Elizabeth North Primary School and Elizabeth North Preschool

2022 annual report to the community

Elizabeth North Primary School Number: 825

Elizabeth North Preschool Number: 1732

Partnership: Peachey

	Signature
School principal:	Mr Scott Mathews
Governing council chair:	Ian Fuss
Date of endorsement:	**20 March 2023**

Government of South Australia

Department for Education

Context and highlights for the combined site

Elizabeth North Primary school is situated on spacious well-maintained grounds of 4.5 hectares, 29 kilometres north of the Adelaide GPO. It is situated on Woodford Road in the suburb of Elizabeth North and is well serviced by public transport, both access to a bus out the front of the school and a train station is a 10 minute walk away. In 2022 the school had 556 enrolments. There are 25 classes at the school, 13 from reception to year 2 and 12 from years 3 to 6. 69% receive school card assistance. 19% of our student population are verified as a Student with a Disability, 18% are ATSI and 10% are from Non-English-Speaking Backgrounds. Average student attendance across the school year was 79%. The school's grounds and facilities are well maintained and of a high standard. There is an on-site preschool, a gymnasium, specialist science rooms, specialist arts building and a library. This year saw 6 new classes able to work out of our new classroom building as well as the addition of the new arts and OSHC building. The sensory space is almost completed and will provide a space for calm and regulation for students. All classrooms are fitted with an interactive whiteboard and class sets of laptops and ipads are available for daily use. The school has specialist teachers in the areas of science, music/drama and physical education and all students have access to lessons by the specialist staff. COVID continued to make an impact early in 2022, however there have still been a number of highlights this year. These have included a range of student, family and staff activities such as:
• Students in the school choir performing at the Adelaide Entertainment Centre for the Festival of Music
• Year 6 students were involved in an outdoor Aquatics program
• Year 5 and 6 students attended school camp at Arbury Park
• Sports Day
• Numerous sporting carnivals, SAPSASA events and knock out sporting competitions
• Class excursions
• The End of Year Concert was held during our extremely successful Fete afternoon/evening
• Year 6 students were involved in organising and running Market Days
• The year 6 Aboriginal and Torres Strait Islander students across the Peachey Partnership joined together in a night of celebration for the 2022 Kurti Yartangka Graduation
• 4 students received a credit or merit in the ICAS assessments in the areas of English and Mathematics.
• A number of successful fundraising events- Mother's Day, Father's Day stalls, Sports Day Raffle, Movie and Disco Day and Easter Christmas raffle.

Governing council report

2022 was a successful year for Elizabeth North Primary School with school processes resuming as normal after the many interruptions from COVID-19. Pre-school enrolments are steady with enrolment numbers being slightly lower compared to last year. Collectively, there was a total of 556 enrolments at Elizabeth North in 2022. Elizabeth North enjoyed being able utilise the new $5 million dollar modular buildings. These building have provided a new and modern teaching and learning space for all staff and students. Attendance has remained a focus throughout 2022.
With restrictions easing, we have been able to engage more with our wider community which is something we are aiming to continue building on next year. We are pleased that some family members were able to attend our school's Sports Day, end of Year Concert and Fete as well as graduation ceremonies. Thank you to all staff for their planning and resilience to ensure our wider community was able to engage in our special events.

In 2022 there have been 16 active governing council members made up of 9 parents, 2 community and 5 school staff members. Members met as a group twice a term in 2022, on a Monday afternoon and the continuation of a light meal before each meeting supported our members to socialise and connect with one another. A creche was provided by two of our SSOs for children of school age during meetings to support parents. I would like to thank the new members that joined our governing council committee in 2022 and also thank our members who have been part of our committee for multiple years.

There have been many active sub committees throughout the year such as the: Fundraising, Canteen, Grounds, OSHC, Finance and Sports Committees. The fundraising committee had another successful year with organising and supporting the running of a number of events, such as Mothers and Fathers Day staff as well as a number of raffles. The canteen has continued to be very successful throughout 2022 and we would like to thank Vanessa Smith and the volunteers for their support.

Elizabeth North was able to celebrate our volunteers from 2022 and nominate a 'Volunteer of the Year'. It was wonderful that we were able to welcome back even more volunteers in 2022 who supported in a range of roles throughout the school, including working in the library, supporting with excursions etc. The Volunteer of the Year was awarded to Amanda Colbert for her continued and ongoing support over many years, working in the canteen and for demonstrating our school values to our students, staff and community.

I would like to thank all of our Governing Council members for their hard work and dedication in 2022 and I look forward to seeing both new and familiar faces next year.
Ian Fuss

School quality improvement planning

Math
Key Actions
• Staff undertook professional development in Big Idea In Number, focusing on Partitioning
• Classrooms 3-6 implemented Big idea In Number rotations with structured strategy lessons based on student needs and data
• Big Idea In Number was trialed as rotations within Year 1 and Reception classrooms, this included a weekly strategy lesson based on data analysis and student differentiation
• 3-6 teachers implemented the DfE units of work around mathematics to improve student learning outcomes.

Focus for 2023
• Embed a consistent daily structured program within classrooms 3-6 based on Big Idea In Number data analysis and student differentiation.
• Implement data-based daily, timetabled Big Idea In Number programs within Reception -year 2 classrooms. Including strategy lessons based on students needs.
• Begin professional development for teachers R-6 based on Thinking Math strategies and how to implement these within learning environments.
• Intervention to implement a numeracy intervention program called Bond Blocks, targeting students within the first 2 levels of Big Idea In Number.
• All teachers R-6 with implement the DfE units of work for mathematics to further improve student learning outcomes.

Reading
Key Actions
• Classrooms R-2 undertook professional learning in IntiaLit during week 0, this was embedded this into their daily routines. Kate Marschall (LGU coach) worked closely with the reception team to model and share resources in best practices for IntiaLit.
• Classrooms 3-6 undertook professional learning around using the units of work developed by the DfE during week 0, this was embedded this into their daily routines.
• Classrooms R-6 received professional learning on the use of decodable reader assessments and how to implement this data into instructional reading pairs. Classrooms R-2 undertook professional learning in the OG program, a resource to support differentiation in instructional reading pairs.
• Years 3-6 teachers were exposed to professional learning for the use of dibels assessments to understand student misconceptions within reading. This data was further analysed and used to target misconceptions during instructional reading pairs.
• The intervention team undertook professional development in Kilpatrick testing, this data was used by intervention staff to understand and plan for students phonological/phonemic awareness misconceptions.
• Teachers undertook regular teaching sprints aligned to the site improvement goals for 2022 around reading. This included setting a target, teachers collected data and analysed results to further develop their teacher pedagogies to support student learning outcomes.

Focus for 2023
In 2023 R-6 teachers will be exposed to multiple professional development opportunities to further their understandings of how to use the resources and assessments learned about in 2022. This will include developing structured instructional pairs reading sessions based on student data. Teachers will also be exposed to different resources to support the learning of all students. All R-2 teachers will begin implementing the Units of Work developed by the DfE in English.

Preschool quality improvement planning

There was 1 key improvement goals for 2022:
Goal: To strength each child's Concepts of Print and Phonological Awareness skills.
Challenge of Practice: If we implement a center wide consistent approach to explicitly teaching and assessing phonological awareness and print concepts through individual, small group and play, we will strengthen each child's Concepts of Print and Phonological Awareness skills.
Key Actions:
• Educators partnered with families to understand how to support their children to build upon concepts of print and phonological awareness skills. Educators provided regular information to families to support with current phonological awareness concepts being taught (e.g. rhyming words initial sounds). This was shared through conversation with families, class dojo app and preschool Facebook page. BSSOs worked in the preschool communicating this information with families in their home languages.
• Educators participated in critical reflection of current daily routines, with a focus on data to inform small group practice. Educators worked collaboratively to ensure consistency with small group planning and teaching with a focus on phonological awareness and concepts of print. PreLit was used by educators to support with the planning for small group teaching of phonological awareness concepts syllables, initial sounds and compound words). PASM testing was used at the end of Term 1 and 3 to see growth with children's phonological awareness skills.
• Educators engaged in professional learning opportunities to deepen their awareness of phonological awareness and concepts of print. PreLit professional learning was provided to all preschool staff at the beginning of the year, with Concepts of Print learning was provided by Anne Bills at beginning of term 3. The preschool Heggerty Program was also introduced to preschool staff later in the year, to support with concepts taught in PreLit. This was then used used as part of whole group teaching time.
•Educators used PreLit to deliver intentional and informed curriculum decisions that will be complemented through play, to support the development of phonological awareness and concepts of print. Preschool children's engaged in small group PreLit sessions with an educator. Children engaged in the storybook component of PreLit during afternoon whole group time. The storybook component was used to develop play based activities for children to participate in. Through reciprocal conversations and observations

All educators participated in professional learning on Berry Street Education Model – Character, Stamina and Engagement modules. From this a number of concepts were implemented to support children's capacity to regulate before engaging in big and small group.
This has been an identified area as a continued focus for 2023 as a result of participating in the Skills Mapping Project. The Early Years Leader provided training for staff to strengthen their understanding of using the Reflect, Respect and Relate document with a focus on the relationships domain.

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.
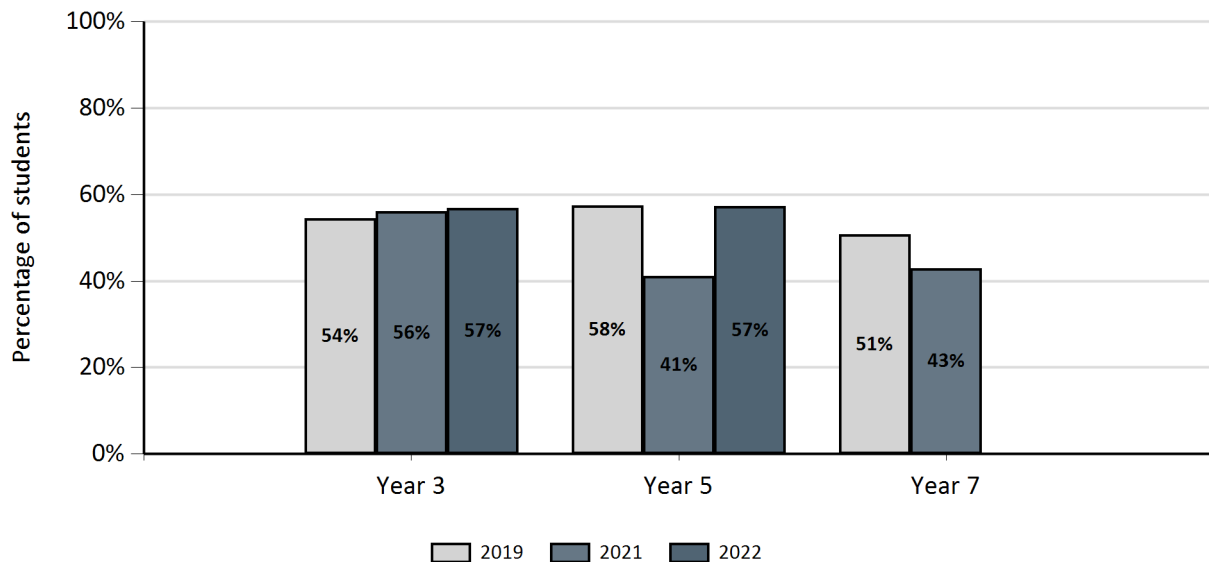
Reading
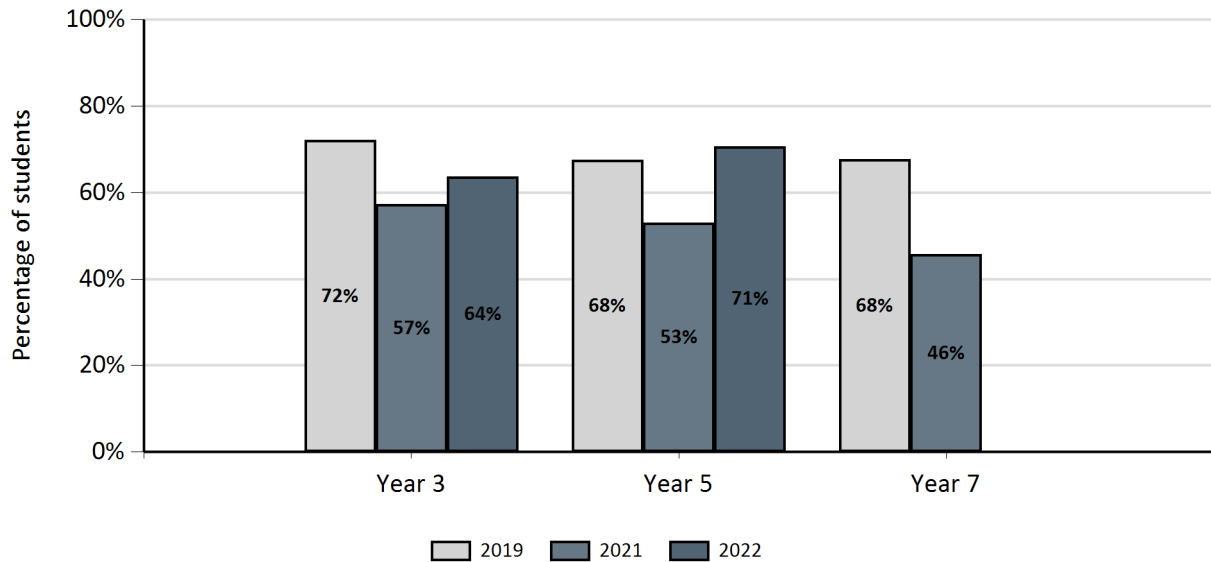
*NOTE: No NAPLAN testing was conducted in 2020.

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	88	88	15	12	17%	14%
Year 03 2021-2022 Average	85.0	85.0	19.5	13.0	23%	15%
Year 05 2022	82	82	14	2	17%	2%
Year 05 2021-2022 Average	75.0	75.0	12.0	2.0	16%	3%
Year 07 2021-2022 Average	70.0	70.0	9.0	4.0	13%	6%

*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

Bar chart titled "Reading" showing percentage of students by year level (Year 3, Year 5, Year 7) for 2019, 2021, and 2022.

- Year 3: 2019 = 75%, 2021 = 39%, 2022 = 50%
- Year 5: 2019 = 67%, 2021 = 58%, 2022 = 58%
- Year 7: 2019 = 64%, 2021 = 75%

Legend: 2019, 2021, 2022

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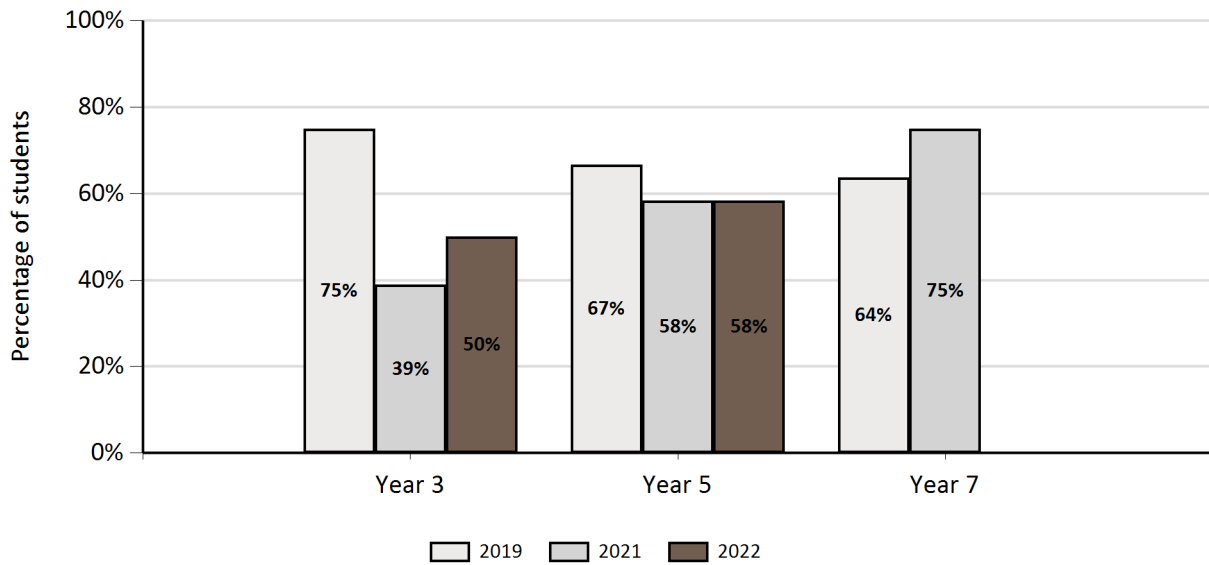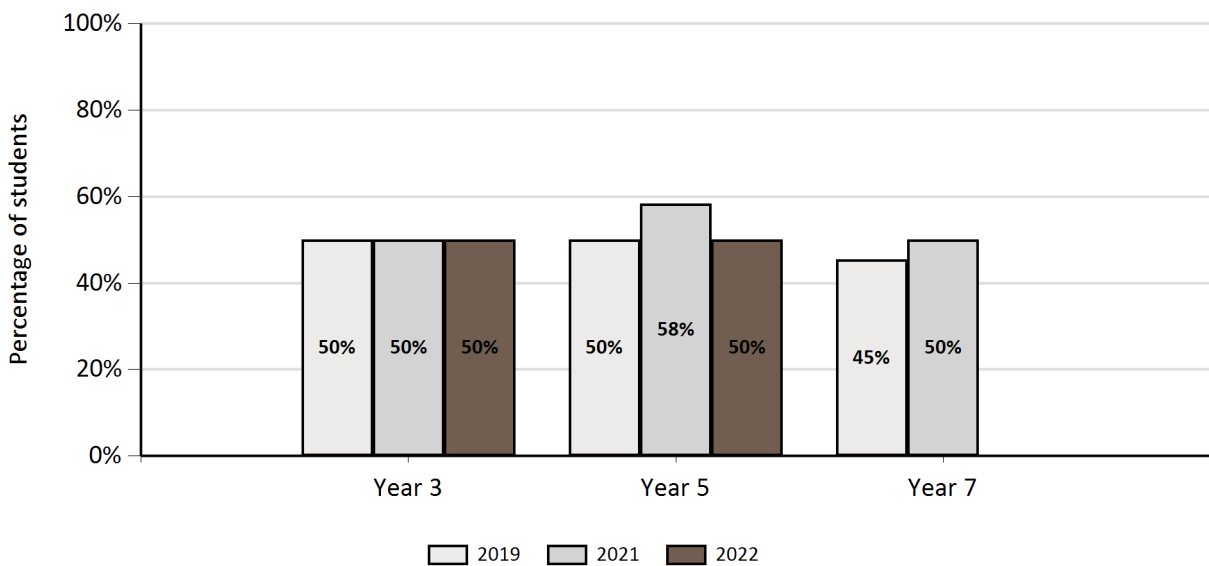Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

Bar chart titled "Numeracy" showing percentage of students by year level (Year 3, Year 5, Year 7) for 2019, 2021, and 2022.

- Year 3: 2019 = 50%, 2021 = 50%, 2022 = 50%
- Year 5: 2019 = 50%, 2021 = 58%, 2022 = 50%
- Year 7: 2019 = 45%, 2021 = 50%

Legend: 2019, 2021, 2022

*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	14	14	2	2	14%	14%
Year 03 2021-2022 Average	16.0	16.0	2.0	1.0	13%	6%
Year 05 2022	12	12	3	0	25%	0%
Year 05 2021-2022 Average	12.0	12.0	2.0	0.5	17%	4%
Year 07 2021-2022 Average	8.0	8.0	2.0	0.0	25%	0%

*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: Data Informed Planning

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

- Continued to build teacher capacity to respond to data. The AP- Reading and the AP- Intervention along with the year 1 PLC work collaboratively to develop a wave 1 and wave 2 intervention programme to respond to the data from the Phonics Screening Check. The AET worked with year 1 students in the developing range throughout term 4 to improve their phonics and decoding skills. Students were reassessed at the end of term 4 using the Phonics Screening Check assessment.
- Continued to move towards a consistent approach for building students number skills in mathematics through the Big Ideas in Number
- There was a site-wide focus on the simple view of reading and implementing a consistent approach to teaching phonological awareness/ phonemic awareness and phonics
- Students in R-2 were identified for early intervention using the Personal and Social Capabilities Continuum. These students worked in small groups targeting identified needs with an intervention teacher in partnership with the AET and ACEOs
- Additional literature was purchased and displayed in the school library that is inclusive of ATSI stories and perspectives

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

NAPLAN

Year 3 Reading
50% at SEA
14% achieved HB

Year 5 Reading
58% at SEA
25% achieved HB

Year 3 Numeracy
50% at SEA
14% achieved HB

Year 5 Numeracy
50% at SEA
0% achieved HB

Year 1 Phonics Screening Check
71% achieved SEA

Year 2-6 PAT Data
73% achieved SEA

School performance comment

School Performance
Math
PAT-M
In Years 3-7 (180/256) 70% of tested students achieved SEA or above. 68% (54/79) of Year 3 tested students achieved SEA or above. 75% (47/63) of Year 4 tested students achieved SEA or above. 74% (50/68) of Year 5 tested students achieved SEA or above. 63% (29/46) of Year 6 tested students achieved SEA or above.

NAPLAN
In Year 3, 55% of students achieved SEA a decrease of 6% compared to 2021. A further 9% of Year 3 students achieved in the higher bands a decrease of 2% compared to 2021. In Year 5, 53% of students achieved SEA, an increase of 1% compared to 2021. A further 4% of Year 5 students achieved the higher bands, remaining consistent to 2021. In Year 7, 44% of students achieved SEA, a decrease of 8% compared to 2021. A further 6% of Year 7 students achieved in the higher bands with a decrease of 5% compared to 2021.

Phonics Screening Check
51% of Year 1 students were assessed as fluent decoders an increase of 17% compared to 2021.
64% of Year 2 students were assessed as fluent decoders an increase of 10% compared to 2021.

PAT-R
In Years 3-7 (184/245) 75% of tested students achieved SEA or above. 67% (51/76) of Year 3 tested students achieved SEA or above. 74% (45/61) of Year 4 tested students achieved SEA or above. 80% (51/64) of Year 5 tested students achieved SEA or above. 84% (37/44) of Year 6 tested students achieved SEA or above.

NAPLAN
In Year 3, 66% of students achieved SEA results remaining consistent compared to 2021. A further 21% of Year 3 students achieved in the higher bands a decrease of 5% compared to 2021. In Year 5, 63% of students achieved SEA, an increase of 1% compared to 2022. A further 15% of Year 5 students achieved the higher bands, remaining consistent compared to 2021. In Year 7, 55% of students achieved SEA, a decrease of 2% compared to 2021. A further 5% of Year 7 students achieved in the higher band, a decrease of 6% compared to 2021.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	86.6%	84.1%	79.2%	80.7%
2020 centre	85.4%	75.7%	81.4%	83.9%
2021 centre	78.3%	78.6%	85.9%	85.9%
2022 centre	79.4%	79.5%	74.9%	84%
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	100.0%	83.6%	83.0%	78.8%
Year 1	100.0%	86.4%	85.2%	79.9%
Year 2	99.6%	83.3%	86.1%	80.0%
Year 3	99.9%	83.4%	84.3%	79.2%
Year 4	99.7%	81.1%	84.1%	78.4%
Year 5	99.3%	83.4%	82.1%	78.1%
Year 6	93.2%	78.5%	83.5%	77.4%
Year 7	93.0%	80.4%	80.2%	N/A
Total	98.3%	82.7%	83.7%	78.9%

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

Attendance comment

Our 2022 overall attendance rate has decreased from 83.7% in 2021 to 78.9% in 2022. All cohorts of students showed a slight decrease in their attendance rate when compared to the previous year. Aboriginal and Torres Strait Islander students' overall attendance also decreased slightly to 76% when compared to the previous year. Overall, the number of students classed as chronic non-attenders increased from 118 students in 2021, to 186 students in 2022.

At ENPS we will continue to focus on improving attendance rates by:

☐ following the school's attendance policy and procedures

☐ connecting with families and providing timely support as needed

☐ creating a positive school culture focussed on improving wellbeing, engagement and learning

☐ referring to Student Support Services when necessary

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	81	93	97	96
2020	98	100	102	101
2022	90	86	81	89
2021	88	97	103	89

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

Elizabeth North Primary School continues to implement consistent whole-school trauma informed practices to better support students' wellbeing, engagement and learning with a focus on emotional regulation and building positive relationships amongst all students and staff members. The school is pro-active and explicitly teaches all students about triggers and de-escalation strategies. Students utilise Ready to Learn Scales and individualised Ready to Learn plans to support their engagement and learning in class. The leadership team support by providing additional support/intervention when needed and refer students to Student Support Services.

Individualised support remains a focus for students who are identified as needing additional support to self-regulate and engage positively both in class and in the yard.

2022 data shows there were:

• 2 bullying incidents compared to 5 in 2021
• 530 incidences of threatened or perpetrated violence compared to 1041 in 2021
• 140 suspensions compared with 223 in 2021
• 9 exclusions compared with 22 in 2021

Parent opinion survey summary

In 2022 a School Parent Engagement Survey was conducted for parents/caregivers of Elizabeth North Primary School. Findings from the survey are as follows:
• 70% of parents agreed or strongly agreed that people respect each other at this school
• 75% of parents agreed or strongly agreed that teachers and students treat each other with respect at this school
• 76% of parents agreed or strongly agreed that the school communicates effectively with them
• 75% of parents agreed or strongly agreed that teachers at Elizabeth North provide their child with useful feedback about their schoolwork
• 83% of parents agreed or strongly agreed that the school encouraged them to help their child learn
• 76% of parents agreed or strongly agreed that they felt their child was important to the school
• 80% of parents agreed or strongly agreed that they know what standard of work the schools expects of their child

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8000 - Catherine McAuley School	0.0%	0.0%	0.0%	4.0%
825 - Elizabeth North Primary School	97.0%	98.5%	96.3%	85.5%

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	5	11.6%
OV - LEFT SA FOR OVERSEAS	1	2.3%
PA - PARENTING/CARER	1	2.3%
SU - SUSPENSION/EXCLUSION	1	2.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	35	81.4%

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

In 2022, 97% of students (56) moved to other government schools. We also had 3% of students (2) move to nongovernment schools. No students moved interstate.

This year, we farewell all of our year 6 students as they transition off to high school. This results in 43 students moving to Playford International College for 2022. We also have students who will attend Craigmore HS (6) MOC (7) and other non-government schools (2).

Relevant history screening

Administration staff undertake extensive processes to ensure all staff, volunteers and visitors to the school had the relevant working with children checks before undertaking their work at the school.
The school has closely followed all department requirements for History Screenings in 2022.
Due to some of the restrictions associated with COVID-19 changing, the school was able to support the work of 20 regular volunteers who all complied with the WWCC processes. All members of the Governing Council complied with the WWCC processes.

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	63
Post Graduate Qualifications	8

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	0.8	47.6	1.9	24.1
Persons	1	52	2	39

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

Financial statement

Funding Source	Amount
Grants: State	$8,987,496
Grants: Commonwealth	$37,445
Parent Contributions	$190,338
Fund Raising	$34,004
Other	$57,627

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

*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

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):* Wellbeing leaders worked to implement a child psychology service (Relationships Australia) on site for mental health support. Identified students and families engaged positively in the program. Further professional learning was provided for all staff around the Berry Street Education Model.	Outcomes achieved or progress towards these outcomes: Families commented positively about the engagement of students in the programs.
Improved outcomes for numeracy and literacy	Anne Bills (speech pathologist) PASM Testing Levels of Questioning PreLit — Targeted learning in small groups - e.g. A Story a Day to support oral language development	On Department for education an professional learning. Intervention teachers developed specific programs to meet the needs of individual students.	Increased knowledge and understanding around early years and... Consistent, whole... PreLit, PASM. Staff have begun using a consistent approach to trauma informed practices. Individual students were supported by targeted programs and phonological awareness.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect		
Inclusive Education Support Program	Inclusive Education Support Program / Extended transition to school / Support for toileting / Joint planning with external service providers / Speech and language support — SSO Support for children with disabilities and behaviour needs — SSO support and a transition booklet (social story) funding enabled 1:1 support for 60 students.	A number of screeners (e.g. data assessments, functional needs assessments) to identify students requiring wave 2 and 3 support in a variety of learning areas included learning support and support with social skills development during play.	All children with additional needs had a One Plan Children and families were supported in preparation for school. Positive school attendance and improvement with engagement and learning outcomes.
	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	Provided professional learning opportunities for staff.	Literacy and Numeracy implemented in Classrooms.
Improved outcomes for non-English speaking children who received bilingual support	A number of preschool children were supported by a bilingual SSO over the course of 2022. Languages included: Burmese, Swahili, Arabic, Kirundi, Bengali, Russian, Hakha chin, Malayan, Kirani, Urdu and Malay.	Funding has contributed to the resourcing of leadership staff who have a curriculum focus on literacy and maths. Intervention focus on working with students (R-6) just below SEA. Resourced pupil free days and provided professional learning on intervention practices. Extended induction program for new graduate teacher - teacher aligned to mentor who attended professional learning together.	Children increased their confidence and capacity to access learning. Communication in a child's first language. Supported transitions.
Targeted funding for groups of students		Programs for identified ATSI students were conducted across several afternoons.	
Program funding for all students	Australian Curriculum	Professional learning was provided for all staff in the use of the DfE curriculum resources, including scope and sequence and units of work. Training was also provided for all staff on IntiaLit and Decodable Reader Assessments.	Strengthened teacher pedagogy Consistency with programs and resources used with all year levels.
	Aboriginal languages programs Initiatives	Nil	Nil
	Better schools funding	Additional staff were appointed to further support the schools intervention program. Professional learning was provided to staff to strenghen intervention practices.	Consistent intervention programs were used with all staff. Targeted intervention practices were provided for students. Intervention practices strengthened for staff.
Other discretionary funding	Specialist school reporting (as required)	Nil	Nil

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

	Improved outcomes for gifted students	Nil	Nil