



# Renmark Primary School

## 2022 annual report to the community

Renmark Primary School Number: 376

Partnership: Renmark Loxton

Signature

School principal:

Ms Lyn Bretag

Governing council chair:

Mrs Amanda Hood

Date of endorsement:

5 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Renmark Primary School is Category 2 in the Riverland, 254 km northeast of Adelaide, the largest of Remark's three public primary schools. The challenges of low socio-economic status and disadvantage include unemployment, family instability, difficult access to support services/agencies, housing, transport, cost of community sport and some extracurricular activities. It remains imperative that our school understands these factors. Teaching and learning through a strength based approach, and building resilience are embedded. Our diverse student cohort includes 207 students in 8 classes, 55% school card, 20% Aboriginal, 13% students with disabilities, 11% English as second Language/Dialect and 6 Indian students who attend weekly Punjabi lessons facilitated by our bilingual SSO. We excel in "well-being for learning", operating under a social justice umbrella; all opportunities for all students, removing barriers where possible, in partnership with our community. Students participate in broad ranging activities on an equal basis; instrumental music lessons, excursions, sport and leadership. Trauma aware practice is embedded and well resourced. In 2022 the Department for Education again funded our engagement in the Trauma Aware Initiative, closely working with the Australian Childhood Foundation. We continued The Resilience Project (Victorian) to ensure every child accessed ongoing explicit knowledge, skills and understandings to build their resilience. Continuing positive outcomes were evident in student learning, conflict resolution, self-confidence and student voice. The funding will continue in 2023. Our school provides a safe, nurturing, non-judgmental environment in which students, staff and families thrive. High expectations for teaching and learning support staff and students to achieve their best; differentiated support, building skills and confidence for lifelong learning. A continuing emphasis on kindness, empathy and respect for all cultures, abilities and life situations prepares our students for a positive future. In 2022 we continued to develop students as assessment capable learners who know their achievement, next steps, goals and strategies to achieve them. Individual student Goal folders, understanding their data, feedback and building agency in learning continues to improve learning outcomes and engagement. In 2023 strong student voice influenced teaching practice and improved facilities. Their ideas, information and feedback flowed through SRC/Little Leaders, wellbeing surveys, student surveys about specific initiatives ie Care & Connect to build strong teacher-student relationships, and the new primary playground. Care and Connect occurs in classrooms for 20 minutes before lessons start. Teachers facilitate connection and communication strengthening opportunities between students and their teacher/s. All students highly value this time, so it remains a priority. RPS data indicates a strong upward academic trajectory, acknowledged in late 2022 as 3rd of the top 10 SA schools for year 5 NAPLAN improvement since 2017. We are very proud of this! Community engagement is strong; abundant volunteers, local business support, Chaplaincy group, and service clubs for social justice programs ie Brekkie Club, daily fruit and sandwiches for students in need, and various others. On-site OSHC provides high quality care in excellent facilities, their practice closely aligned to the school's. The OSHC program is engaging, creative and varied, a holiday waiting list testament to its value in our community. 2022 school highlights included Year 6 "Tacker Attack" day at Loveday, strong participation in SAPSASA sports, several high quality performances by Aboriginal artists, building cultural knowledge and understanding, Sports Day, Book Week, K-Rec and Year 6-High school transitions, Sports Day, a wonderful year 6 Graduation ceremony and dinner, and end of year concert. We had another great year!

## Governing council report

2022 was a successful year for the Renmark Primary Governing Council. We welcomed four new members, all of whom new parents to our school. It is the strongest Governing council we have had in many years, and extremely pleasing that new and continuing parents are willing to give their time and support to our school in this way. It has certainly been important as we supported the principal and school through the ongoing but easing restrictions of Covid. The easing of restrictions allowed us to once again meet face to face this year, which we all enjoyed. This was a welcome change to the zoom meetings of 2021.

Our main achievement for the school this year was the installation of a new playground after consultation with Governing Council, staff and students. This was welcomed by students and is well used since its installation at the end of term 3. This is the first stage in the redevelopment of the play space, and Governing Council will continue to have a role in planning the next 2 stages.

A significant role for Governing Council this year was in the appointment of a new principal, starting 2023. Our current principal, Lyn Bretag made the decision not to reapply so it was very important that Governing Council had a strong voice, representing all parents, in their expectations of the next principal to lead the school. A meeting of Governing Council members with the Education Director to discuss this was very positive. They provided unanimous expectations for the Chairperson, and during the panel process through the Governing Council representative on the panel. I thank our Governing Council representative for her valuable contribution on behalf of Governing Council in this process. We hope to see the Governing Council strongly supported in 2023 and have new ideas already brought to the table. We are hoping to start the Parent Group back up next year and look forward to welcoming new families to our school, as their children begin in Reception.

It has once again been a pleasure working with Lyn Bretag, our Principal this year, and we all wish her the very best for her next chapter.

# Quality improvement planning

GOAL 1: increase higher levels of student achievement in Reading

Targets:

Rec: 60% (12/21) students will achieve InitialLit decodable level 5. 58% (14/24) achieved level 5 plus. Two almost reached level 4.

Year 1: 63% (17/27) students will achieve InitialLit decodable level 11. 39% (11/28) achieved level 11 plus. This was an overly ambitious target. With DfE RR standard at 13, equating to decodable level 7.

Within the Year 1 cohort, 10/27 students worked in Foundation level literacy due to learning disabilities and difficulties, taught by a specialist inclusion teacher for 8 lessons/week. All progressed 2-4 IDR levels, however remained below year 1 level at the end of 2022.

A consideration in planning their 2023 Reading program will be ensuring the best support as Year 2s to complete Initialit 1. The Deputy Principal will take on this role, again eight lessons/week. Once students complete Initialit 1, they will have received a strong foundation in decoding and be better positioned to progress in reading. If they were to miss this explicit instruction, progress would be extremely difficult.

Year 2: 76% (19/25) students will achieve InitialLit decodable level 16. 54% (14/26) achieved level 16 plus. Again, an overly ambitious target given DfE RR standard is 21 - equating to levels 11-12 in decodable readers. A further 15% students were close so despite the disparity between target and achievement, a number are very close to the target, and should reach it in 2023 term 1.

In 2023 it will be important to remain ambitious and realistic, consider 2022 year 1 achievement, and project 2023 progress. 10/27 year 1s completed Foundation InitialLit, so the overall 2023 target will need some adjustment. Another possibility may be to explore DIBELS assessments. In 2023 SIP R-2 teacher actions, roles and responsibilities, it would be pertinent to include an explicit focus on decodable reader comprehension questions located in each book, ensuring students' deep understanding before progressing to the next level. Investigating Storybook questioning or strategies (prediction, summarising, questioning) and how best to record student progress will bring greater clarity to the action and therefore to roles, responsibilities, opportunities and possibilities. Finally, maintaining and strengthening processes to ensure students read to their teacher at least weekly as an instructional practice, aligned to individual goals; more frequently for students requiring extra support, will be key. Volunteers hear reading most days. InitialLit remains rigorous, embedded and has contributed significantly to improved Reading outcomes. 2022 saw 44% year 3s in High Bands NAPLAN Reading, steady growth since 2017 and our highest achievement. We provide high level expertise for the most at risk students, with close monitoring, goal setting, differentiated practice and a deep understanding of student gaps. Professional learning builds staff skills, knowledge and understanding in School Improvement Plan goal areas. InitialLit extension will be implemented in 2023 with all R-2 teachers trained.

GOAL 2: increase higher levels of student achievement in Numeracy

Rec/Year 1: 70% (32/46) will achieve BIN Trusting the Count assessment almost achieved. 66% Reception and 59% year 1 students can Trust the Count. 10/29 year 1 students were on a modified Maths program with a specialist inclusion teacher, working at Foundation-Year 1 level.

Year 2: 72% (18/25) students will achieve BIN Place Value assessment. 52% achieved Place Value competence.

Year 3: 22% (7/31) students will achieve high bands NAPLAN Numeracy. 10% (3/31) achieved High Bands NAPLAN Numeracy.

Year 4: 55% (16/29) students will achieve PAT-Maths scale score  $\geq$  112 (SEA 110). 53% achieved  $\geq$  PAT 112.

Year 5: 21% (7/33) students will achieve high bands NAPLAN Numeracy. 12% (4/34) achieved High Bands NAPLAN Numeracy.

Year 6: 57% (20/35) students will achieve PAT-Maths scale score  $\geq$  124 (SEA 120). 49% students achieved  $\geq$  PAT 124. Wide ranging evidence indicates an increasingly positive Maths mindset. In 2023, revisiting mindset work with staff and having a whole school agreement will be important. Excellent Mindset and Learner dispositions (Persistence, Curiosity, Self-Management) resources include Jo Boaler (yr 5/6) YouCubed. Building conceptual understanding remains a priority, using explicit formative assessment in Trusting the Count, Place Value and Multiplicative Thinking to monitor progress.

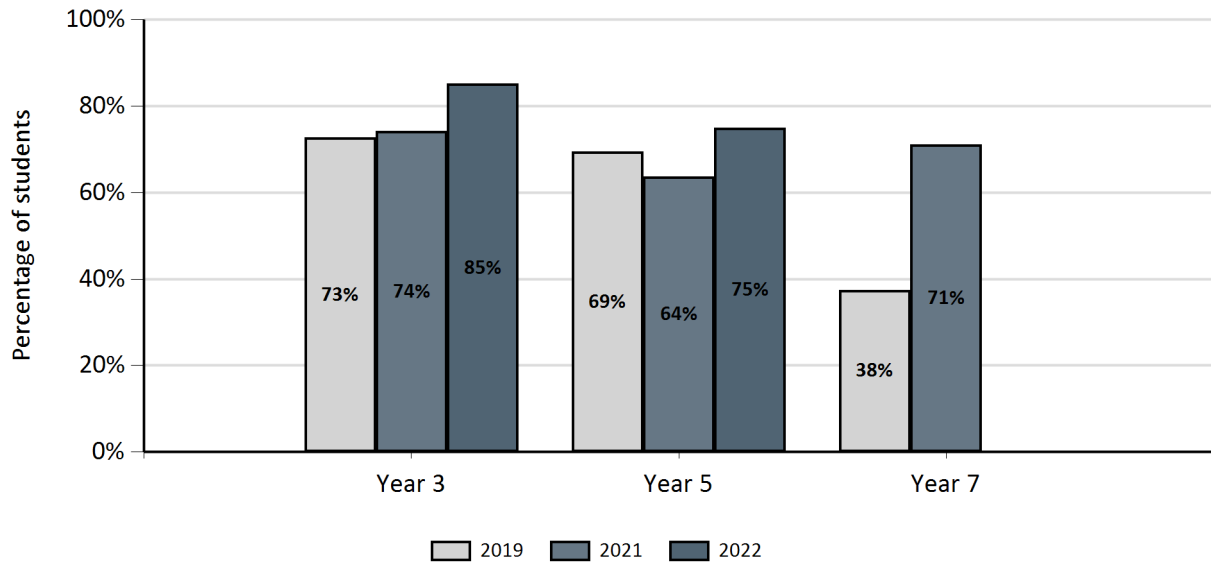
Such assessments are time consuming so extra teacher time will be imperative. Close monitoring will identify students at risk and those requiring extra challenge ie twice termly reviews of Maths goals, data informed, understood by teachers, students and parents/caregivers. Teachers used manipulatives very well; strengthening their inclusion in every lesson for students to demonstrate their understanding remains key, especially year 3-6 students.

# 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

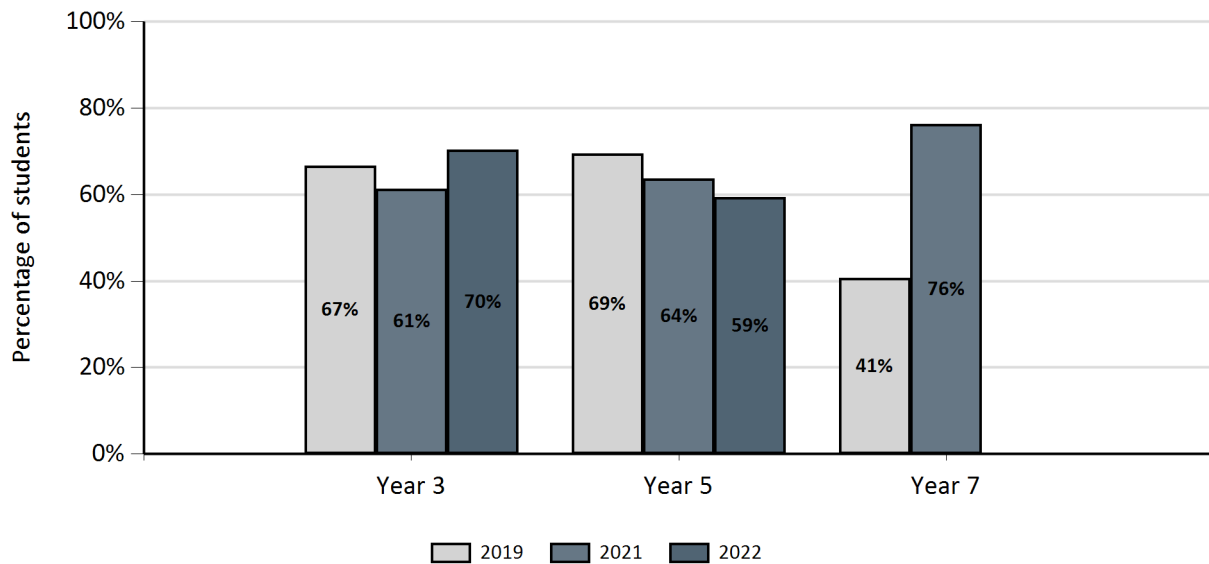


\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	27	27	12	3	44%	11%
Year 03 2021-2022 Average	29.0	29.0	10.5	3.5	36%	12%
Year 05 2022	32	32	7	4	22%	13%
Year 05 2021-2022 Average	32.5	32.5	8.0	4.0	25%	12%
Year 07 2021-2022 Average	38.0	38.0	6.0	6.0	16%	16%

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

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

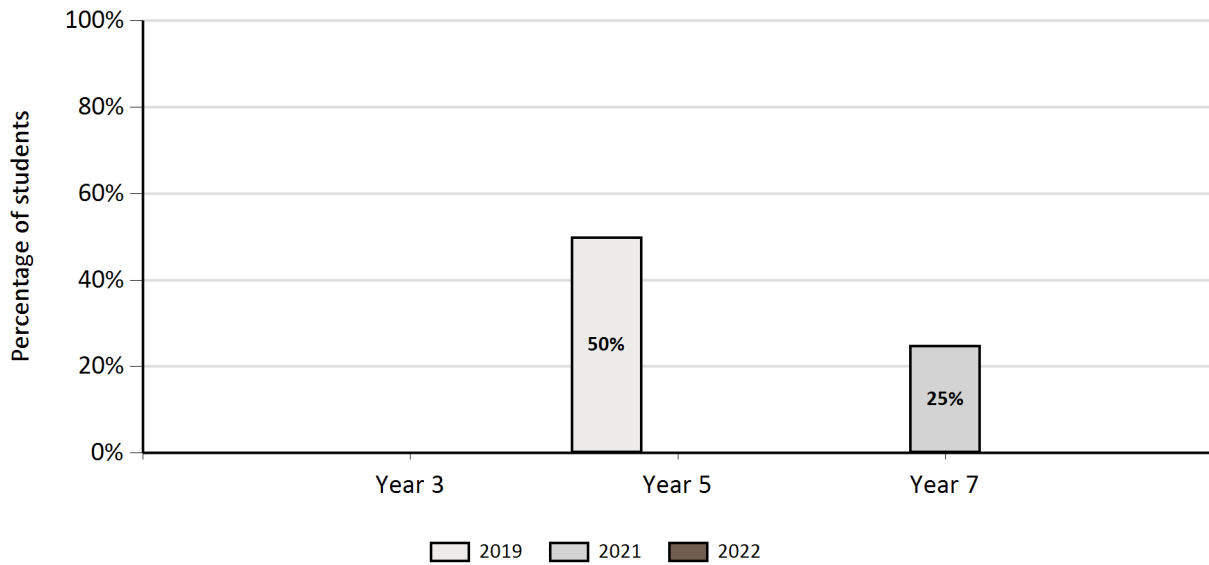
<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



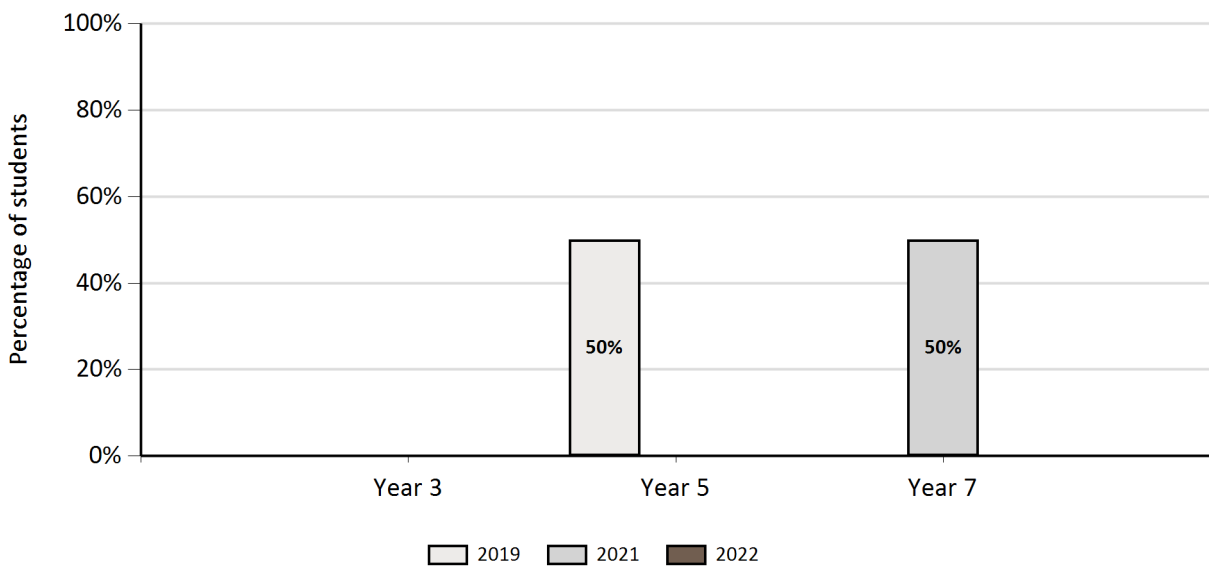
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	8.0	8.0	0.0	1.0	0%	13%

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

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

<sup>^</sup>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: Engaging Families

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

All elements of ALALR sit within whole school practice to improve student engagement and achievement. Our Aboriginal Community Education Officer's work with staff in Key Element 5 intensified to better engage families as partners in literacy and numeracy learning, to improve their child/ren's educational, social and emotional outcomes. In 2022, our ACEO reclassified from level 1 to 3, demonstrating Renmark Primary's commitment to building knowledge, skills and understandings to improve student outcomes, instil a positive mindset and value for education in students. By mid-term 1, every student and their parent/caregiver engaged with our ACEO in a Learning Conversation, aspirations and barriers were identified, providing a context for One Plans. Our ACEO made regular home visits, facilitated classroom cultural learning, personalised Acknowledgements of Country, accessed appropriate support services for students at school ie KWY counselling. Prompt attendance follow up with families supported teachers, her attendance at fortnightly Students at Risk meetings with school leaders and close liaison with SAPOL and DCP re students at high risk very effectively created wrap around support.

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

Overall higher levels of student engagement and attendance resulted in pleasing literacy and numeracy improvement. Reading progress: Year 2: 5/7 students progressed 4 or more Running Record levels. Poor attendance impacted two students' progress, learning difficulties/disabilities impacted progress for 3/7 students. Pleasing progress overall was achieved through focused tracking and monitoring by the AET and class teacher, and ACEO working with families to maximize opportunities at school.  
 Year 3 NAPLAN: 1/6 students almost in High Bands, 1/6 at SEA, 1/6 – below SEA. 3/6 – did not sit test.  
 Year 5 NAPLAN: 2/5 in high bands, 1 at SEA, 1 below SEA and 1 did not sit the text. Encouraging progress.  
 Numeracy Progress: Year 3; 2 students at SEA, 1 below SEA and 3 didn't sit the test. Year 5; 1 high bands, 1 at SEA, 1 below SEA and 2 did not sit the test. A continued focus on maximising attendance is vital to improved outcomes. Explicitly contextualising Maths for Aboriginal students through links with culture, texts and contexts is improving engagement. Further work on building positive mindsets and resilience through challenge will continue.

# School performance comment

Our overall school performance score of 0.43 (0.44 in 2021) indicates a continuing upward trajectory in learning achievement and progress, very importantly acknowledging progress for those not yet at the Standard of Educational Achievement. Some students take longer to achieve benchmarks due to a range of factors; some with identified learning difficulties and disabilities may not reach benchmark in standard assessments, but certainly grow in other areas ie Oral Language, confidence and working at their level.

## READING:

2022 year 1 Phonics Screening Check data shows a greater percentage of students can correctly decode and read aloud at the benchmark and higher. From 2019 (35%) to 2022 (53%), 18% more students achieved the benchmark. The 10 students who received extensive InitialLit support at Foundation level 8 lessons/week, scored well below benchmark as expected at the time of testing. Of the 20 remaining students, 16 achieved benchmark and two were just under. With continued rigour in teaching Phonics through InitialLit, we expect more students to reach the benchmark over time.

## RUNNING RECORDS:

Year 1: 46% achieved Running Record level 13 or higher. 33% students were working in Reception phonics in term 4 and not expected to achieve the standard, but have made pleasing progress in multiple areas.

Year 2: 72% students achieved Running Record level 21 or higher. InitialLit has a cumulative impact on progress and achievement, evidenced by greatly improved outcomes beyond year 2.

NAPLAN: Year 3: 74% achieved the Standard of Educational Achievement (SEA) (Band 3), 39% of these in high bands. Again, the rigour of InitialLit and Close reading routines definitely improved student outcomes.

Year 5: 71% achieved SEA (band 5), 21% of these in high bands.

PAT-Reading Comprehension: Year 4: 69% students achieved SEA scaled score 106.

Year 6: 71% students at SEA, scoring at least 118.

Continued focus on explicit phonics instruction, tracking and monitoring progress and achievement, and the year 3-6 Close Reading structure to build Reading Comprehension skills are having a strong positive impact, and will continue in 2023.

**MATHEMATICS:** Reception to year 2 focus has been on building conceptual understanding in number; Trusting the Count and Place Value, using manipulatives and interactive learning strategies. R-2 data indicates 50% students are competent and confident in these aspects. Many are close to competence, so teachers and support staff (ACEO, AET, SSOs) will continue to work hard in this area. The children really enjoy Maths and it's very pleasing to note their positive mindsets further developing!

## NAPLAN:

Year 3: 61% achieved SEA, with 10% in high bands.

Year 5: 56% achieved SEA with 12% in high bands. Moving students below SEA into SEA, from SEA into high bands is imperative. As there was no NAPLAN testing in 2020, there is no comparison data; a range of assessments were used throughout the year to monitor progress.

PAT-Maths: Year 4: 78% students achieved at least SEA (scaled score 110) which is very pleasing.

Year 6: 80% students achieved at least SEA (scaled score 120).

Year 3 NAPLAN achievement data since 2019 has remained 61-63% students achieving SEA.

As per the School Improvement Plan, moving a higher percentage of students into SEA and high bands through explicit teaching, authentic challenging tasks and building positive mindsets remain our goals. Consistent curriculum through the Department for Education's Units of Work, moderated assessments, identifying gaps and engaging students through high quality pedagogy are key indicators of high quality Maths teaching and learning. I commend staff on their work in this area.



# Attendance

Year level	2019	2020	2021	2022
Reception	91.4%	86.0%	92.2%	83.9%
Year 1	89.6%	87.5%	85.8%	82.7%
Year 2	91.0%	87.0%	89.8%	81.7%
Year 3	89.9%	86.6%	87.0%	82.6%
Year 4	91.5%	86.2%	89.0%	79.7%
Year 5	90.2%	86.0%	86.2%	79.5%
Year 6	88.4%	84.6%	89.9%	81.1%
Year 7	87.6%	83.2%	82.7%	N/A
Total	89.9%	85.8%	87.7%	81.5%

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

## Attendance comment

2022's average attendance rate was 81.5%. Absences comprised 4.3% family reasons, 7.3 % ill (no certificate), 3.6% unexplained, with a slight attendance rate decline; family reasons increased by 1.1%, illness without a certificate by 2.1% and unexplained by 0.4%. Attendance is monitored by class teachers and at fortnightly Student at Risk meetings (Principal, ACEO, Student Wellbeing Leader). Issues, follow up, support provided and needed, and level of family engagement are documented. This is effective and proactive. Chronic and habitual absence responses are triaged with teachers, Aboriginal Community Education Officer, Student Wellbeing Leader and senior staff, all with specific roles. Communication with and from families and agencies was highly effective i.e.notes, emails, phone calls, Class Dojo messages. Supporting information and documents are accessible to all; Renmark Primary School Attendance Information for Parents/Carers, Department for Education Attendance Information for Renmark Primary School Staff and the Attendance Policy. Building positive relationships is key ie Care and Connect, Resilience Project, programs for identified students and working with our community.

## Behaviour support comment

In 2022, The Resilience Project continued to build emotional literacy and resilience school wide, strengthening whole school trauma aware practice. RPS Behaviour Learning Processes align, proactively supporting students to reflect on their actions and opportunities to repair damaged relationships. The Resilient Youth's "Resilience Survey" year 3-7, October 2022, and "Wellbeing and Engagement Survey" measured our impact. 2022 data indicates less bullying and violence. Five students incurred seven suspensions for behaviour impacting others' safety and wellbeing, despite broad ranging proactive strategies in place. Four of these students accessed external support ie CAMHS, KWY, AC Care. This year we utilised Country in Lieu funding for identified students to work 1:1 with SSOs on self-regulation and anxiety reducing strategies, informed by SMART and Restorative practices, Australian Childhood Foundation, and DfE psychologist. The RPS Care and Connect initiative was reviewed through student surveys and feedback to teachers, and strengthened. In 2023, we begin the Positive Behaviour Schools program, a 3 year initiative to strengthen whole school behaviour processes.

# Parent opinion survey summary

The 2022 Parent Survey data (39 responses) indicated a number of very pleasing trends and several areas to strengthen. Just under 90% parents feel that the school values every child and levels of communication are satisfactory, the highest percentage to date. Our school prioritises both through positive, regular and open communication.

In 2022, Governing Council suggested we explore a communication application which we did, and Class DoJo became the communication app between home and school. It's been hugely successful. Parents "see" their child learning at school, receive messages and information in a timely manner and are very comfortable using it to communicate with the teacher. This was especially valuable when Covid 19 was significantly impacting attendance and parent confidence. The school became a source of reassurance and guidance to many during this time.

In the area of Learning at School, an average of 76% parents were very positive about knowing the standard of work expected of their child, the quality and frequency of feedback to their child, and that discussions with teachers were valuable. Overall this is 6% less than the previous two year average in these areas so we commit to improvement through specific strategies from 2023. Communication and sharing progress and achievement remain priorities.

Not surprisingly, considering the extra challenges our community faced over the past three years ie Covid-19, online learning and general insecurity and uncertainty, more parents/carers felt less well equipped to support their child's learning at home, and how to consider their child's pathways and aspirations. We will work with parents to alleviate their concerns. Clear, timely and empathetic communication with parents/carers is crucial. A return to face to face opportunities for students and teachers to share with parents aspects of reading, maths and assessment capable learner strategies will bring about a better balance for all. Pre-Covid and over a number of years, very successful information parent/carer information sessions were held which boosted their confidence in the school and in how they could support their children.

We continue to engage parents/carers as invaluable partners in teaching and learning. Knowing where our school is doing very well and where we need to strengthen gives clear direction in the immediate and longer term future.

We are committed to continuous improvement and thank our parents/carers for their participation in the Parent Satisfaction survey.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	31.3%
NS - LEFT SA FOR NSW	1	6.3%
OV - LEFT SA FOR OVERSEAS	2	12.5%
QL - LEFT SA FOR QLD	1	6.3%
TA - LEFT SA FOR TAS	2	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	3	18.8%
VI - LEFT SA FOR VIC	2	12.5%

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

Department of Human Services, Screening Unit WWCC (Working with Children Check) processes are upheld and all staff, OSHC employees, volunteers working outside of their biological child's class, and non-education service providers must hold a current WWCC. Administration staff and the principal manage this process by:

- Clarifying the role on inquiry (volunteer, prospective employee, service provider) and providing information so WWCC can be obtained.
- Ensuring compliance through differentiated induction at the commencement of all staff and OSHC employment, and at the time of application for volunteer and non-education service providers. WWCC must be sighted before the commencement of role on site.
- Principal verifies all volunteer and non-education service provider applications; signed site agreements are filed
- All information is entered into EDSAS, and expiry dates are monitored termly by Administration staff. Any individuals with upcoming expiry dates are informed and renewal is undertaken.

## 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	41
Post Graduate Qualifications	3

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	2.0	17.0	1.3	10.1
Persons	2	22	2	17

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

## Financial statement

Funding Source	Amount
Grants: State	\$2,884,892
Grants: Commonwealth	\$0
Parent Contributions	\$52,284
Fund Raising	\$0
Other	\$29,614

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

## 2022 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	<p>Student Wellbeing Leader 1.0 FTE: facilitated ongoing implementation of the Resilience Project in every classroom through differentiated teacher support and scheduled termly professional learning, ongoing professional learning through the Trauma Aware Schools initiative. Our SWL worked in classrooms, 1:1 with identified students on self-regulation, small groups and whole class. She engaged with community resources to support students through social justice initiatives ie FoodBank, local service clubs. Strong partnerships with parent/caregiver and external services/agencies are prioritised.</p>	<p>This work has improved student wellbeing and engagement. Several students with extreme social/emotional challenges engaged in a range of support; differentiated learning plans, negotiated plans that included strategies for the student/s and staff to recognise and reduce anxiety and trauma responses, with a focus on building students' capacity to stay in class. Wellbeing surveys and EDSAS data indicates fewer students engaged in bullying and violent behaviour, and fewer incidents. We observed overall greatly reduced disruption to teaching and learning, improved student engagement and learning outcomes.</p>
	Improved outcomes for students with an additional language or dialect	<p>EALD funding ensured a 0.4 EALD teacher with literacy and numeracy expertise, to support improved outcomes for EALD students at their allocated level, in classrooms and 1:1. The focus on reading comprehension, supporting students to understand text context and new learning, to then unpack vocabulary and sentence structure, was invaluable. Over time, this led to a secondary focus on writing. The EALD teacher supported teachers in curriculum planning to differentiate and utilise appropriate resources. She was fully supported in her EALD professional learning, which also built the capacity of all staff working with EALD students.</p>	<p>All students progressed as expected in reading (decoding and comprehension). Those not making expected progress were or will be referred for further assessments. LEAP level professional learning for all teachers, led by the EALD teacher will be a high priority in 2023. Of note was the increased participation of EALD students in classroom discussions, with the EALD teacher's support. This was very pleasing and class teachers reported that this confidence extended to other areas including in social situations.</p>

	Inclusive Education Support Program	IESP funding provided SSO support (1:1, assisted in-class engagement, out of class programs) was for students identified with complex social, emotional and behaviour needs. Individual programs were developed to suit the age, needs and capacity of the student to engage. We worked closely with various external agencies as a number of students were supported outside of school i.e. counselling, CAMHS, Relationships Australia, DCP. Having a common thread and understood approaches provided consistency for all stakeholders. School support was evidence based, aligned to Trauma aware practice, also maintaining a self-regulation focus.	Individual student goals were successfully set, monitored and adjusted with for almost all students. In some instances, attendance or extenuating circumstances were difficult barriers to overcome. Students who previously (2022, early 2023) spent much time out of class, learned strategies to remain more often in class when in "flight" response. Calming corners, specific exercises and resources helped them to re-set in class. Behaviour and learning data (progress and achievement) showed that our IESP funding was highly effective in improving school life and outcomes for identified students.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support  First language maintenance & development Students taking alternative pathways IESP support	This funding brought 3 performances (2 Aboriginal culture, 1 Science) to our students at no cost, so all attended. APAS funding: 0.15 teacher worked with yr 2-4 below SEA Aboriginal students in class and 1:1 to improve reading. Aboriginal Education Teacher: 0.6 in-class and 1:1 Reading (phonics, comprehension) and Maths (Trusting the Count, Place Value) support. Early Years support: 0.4 - 0.7 teacher for year 1 cohort (10 students) well below InitiaLit 1; 8 lessons per week, and differentiated Maths program. Punjabi First Language: Bilingual SSO 3 hours/week, small group work. IESP: SSO differentiated support for identified students.	The three performances enriched the curriculum and school focus, especially towards Reconciliation. All Aboriginal students were well supported in learning, progress monitored and analysed. The AET worked closely with class teachers to align her work to the classroom context. Pleasing progress for all where high absence rates were not a factor. Targeted year 1 InitiaLit support was highly effective. Almost all students progressed in decodable levels, engagement and confidence. mainstream year 1s achieved year level InitiaLit and all but 2 achieved and surpassed the Phonics Screening test benchmark. Punjabi lessons visibly value culture.
Program funding for all students	Australian Curriculum	Resources and professional learning were provided for all staff. Teachers and leaders accessed the Berri Portfolio Curriculum Lead and Curriculum mentor for leadership and teacher support, including some release time. All R-2 teachers were released to attend Berri Portfolio professional learning re the Units of Work, all teachers provided Van De Walle text (Maths).	Professional Learning and resources supported whole school agreements. SIP actions were observed in classroom practice i.e. use of manipulatives in all Maths lessons. Student data including from student conversations about learning, indicated increased engagement and positive mindset especially in Maths. See previous Performance report.
	Aboriginal languages programs Initiatives	N/A	N/A

Other discretionary funding	Better schools funding	<p>0.2 year 3-4 Numeracy Support Teacher: she worked 1:1, with small groups, in class and provided teacher support in planning, resources, differentiation. She also provided valuable professional learning for all teachers.</p> <p>20 SSO hours/week Literacy and Numeracy support in the Reception class: direct explicit phonics, reading, conceptualising number.</p> <p>0.5-0.7 Year 1 InitialLit teacher for 10 students at InitialLit -F level (4 double lessons/wk), Maths support, and R-3 Reading support. Professional learning and resources ie Van De Walle Maths text, teacher release re Units or Work.</p>	<p>Numeracy Support teacher worked with identified students on Trusting the Count and Place Value. Closed gaps as evidenced in BIIN assessments and formative assessments, with more work to do. Excellent support for the teachers in class, planning and resources.</p> <p>Reception class: all but 4 students achieved decodable benchmark,</p> <p>Out of class InitialLit support of identified year 1's allowed students at year 1 level to make excellent progress. A highly effective model. Extra reading and numeracy support for students at risk was invaluable; they made greater progress.</p>
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A