

Seacliff Primary School

2021 annual report to the community

Seacliff Primary School Number: 0913

Partnership: Marion Coast

Signature

School principal:

Ms. Sue Matene

Governing council chair:

Luke Sandery

Date of endorsement:

20 May 2022



Government
of South Australia
Department for Education

Context and highlights

Seacliff Primary School is a Category 7 school and began the year with 16 classes comprised of 428 students, with our numbers remaining relatively stable throughout the year. Seacliff has a strong sense of community and is a place where students, families, staff and volunteers work together in the best interest of all. Learning programs, teaching strategies and assessment tools are designed to extend young children and encourage student voice in learning. Current priorities include numeracy and literacy across the curriculum and developing technologies such as robotics and coding. The local beaches and the Gilbertson Gully are utilised by classes to build and extend awareness, respect and stewardship of the environment. Environmental work and student leadership and wellbeing were well supported through the appointment of Coordinator roles.

Specialist areas of Physical Education, Japanese, Performing Arts and Inquiry Based Learning are taught from Reception to Year 7. Extra-curricular activities reflect changing community interests and needs. These may include volleyball, beach volleyball, soccer, cricket, netball, choir, instrumental music, and karate. Our school community has developed a set of core values that is being integrated into the way we live and learn. These values are also expressed through our engagement with the wider community, and the commitment by all to make a positive contribution and impact. At Seacliff Primary School, we encourage children to demonstrate respect, act with integrity and be the best that they can be.

Highlights for the year included:

- The outstanding contribution made by students and staff to support community organisations such as the Cancer Council and Jump Rope for Heart.
- The tremendous participation in school based sport and a diverse range of co-curricular activities that saw students representing across a range of sports at SAPSASA and State level.
- The refinement of our R-2 Literacy agreement, with our JP team collaborating on a scope and sequence to incorporate the 'Little Learners Love Literacy' program for the start of the 2022 school year.
- Staff involvement in the trial and development of the Mathematics 'Units of Work' for sharing and feedback as part of the Marion Coast Partnership improvement plan.
- The two-storey building refurbishment and oval toilets upgrade.
- Various school community events such as The Book Week Parade, Sports Days, Fun Runs and many more.

Governing council report

Seacliff Primary School continued to build our focus on school values in 2021, whilst navigating a challenging and disruptive environment.

Canteen and OSHC were afflicted by the tumultuous year, yet managed to flourish under the capable guidance of Mish Wesson and Sarah Burgan, with both groups providing a fantastic service to our children whilst maintaining strong business fundamentals.

The Governing Council and the broader school community felt the loss of one of our councillors in Corey Treleaven. Corey made significant contributions to the school, particularly through the promotion of values and his involvement in the canteen and his long-standing roles on the Governing Council. We give thanks for all his contributions to our community.

We welcomed Doug Nairn, Brendan Moriarty and Nicole Morgan, the latter of which filled very large shoes in the Fundraising Committee and managed a huge haul for 2021 despite all the challenges.

Longstanding member and former Chair, Clare Coupar will depart the council and we pay thanks to her guidance and leadership over many years. Also departing is Brendan Moriarty, Larissa Leese, Sam Parkin and Sofia Carlmark. We would like to pay thanks for all their efforts, in particular the outstanding work Larissa did as OSHC coordinator, the huge promotion of our values around the school that was managed by Sofia and the mammoth effort undertaken by our departing Treasurer, Sam, in completely overhauling the way the finances are collated and reported to the Governing Council.

The Governing Council would also like to acknowledge the huge contribution of our departing Principal, Steven Wallis. Steven led Seacliff Primary School with passion, dedication and professionalism over his tenure and we wish him all the best in his well-earned retirement.

We start 2022 optimistically under the capable hands of Sue Matene and look forward to the next chapter of Seacliff Primary School.

Quality improvement planning

GOAL 1: Numeracy-to improve student learning outcomes in Numeracy through implementation of effective pedagogies.

Result/Evidence:

Implementation of Number Talk approach – demonstrated increase in student engagement (PLT action research evidence)

Increased use of mathematical language in classroom discussion of Maths concepts.

Trialing, reviewed and analysis of results of Department 'Units of Work' for Years 4-7. Shared with Partnership schools. While the NAPLAN data indicates little change in higher band retention, classroom observations and visits by leadership staff, including the Principal Consultant and ED, indicate that students are more aware of what they are learning in Maths and can articulate the learning intentions of lessons. This is a direct result of the Student Voice in Learning work, where student leaders recorded their observations and presented them to teachers.

A significant focus on the school's core value, 'achievement' has been the stimulus for some improvements in the presentation of bookwork.

The 'Number Talk' approach to teaching Maths has allowed students to experience more of the language of Maths.

These lessons were reported by the students, to be more engaging and assisted them in understanding and applying the thinking of others.

A possible direction focus: Improve student achievement through consistency of high impact pedagogical practices with high cognitive challenge and a sequenced approach to the teaching of numeracy.

Goal 2: Reading - to improve student learning outcomes in Reading through the implementation of comprehension strategies across the school

Increased focus on Synthetic Phonics through PD sessions (linked to Phonics Screening), review of literacy agreement & peer observations

Through PD, Year 3-7 teachers have continued to develop an understanding of Acadience to support reading development.

While the NAPLAN data indicates a drop in higher band retention, classroom observations and visits by leadership staff, indicate that students have developed and can set and articulate their reading goals and can explain what they are doing to achieve them.

A school wide focus on Little Learners Love Literacy (R-2) and Soundwaves (3-7) phonetic based spelling program has increased student understanding of phonemic awareness in relation to written language.

A possible direction focus: Improve the quality of teaching and learning through a targeted focus on instructional leadership, formal observation practices and improved collaboration and high levels of accountability.

Goal 3: Students increasingly engaged in their learning

Specific focus on school values connected to curriculum learning (Values Handbook provided to all class teachers).

Leadership at site and partnership level linked to student led and run projects, including teacher observations.

Class leadership opportunities through SRC and environmental projects.

A community group has been formed under the leadership of the Environment Coordinator, where primary aged students have participated in environmental rejuvenation projects. A student-initiated fund-raising activity (Students Years 4-7) that involved 40 students and raised \$32000 for the Cancer Council of SA.

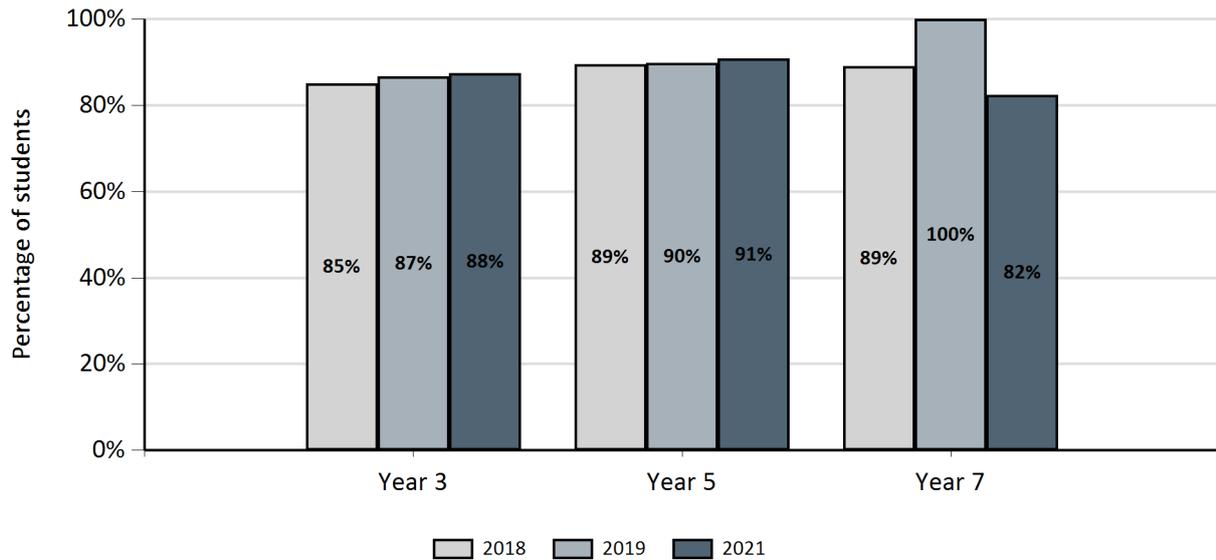
Student leadership opportunities are provided through Student Voice in Learning (SViL), SRC and an environmental group. The SViL leaders have completed multiple classroom observations, supporting students to gain an understanding of the importance of knowing the learning intention and success criteria in order to become a successful learner. They have also provided feedback about stretch learning and problem-solving strategies.

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

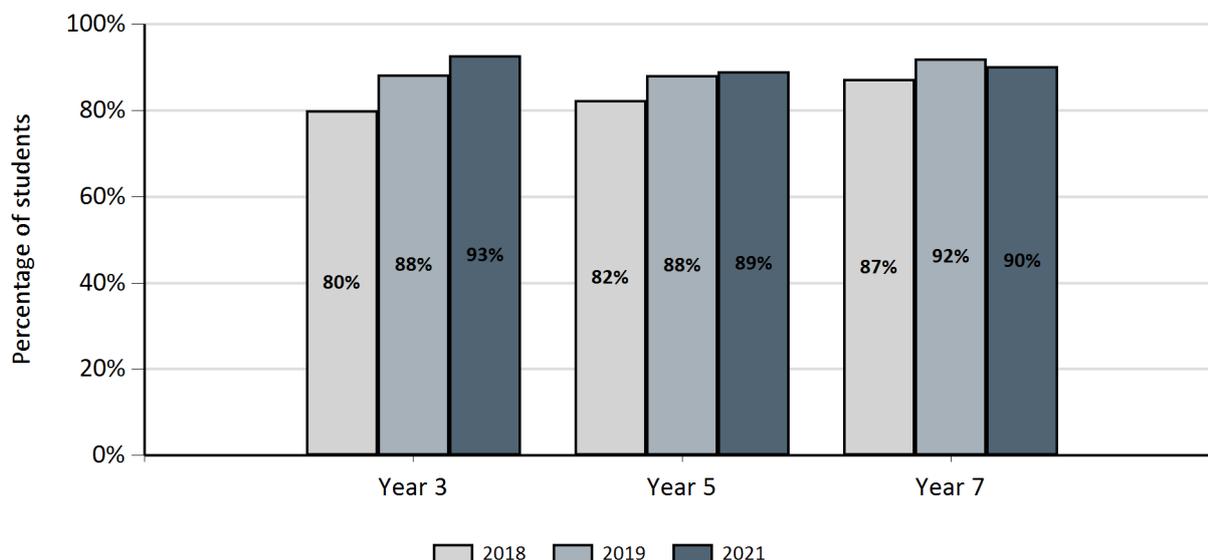


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	35%	36%	33%
Middle progress group	39%	40%	48%
Lower progress group	25%	24%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	33%	37%	33%
Middle progress group	46%	41%	48%
Lower progress group	21%	22%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	56	56	33	21	59%	38%
Year 3 2019-2021 Average	58.0	58.0	33.0	25.0	57%	43%
Year 5 2021	55	55	22	13	40%	24%
Year 5 2019-2021 Average	57.0	57.0	23.5	12.5	41%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

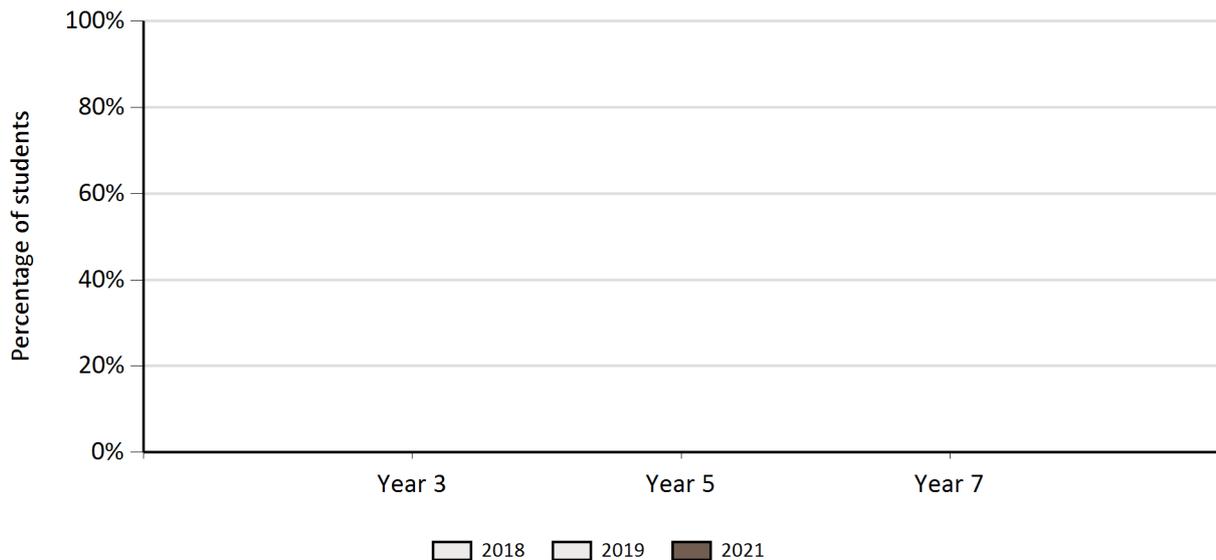
[^]includes absent and withdrawn students.

*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



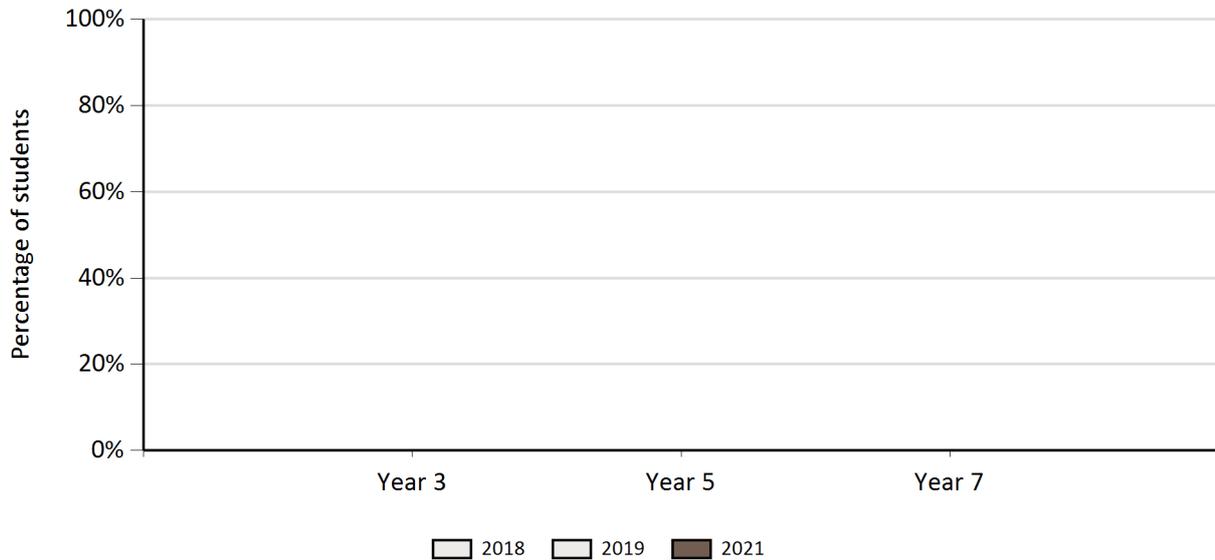
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Tracking & Monitoring

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

There were seven Aboriginal students at Seacliff PS in 2021. An ACEO could not be attracted to the site, despite ongoing promotion of the position. This is mainly due to the limited hours available in the position (5 hours per week). The Aboriginal Learner Achievement matrix was completed during term two. A draft was planned by the Leadership Team and taken to staff for consultation. Data on student achievement, including attendance is summarised each semester and provided to staff. An area for development relates to individual planning for all students being documented through One Plans. Although all students have developed Reading and Numeracy goals, these are not outlined and updated in their plans. Aboriginal students are specifically discussed in all PDP meetings, providing teachers the opportunity to discuss their academic growth and plans. An area to develop relates to the more regular use of specific data sets that outline academic achievement and growth, to support planning for individual learning needs. Aboriginal students at risk, both academically and emotionally have been identified and support processes provided. Students have accessed 1:1 SSO support to focus on literacy development - phonics and phonemic awareness.

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

Year level	Room Number	A-E English	A-E Maths	NAPLAN Reading	NAPLAN Numeracy	PAT-R	PAT-M	Current Intervention Programs	2021 % Attendance
5	11 B C	Band 6	Band 5	Test 5					
				Raw: 14					
				Scale: 115.5					
				Test 5					
				Raw: 15					
				Scale: 119.6					
				In-class SSO					90.3%
7	14 C C	Band 6	Band 7	Test 7					
				Raw: 13					
				Scale: 116.7					
				Test 7					
				Raw: 15					
				Scale: 123.7					
				In-class SSO					88.2%
7	14 B B	Band 8	Band 8	Test 7					
				Raw: 32					
				Scale: 152.1					
				Test 7					
				Raw: 27					
				Scale: 137.8					
				In-class SSO					96.3%
4	10 B B	N/A	N/A	Test 4					
				Raw: 24					
				Scale: 131.6					
				Test 4					
				Raw: 18					
				Scale: 120.2					
				In-class SSO					90.7%
1	5 C C	N/A	N/A	N/A	N/A	N/A	N/A	In-class SSO	84.7%
3	17 D D	N/A	N/A	Test 2					
				Raw: 13					
				Scale: 96					
				Test 3					
				Raw: 24					
				Scale: 116.3					
				1:1 SSO					
				QDTP					
				In-class SSO					87.8%
7	15 C C	Year 5	Level 5						
		Year 7 withdrawn	Year 5	Level 5					
		Year 7 withdrawn	Test 6						
			Raw: 20						
			Scale: 127.8						
			Test 6						
			Raw: 11						
			Scale: 118						
			QDTP						
			In-class SSO						
			Safety & Support Plan						48.3%
			(Negotiated modified timetable)						

School performance comment

NAPLAN - Without 2020 data, we used the historical average to compare overall results with our 2021 performance. We've drawn on other achievement data sets such as Running Records, A-E grades, PAT-R/M & Phonics Screening Checks (PSC) to inform the performance comment.

2021 Upper Bands Numeracy

Year 3 achievement - a slight increase (38%) above historical average (37.5%).

Year 5 achievement - a slight increase (24%) above historical average (23.5%).

Year 7 achievement - an increase (33%) above historical average (30.1%).

2021 has seen the continuation of a saw-tooth pattern, with a drop in HB achievement from Yr 3 to Yr 5 and then a rebound in the Yr 7 result.

2021 Upper Bands Reading

Year 3 achievement - an increase (59%) above historical average (55.1%).

Year 5 achievement - a slight decrease (40%) below historical average (40.4%).

Year 7 achievement - a decrease (24%) below historical average (32.6%). The 2021 result has highlighted the need to develop a more comprehensive and commonly used program to effectively monitor and record reading progress.

NAPLAN Overall Comparison with 2019

2021 Year 3 results were higher in 4 of the 5 domains than our 2019 results: Reading, Spelling, Grammar & Punctuation and Numeracy. They were lower in Writing.

2021 Year 5 results were higher in 4 of the 5 domains than our 2019 results: Reading, Writing, Spelling and Grammar & Punctuation. They were lower in Numeracy.

2021 Year 7 results were lower in all domains than our 2019 results. *It is worth noting that the 2019 cohort achieved above average in 3 of the 5 domains when compared to students with a similar background. This was the first time above average results were achieved, when compared with like schools, by any cohort at Seacliff since NAPLAN was introduced in 2008.

Running Records

Year 1 Results: Comparing school to state performance, we had slightly fewer students in the lower levels (levels 1 - 10). We had a much larger cohort of students in levels 11 - 20 and again, a lower number of students in the 21 - 31 levels.

Year 2: We had a similar pattern in the Yr 2 comparison with extremely low numbers at levels 1 - 15 and the vast majority of students performing between levels 21 - 26.

2021 Running Records data reflects a very similar pattern to our 2020 and 2019 data.

Year 1 PSC

2021 – 87.7% of students achieved 28 or more. This was a significant improvement of 15.2% on our 2020 results.

2020 – 72.5% of students achieved 28 or more. This was a drop of 12.5% on our very positive 2019 results.

2019 – 85% of students achieved 28 or more.

PAT Reading

Year 3 – 49 achieved SEA. 2 below SEA.

Year 4 – 37 achieved SEA. 5 below SEA.

Year 5 – 47 achieved SEA. 3 below SEA.

Year 6 – 39 achieved SEA. 3 below SEA.

Year 7 – 38 achieved SEA. 6 below SEA.

PAT Maths

Year 3 – 50 achieved SEA. 4 below SEA.

Year 4 – 40 achieved SEA. 2 below SEA.

Year 5 – 45 achieved SEA. 8 below SEA.

Year 6 – 39 achieved SEA. 3 below SEA.

Year 7 – 40 achieved SEA. 2 below SEA.

A-E School End of Year Data

ENGLISH

Year A B C D E

1 5 16 31 4 1

2 7 19 23 5 0

3 7 23 25 3 1

4 13 11 18 2 0

5 15 17 18 5 0

6 11 17 12 2 0

7 2 20 23 4 0

MATHS

Year A B C D E

1 5 26 20 6 0

2 1 28 22 3 0

3 9 16 24 4 1

4 10 14 20 1 0

5 15 14 20 6 0

6 17 13 11 1 0

7 9 13 23 4 0

Attendance

Year level	2018	2019	2020	2021
Reception	93.0%	93.5%	86.9%	94.6%
Year 1	93.8%	93.5%	88.2%	92.1%
Year 2	91.7%	90.4%	86.8%	94.8%
Year 3	95.9%	93.8%	86.5%	93.7%
Year 4	94.5%	93.7%	89.9%	93.0%
Year 5	94.9%	92.1%	88.8%	94.5%
Year 6	87.4%	91.7%	91.7%	92.2%
Year 7	93.1%	89.3%	84.2%	92.3%
Primary Other	N/A	N/A	N/A	23.1%
Total	93.1%	92.4%	87.9%	93.4%

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

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

Attendance comment

As of November 30th 2021, Seacliff Primary school had an average daily attendance rate of 93%. This is approximately a 5% increase on 2020, however that was significantly impacted by Covid-19. There are two students of significant concern, one who has an individual attendance plan to support a high level of anxiety and its associated impact on wellbeing. A part time exemption on medical grounds is in place. Semester 2 another student refused to attend school due to a high level of anxiety. An attendance referral was made with the Social Work Duty Line and follow up suggestions implemented, without success. Leadership and administration staff worked directly with the family and made regular home visits to check on the student's wellbeing. Sentral supports accurate tracking of attendance.

Behaviour support comment

Throughout 2021 the majority of behaviour referrals to 'Time Out Admin' (135 referral) were linked to inattention and disruptive behaviors in class. There were however, 47 of these referrals made for lower level violent behaviours, mainly during play breaks. There were four instances of students being sent home for violence. Two students were internally suspended for perpetrating violence and one student was excluded for multiple high level violent behaviours. There were three students externally suspended, two for graffiti related incidents and one for threatening a teacher. Seacliff Primary School Leadership staff adopts a Restorative Justice approach in dealing with most behaviour issues and parents are notified through email or phone call. Longer term support is regularly provided to students through a wellbeing Coordinator and Pastoral care Worker. Parents are also directed to consider In-school Psychology for their child in some cases.

Parent opinion survey summary

In 2021 there were 116 parent responses to the new online format of the Parent Engagement Survey. The top 5 responses to areas of strength in relation to school climate (either strongly agree or agree) were:

- Talking with the child (strongly agree 90%, agree 10%)
- Education is seen as important (strongly agree 77%, agree 15%)
- Teachers and students are respectful (strongly agree 19%, agree 61%)
- People are respectful (strongly agree 21%, agree 57%)
- Receives enough communication (strongly agree 18%, agree 53%)

The highest 5 responses to areas of challenge in relation to school climate (either strongly disagree or disagree) were:

- Knows the standard of work (strongly disagree 5%, disagree 22%)
- Receives learning tips (strongly disagree 5%, disagree 20%)
- Has useful discussions (strongly disagree 5%, disagree 20%)
- Receives useful feedback (strongly disagree 6%, disagree 17%)
- Has input into learning (strongly disagree 4%, disagree 18%)

Additional commentary coming by way of parent interviews during the External School Review noted:

- Parents are pleased with the focus on core values. They acknowledge the prompt feedback they receive from leadership around any concerns/issues regarding their children.
- Communication has improved throughout the school, including most classes effectively using Seesaw.
- Parents value the community focus of the school and opportunities for involvement in groups, events and activities.
- Parents like the student comments in their reports and see this as a positive self-assessment strategy. While parents don't fully understand the A-E grading, they believe the comments are providing enough information on their child's progress.

Intended destination

Leave Reason	Number	%
AC - LEFT SA FOR ACT	2	2.4%
NG - ATTENDING NON-GOV SCHOOL IN SA	17	20.0%
OV - LEFT SA FOR OVERSEAS	1	1.2%
QL - LEFT SA FOR QLD	2	2.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	60	70.6%
U - UNKNOWN	2	2.4%
VI - LEFT SA FOR VIC	1	1.2%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Seacliff Primary School has a data base of relevant DCSI screening and WWCC checks. This is updated regularly. All volunteers, private instrumental music providers and other external providers have current clearances. All staff including Canteen and OSHC workers have current clearances. Volunteer induction sessions were provided as new volunteers engaged with the school.

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	39
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	23.4	0.0	8.3
Persons	0	27	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$4,064,191
Grants: Commonwealth	\$10,400
Parent Contributions	\$149,576
Fund Raising	\$15,522
Other	\$80,099

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

2021 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 2021 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	0.4 Student Wellbeing Leader	Professional learning workshops were facilitated for all staff.
	Improved outcomes for students with an additional language or dialect	EALD 0.165 funding used to provide In-class SSOs for four lessons weekly in each class. Students identified through LEAP levelling were provided with regular SSO support in English and literacy.	Greater access to focused literacy in-class support for EALD students.
	Inclusive Education Support Program	Funded an SSO2 position who managed the QuickSmart intervention program and provision of 1:1 support for verified and other identified students. This support was guided by classroom teachers and external providers.	Demonstrated improvement in multiple areas for identified students.
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>	<p>Seven of eight Aboriginal students achieved age-appropriate benchmarks in their learning. One student received 60 minutes of 1:1 SSO support to with a literacy focus, specifically phonics and reading.</p> <p>All Aboriginal students had priority access to intervention programs</p> <p>Attendance levels were very good apart from a child with a history of anxiety.</p> <p>Intensive literacy programs were used including QuickSmart Reading, LAP support and In-class SSO support guided by class teachers.</p>	Positive improvements achieved in TOOSmart. Continuing to get attendance over the 70-lesson mark is a challenge. This year saw 6 students finish the program.
Program funding for all students	Australian Curriculum	Pupil free days and professional development provided to critically review the Department Units of Work in Mathematics and report findings at a site and partnership level. Junior Primary staff reviewed a unit of work.	Improved consistency with delivery of classroom Mathematics programs.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Intensive literacy and numeracy intervention programs: -in-class SSO support program -TooSmart! Numeracy and QuickSmart Literacy and Numeracy program.	Data indicates growth for targeted students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

