Vale Park Primary School

2022 annual report to the community

Vale Park Primary School Number: 967

Partnership: Morialta

		Signature
School principal:	Ms Fione Love	
Governing council chair:	Darren Prior	
Date of endorsement:	8 February 2023	

Government of South Australia

Department for Education

Context and highlights

Vale Park Primary School caters for students in Years Reception to Year Six. It is situated 6.7kms from the Adelaide CBD. We began the year with 414 students enrolled at the school and finished with 420 students. We had an average attendance of 90.89%.

Vale Park is a Category 6 on the Department for Education Disadvantage Index. The school's population includes .007% Aboriginal students (3 students) , 9.5% students with a disability, 44% students with English as an additional language or dialect (EALD) 0% of students in care and .08%of students eligible for school card assistance.
Our site improvement focus for the past three years has been centered around a years growth for all students and increasing the amount of high achieving students in Writing and Numeracy.

The Schools Leadership team consists of Principal Fione Love, appointed in 2020. Deputy Principal Sheri Hurn (Wellbeing support, Maths, and students with learning needs), appointed Term 3 2022 and Assistant Principal Robyn Physick (Innovation and pedagogy with a Literacy focus), appointed in 2022.
We have 16 classes with four specialist teachers: Physical Education, The Arts, Science and Japanese. Vale Park has strong links with the community and embraces parent's involvement in the school. We run a SAKG Kitchen and Garden program, heavily supported by volunteers over all year levels. Our Governing Council is strongly supported by parents.
Highlights- Curriculum
• Kitchen and Garden program working across all classes and incorporating our curriculum.
• Writing EXPO- parents visiting classroom and students sharing writing goals and demonstrations of writing task, using Functional Grammar, Bump it up Walls and their pre and post assessments
• The Commissioner's Digital Challenge - Space to Dream design thinking challenge. One of our student's project was selected to be in the display and created in 3D
• Premiers Be Active and Premiers Reading Challenge awards - Vale Park receiving a Premiers Be Active award for outstanding participation.
• SAPSASA and the high number of students who were selected into representative/state teams and after school sports Aboriginal welcome ceremony and music concert
• End of Year concert with buddy classes, the surprise teacher dance, guitar lessons and performance
• Embedding of MiniLit and MacqLit as our literacy interventions and maths games for our Numeracy intervention based on the Big Ideas in Number in all the Reception to Year 2 classes.
• Teacher Professional learning: Writing plus- Functional Grammar and Bump it Up Walls implementation. Visible Learning with Corwin,
• Surface, Deep and Transfer of learning, with our partnership schools.
• Professional Learning Communities to improve student outcomes for literacy. PLC facilitators trained with Gavin Grift and Colin Slope.
• Bike Ed, Dancify dance, swimming, Year 5 Surf Education, Year 6 Aquatics, Harmony Day, Clean up Australia Day, Ride to School days
• School camps and excursions
• Improved NAPLAN, running records and phonics results
• Celebration of our year 6's at the Graduation Ceremony and End of Year Assembly
• Buddy classes
• Book Week, celebration of the joy of reading
Student leadership
• ANZAC Day & Student Ambassador assemblies
• Students initiatives- raising funds for Queensland Rocklea State School and the Pakistan flood victims. Sport Knock out competitions at lunchtimes
• Year 6 Student Enterprise
Extra Curricula
• Primary Maths Association winners - winning 3 student state awards and 2 classroom highly recommended awards
• Oliphant Science awards: through the science lunch time club we received a year 1 first prize and a year 5 second and third place.
• Student Action teams, led by students at lunch time, coding club, Student Editorial, and Sustainability
• Student University 21 graduates, increased numbers participating.
Community
• Governing Council Working Bees, restoration of our decking and clean up around the school, fundraising committee raising

Governing council report

Governing Council Report - 2022

The 2022 VPPS Governing Council comprised our principal, 10 elected parents, 2 staff nominated by staff and a community member (local member). The GC has subcommittees for OSHC, finance, grounds, sports, fundraising and canteen.

There were significant decisions made in the OSHC space in 2022. The GC agreed to exercise an extension to retain Happy Haven as our OSHC provided for another three years. Fee increases for calendar year 2022 (presented in late 2021) were accepted and implemented in April 2022. Fee increases for calendar year 2023 were accepted and implemented in Jan 2023. A process was agreed for proposing fee increases to improve communication between OSHC, VPPS GC and site leaders. GC approved a request for 25% rent reduction due to impacts of COVID during Jan-Mar. The reduction in income impacts our ability to re-invest in facilities, and so some improvements have been deferred.

The canteen purchased a new fridge. A recruitment process was undertaken and a new staff member appointed. The canteen advertised seasonal offers to drive stronger sales, improving the ongoing viability of the canteen overall.

Grounds enjoyed a working bee to tackle some larger pieces of grounds maintenance. The outdoor classroom construction is near completion after a delayed build and will provide an alternate teaching and learning space. Planning is also underway to resurface the netball court, in what is proving to be a great asset for the school.

Fundraising were able to take advantage of both a state and federal election in the same year, holding BBQs on election day.

The above initiatives only succeed with volunteer support, and VPPS enjoyed support for the working bee, repeat election day BBQs, sports and Gov Council, along with the usual kitchen, canteen, excursion/camp and in-class volunteers. Rebecca Haines and Kathy Healey were recognised in 2022 for their outstanding volunteering efforts at VPPS.

In addition to the work of GC committees, members worked with beneficiaries of the Gilberton Swim Trust to maximise the value of the swimming fund available to VPPS, and worked with Dana Wortley on installation of a Little Library and navigating transport complexities for VPPS zoned students making their way to their zoned public high schools. The GC transitioned to an updated constitution and elected to make no change to composition.

Darren Prior
VPPS Governing Council Chairperson

Quality improvement planning

Our data indicated that we needed to focus on writing and in particular high bands, with a revised SIP we continued to be guided by our External review directions. Our goal is to improve growth for our high achieving students while ensuring growth for all students and maintaining our numeracy, reading, and writing achievements.

1. Collaboratively Review the SIP

We implemented a new SIP plan through our teacher directed Executive Team with teacher representations from each year level and staff consultation.
Each year level team completes a stop light of the SIP each term, identifies what has worked and what needs to occur for further improvement and record their actions in a team plan. These plans are then reviewed by the executive team and feedback is given back by the executive in terms of probing and clarifying questions to further improve student outcomes.
From the whole school review we will, with some improvements, continue with our decision making procedures and review cycles.

2. Engage and Challenge all learners by identifying learning needs and providing timely feedback.

All staff participated in the Visible Learning professional development, with a strong focus on timely feedback using a variety of strategies.

The Literacy Coach worked alongside staff with a focus on improving pedagogy in reading, writing and dialogic talk. Bump it up walls have continued to be a strong focus at our site to consolidate teachers using these effectively and students actively engaged and understanding the purpose on how to use the bump it up walls to further develop their next steps in learning.

The Numeracy Coach has worked with teachers with planning and implementing maths pedagogy. Some early years staff and the Year 5 teachers received professional learning with the Thinking Math's course and implemented the strategies with the assistance of the Numeracy Coach. These teachers provided "thinking maths" professional learning to staff and staff meeting. The Numeracy Coordinator worked alongside R-2 teacher to implement, track and monitor early intervention maths games. The Numeracy Coordinator worked with the early years team to identify Big Idea in Number benchmarks. This has eventuated to a whole class intervention and identification of student gaps that will be manageable by classroom teachers.

They extended the Pre and Post assessment for numeracy and writing. Identifying misconceptions, areas for growth and extension. Conferencing with student, parents and teachers continued with students sharing their learning goals with next steps.
The Assessment and Reporting Committee introduced student goal setting for parent interviews to establish a team support in students learning goals.

3. Professional Learning Communities (PLC)

All staff engaged with professional readings in PLC's using Alison Bahn "Effective Writing Strategies" text. All PLC faciliatators attended the Grift and Slope professional learning to refine the PLC process for our site. The facilitators participated in PLC matrix to track the growth in this process from 2021/2022. All leaders moderated the PLC process in each year level to ensure consistency across the site.

Implemented Professional Learning Communities (PLC) with a focus on writing and higher band students, resulting in Early years reviewing their literacy approach.

Our literacy intervention programmes continued in the Early Years and Primary Years. 50 students have graduated from the program since its implementation and notable improvement in their reading has reflected in their literacy achievements back in the classroom.

Our Review cycle will continue for next year, with improvements to further student learning outcomes.

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
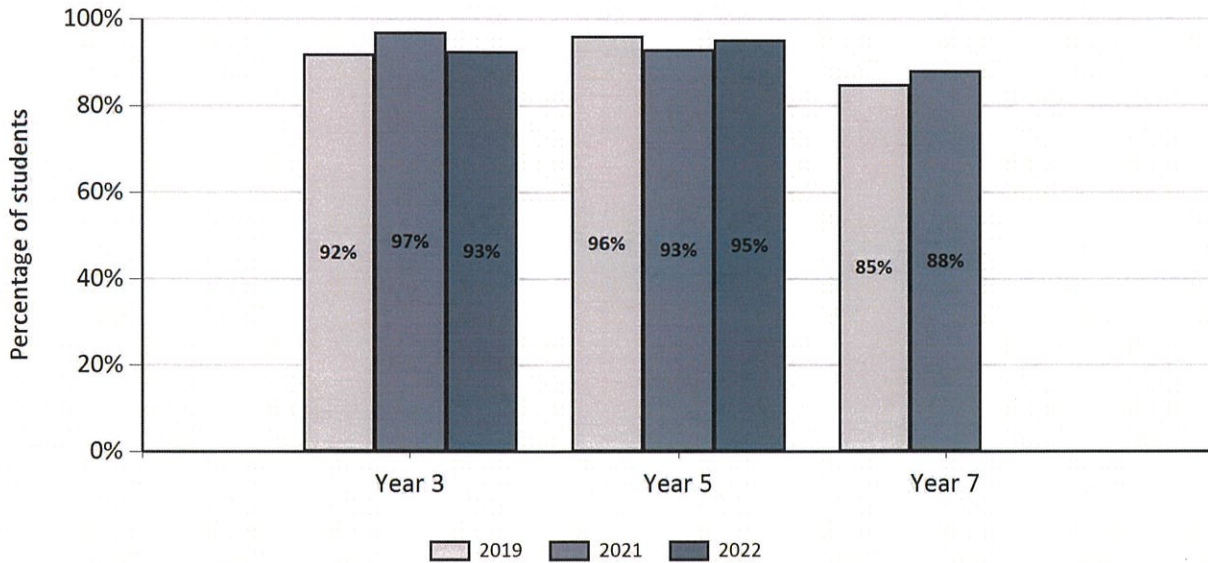
*NOTE: No NAPLAN testing was conducted in 2020.

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

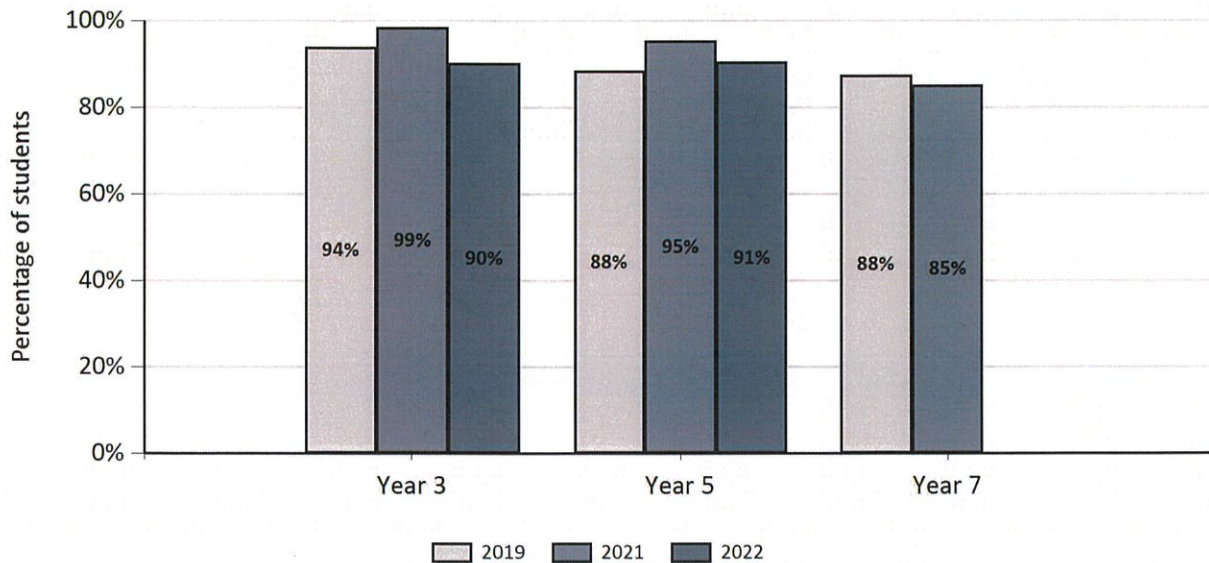*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank 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	41	41	25	15	61%	37%
Year 03 2021-2022 Average	55.5	55.5	37.5	23.5	68%	42%
Year 05 2022	85	85	42	25	49%	29%
Year 05 2021-2022 Average	86.0	86.0	43.0	29.0	50%	34%
Year 07 2021-2022 Average	34.0	34.0	13.0	12.0	38%	35%

*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.
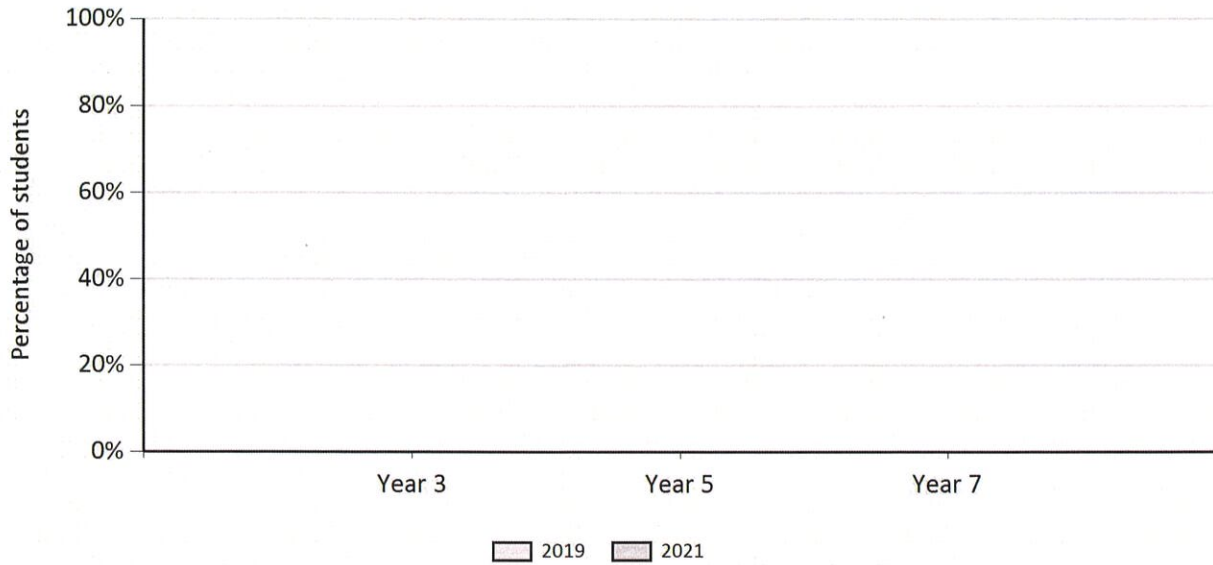Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
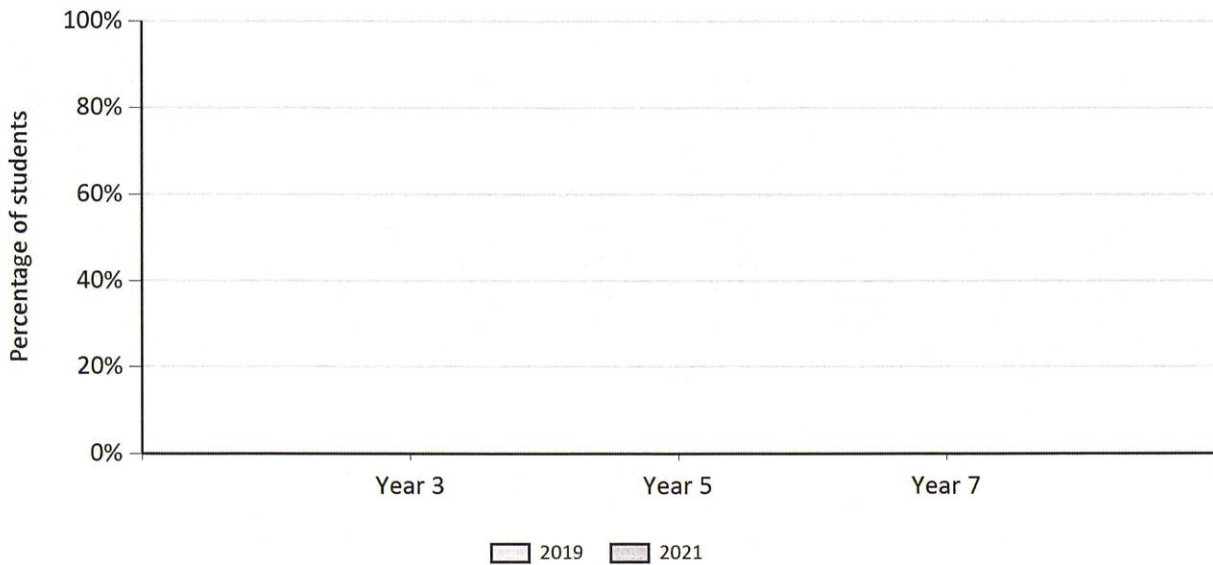Data is only shown for Aboriginal learners.

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 2021-2021 Average	*	*	*	*	*	*
Year 05 2021-2021 Average	*	*	*	*	*	*
Year 07 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

All staff were upskilled in "Functional Grammar' and worked alongside the EALD teacher. The EALD teachers worked with Aboriginal learners to ensure that SMARTAR goals were set, monitored, tracked and progress communicated with the student and the families. One Aboriginal learner accessed targeted MiniLit intervention. A strong focus on effective feedback to promote visible learning and for student to identify where they are at with their learning and next steps.

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

VPPS currently has 4 Aboriginal learners (1% of all students). One is in year 3, two in Year 4 and one in year 6. The year 3 student arrived in term 4 this year with limited schooling. In 2022 VPPS continued to track and monitor the achievement of all Aboriginal learners. Learning goals were set for each Aboriginal learner and all received in-class support from the EALD teacher and Aboriginal Community Education Officer with a focus on reading, writing and numeracy. This year there was a strong focus on writing at VPPS. Students were introduced and supported in a variety of text types ensuring they were skilled in learning to write with enjoyment and confidence for a range of purposes and audiences. EALD teachers lead functional grammar lessons targeting language conventions and design features within these text types.

School performance comment

In 2022 70% of Year 1 students achieved the benchmark in the Phonics Screening Check. In 2021, 77% reached benchmark. This is a decline of 7%.

In 2022, 60% of Year 1 students reached SEA (Level 13) in Running Records. In 2021, 65% reached SEA.
In 2022, 72% of Year 2 students reached SEA (Level 21) in Running Records. In 2021, 91% reached SEA.

In 2022 results in PAT-R range from 93% of students reached the Standard of Educational Achievement (SEA) across years 3 – 7. 90% of Year 3 students reached SEA, 94%of Year 4 students reached SEA, 93% of Year 5 students reached SEA and 96% of Year 6 students reached SEA.
In 2022 results in PAT-M range from 93% of students reached the Standard of Educational Achievement (SEA). 97% of Year 3 students reached SEA, 94% of Year 4 students reached SEA, 89% of Year 5 students reached SEA and 93% of Year 6 students reached SEA.

NAPLAN DATA- Reading and Numeracy we had growth in all areas- demonstrated expected and high achievement.
A decrease in the NAPLAN overall performance score in both reading and numeracy.
An increase in Year 5 NAPLAN reading and writing results.

A – E DATA FOR Years 1 – 6 English
Year One: 56 students – 0 received an E, 7 received a D, 33 received a C, 12 received a B and 4 received an A
Year Two: 43 students – 0 received an E, 3 received a D, 19 received a C, 15 received a B and 6 received an A
Year Three: 44 students – 0 received an E, 5 received a D, 32 received a C, 7 received a B and 0 received an A
Year Four: 69 students – 0 received an E, 4 received a D, 49 received a C, 13 received a B and 3 received an A
Year Five: 85 students – 1 received an E, 3 received a D, 55 received a C, 23 received a B and 4 received an A
Year Six: 79 students – 0 received an E, 3 received a D, 36 received a C, 30 received a B and 10 received an A

A – E DATA FOR Years 1 – 6 Mathematics
Year One: 57 students – 0 received an E, 4 received a D, 35 received a C, 13 received a B and 5 received an A
Year Two: 43 students – 0 received an E, 4 received a D, 17 received a C, 16 received a B and 6 received an A
Tear Three: 44 students – 0 received an E, 4 received a D, 31 received a C, 7 received a B and 2 received an A
Year Four: 69 students – 0 received an E, 3 received a D, 45 received a C, 13 received a B and 8 received an A
Year Five: 85 students – 0 received an E, 3 received a D, 56 received a C, 19 received a B and 7 received an A
Year Six: 79 students – 0 received an E, 6 received a D, 33 received a C, 32 received a B and 8 received an A

In 2023 writing will continue to be a focus area for improvement, with the introduction of Brightpath professional learning for all staff, a site wide approach to anaylsing student writing, using a moderation scale process of student writing, goal setting and targeted learning for student needs.
Staff will continue to be involved in Thinking Maths Professional learning, sharing their expertise at staff meetings

Attendance

Year level	2019	2020	2021	2022
Reception	94.6%	94.1%	94.9%	88.5%
Year 1	93.5%	93.1%	95.0%	92.0%
Year 2	94.7%	91.6%	95.8%	92.0%
Year 3	94.2%	93.1%	93.9%	92.6%
Year 4	94.2%	94.4%	95.3%	89.3%
Year 5	94.6%	91.3%	95.4%	93.8%
Year 6	92.1%	92.7%	92.6%	92.6%
Year 7	93.1%	91.7%	91.0%	N/A
Total	94.0%	92.8%	94.5%	91.8%

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

Attendance comment

Attendance has slightly decreased from 94.2% to 93 % attendance of more 80% of the days in 2022. This figure is a slight decrease of 1%, we have a high expectation of student attendance for all students from teachers and school staff. We inform our community regularly about student learning and that students well-being is affected by regular absenteeism, early departure and lateness. Procedures are in place for intervention when attendance patterns highlight students at risk and for chronic non-attenders. These measures include meetings with families, letters, referrals to partnership agencies and action plans. Staff follow school procedures to follow up absences regularly. All unexplained attendance is followed up by email to the family on the same day of absence.

Behaviour support comment

Vale Park Primary School is committed to providing all students with a safe, supportive, and respectful environment in which to learn. Since 2013, the school has conducted an bully audit for Years 3-6 and a safety audit for years R-2 twice a year. These audits are used to analyse bullying and harassment data and respond to it, with strategic and deliberate change enacted. Teachers work through solution-based problem-solving strategies with students, with most students managing their own behaviour with minimal assistance, solving social problems with positive choices. Ongoing issues are primarily related to repeat behaviour by a minor group of students with complex needs. 3 students were internally suspended, and 4 students were externally suspended for breaches of the school's Code of Conduct. The Pastoral Care Worker provides individual support to several students both during class time and yard play. Supporting students to develop positive social skills through engagement with the Whats the Buzz" program. Each child has a behaviour support plan to re enter school.

Parent opinion survey summary

This year we had 179 family responses to the parent opinion survey with a participation rate of approximately 59%. Results indicate a high level of satisfaction in all areas. The following indicate the percentage of parents who agree or strongly agree with each statement:
95%- Teachers and students are respectful at the school (2% increase)
81% - I feel my child is important to the school (2% decrease)
90%- I receive enough communication from the school (2% decrease)
70%- I know what standard of work the school expects of my child (2% decrease)
68%- I have useful discussions with the school about my child's learning (2% decrease)
75%- the school encourages parents to help students to learn (5% decrease)
52%- The school provides me with useful tips on how to help students learn at home (1% decrease)
In comparison to the 2021 survey, these results saw small declines in some areas, reflecting the level of confidence Vale Park Primary School families have in the school to deliver quality education for their children. Previously 189 families participated in the survey in 2021, this is a decline of 10 families. In 2023, teachers will be participating in visible learning professional development to connect teachers with students and the community, providing feedback where students are at with their learning, next steps and the process for setting goals.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	7.7%
OV - LEFT SA FOR OVERSEAS	1	7.7%
QL - LEFT SA FOR QLD	1	7.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	76.9%

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.

Relevant history screening

Vale Park Primary School is compliant with the Department for Education's Working Safely with Children Clearances practices and procedures. A record of relevant history screening is maintained by an appointed administration officer. Sighting and recording of clearance information is recorded on EDSAS, with staff information also recorded on our Human Resources. Outside agencies, volunteers, TRT's and visitors are verified when attending site for the first time. External agencies that use the VPPS site after hours are responsible for maintaining and updating screening documentation 's checks for all staff. An appointed administrative officer keeps staff updated with changes to policies, practices and explicit information is provided to the school community.

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	43
Post Graduate Qualifications	7

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	27.0	1.0	9.2
Persons	0	32	2	14

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

Financial statement

Funding Source	Amount
Grants: State	$4,093,545
Grants: Commonwealth	$0
Parent Contributions	$200,761
Fund Raising	$14,369
Other	$68,865

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

2022 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
	Improved wellbeing and engagement	The Deputy Principal role supports students, staff and the community with Wellbeing and Engagement. All staff participated in a Pupil Free Day "Berry Street trauma training", to support students with a trauma background. Staff are given brain breaks and movement break resources weekly through a staff bulletin. The Berry Street Team conducted an audit of the Berry Street implementation across site. Teachers participate in wellbeing activities weekly at meetings. The Pastoral Care Worker, supports small groups and individual students to recognise and use brain breaks to help self regulation and to further develop their social skills.	Teachers are applying trauma aware strategies in the classroom with a whole school approach. Students are able to recognise and self- regulate as a result, behaviour has decreased across the site. Leadership are not having to intervene, staff have a repotoire of strategies to implement throughout the day depending on the needs of students. Staff have indicated their appreciation for the activities being shared weekly in the bulletin. The Bully Audit indicated that 98% of students in Year 3 to 6 feel safe in our school. In R-2, 99% of students reported they feel safe in our school.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	1.0 EALD teachers to support in classrooms, targeted to individual student needs. EALD teachers are up to date with training, participating in Writing Plus and Stephen Graham professional learning and have implemented these strategies with staff and students. EALD teachers plan with teachers and teach alongside teachers to track, monitor and implement strategies to ensure students are able to achieve individual learning goals.	Increase in achievement in EALD students resulted in growth. EALD teachers professional knowledge and skills are present and up to date, which has been reflected in our NAPLAN and PAT results with the majority of EALD students achieving well above SEA. Staff are confident in applying their knowledge to support growth of EALD learners across the site.
	Inclusive Education Support Program	Staff are released to update One Plans and modify and adjust goals to reflect students learning needs. This documentation is shared with families, specialist teachers, support staff to ensure consistency in supporting students learning needs. SSO and teachers communicate regularly to cater for targeted student needs and skill development. Support Services liaise regularly with leadership and staff to upskill effective strategies that can be implemented in the classroom to support student needs. Autism SA provide students with a functional needs assessments to provide teachers with direction and areas of focus to address student needs.	Students with eligible diagnosed needs have received support in resourcing inclusive of intensive literacy intervention through the MiniLit and MacQLit programs. There has been significant growth and improvement with the student accessing intervention, resulting in students graduating from the program and are now able to access the curriculum without wave 1 and 2 in the classroom.

Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	All ATSI students - have documented One Plans, all teachers were given release to review and update EALD teacher providing targeted support to plan and team teach with classroom teachers Reception teachers have accessed Hegarty training and modelling. Maths intervention games for early years, equipment was purchased and SSOs time to assist with setting up the games and monitoring achievement. Maths coach worked with the early years to implement the games based on learning needs.	One Plans are monitored, reviewed, evaluated and updated regularly. Tracking and monitoring of phonics testing. New procedures were put in place to meet the learning needs of the students
	First language maintenance & development	Targeted Minilit and Macqlit	Minilit and Macqlit students making gains in literacy and now accessing the curriculum independently in classrooms. 50 students have graduated over the years from the Mini Lit and Macqlit programme and have reentered classrooms successfully. Quality differentiating teaching caters for the needs of these students.
	Students taking alternative pathways IESP support	Extra SSO support for students ineligible for funding (transition, behaviour, social skills, Dyslexia etc.) funded through IESP grant	2023 maqclit intervention has been reduced to 2 reading groups. Mini has been has been reduced to 3 targeted sessions.
Program funding for all students	Australian Curriculum	All Reception - 6 teachers have engaged in professional learning on text types with Stephen Graham. The early years teachers and Year 5 teachers attended "thinking maths" professional learning.	PLCs have continued with a strong focus on writing and teachers implementing a variety of strategies around problem solving.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	MiniLit and MacqLit has continued with targeted students accessing intervention, data is monitored, tracked and goals established. SSOs work alongside teachers to support and share student progress within the program and modify and adjust goals accordingly.	Student reading levels have improved, and this is reflected in literacy data. Literacy data has reflected an increase in NAPLAN, PAT/R and phonics screening check. SSO are confident delivering the intervention programs and meeting students individual learning needs within each group. These groups are continually reviewed and modified according to student progress.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A