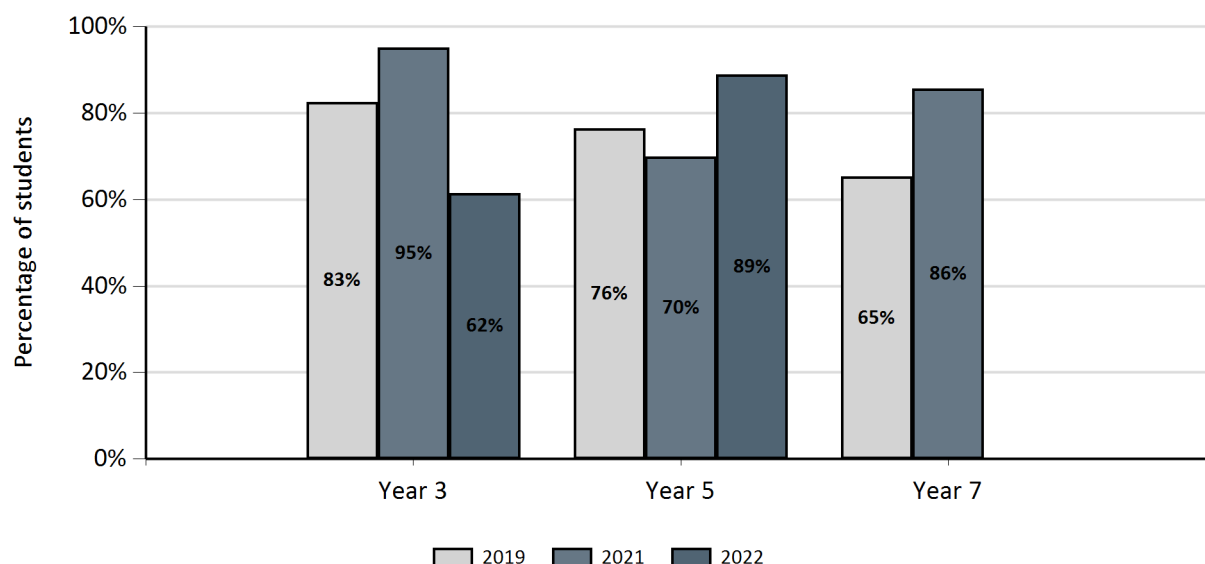


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	13	13	6	3	46%	23%
Year 03 2021-2022 Average	17.0	17.0	8.5	5.5	50%	32%
Year 05 2022	9	9	1	1	11%	11%
Year 05 2021-2022 Average	14.5	14.5	3.0	2.5	21%	17%
Year 07 2021-2022 Average	28.0	28.0	6.0	7.0	21%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

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

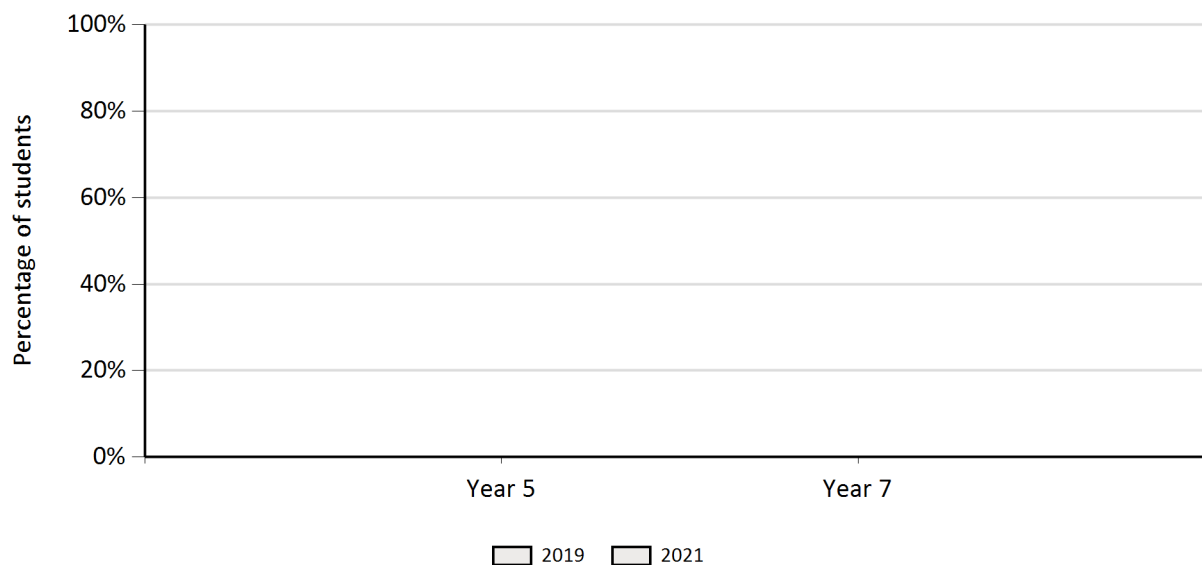
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



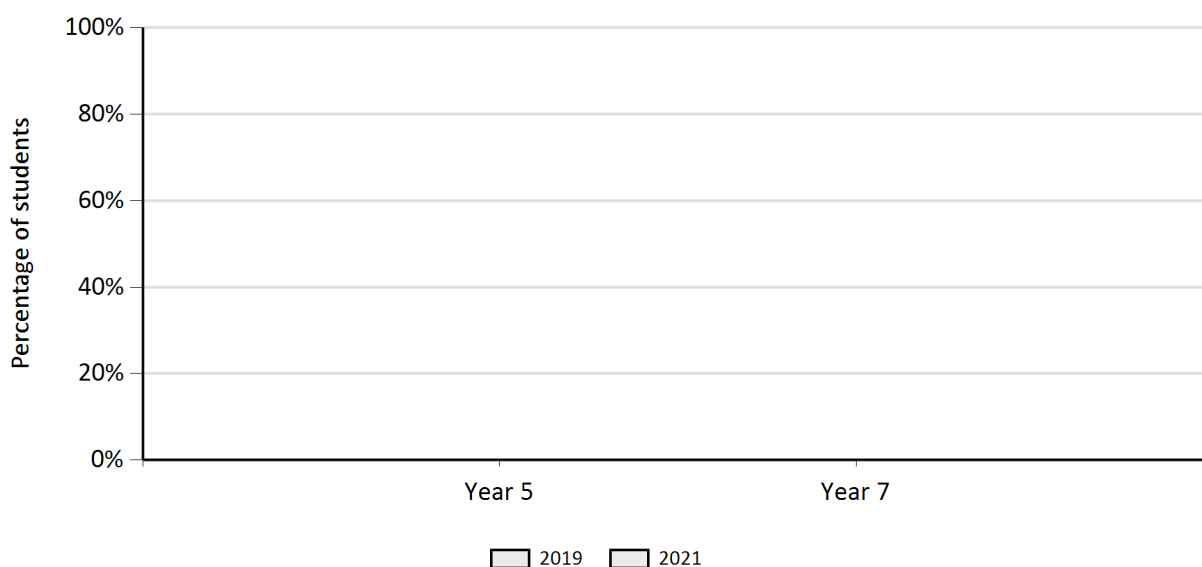
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 07 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

We had a small number of ATSI students at Monash (5-7 in 2022). The progress of these students is closely tracked and monitored, and they are identified as 'focus students' in each class. Progress and achievement is analysed as part of the PLT and staff meeting discussions, and the Principal specifically attends to Aboriginal learner data, considering additional supports required in terms of learning, wellbeing and engagement. The structure of our English classes in particular enables us to target learning at the point of need for each Aboriginal learner, and they access the level of English instruction that meets their need. Additional SSO time is allocated to supporting these students if they require additional support in reading and maths, or in the areas of wellbeing and engagement.

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

With a small number of Aboriginal learners at our site, data analysis needs to be considered carefully. All but one of our Aboriginal learners are in junior primary. None of the students enrolled completed NAPLAN, and only one completed PAT testing. This student was below standard in PAT testing. The 6 junior primary students accessed InitialLit, with 3 of them accessing it at their year level and 3 accessing a level below their year level in order to support their progress. Cumulative review and reading data shows they all made progress across the year. Two Aboriginal learners achieved above standard in English and Maths, with a third achieving at standard in Maths. The other learners achieved below standard, which is addressed through specific and targeted support.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. Therefore, specific analysis of individual student data and teacher knowledge of each individual student and their growth is what we focus on when analysing data.

SITE IMPROVEMENT GOALS AND TARGETS

Our two goals are

- *increasing high level achievement in reading, and

- *improving student achievement in numeracy.

We have targets for each year level, and because of the size of our cohorts, we are able to closely track and monitor each student's progress.

In reading in 2022, with a few exceptions, all students achieved as expected or higher using the measures outlined in the 2022 Site Improvement Plan and based on what we know about each student. We continue to attain high level achievement in Year 1 phonics results and high band achievement in Year 3 reading, which are two key improvement measures within the Department for Education.

Students who achieved below standard receive literacy intervention. We note that some students' achievement is impacted by them not progressing quickly enough through a timed test (for example, NAPLAN), and we use other forms of assessment to accurately track their progress and achievement.

Our reading achievement continues to track at a high level, with a large percentage of students achieving at or above standard. Our 2022 results affirm our focus on high band achievement and high standards for learners at Monash.

In numeracy in 2022, most students achieved as expected or higher using the measures outlined in the 2022 Site Improvement Plan and based on what we know about each student. As with reading, some students' achievement is impacted by them not progressing quickly enough through a timed test, and we use other forms of assessment to accurately track their progress and achievement.

The 2022 results affirm the need for us to maintain our focus on numeracy improvement, as numeracy achievement continues to track less consistently than reading achievement. This will be reflected in the site improvement plan actions and some resource allocations for 2023.

Analysing the specific number questions of PAT Maths and NAPLAN Numeracy testing highlights the need to focus specifically on the vocabulary and problem solving aspects of the curriculum that become increasingly complex in the middle primary years. This will also be reflected in improvement planning for 2023.

NAPLAN RESULTS

Year 3 Reading: 13 students participated - 6 achieved high band, 3 achieved standard, 4 achieved below standard.

Year 3 Numeracy: 10 students participated – 3 achieved high band, 5 achieved standard, 2 achieved below standard. We anticipated that 2 students who were absent would have achieved at or above standard, one would have achieved below standard.

Year 5 Reading: 9 students participated – 1 achieved high band, 5 achieved standard, 3 achieved below standard.

Year 5 numeracy: 9 students participated – 1 achieved high band, 7 achieved standard, 1 achieved below standard.

YEAR 1 PHONICS SCREENING

18 students participated – 12 achieved high standard, our target was 10. Those below standard access intervention. Two students who we didn't anticipated would achieve high standard did so.

PAT TESTING – YEARS 3-6

Reading – 41/49 students achieved standard. Year 3: 6/9 achieved high level; Year 4: 12/18 achieved high level; Year 5: 6/8 achieved high level; Year 6: 13/14 achieved high level.

Maths – 49/50 students achieved standard. Year 3: 9/9 achieved high level; Year 4: 15/18 achieved high level; Year 5 - 4/8 achieved high level; Year 6: 13/15 achieved high level.

Note 4 students Years 3-6 accessed a test lower than their year level due to being significantly below standard.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	90.2%	91.7%	84.9%	91.7%
2020 centre	91.8%		87.4%	92.4%
2021 centre	94.7%	87.4%	95.9%	86.7%
2022 centre	85.1%	84.8%	86.0%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	87.0%	85.6%	86.7%	81.6%
Year 1	95.7%	83.0%	92.8%	85.5%
Year 2	91.2%	89.6%	96.5%	86.2%
Year 3	90.5%	85.6%	94.5%	88.6%
Year 4	91.9%	85.5%	90.9%	91.3%
Year 5	91.9%	87.8%	91.2%	86.1%
Year 6	88.7%	87.4%	92.5%	88.1%
Year 7	86.6%	82.4%	92.1%	N/A
Total	90.4%	85.9%	91.9%	86.9%

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

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

Attendance comment

Daily attendance is recorded on the Department system, and summary data is provided to class teachers weekly. Teachers are expected to follow up unexplained absences and document attempts to make contact with families. The school provides multiple options for parents to inform us of absences – phone call, email, Class Dojo or note in student diary/message book.

The Principal regularly checks student attendance and seeks support via the Social Work Duty line if necessary. A small number of students (5) with a high number of absences impacts our overall data. Regular communication and connection with these families is in place. Monash continues to be well supported by families and achieved a high attendance rate overall in 2022.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	14	14	14	14
2020	25	N/A	26	27
2022	18	21	20	20
2021	19	18	20	20

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

There were very few suspensions and take homes in 2022. A total of 4 suspensions involving 4 different students occurred in 2022. 4 internal suspensions involving 4 students occurred in 2022. 13 takes homes involving 2 students occurred across the year. Majority of these incidents related to violence/threatening safety. We note that a small number of students are involved in most incidents of high level behaviour that requires support and intervention. These students are supported through SSO support, additional funding, DfE support services and intervention processes. We continue to support all children to learn self-regulation and building social relationships and self-awareness through the Interception program and our focus on developing social and emotional skills.

Parent opinion survey summary

*Parent engagement R-6 (40% 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 noted significant improvement in the statements "people are respectful" and "teachers and students are respectful".
*82% of parents indicate that they receive enough communication and 80% feel that the school communicates effectively.
*We had the most variation in responses in parents knowing the standard of work expected, having useful discussions about their child's learning, receiving useful learning tips to help their child and opportunities for parents to have input into their child's education. Governing Council discussed the results, and would like to follow up with the community to gather more specific information for ongoing improvement – communication, student learning and goals, and how would parents prefer to receive information or learn about the school? This work will be undertaken in 2023.

STAFF

*Perspective Survey data gathered from staff (majority being teachers in this survey) demonstrated 91% of staff who completed the survey 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 64%.
*When we break this down into specific feedback for improvement, we note that strengths include:
-we set ambitious school improvement targets/goals.
-staff know what is expected of their role.
-we routinely check in with students to gather evidence of learning to inform next instructional steps.
-employees are valued and acknowledged for their work.
-improvement decisions are supported by available evidence/data.
*Our areas for development include:
-regular opportunities for teachers to challenge each other in rigorous/robust ways.
-management of major change initiatives.
-effectively distributing leadership responsibility among employees to improve teaching practice.
When compared to the results of the Perspective Survey in 2020, we noted a significant improvement across almost all domains and areas. One to note in particular is 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 has been a focus since our 2020 results, so it is pleasing to note this improved perception.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	33.3%
OV - LEFT SA FOR OVERSEAS	1	8.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	58.3%

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

90% of eligible children from Monash Preschool will be attending Monash Primary in 2023. Two children from the same family have moved to Loxton, and will be attending Loxton Primary.
100% of graduating Year 6 students are transitioning to local Government high schools, including Berri Regional Secondary College and Renmark High School.
9 students from other year levels who transferred from Monash Primary during 2022 moved out of the area (45%), enrolled at local Government primary schools (22%) or enrolled at local Catholic primary schools (33%). Three students who transferred at the end of 2022 all enrolled at a local Government primary school.

Relevant history screening

In 2022, all screening was up to date and processed online in accordance with Department policy.

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	21
Post Graduate Qualifications	5

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	9.9	0.0	7.2
Persons	0	12	0	13

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

Financial statement

Funding Source	Amount
Grants: State	\$1,669,264
Grants: Commonwealth	\$3,400
Parent Contributions	\$39,610
Fund Raising	\$20,844
Other	\$15,048

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

2022 School Annual Report: Tier 2 Funding Report*

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

2022 Preschool annual report: Improved outcomes funding

2022 Preschool annual report: Improved outcomes funding				
Tier 2 funding section	Tier 2 category (where applicable to the site)		Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):	Appointment of SWL, implementing Berry Street Model, KidsMatter Student Team promoting positive mental health, Interception program implemented as a key intervention, support provided for identified students at key transition points, supports in the yard to support identified students to transition to learning, after break times	Improved self regulation for identified students, improved engagement in routines and learning after breaks, less behaviour incidents/support required in class, particularly after break times.
Improved outcomes for numeracy and literacy	Improved outcomes for students with an additional language or dialect	Implementation of speech support for T&D and development of learning plans, additional time for supporting children with specific needs - speech, wellbeing.	N/A	consistent schooling of literacy, improved staff skill and knowledge in differentiating learning and interventions.
Targeted funding for individual students		SSO time for implementing specific programs and support for children, in particular self-regulation, intervention, coordination of support to be developed and implemented	Improvement for identified children as per	Greater consistency of One Plan review and implementation; improved Year 1 planning, more time given to track plan, formative reviews; progress of students accessing MiniLit and MultiLit.
Inclusive Education Support Program	Inclusive Education Support Program	learning programs, 1:1 support and development; accessing support services and collaborative planning; additional support for early years literacy instruction and transition to school; support for students below standard Years 1-5 (English and Maths).	and review, One Plans developed and implemented; additional monitor and	
Improved outcomes for non-English speaking children who received bilingual support	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	N/A	N/A	Increased capacity of teachers to plan for and implement effective differentiation and track progress, close tracking and monitoring of reading progress for all students, particularly those accessing intervention.
Targeted funding for groups of students	* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.			
	First language maintenance & development Students taking alternative pathways IESP support			
Program funding for all students	Australian Curriculum	Teachers continued to familiarise with the new DfE resources and implement high quality curriculum (units of work). Teaching and Learning Improvement Coach appointed to lead curriculum improvement, and release for teachers to work with Curriculum Implementation Leader to improve curriculum knowledge, planning and teaching.		School profile and Site Improvement Plan embedded as key drivers for improvement, teachers implementing high quality curriculum (units of work), teachers improving timetabling and planning and developing consistency across the site, collaboration of teachers across the site for planning and assessment.
	Aboriginal languages programs Initiatives	N/A		N/A

Other discretionary funding	Better schools funding	Funding used to implement high-impact strategies including teacher collaboration and mentoring from Curriculum Implementation Leader to design quality curriculum, SSO support/interventions focussed on 4 key resources identified by the site.	Implementation of SIP actions and Challenge of Practice, particularly focussed on differentiation, formative assessment and implementation of high quality curriculum; improved consistency and transparency in interventions provided for students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A