Ridgehaven Primary School and Ridgehaven Child Parent Centre

2022 annual report to the community

Ridgehaven Primary School Number: 1051

Ridgehaven Child Parent Centre Number: 1617

Partnership: Tea Tree Gully

	Signature
School principal:	Mrs Sara Scott
Governing council chair:	Mel Leaver
Date of endorsement:	**3 February 2023**

Government of South Australia

Department for Education

Context and highlights for the combined site

Ridgehaven Primary School is situated 17km from the Adelaide CBD. The local partnership is Tea Tree Gully. The school is classified as Category 6 on the Department for Education Index of Educational Disadvantage. In 2022 the school enrolment was 213.
Demographic data:

• 20.2 % school card holders

• 1.5% students with English as an Additional Dialect

• 9% students with disabilities and

• 4.7% Aboriginal students.

The school values are: Honesty, Caring, Respect, Responsibility and Excellence. Our school motto is "A Community Learning Together"

In 2022 our Year 6 students took on the student leader roles, following the departure of Year 7s from all state primary schools at the end of 2021. With our Wellbeing and Inclusivity Leader – Glen Hughes, they set up Ridgehaven Student Voice with representatives from every class in the school. They discussed and provided input on a range of school business from celebrations such as Rainbow Day to a complete re-think of our school values. In 2023 we will begin the year with the 3 values: Respect, Persistence and Success and will use these to support students' behaviour, learning and wellbeing. Rainbow Day in term 1 continued the success of last year's event with chalk art works, origami chatterboxes, a sausage sizzle and a Rainbow assembly. Book week in term 3 was celebrated at our assembly, with students and teachers dressed as characters from their favourite books and students engaging in activities connected to the best Children's Books of the Year. Thanks to Gill, our librarian SSO who spent many hours putting together the activities and library displays. Our Reconciliation Action Plan committee purchased an extra flagpole for the Torres Strait Islander flag. Our ACEO and AET worked alongside Uncle Tamaru and the Tea Tree Gully Council, teachers and our first nations students to create an acknowledgement of country video to play at assemblies and to put on our website. During Reconciliation week students listened to stories and learnt about cultural artefacts with Trent Hill. Our Pre-school staff and leaders have taken the children to the creek so that they can enjoy 'bush kindy' and learn to be resilient and brave. The new nature play climbing structure in the preschool was completed by Climbing Trees and officially opened by our Chair of Governing Council – Mel Leaver. Teachers and leaders have worked together to develop the School Improvement Plan with priorities in literacy and numeracy. Our targets and goals for this year have been reviewed and teachers and leaders have worked together to make sure we have achievable targets in literacy and numeracy to support our improvement in 2023. Teachers have used data from assessments and NAPLAN to set learning goals for their students and have met in Professional Learning Communities to discuss how to increase student achievement. Junior primary teachers started to use the Initia-Lit synthetic phonics programme with their students with great success. Initial data shows a huge improvement in students' ability to decode words and comprehend texts when reading. Our Special Options class engaged in weekly swimming lessons at Clovercrest and were transported to and from lessons by bus funded by the Variety Club. They also attended Variety Club Christmas party. Year 5 and year 6 students attended a 3-day camp at Victor Harbour and had an incredible time, thank you to all the staff who gave up their own time with their families to take them. The school has been involved in several SAPSASA Carnivals this year, including basketball, football, netball, tennis and cricket. All students from Reception to Year 5 attended swimming lessons and our Year 6 students had a great aquatics day at west Lakes. Sports Day was successfully held in term 4, with some flexibility required to manage the weather conditions. The house captains supported Kym Hillard – PE teacher, in the running of events. The school year fi

Governing council report

2022 was a busy and successful year for Governing Council – it was a pleasure to work with parents and staff to help Ridgehaven Primary School continue to be a safe, inclusive and wonderful place to educate our children. One of the benchmarks of our school is the strong sense of community and well-being that is instilled within our students – who are regularly praised when on excursions and out in the wider community for being excellent citizens; this is in no small part due to the contributions of the families doing a wonderful job raising their kids, RPS leadership, teachers, support , OSHC staff and school volunteers in helping students become the best version of themselves.

We provided a morning tea for staff on a pupil free day to thank them for their work! GC extends our appreciation particularly to OSHC Director Kerri Cook for her hard work updating OSHC policies and frameworks and preparing for re-accreditation, as well as continual effort for ongoing training to be more inclusive of the needs of students, particularly those with disabilities – the inclusion of social stories for OSHC has been an excellent initiative.

With the easing of some restrictions, this year saw a return to many of the wonderful events to the school calendar, with families regularly able to attend assemblies, and of course, Sports Day and the Christmas concert. A thank you to all volunteers who gave their time either throughout the year as a member of Governing Council, or who volunteered at one-off events (such as Election Day Sausage Sizzle, Rainbow Day, and the Mother's Day & Father's Day stalls) or contributed resources for raffles.

Governing Council worked hard in conjunction with our Principal to decide upon and approve the design and purchase of the electronic sign, and various cosmetic and safety upgrades to improve the appearance of the school, as well as helped oversee various maintenance issues and work on further ideas for initiatives such as Breakfast Club. There was also significant work done in the OSHC space, with new equipment, painting and doors among the long list of improvements.

Several policies were researched, discussed, updated and implemented in partnership with staff, this is an ongoing process which takes significant work, but is essential to make sure our students, staff and wider community are well supported in learning. This included discussion of new designs, and a re-branding of the school values – Respect, Persistence, Success (RPS!)

Governing Council goals for 2023 are to continue maintenance and improvement of the school and OSHC service, and to look at more ways to contribute to the excellence of Ridgehaven Primary School through greater community involvement.

School quality improvement planning

Our School improvement goals in our plan for 2022-2024 are to increase student achievement in reading and to increase student achievement in numeracy through the use of goal setting strategies that will move each learner forward in their reading and numeracy.

We did not achieve our target to have 11 year 5 students in the high bands in NAPLAN reading, 8 students did achieve in the high bands. However, 11 students were just below the high bands and we will work with these students in 2023 to identify areas for growth and support them to set learning goals that will improve their achievement in 2024. 81% of our students did achieve above the Standard of Educational Achievement (SEA) in NAPLAN reading in 2022.

Our second reading target was exceeded with 13 students achieving in the high bands in NAPLAN reading. Our focus now is to examine the data carefully and identify what worked to create this improvement and amplify these strategies across all student groups.

This year, to support clearer teacher understanding, develop better assessment of student reading and greater consistency across classes we have utilised the following: The Science of Reading, Oral Reading Fluency assessments and training, Initia-Lit, Literacy coach, the Dibels suite of assessments and a targeted actions project. The momentum created by this work will be continued into 2023 as we can already see evidence that it is making a difference to teacher knowledge and pedagogies as well as student learning. For example: Initia-Lit data has shown growth in phonemic awareness, decoding skills and comprehension of texts for our junior primary students. PAT reading data has shown growth for most students from Year 2 – Year 6 and provides the basis for future goal setting. Using regular assessments has helped teachers identify skill gaps and intervene early and the literacy coach has supported teachers to utilise new reading strategies that have engaged even the most reluctant reader. Next year we will focus on developing the phonemic awareness of all junior primary students through the Initia-Lit and Heggerty programmes. We would hope to see evidence of this improvement in our Year 1 Phonics Screening results. We will support students to set and achieve reading goals so that their reading continues to improve and we will do this across all classes in the school.

We did not achieve our target of having 11 year 5 students in the high bands in NAPLAN numeracy, 8 students did achieve in the high bands. 74% of our students did achieve above the Standard for Educational Achievement (SEA) in NAPLAN numeracy. In 2022 our main focus was on reading and this will change to numeracy in 2023. Teachers have begun working with targeted students to set goals in numeracy using data from maths assessments such as PAT and have worked with the Curriculum Lead to explore and map the Department for Education maths units of work across a year. This will be amplified in 2023 across all classes and teachers will discuss student progress through the structure of professional learning communities. All classes in 2023 will use the maths units of work to provide consistent content and structure to every maths lesson including providing clear learning intentions and success criteria. Whole school problem solving lessons have been timetabled in every class across the school on Wednesdays in 2022. Upper primary classes have used the 3-act maths methodology to encourage their students to think critically and ask relevant questions. This has proved successful particularly in changing student negative dispositions. In 2023 we will: continue weekly problem solving across the whole school; trial new assessment tools that assess automaticity and give information about maths misconceptions in place value and multiplicative thinking; administer a maths disposition survey across the school and continue to connect with the Curriculum Lead to provide coaching and professional development in maths. We will then use the information from this to support goal setting in numeracy for every student to move their learning forward.

Preschool quality improvement planning

The Preschool Team included Ally Buia as the Educational Leader with Renae Ladhams and Jo Jaensch as SSO Preschool support. Martin Woodcock was line manager for the preschool team and Ally and Martin worked together to complete PQIP (including step 4 & 5 processes) and NQS requirements.

The preschool's goal for improvement was for children to increase their self-regulation to improve their perseverance in learning. The challenge of practice was if we provide less but more intentional experiences, that require time and concentration, the children will increase their self-regulation to improve their perseverance in learning. Success was measured through the use of the Early Years Learning Framework Observations tool, PASM and observational data, which supported the documentation of children persevering with self-regulation to improve their learning and to demonstrate their thinking and understanding in their daily interactions with each other and with educators. Educators took baseline data (written observations of children's play and conversation) for a focus group of students when engaging in play activities. As a team, educators reviewed the data and identified self-regulations skills that were being used. Through small and whole group work, targeted provocations were created based on identified indicators and interests of children. Similar provocations were then created in different settings and the children's use of self-regulation skills were again documented. This also included visits to the local creek.

Throughout the year, we noticed an increase in children taking risks, accepting challenges and managing change to help cope with frustrations. We noticed children persisting when finding a task challenging (big improvements from terms 1 to 4). We noticed children being more active and aware to seek out and accept new challenges, with lots of examples during our visits to the creek. The success that we noticed was achieved through staff working collaboratively and regularly sharing observations and reflecting on what we noticed. We continually asked ourselves 'Is it working?', 'What can we do differently?' and 'How can we improve?' We also worked in partnership with the school and the self-regulation team. This included professional development with the preschool team and whole site professional development with follow up work in PLCs. We timetabled regular staff meetings with the preschool teacher and leader (2 per term) and tracked focus students to assess against our goal's success criteria.

A factor that impeded our success was having time for formal staff meetings that include the whole team and we will look to increase ECW hours in order to participate in preschool meetings once a fortnight.

Our next steps will include continuing the successful work from this year to embed the practices we have been using. We will continue to apply the 'less is more; approach to activities where students have opportunities to use equipment and materials for longer and in different ways that promote creativity, challenge, persistence and success. We will continue to work with the school on our self-regulation journey and next year, we will participate in the schools' work on creating and implementing 3 new school values. Next year, we aim to use teams and an inquiry floorbook to record and capture learning and improvement.

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
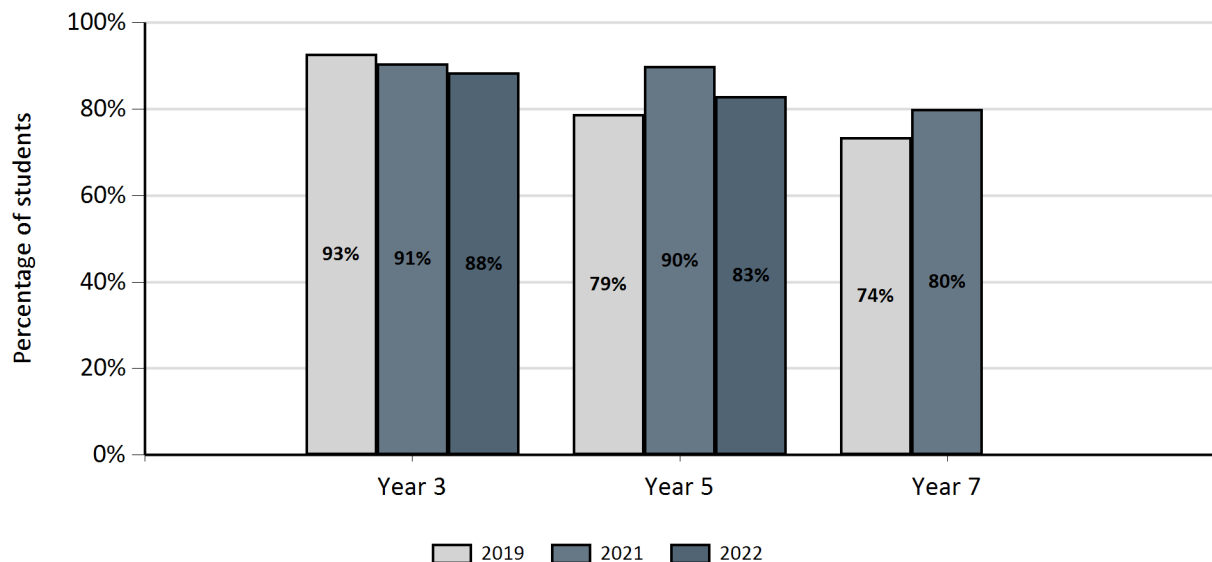
*NOTE: No NAPLAN testing was conducted in 2020.

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.
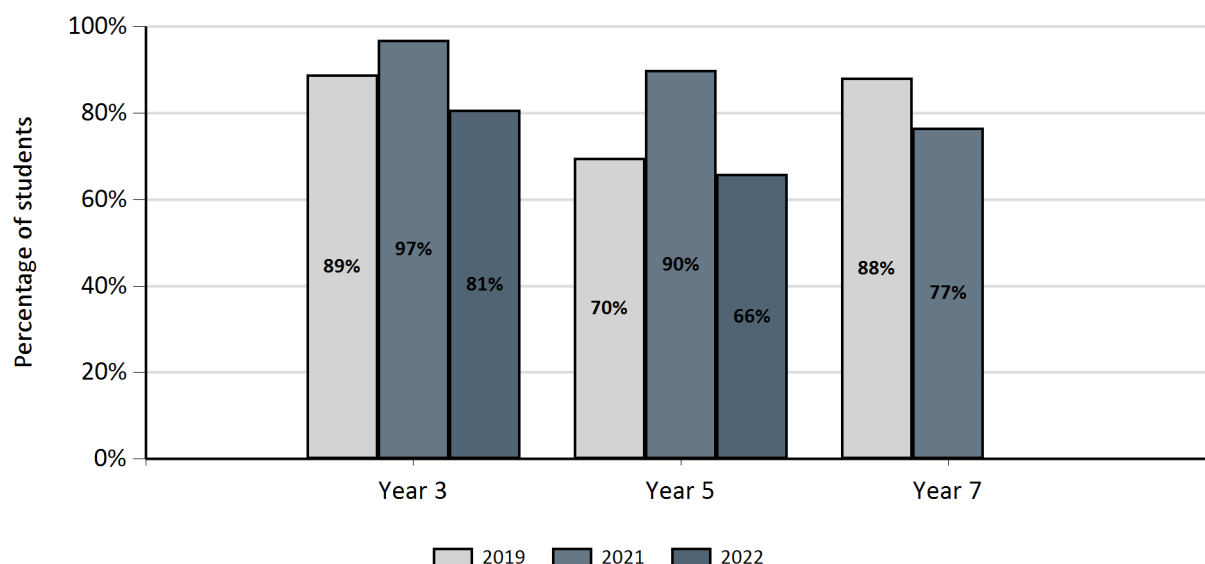
Numeracy

*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	26	26	13	8	50%	31%
Year 03 2021-2022 Average	29.0	29.0	14.5	10.5	50%	36%
Year 05 2022	41	41	8	5	20%	12%
Year 05 2021-2022 Average	35.5	35.5	8.0	4.5	23%	13%
Year 07 2021-2022 Average	30.0	30.0	4.0	6.0	13%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
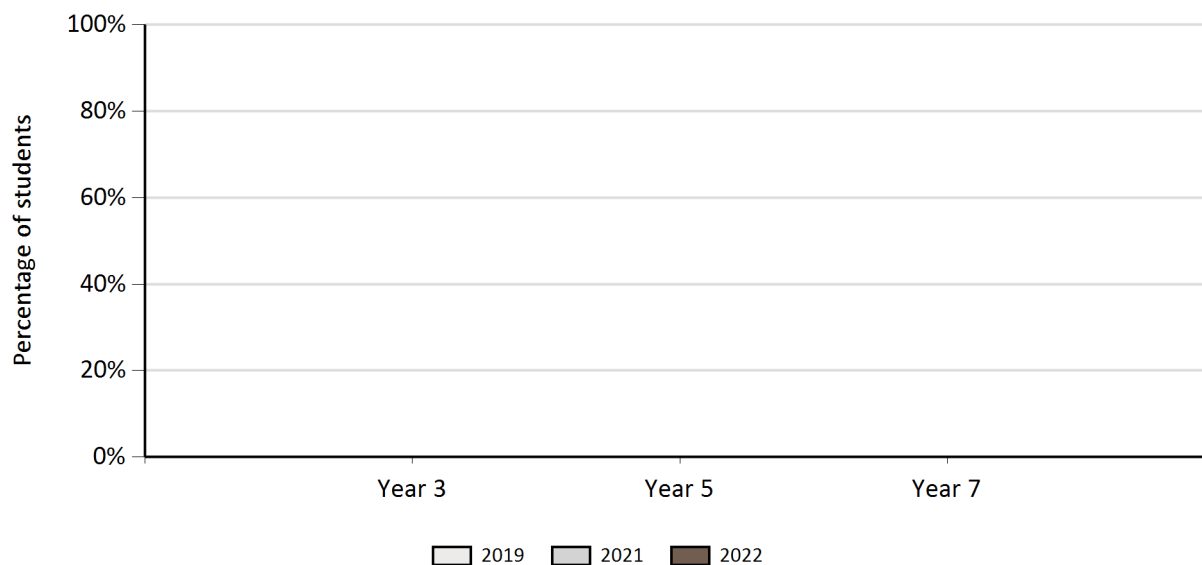Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
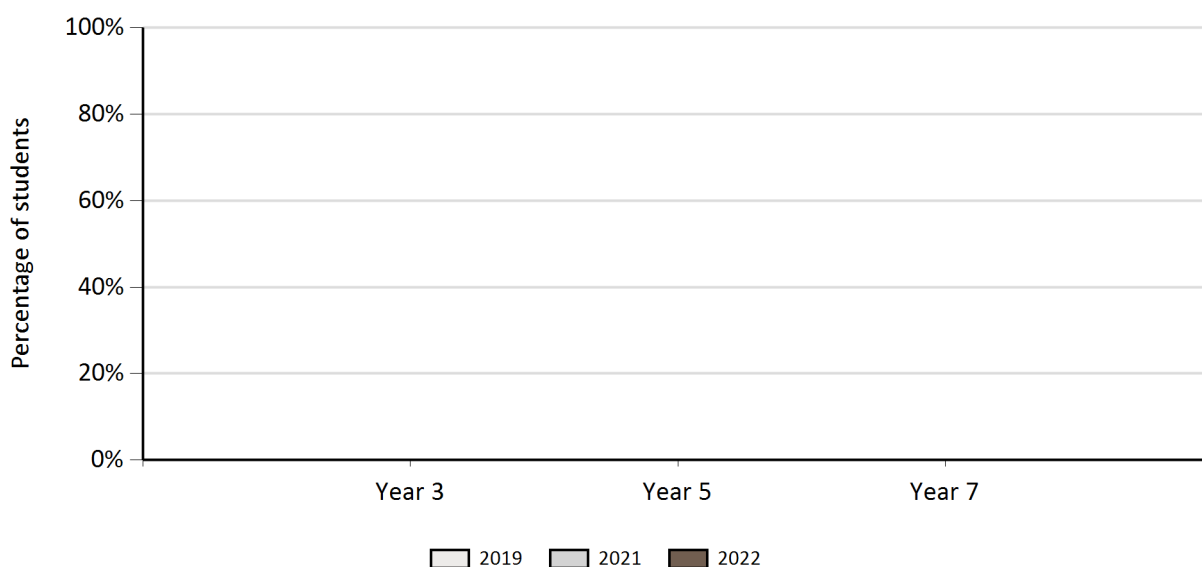Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

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

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

2022 Improvement action- We built on the work of 2021 in including all Aboriginal learners in class numeracy and literacy focus groups. We used targeted intervention in literacy through the roll out of our InitialLit program to include Aboriginal learners in small group intervention to build phonetical awareness. Teachers and support staff will use data to analyse where students are at the beginning of the year and then monitor improvement over time. Specific actions will be taken to improve achievement in Literacy and Numeracy for students within the focus group in line with the School Improvement Plan. PAT data in particular will be used to measure expected growth in learners.

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

10 Aboriginal students attend Ridgehaven Primary School. We had 1 student leave our school for another site in term 3 and we also gained another student early in term 4.

1 student in reception

1 student in special options class

3 students in year 1

1 student in year 2

1 student in year 3

2 students in year 5

100% of students who participated in PAT R and PAT M get results either at or above the TTG standard

100% of students who participated in PAT M above the TTG standard

1 student who went from below SEA in 2021 in PAT R to above SEA and into TTG standard in 2022

1 student who went below SEA in 2021 in PAT M to above TTG standard in 2022

100% of students who participated in PAT showed larger than expected growth in PAT R

1 student below benchmark in phonics screening/Initial Lit cumulative and 2 well above benchmark in phonics screening /Initial Lit cumulative

School performance comment

The school's NAPLAN Performance score dipped slightly in 2022 with an overall score of 0.5. A decrease of 0.08 from 2021. 8 year 3 students, 5 year 5 students and 4 year 7 students achieved in the high bands in NAPLAN numeracy in 2022. 13 year 3 students, 8 year 5 students and 7 year 7 students achieved in the high bands in NAPLAN reading in 2022.

In NAPLAN writing 2022, 42% of year students achieved in the high bands and 85% of students achieved above the national minimum standard. 15% of year 5 students achieved in the high bands of NAPLAN writing 2022 and 66% achieved above the national minimum standard.

52% of students maintained their progress in NAPLAN numeracy (a drop from last year) and 41% maintained their progress in NAPLAN Reading (a drop from last year) 11% of students increased their progress in NAPLAN Numeracy – a slightly lower result than in 2021. 7% of students increased their progress in NAPLAN reading – a similar result to 2021.

An examination of PAT and NAPLAN data indicates that 10 year 5 students (40%) in 2023 will achieve in the high bands in NAPLAN numeracy and that 10 year 5 students (40%) in 2023 will achieve in the high bands in NAPLAN reading.

In 2022 39% of Year 1 students achieved above the national standard in the phonics screening test. 4 students (14%) scored 100% in the test.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	89.1%	86.6%	89.2%	80.1%
2020 centre	89.4%	80.8%	85.7%	91.9%
2021 centre	89.1%	91.6%	96.2%	82.2%
2022 centre	82.8%	89.4%	86.7%	91%
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	94.1%	91.8%	92.1%	88.6%
Year 1	93.3%	93.2%	93.0%	85.6%
Year 2	92.6%	90.0%	94.6%	89.0%
Year 3	93.1%	91.1%	92.0%	88.5%
Year 4	94.7%	91.0%	93.6%	86.8%
Year 5	91.8%	91.6%	91.4%	85.9%
Year 6	91.2%	88.8%	91.9%	83.9%
Year 7	90.0%	85.7%	91.6%	N/A
Primary Other	N/A	N/A	89.3%	75.4%
Total	92.4%	90.1%	92.4%	86.3%

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

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

Attendance comment

80% of students attend school over 85% of the time in 2022

4% of students were habitual non-attendees 2.5% of students were chronic non attendees

41.8% of absences were unexplained, 36.7% were due to illness and 15% were for family, social or cultural reasons. 4.8% of absences were from approved exemptions.

Student absence that is unexplained is followed up after 3 days by the classroom teacher via email or phone call and then by a member of the Leadership team if there is no response. Home visits are carried out if the non-attendance is habitual or exceeds 10 days. Support Services are engaged to support the school to address chronic non-attendance. There have also been well checks carried out by police in some circumstances. All issues around student attendance are recorded in student records (Onenote) by teachers and leadership.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	32	29	29	33
2020	32	33	32	32
2022	31	31	29	31
2021	20	20	22	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.

Behaviour support comment

Targeted students receive support to assist them to develop the skills required to engage with teaching and learning. In 2022 social skill and resilience intervention programs were implemented, along with the addition of student well-being programs run by leadership and SSO's. The school's focus on restorative practice and building relationships has led to decreases in more serious behaviours.

10 students across the year required 're-thinks' with a member of the Leadership team to discuss behaviours that did not conform to the schools Behaviour Education policy. 50% of these discussions with students were about violent or aggressive behaviour and 50% around refusal to follow school code. Office time-outs across the year were less than 5% of the entire school student cohort. The number of re-think and office time-out conversations decreased significantly in 2022. Work by staff on regulation, school values and social skills has been a big contributor.

More serious negative behaviours resulted in 2 suspensions – involving 2 students; one of these students also had a 'take home'. We have had our behaviour coach involved with 3 students who responded to individual behaviour plans.

Parent opinion survey summary

66 parents responded to the Parent Survey, an increase of 20% from last year. Over 90% of respondents agreed that parents, students and teachers are respectful at Ridgehaven Primary School, this a higher result than other schools across our Partnership. As a site we have been working on improving our school communication and now have one communication platform across the school, 76% of parents feel that they receive enough communication, some comments from families would suggest that they would like more communication with their child's class teacher. 98% of parents believe that education is important and 69% feel that they are encouraged to help their child to learn – an increase of 13% from last year, however only 47% felt that they have input into their child's learning and 64% felt they received useful feedback, so these could be areas for growth for Ridgehaven in 2023.

Parents comments highlighted how they enjoyed being part of the Ridgehaven school community, valued teachers and other staff members and how early intervention programmes had supported their child. Some parents commented on the use of communication apps and made suggestions on how to improve the user friendliness of apps on mobile phones. Others felt that teachers and leaders communicated well with families and response times to questions and queries were very quick. Some families commented on the impact of Covid on teacher/family communication and relationships, this is something that will continue to improve as the pandemic hopefully subsides even further in 2023.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
547 - Birdwood Primary School	0.0%	0.0%	0.0%	3.5%
1847 - Keithcot Farm Primary School	0.0%	0.0%	0.0%	3.5%
1090 - Redwood Park Primary School	0.0%	0.0%	0.0%	3.5%
1051 - Ridgehaven Primary School	95.8%	77.4%	95.2%	82.8%
8385 - Saint David's Parish School	0.0%	6.5%	4.8%	3.5%
8006 - St Francis Xavier's Regionl Cath Sch	0.0%	0.0%	0.0%	3.5%

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	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.3%

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

Of our 30 year 6 students this year, 23 will transition to Banksia Park International High School in 2023. Ridgehaven Primary School has a strong and long-standing relationship with BPIHS as evidenced through our various transition processes, including individual staff/parent meetings with students who have One Plans. Other secondary site destinations include; Golden Grove High School, The Heights High School and Morialta Secondary College. 3 students will be attending non-government schools.

Relevant history screening

DCSI screening is conducted as part of the Teacher Registration process. All staff provide a copy of the relevant clearance and training paperwork for uploading on the HR management system. TRT staff provide a copy of Authority to Teach as well as DCSI clearance and RHANN training. All other visitors to the school who work directly with students other than their own are required to provide evidence of DCSI clearance, RHANN training and a Working With Children Check. Volunteers in the school attend a school-based induction and are also able to attend face to face RHANN training with an external provider on site. Details are entered in EDSAS. All registered school volunteers have a Working With Children Check (WWCC). Covid vaccinations are recorded on EduPortal in the employee kiosk, however this is no longer mandatory.

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	29
Post Graduate Qualifications	6

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	15.4	0.0	6.4
Persons	0	19	0	11

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

Financial statement

Funding Source	Amount
Grants: State	$2,832,214
Grants: Commonwealth	$0
Parent Contributions	$43,412
Fund Raising	$12,939
Other	$240,550

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.

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	One-to-one and small group SSO support provided to students to develop their social and emotional competencies and improve student engagement in learning experiences. Well-being leader implemented social skills intervention program and resilience intervention programs for R-6 across the year. Engaged with the Self Regulation Team (SRT) to do staff training around regulation and developing spaces within the school. Built on past School Captain's to program to include a whole school, student voice program.	Increase in student engagement in learning. Reduction in behavioural issues and social issues. Increase in staff awareness around regulation needs of students and building capacity for student to co-regulate and self-regulate.
	Improved outcomes for students with an additional language or dialect	Guided practice to support EALD students has been evident through SSOs modelling writing conventions and behaviours. During support times, students learn to think aloud and discuss their language choices.	Improved understanding, speech and literacy skills and better engagement across all curriculum areas.
	Inclusive Education Support Program	IESP funding was used to supplement programs for students without a specific category of funding. Programmes include: Speech & Language Building literacy skills Gross motor Fine motor Emotional regulation Anxiety Therapy dog Well-being programmes (Get Grit, What's the Buzz, identified well-being groups)	An increase in student learning outcomes in early years in literacy and numeracy. Students can show improved skills in regulation, leading to more engagement within the classroom. Work with Support Services allowed us to tailor speech programs for individual and smaller groups of students.

Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Teachers have 4 x 50 mins per week SSO literacy and numeracy support. Through targeted planning that considers SMART Goals for ATSI students and students with learning difficulties, teachers are able to tailor programs to improve student outcomes. This includes small group support during guided reading and numeracy lessons. Special Options class supports 6 students with intellectual disabilities. 1 full-time teacher, 2 full-time SSOs support the students with social, emotional, wellbeing and learning needs.	Students have made progress towards achieving at or above the Standard of Education Achievement (SEA) as seen in PAT and NAPLAN results
Program funding for all students	Australian Curriculum	Students have been supported to access English and maths through SSO support and the development of SMARTAR Goals. SSOs and a reading support teacher have worked with identified students to improve their phonics knowledge and reading ability.	Students have had access to differentiated maths and English curriculum at the appropriate year level. They have achieved SMARTAR goals, that have been reviewed regularly.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Community Engagement Officer provided in class (7 hours per week) Literacy/Numeracy support for each Aboriginal student, as well cultural, social and emotional support for students. School was involved in TTG council program for a "Acknowledgement of country" project working with community members and Aboriginal elder.	Improved learning outcomes and strengthening connection to language and culture.
	Better schools funding	Converted to SSO time to support learners with extra support across curriculum areas, including: PASM assessment, phonological awareness groups, gross and fine motor programs, building number facts automaticity.	Students have had access to differentiated maths and English curriculum at the appropriate year level. They have achieved SMARTAR goals, that have been reviewed regularly.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	During literacy & numeracy block times teachers have 4 x 50 mins per week SSO support. Through targeted planning teachers were able to tailor programs to extend students within classroom literacy and numeracy block times.	Students built their capacity to respond to challenge in learning.

2022 Preschool annual report: Improved outcomes funding

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	Staff continue to use the preschool literacy and numeracy indicators to plan for intentional and appropriate activities to support children's everyday interactions. These plans are incorporated during whole group mat time and through daily provocations. The teacher implements daily Heggarty (phonemic awareness) program. All children involved in weekly mathematical problem solving activities.	As a result, children are using more complex and specific vocabulary in their daily interactions with each other and with educators. Children are persisting more with solving numeracy problems and are showing a variety of ways to solve problems.
Inclusive Education Support Program	IESP funding was used to supplement programs for students without a specific category of funding. Programmes include: Speech & Lang Building literacy skills Gross motor Fine motor Emotional regulation Anxiety Therapy dog Well-being programmes (Get Grit, What's the Buzz, identified well-being groups)	There has been an increase in student learning outcomes in early years in literacy and numeracy. Students been able to show improved skills in regulation, leading to more engagement within the classroom. Work with SSS allowed us to tailor speech programs for individual and smaller groups of students.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable	Not applicable

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