



GLOSSOP COMMUNITY SCHOOL



Glossop Community School and Glossop Community Preschool

2022 annual report to the community

Glossop Community School Number: 153

Glossop Community Preschool Number: 5528

Partnership: Berri & Barmera

Signature

School principal:

Mr Luke Morrow

Governing council chair:

Tracy Mickan

Date of endorsement:

31 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Glossop Community School is set half way between the townships of Berri and Barmera, surrounded by fruit growers and young families. Students attend from the wider Glossop area including Winkie, Loveday, Gerard, Glossop and bordering towns, with a daily bus service. The grounds are well manicured and boast a large oval and covered outdoor learning area (COLA). Several projects were undertaken to improve the school grounds throughout the year, including a new lawn and garden area in the Junior Primary and a new entry and exit point to increase safety and supervision at school and drop off times. A new area to keep sandpit equipment safe and secure, along with additional storage for sports equipment in the COLA was also established. We have maintained student enrolments with 23% ATSI and 10% of students identifying as a student with a disability with 70% of students qualifying for school card. The school staff profile consists of The Principal, 2 part time administration staff, 2 full time classroom teachers, a preschool teacher, 2 part time specialist teachers and 2 student support officers in each room, including the preschool.

The Glossop Community reflects the core values of Respect, Responsibility and Resilience throughout each and every day. Staff are warm and welcoming in supporting students to do their best in every aspect of learning. A heavy emphasis has been on building long lasting relationships with all students this year and this is evident in our Student Engagement Wellbeing data. 94% of students gave a high score to say that they have important adults at school that they can access, 75% said that they have a high level of feeling connected to the school and 88% of students said that they achieved high levels of emotional engagement with staff. As a result Learner readiness is steadily improving compared to previous years, which reflects academic performance in the middle and upper primary years.

Classrooms have been adjusted to ensure students are able to access the space safely with support from their teaching and support staff through the Berry Street Education Model and have undertaken further professional learning around Self-Regulation and Positive Behavior for Learning late in Term 4. Support staff provide targeted waves of intervention as needed in meeting the needs and accelerating learning for all students through a differentiated approach to curriculum delivery.

Breakfast Club is available daily, with 70% of students accessing breakfast at school each day. The school also promotes healthy eating lunch orders each Thursday, by showcasing our 'Garden to Plate' program. Students grow and harvest their own vegetables and use this produce in a weekly cooking program. Local supermarkets also contribute to the program through food donations and school community engagement opportunities. Students look forward to the harvesting and cooking process each Thursday, creating a family feel and a great sense of pride within the school community.

The end to the school year was concluded by several events that the wider school community attended. Our School sports day was an open day where families came and supported their children to participate in sports. The Glossop shield was won by Kukaki (fish in Ngarrindjeri) who have won sports day two years in a row. Students enjoyed the 'Water Safe' program on Lake Bonney and community Barbecue at the Monash Playground. The finale of the year was the community 'Christmas Long Lunch' which was very well received, with 60% of families attending on the day. This was a great opportunity to farewell our graduating year 6 students.

Governing council report

Goodbye 2022 and welcome to a New Year 2023!

Every New Year, everyone talks of and talks up their New Year's resolutions. But, how often do we actually stick with our resolution?

What should our school's New Year Resolution be?

- Focus on learning, not just grades or maybe?
- To be the best we can possibly be?
- Build a strong culture that supports resilience, respect and responsibility of our school community?

Sounds simple, doesn't it! Sticking to your resolutions is not always easy and the journey to achieving your resolutions can often be challenging and sometimes overwhelming. We need to remember that being a part of a school community such as Glossop Community School; we are not alone in our travels. We are a part of a team that together can achieve our goals and support each other through the challenging times.

One of the integral parts of Glossop Community School is the staff. Thank you to our Principal Luke Morrow and the staff as they embrace each day as an opportunity to make a positive impact on the lives of the students and community. I have watched over the year with great pride, their dedication, strength and resilience towards the everyday tasks and to the challenges they have been confronted with.

On behalf of the Governing Council, I would like to congratulate our Year 6 students on their graduation into High School. We wish them all the best with future endeavors.

To the Governing Council team, thank you for taking the time to be a part of a great committee. I value your ideas, enthusiasm and great laughs as we work towards making our school better.

So, with hard work, the commitment of the students, the dedication of the staff, support of parents and the greater community, there is much we can achieve.

Let's make 2023 a memorable year.

Tracy Mickan

Glossop Community School

Governing Council Chairperson

School quality improvement planning

In setting goals for 2022, staff worked collaboratively to identify gaps in reading and maths (number) knowledge using assessment tools such as Essential Assessment, PAT – R and PAT-M, Initial Lit & Heggerty screening tools, DIBELS comprehension and department Units of Work formative assessment tools. Data collected informs teaching and learning throughout the year. Staff tailored support for each child to improve aspects of reading and application of number skills, from their individual entry points. It was evident that decoding text in the junior primary and working on comprehension skills in the upper primary was needed to ensure students achieved Standard Educational Achievement in 2022, based on 2021 data. Two separate targets were developed for reading. The Junior Primary focused on decoding in their reading. The Upper Primary students focused on comprehension.

The Junior Primary target was 9/18 F-2 students will achieve SEA in Running Records. Progress towards this goal measured, 30% of students achieved standard Educational Achievement, falling short of the initial 50% target. 50% of students obtained at least 1 (0.4) year growth in their reading achievement.

Initial Lit 2 was implemented for the first time to support decoding skills for the F-2 cohort. This has a visible effect in scaffolding students to transfer their reading skills to writing. The literacy guarantee Unit worked directly with teaching and support staff to implement the Initial Lit program and reviewed data with staff to intentionally plan to scaffold student learning activities. Close attention was paid to the students who were well below SEA.

The second target of 12/22 or 54% achieving Standard Educational Achievement in reading in years 3-6 was achieved, with 54% of students demonstrating SEA in PAT testing. This also does not reflect the growth rate throughout the year with at least 45% of this cohort achieving high bands in reading. The 3-6 teacher implemented the 'Close Reading' strategy, this involved making reading text visible to all students by using slides, whole class 'choral' and 'nim' reading. Support staff were trained in the Macq Lit intervention program which supported students to move into SEA, who were initially sitting just below.

Our Maths goal was that 12/22 students achieve SEA in Maths PAT-M, of which 13/22 students achieved SEA. 9/22 (40%) students achieved high bands, with 4 students absent during the test period. The core work in achieving the target came from staff intentionally differentiating the Units of Work, using the Scope and Sequence. Essential Assessment was used to inform rich dialogue between students and teachers to identify growth points, which led to students becoming more aware of their learning as they progressed. Time was spent to unpack problem solving questions using the 'Question – Answer – Response' and 'close reading' strategies used in reading. Manipulatives used throughout each lesson provided students with the opportunity to engage through hands on learning experiences and represent their answers in various ways.

Professional Learning through PLC collaborative training and 1:1 coaching from the Curriculum Implementation Officer supported Teachers to differentiate their instruction using the Scope and Sequence and the department of Units work. Teachers collaborated each term with other schools in student free curriculum days to unpack curriculum resources to better design learning tasks, which progressed individual students in their learning. Leaders supported staff to work collaboratively throughout the year accessing department support at a local. Line of site into the classroom was maintained by conducting walk throughs and having regular progress meetings with staff at an individual and whole staff level.

Preschool quality improvement planning

The preschool improvement focus for 2022 was targeted in two separate areas. The Preschool staff focused on intentionally targeting vocabulary learning experiences, improving student individual oral language development and Improving Number Sense.

Staff used assessment tools such as the Cubed Narrative Language Measure, Phonological Awareness Skills Map, PreLit and Heggerty Screeners to identify how to support each child individually and map out learning progress throughout the year based on achievement in oral language development. Pre Lit was used to explicitly teach concepts of print and expose students to sounds by connecting them with letters in preparation for decoding in school.

Students learnt to initiate conversations, use complex sentences to communicate with others, demonstrate word knowledge, develop sentence structure and understand language through structured conversation and shared thinking strategies. Students also developed number sense by making connections between quantities and numerals, they learnt subitising skills, and how to represent and organize numbers by recording and communicating ideas through maths discussions in play.

Preschool staff accessed Professional Learning through the Orbis Preschool Maths program, which supported teachers to develop and implement their own assessment process to better track maths development across the preschool cohort. Educators were able to intentionally target number skill development, which enabled preschoolers to apply number in a variety of settings through play. The Literacy Guarantee Unit Coach supported staff to understand the Science of Reading and Student Support Services – Speech Pathologists supported staff to understand the Science of Oral Language. This resulted in staff being able to target student development more intentionally to improve their oral language. Training from the department was provided to review current practice of applying sustained shared thinking strategies. In doing this, staff were able to reflect and improve their practice to foster play based learning and increase rich conversations with students.

Evidence of individual student progress against each success criteria and summative assessment results were highlighted in Snapshots of Learning throughout the year in addition to Statements of Learning in Terms 1, 2 & 4.

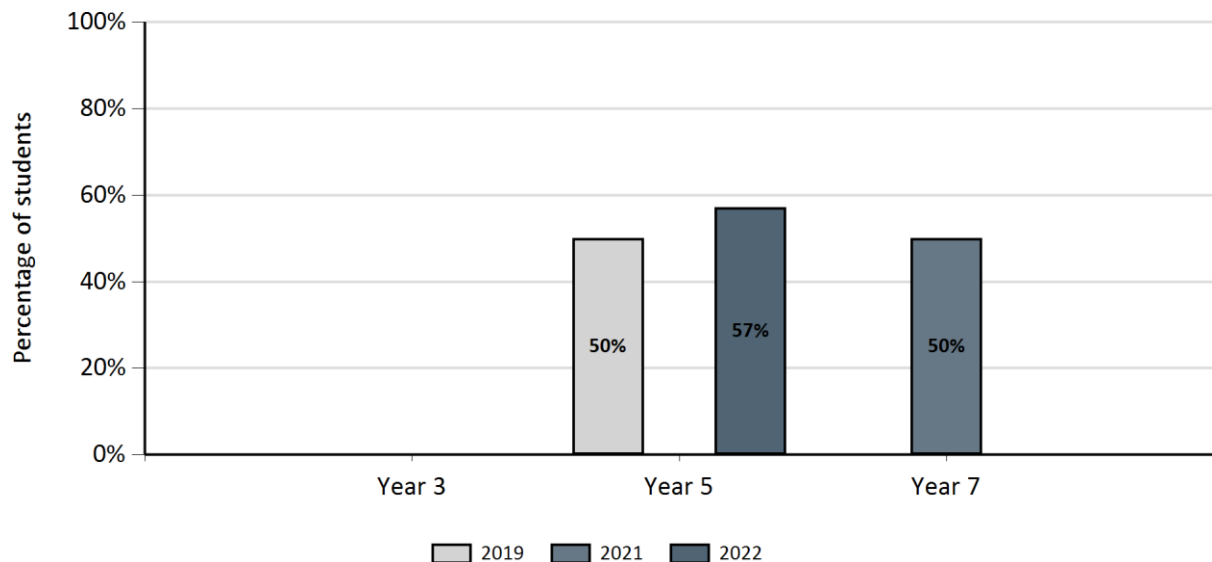
Attendance and engagement of ATSI students in the early years needs to remain a priority in the preschool. Work is being done to foster strong relationships with families to engage them in the preschool and increase attendance by preschool, ACEO and AET staff.

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

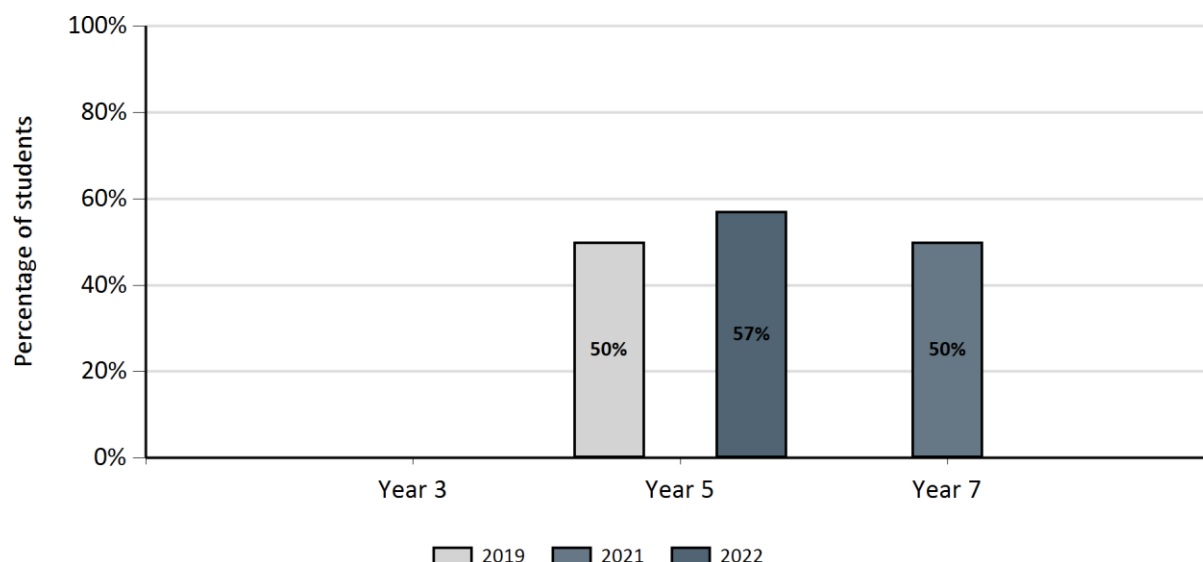


*NOTE: No NAPLAN testing was conducted in 2020.

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 | * | * | * | * | * | * |
| Year 03 2021-2022 Average | * | * | * | * | * | * |
| Year 05 2022 | 7 | 7 | 1 | 0 | 14% | 0% |
| Year 05 2021-2022 Average | * | * | * | * | * | * |
| Year 07 2021-2022 Average | 8.0 | 8.0 | 1.0 | 1.0 | 13% | 13% |

*NOTE: No NAPLAN testing was conducted in 2020.

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

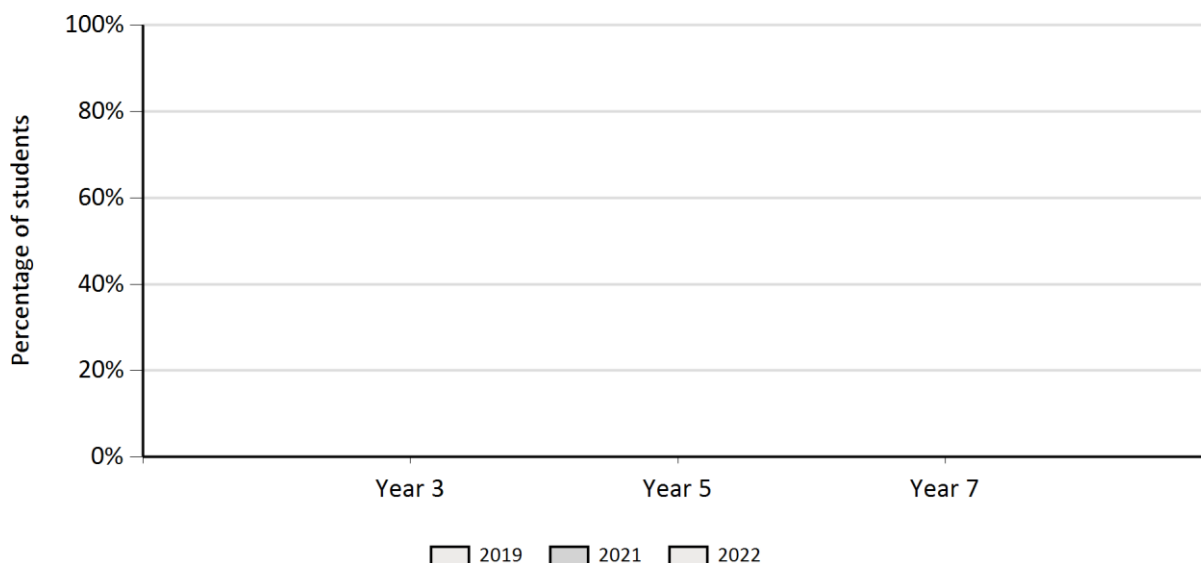
[^]includes absent and withdrawn students.

*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



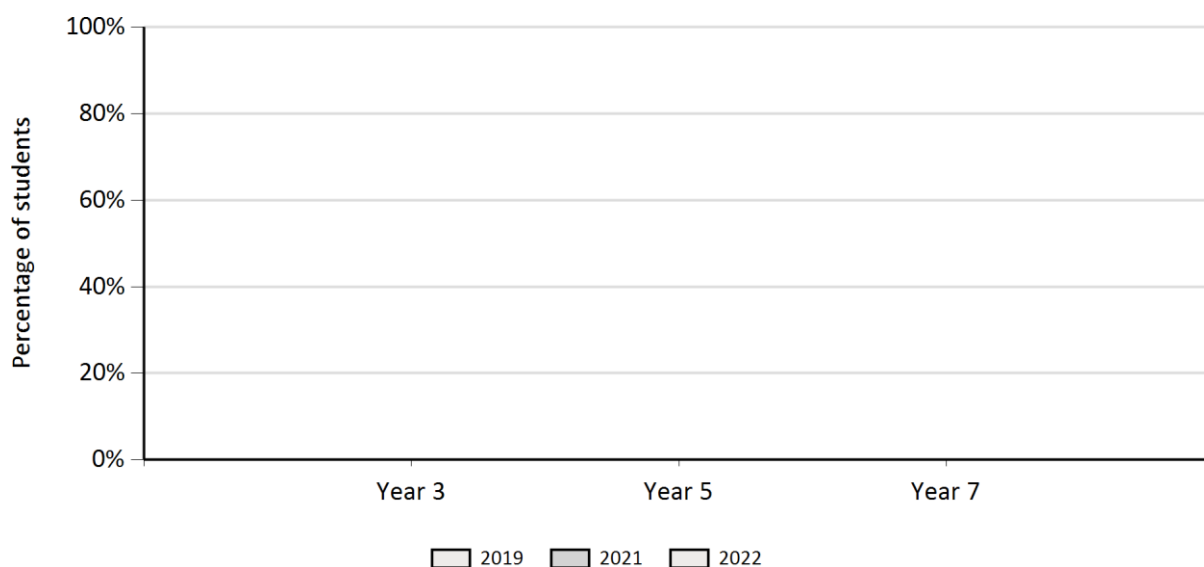
*NOTE: No NAPLAN testing was conducted in 2020.

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 2021-2022 Average | * | * | * | * | * | * |
| Year 05 2022 | * | * | * | * | * | * |
| Year 05 2021-2022 Average | * | * | * | * | * | * |
| Year 07 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: Intervention & Support

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

The Principal and AET met weekly discuss the progress of each child and collaboratively develop processes to accelerate skills in literacy and numeracy. The Aboriginal Education Teacher (AET) developed a data spreadsheet specific to ATSI students to track, monitor, and review growth and achievement of our Aboriginal Learners. The AET updates the spreadsheet at the beginning of each term using local and system data from several sources including the Dashboard. This information was shared with teachers and support staff regularly in Professional Learning Team meetings, from this intervention groups were created with the aim of increasing achievement in Reading.

One Child One Plans identify strengths and growth points to focus on, informed by student achievement data. Staff develop clear, achievable learning goals, feeding back student progress in meetings and daily in class learning time. The ACEO supports students to remain on task and engaged in the learning, using the OCOP to guide their support under teacher direction.

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

Aboriginal learner achievement is an identified challenge for our site. Our data reflects the need to ensure we continue to work with the community to engage ATSI students and increase attendance. ATSI students who regularly attend are the students who are achieving SEA.

Our Aboriginal learner data has shown 33% of our R-2 students reached Standard Educational Achievement in Running Records. 20% of the 3-6 cohort achieved Standard Educational Achievement using PAT-R and PAT-M Progressive Achievement testing. No ATSI students achieved high bands. DIBELS assessment measured the growth of students' fluency. This data highlights that although not all students achieved SEA in PAT testing, 80% of students did make a 0.4 (one year equivalent) growth rate in reading.

Embedding processes to create conditions for optimal learning has enabled staff to develop a strong rapport with students and their families and will continue to be a leverage tool for improved outcomes. Our ACEO has been working with both students and families to have focused learning conversations.

School performance comment

The overall 2022 performance score has dropped slightly from 0.30 to 0.28. The school has held approximately 0.30 as a performance score in 2019, 2020 and 2021. At Glossop Community School, we are looking to ensure every student achieves Standard Educational Achievement at minimum. We do this by using a range of diagnostic and formative assessment tools to guide teaching and learning, teachers differentiate their practice according to the students' ability. A range of resources have been used to ensure targeted teaching and learning is present in classrooms to drive improvement.

Our Achievement in achieving Standard Educational Achievement was minimal. 1/5 students meet SEA in the Year 1 Phonics Screening Check. Initial Lit forms a major part of our performance evidence. All students moved through the Initial Lit program at standard pace. This being said, 5/17 F-2 students achieved SEA in Running Records standardised reading assessment. From this, individual goals were developed and intervention groups created to accelerate reading improvement.

No Year 3 students sat NAPLAN tests in 2022. Year 5 NAPLAN Reading results indicated that 57% or 4/7 students achieved SEA in both Reading and Numeracy. From that, 1/7 students were in the higher bands for reading with no higher bands achievement for Numeracy. The following A-E grades were given to students in Semester 2 of 2022: A-0, B-4, C-127, D-106, E-27

Students in Year 3-6 have been measured on their growth to achieve SEA in PAT-R and PAT-M as part of the Site Improvement Plan. All targets were achieved in PAT- Reading and Maths. In Year 3, 1/3 students achieved SEA in Reading and all 3 achieved SEA in Maths, with 2 students achieving higher bands in Maths. In year 4, 4/7 students achieved SEA in PAT - Reading and Maths, both within higher bands. The same data trend continued in the year 5 cohort, with 4/7 students achieving higher bands in reading, 4/7 students achieving SEA in Maths and 3/7 students within the higher bands of Maths. Year 6 student data was not consistent with the 3-5 data trends. 3/5 students achieved SEA Higher Bands in Reading. 13/22 students achieved SEA in PAT - Maths, with 9/22 (40%) students achieving high bands.

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2019 centre | 68.0% | 85.7% | 77.8% | 75.6% |
| 2020 centre | 84.2% | | 67.1% | 58.1% |
| 2021 centre | 80.9% | 72.6% | 55.6% | 69.9% |
| 2022 centre | 50.5% | 63.0% | 57.1% | 60.5% |
| 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 | 94.4% | 73.0% | 73.5% | 71.0% |
| Year 1 | 86.9% | 84.5% | 84.6% | 69.8% |
| Year 2 | 88.7% | 88.0% | 71.4% | 70.8% |
| Year 3 | 82.7% | 85.2% | 83.1% | 67.8% |
| Year 4 | 85.0% | 81.8% | 81.9% | 74.8% |
| Year 5 | 89.4% | 79.1% | 84.7% | 77.5% |
| Year 6 | 86.5% | 87.9% | 77.6% | 72.7% |
| Year 7 | 84.8% | 78.0% | 81.4% | N/A |
| Total | 87.2% | 81.5% | 80.7% | 72.6% |

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

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

Attendance comment

Our overall whole school attendance data in 2022 was 77.2%, a decrease of 4% from 81.2% the year before. This reflects the waves of COVID-19 that impacted the school early in Term 1 and again late in Term 3 that was widespread amongst our small school community.

Referrals to the Social Work Truancy Officer are made for students who are chronic non-attenders and habitual non-attenders are supported through daily connection via Classroom Dojo directly from the class teacher. Regular follow up phone calls and text messages to families from the school mobile phone through administration processes promote consistent connection with families to support them into reengaging students in school. Leadership worked closely with the Department Social Work Duty Line and Student Support Services to wrap around families in improving attendance. This will remain a priority into 2023.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 10 | 7 | 9 | 9 |
| 2020 | 6 | N/A | 6 | 7 |
| 2022 | 9 | 9 | 9 | 9 |
| 2021 | 6 | 7 | 7 | 9 |

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

In 2022 we noticed a reduction in the number of suspensions across the school compared to 2021. With 50% less suspensions than the previous year, and a suspension rate of just 12.2%, there was a small amount of incidents resulting in suspensions. Staff are working through barriers of learning with students more proactively. The reduction in suspensions is a product of a Whole School Behavior Procedure with visible behavior steps, used to coach students in displaying positive behaviors. This will remain a whole school focus beyond 2022 after a commitment from staff to embark on a three-year Positive Behavior for Learning Journey.

At a Tier 1 level, implementing elements of the Berry Street Education Model and creating a regulation space in each class has supported students to access the learning space safely and remain 'ready to learn'. We have implemented a whole school behavior data tracking system to identify what specific, non-desired behaviors look like at a classroom level. Professional development from the Self-Regulation Service, Behavior Support Coach and Special Educator offered more in-depth Tier 2 and 3 waves of intervention for students.

Parent opinion survey summary

Out of the 42 enrolled students at the time of the survey 13 parents responded to the survey. Of the 13 respondents, 30% agreed and 70% of parents strongly agreed that the school communicates effectively. 90% strongly agree that staff actively communicate with their child. It is evident that the parent cohort (80%) views education as being very important to their child. Further comments from parents are below:

1. "The school has been fantastic in helping me with my child, who suffers from anxiety. They care about each child at the school and do their best with the resources they have to help the children".
2. "The teachers and principal are very supportive with my children and their education".
3. "Glossop Community School is the best primary school in the Riverland their principal is amazing".
4. "More communication with the teachers in regards to learning, would be of benefit. There have not been teacher interviews etc".

The last comment refers to the lack of teacher interviews due to COVID-19 barriers at the time interviews were scheduled. It is clear that parents want to work more closely with the school to support their child. Survey data indicating 66% of parents are interested in how they can support their child more in their learning and would like staff to assist with this process. This will be a key feature moving forward as we go deeper into using OCOP's in teaching and learning programs, with formative learning data to be shared with students and parents throughout the year regularly to inform student growth.

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|--------|--------|--------|--------|
| 153 - Glossop Community School | 177.8% | 200.0% | 171.4% | 200.0% |

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

| Leave Reason | Number | % |
|--|--------|--------|
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 6 | 100.0% |

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

9 preschool graduates will attend Glossop Community School.

All five Year 6 graduating students will attend the Berri Regional Secondary Collage in Berri.

Relevant history screening

All staff and volunteers have the required certificates and screening relevant to their role in the school. Volunteers who have worked in the school and been on excursions have been appropriately supervised by staff members at all times. This includes Responding to Abuse, Neglect training certificate, National Police Clearance and Working with Children Check – as part of the requirements of Department for Education.

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 | 7 |
| Post Graduate Qualifications | |

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 | 4.9 | 0.2 | 3.1 |
| Persons | 0 | 6 | 1 | 4 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$1,108,118 |
| Grants: Commonwealth | \$3,600 |
| Parent Contributions | \$9,250 |
| Fund Raising | \$8,037 |
| Other | \$0 |

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 school) | 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 | SSO Support in all classrooms to support student learning. Daily literacy Intervention programs were implemented across the schools with a number of support staff driving this learning. | Students demonstrated growth in regular progress monitoring and end of year learning outcomes. |
| | Improved outcomes for students with an additional language or dialect | N/A | N/A |
| | Inclusive Education Support Program | SSOs employed to work 1:1 and in small groups with students identified as Students with Disabilities/additional needs. Differentiated learning programs provided | One Child One Plan goals set and incrementally achieved throughout the year. |
| Targeted funding for groups of students | Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support | Weekly work with local Aboriginal community groups have had a positive impact on student engagement. Students have benefitted from local Aboriginal Community Education Officer and an Aboriginal Education Teacher. Equitable support provided for students to attend excursions/incursions. AET met with teachers to activate One Child One Plans and cater for individual student needs. | Improved engagement within the community. Improved PAT results. Collaborative and shared understanding of the learning needs of each child. |
| Program funding for all students | Australian Curriculum | Release for teachers to work in Small Schools PLC with a focus on the delivery of differentiated Australian Curriculum. Professional learning and 1:1 coaching support from Curriculum Lead and Curriculum Implementation Officer. | Increased capacity of Australian Curriculum delivery and strengthening of curriculum visible in classrooms. |
| Other discretionary funding | Aboriginal languages programs initiatives | Training provided for staff to implement Multil Lit intervention programs. | Improved student reading. |
| | Better schools funding | N/A | N/A |
| | Specialist school reporting (as required) | N/A | N/A |
| | Improved outcomes for gifted students | N/A | N/A |

2022 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site) | Briefly describe how the 2021 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 | The Prelit program was continued in the preschool. Staff intentionally planned for children's oral language and literacy development. Site funded SSO in the preschool to support children's learning progression. | Phonological awareness of students improved. |
| Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only) | N/A | N/A |
| Inclusive Education Support Program | Preschool SSO employed to support students with additional needs. Teacher and SSO worked collaboratively with support services to determine needs and provide interventions as needed. | Speech and language outcomes for identified learners. |
| Improved outcomes for non-English speaking children who received bilingual support | N/A | N/A |

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