



Lonsdale Heights School K-7

# Lonsdale Heights Primary School and Lonsdale Heights Preschool

## 2020 annual report to the community

Lonsdale Heights Primary School Number: 1098

Lonsdale Heights Preschool Number: 1595

Partnership: Beach Road

Signature

School principal:

Mr Keith Beal

Governing council chair:

Chris Dalgains

Date of endorsement:

7 December 2020

# Context and highlights for the combined site

Lonsdale Heights Pre-school continued to operate 3 days a week with an enrolment of 14 students that was stable throughout the year. It is noted that a Playgroup continues operates 2 mornings a week due to a considerable increase in numbers in 2018 and 2019.

Feedback from staff, students and parents/caregivers have identified the following sample of highlights for 2020.

- Continued parent/caregivers involvement with Pre-School programs through volunteering in the Pre-school and special events.
- Preschool teacher and SSO engaged in implementing Early Childhood curriculum including BBB, RRR, the National Quality Standards and the state wide numeracy and literacy indicators.
- The highlights were the literacy program outlined below:
  - o Initial sounds of children's names and rhyming.
  - o Clapping out syllables.
  - o Students introduced to the Jolly Phonics programme. The first three sounds 's', 'a', 't'. The songs, activities and having a go at writing them.
  - o Name writing and recognition.
  - o Songs and nursery rhymes.
  - o Stories, books and follow up activities.
  - o Computer time.
  - o Ongoing School transition visits & consolidation in term 4.
  - o Story page with a flap.

Lonsdale Heights Primary School entered 2020 offering 6 classes due to sustained enrolments of 121. These numbers oscillated between this number into the 130's over the 12 month period and settled at 124 at the end of the year. We utilised savings from 2019 to continue the 6th class and employ many SSO's to support children's learning across the school. In partnership with the families of this community we have finished the year \$300,000 in the black.

I believe with this optimism and commitment, Lonsdale will continue to grow and offer the close, personal and professional relationships that only a small school can.

Feedback from staff, students and parents/caregivers have identified the following sample of highlights for 2020.

- Continued parent/caregivers involvement with school programs through volunteering in classrooms, music, library and special events.
- Student Participation – House captains and class meetings.
- Improved Student Welfare – the consolidation & improving of Restorative Practices and procedures across the school, Circle Time in all classes & social learning programs through our Deputy Mr. Nesbit.
- The continued appointment of a Christian Pastoral Support worker that has significantly increased student welfare and parent caregiver involvement.
- Continued heavy Focus on literacy development with focussed programs in Jolly Phonics R-7 and Early intervention programs
- Continued heavy Focus on numeracy development including Early Intervention Numeracy strategies including, 'Too Smart' & 'Quick Smart' with a focus on automaticity and an exploration of numeracy resources across the school.
- Students years 3-7 involved in singing, instrumental music, guitar and drums twice a week. All performing regularly at assemblies, to other schools and the end of year concert.
- Highly successful Production 'Dracula Rules' at the Hopgood theatre.
- Intensive teacher performance development with at least 4 meetings per year and a plan that focused on differentiated pedagogy and student outcomes. Feedback was ongoing both formally and informally.

## Governing council report

Governing Council for 2020 was highly successful with 2 meetings per term and a block of new members joining our regular membership from previous years. This was extremely pleasing as new membership had been an issue for the last few years. Chris Dalgairns continued as chairperson.

Some of the decisions made by Governing Council were:

- Approval of the 2019 Annual Report.
- Approved the 2020 Site Improvement Plan
- Approval of the school budget with, indicating a surplus of \$156,807 for the calendar year.
- Approval of a memorial plaque and bench to commemorate the life of the late Kathy Bowden.
- Kiss and drop area installed in the car park.
- Football poles approved and installed on the oval.
- New football posts to be installed at the beginning of 2020.
- Sports Day cancelled due to Covid social distancing restrictions.
- New school hats for 2021 that have sport's day colours on the inside.
- Governing Council representative on the panel to select a new principal for 2021.
- The canteen resulted in a surplus and as such ongoing operation remained viable.
- That the school budget remained solidly in the black with a surplus of \$300,000 by the year's end
- The successful literacy and numeracy intervention programs across the school and specifically the Jolly Phonics and Jolly Number programs and also in Brightpath writing.
- Involvement of local member of Parliament to look at parent parking options on the land adjacent to the school and putting calming mechanisms in place opposite the school.

# School quality improvement planning

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1: Increase student achievement in mathematics, particularly in the number strand, in years R to 7.

Implementation:

- Teachers analysed student data to inform differentiated practice.
- Teachers determined levels of adjustment for students and recorded in the child's One Plan.
- We reviewed current mathematical pedagogy which lead to trialling a resource which provides more authentic teaching and learning.

Impact

- Impact was evident through Wave 1, 2 & 3 data including One Plans and work samples.
- Overall 69% of students reached SEA benchmark in PAT-M. Year 3: 75%, Year 4: 66%, Year 5: 70%, Year 6: 80% and Year 7: 54%.

2021 Next Steps

- Work closely with partnership curriculum leader re direction with the new curriculum resources.
- Maintain analysis and data.
- Continue to implement a trial of resources.
- Develop observation schedule of formative assessment.

2: Improve student achievement in writing, years 3 to 5.

Implementation

We incorporated daily writing activities to enable learners to practise and build automaticity, particularly in grammar to improve student achievement in writing, in Years 3 to 5. Processes used were:

- Explicitly teaching grammar knowledge and skills.
- Incorporating daily writing using writing groups.
- Explicit learning intervention for individuals and in class.
- Tracking and monitoring achievement of identified student cohorts.
- Engaging in a rigorous moderation process to minimize variance with central moderation.

Impact

- Students responding well to structure /Tier 2 words, conjunctions, speech marks.
- Subjective formative assessment of writing samples suggest improvement.
- Increased character development
- Overall in Brighpath Narrative results, 72% of students showed growth. Year 1-2, 92% showed growth, Year 3-4, 73 % showed growth and Year 5-7 47% showed growth.
- Overall in Brighpath Persuasive results, 78% of students showed growth. Year 1-2, 90% showed growth, Year 3-4, 77 % showed growth and Year 5-7 63% showed growth.

2021 Next Steps

- Investigate further Brightpath training opportunities.
- Encourage flexible timetabling re expanding daily writing targeted to student need.
- Further development of character description, use Tier 1 & Tier 2 words, moderation and using resources to extend high achieving students.

3: Increase student achievement in reading, years R to 7

Implementation

We provided explicit (comprehension) and expressive (oral) language skills, enabling students to improve their ability to comprehend and communicate, through the following processes:

- Embedded QAR (question answer relationship) strategies across the school.
- Provided professional learning to deepen understanding of QAR.
- Provided explicit instruction re tier 2 and 3 vocabulary for students.
- Provided explicit phonics instruction to reception students through Reading Dr trial.

Impact

- Evidence at formative oral level.
- Improved use of tier 2 in writing samples.
- Improved subject specific language.
- All students improved reading behaviour.
- Overall in Running Records results, Reception, 8 out of 11 students reached benchmark (73%); Year 1; 13 out 16 students reached benchmark (81%) and Year 2; 11 out 12 students reached benchmark (92%).
- Overall in PAT- R results, Year 3: 9 out of 16 students (56%) reached benchmark; Year 4: 4 out of 6 students (66%) reached benchmark; Year 5: 9 out of 10 students (90%) reached benchmark; Year 6: 4 out of 5 students (80%) reached benchmark and Year 7: 5 out of 11 students (45%) reached benchmark. 89% of students reached benchmark in PAT-R

2021 Next Steps

- Teaching explicit lessons on QAR.
- Big six practice check using the matrix.
- Extend to other areas of the bookmark.

# Preschool improvement planning - review and evaluate

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Goal 1: Improve each child's ability to increase their vocabulary in order to process and produce sentences which describe and express their ideas in play.

- Achieved: Relationships with children grew thanks to introduction of Focus Child for each educator.
- Relationships with children are continuing to grow with the use of Preschool Check In time with Focus Children.
- Staff questioned children about their understanding of new words as they were brought up.
- Staff recognised where and when children were losing interest and their involvement in play diminished daily.
- 2021 Implications: Continue RRR involvement scale for T 4 and inclusion into 2021 cycle of planning and PQIP.
- Seek clarity around what 2021 will look like re: funding of SSO (enrolment) and possible movement of staff (SSO).
- Continue videoing children engaging in play - both child-directed and teacher-led experiences.
- Continue collecting Tier 2 Words and listening to WOW words in child-directed play.

Goal 2: Support children to engage with a range of texts and gain meaning from these texts.

- Achieved: Children were able to be a part of a story time over the week that looked deeper into Interactive Reading and Vocabulary.
- Children engaged in shared stories once a day.
- Children became familiar with Tier 2 Words.
- Educators focused on book base learning for ideas in play.
- Educators increased relationships with school students (Transition/Buddy Class).
- Children were exposed to a range of texts chosen by their peers.
- Educators, with a collective shared knowledge, were able to deliver a quality curriculum as a team.
- 2021 Implications: Staff have thought about the possibility of a Book Fair to promote reading texts at home with families - even a visit to the local Library (community).
- Staff reflected on the idea that children sharing a cherished book from home might help promote parent involvement and will add this to the cycle of planning for 2021.
- Continue through list of Shared Stories - revisiting Tier 2 words discovered from each previous week for learning continuation.
- Teacher to continue to liaise with Classroom Teachers to find times that works with both cohorts of children.

Goal 3: Support children's understanding of the standard number system.

- Achieved Educators held a numeracy parent day so they could see the types of learning that children can be a part of through play.
- During the Covid-19 period, children interacted with activities at home similar to our Take Home Packs.
- Teacher linked the current Numeracy Indicator children are engaging in (I Quantify My World) with what Reception children were learning in class to decrease the gap.
- 2021 Implications: Staff have decided that for 2021 the cycle of planning for Numeracy will look like T 1 - Shape, T 2 - Number, T 3 - Pattern, T 4 - Measurement.
- Staff reflected on whether programming alongside Reception teacher may be of benefit in regards to a whole site approach to number.
- Reinforce explicit Tier 1, 2 & 3 language.

# Improvement: Aboriginal learners

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## Context:

We currently have 19 Aboriginal students in our cohort of 120 enrolments R-7.

## Data story:

A high percentage of our Aboriginal students who attend regularly are reaching benchmarks in Running Records, Probe (Reading assessment for Primary students), Brightpath writing, PAT-R and PAT-M. Of those not attending regularly 4 are chronic non-attenders and 2 are moderate non-attenders.

## Key Elements addressed:

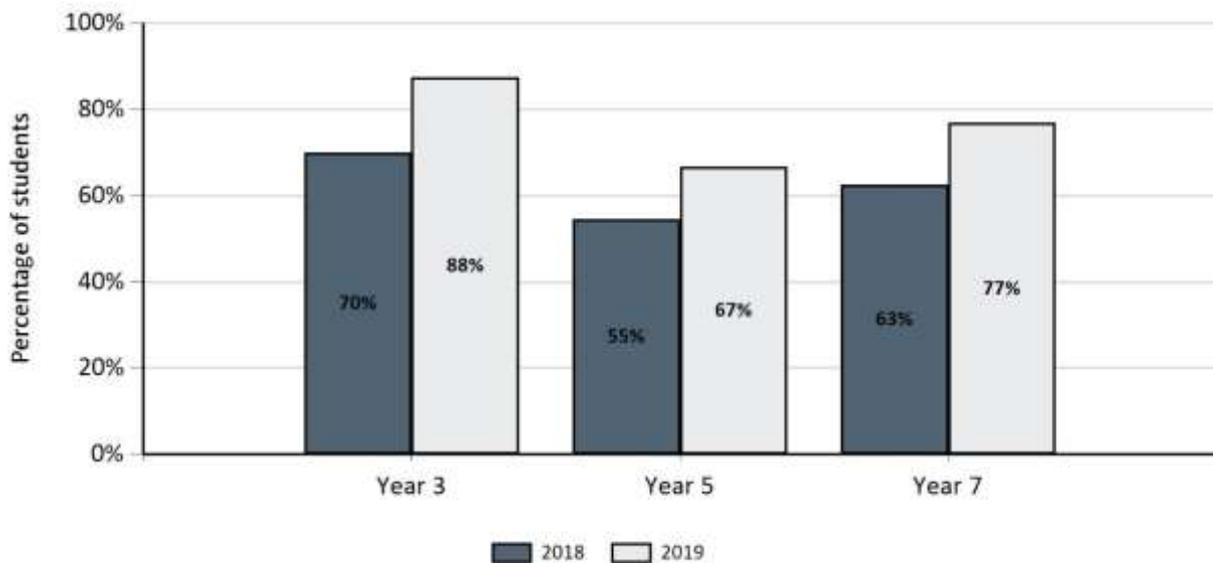
- Data informed planning: Class assessment sheet implemented with wave 2 intervention progress record observed along with regular one plan updates. All teachers are accountable for their Aboriginal student learner data every term in a resourced PD meeting.
- Tracking and Monitoring Growth and Achievement: As with above plus goals are determined directly from class assessment data as generated from literacy and numeracy assessments. Progress towards goals is recorded and discussed leading to the implementation of interventions if progress is below SEA.
- Ensuring Consistent, High Quality Classroom Practice: Teachers are supported to discuss openly specific challenges around attendance/ behaviour/ literacy and numeracy in collegial meetings each week. Performance development meetings in week 1 of every term provide a mechanism through which weekly discussions and the implementation of support and its efficacy can be reflected on both through subjective anecdotal reflection and comparative data.
- Applying Evidence-Based Learning Interventions: Documented literacy and numeracy intervention in small vertically differentiated groups. Documented specific one on two literacy intervention for students identified as below SEA. Documented specific one on one intervention for students identified with a specific learning disability or difficulty. Efficacy is ensured when goals are reviewed in a timely manner and interventions and goals are adjusted accordingly.
- Promoting the Continuity of Learning: Communication of daily activities and achievements through class dojo. Specific communication termly regarding intervention commencement and efficacy. Goal negotiation through the development of One Plans. Internally Site driven transition from preschool to school as documented in the preschools transition plan. Externally site drive transition from primary to high school.

# 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

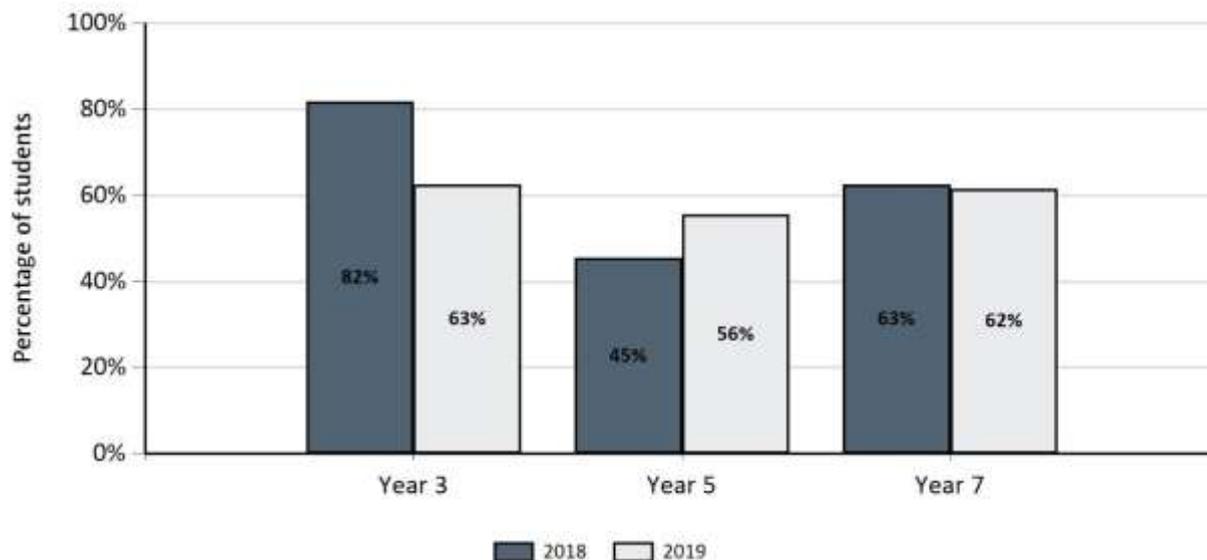


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

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## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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# 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 3 2019	8	8	0	1	0%	13%
Year 3 2017-2019 Average	10.3	10.7	2.7	1.7	26%	16%
Year 5 2019	9	9	2	2	22%	22%
Year 5 2017-2019 Average	11.3	11.3	1.3	1.3	12%	12%
Year 7 2019	13	13	1	0	8%	0%
Year 7 2017-2019 Average	12.3	12.3	1.0	0.7	8%	5%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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.

# School performance comment

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As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. With the above in mind the following analysis provided.

- Overall in Running Records results, Reception, 8 out of 11 students reached benchmark (level 5); Year 1; 13 out of 16 students reached benchmark (level 13) and Year 2; 11 out of 12 students reached benchmark (level 21) . This is a big increase from 2019 where 63% of year 1's reached benchmark and only 43% of year 2's reached benchmark.
- Overall in PAT- R results, Year 3: 9 out of 16 students reached benchmark; Year 4: 4 out of 6 students reached benchmark; Year 5: 9 out of 10 students reached benchmark; Year 6: 4 out of 5 students reached benchmark and Year 7: 5 out of 11 students reached benchmark. 89% of students reached benchmark in PAT-R.
- Overall in Brighpath Narrative results, 72% of students showed growth. Year 1-2, 92% showed growth, Year 3-4, 73 % showed growth and Year 5-7 47% showed growth.
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## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.4%	86.8%	82.9%	80.4%
2018 centre	78.4%	81.5%	85.2%	94.2%
2019 centre	80.0%	87.3%	71.6%	80.3%
2020 centre	72.1%	79.1%	71.7%	74%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	85.4%	85.3%	88.6%	79.3%
Year 1	86.8%	81.7%	87.1%	83.7%
Year 2	82.5%	81.6%	85.2%	74.4%
Year 3	88.7%	84.2%	78.3%	78.7%
Year 4	91.0%	77.1%	85.4%	80.5%
Year 5	87.2%	84.6%	79.6%	82.9%
Year 6	86.5%	89.4%	92.2%	65.1%
Year 7	87.3%	87.3%	84.5%	84.9%
Primary Other	87.2%	79.7%	86.3%	80.5%
Total	86.9%	83.7%	85.6%	79.0%

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

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

## Attendance comment

### Preschool

- Whilst the data indicates a decrease in our term attendance this year it is still well below the state measure. Term 2 is on par with the state measure but again it drops in term 3. The Pre-school teacher and Early Childhood worker have continued to be relentless in trying to improve attendance. This will continue to be a targeted area.

### School

- Overall attendance has decreased by 6.6% to 79%. Covid-19 had a big impact in the later Part of term 1 and the early weeks of term 3. We had 8 students whose attendance was well below the norm and that affected our data also.
- Unexplained absences have increased by 6.5% to date.
- In 2020: Increase attendance from 79% to 85%.
- Reporting of attendance data each term to parents.
- Parents contacted daily through Sentral re lateness and attendance.
- All staff to examine engaging programs for the first lessons of the day
- Monitoring chronic non-attenders.
- Breakfast & lunch and uniform support.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	10	11	12	20
2018	16	14	13	14
2019	13	14	15	14
2020	13	13	12	13

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.

## Preschool enrolment comment

Enrolments have been steady over the last 3 years due to the single intake system. Prior to this the enrolments could vary drastically from term to term as with 2013 which had 21 in the first term but dropped to 17 in the second. Having said that we had a dramatic increase in enrolments in term 4 going from 12 to 20 in 2017. 2018 to 2020 enrolments have been steady.

## Behaviour support comment

- 2 students were suspended in 2020; one of those students twice; this is a decrease from previous years. There were 19 take homes, 13 down up last year and no exclusions compared to 1 over each of the previous years.
- A Bully audit conducted at specific time each term.
- Deputy has worked through restorative practices with staff on an individual level. All classes engage in circle time on a twice daily basis.
- Yard time outs and suspensions have reduced dramatically since term 1 2018.

# Client opinion summary

## Preschool Parent Opinion Survey

- Just over half of the Preschool parents completed the survey, the feedback clearly indicated that more than 90% were extremely pleased with the quality of teaching and learning, support for learning, relationships and communication and leadership and decision making. Some comments included: "Just to keep up the awesome smiles and exciting teaching!" "Welcoming; nurturing and caring", "Individual needs are met well", "I think that Class Dojo is an awesome way of communication to see how and what the children are learning", "AWESOME!" "Strong leadership", "Good communication; I always feel welcome", "Lonsdale Heights peeps have been a massive blessing for me and my family tribe", "My child has enjoyed and developed", "They are ready for school at this preschool".

## School Parent Opinion Survey

- 19 parents completed the survey in 2020. This was a big improvement from the previous year which only saw 6 parents participate.
- Almost 90% of the responses were happy with the teachers, their expectations of learning, their child's safety, the respect shown between students and teachers, student behaviour management and their opinions.
- In 2021 we will endeavor to increase the take-up rate with the survey.

## Student Wellbeing Survey

- The students surveyed were from year 4 to 7. Whilst the cohorts for each year level was small what was evident was a decline in wellbeing which has been evident over the last 2 years.
- Emotional wellbeing has been in a steady decline, engagement with school indicated better results but still in decline and learning readiness was similar.
- Health and wellbeing outside of school was better but overall health was low and has been for a number of years.
- Due the above results planning and discussions with staff and students are underway for 2021 re what things can be done to improve the wellbeing of students at school.

## Staff Perspective Survey

- 20 out of 24 staff participated in the 2020 Perspective Survey. Of the top ten ranged from 91% to 100% were connectedness, collaboration, expert teaching, leadership and climate index and academic climate. The bottom 10 were Site improvement perceptions, voice, shared leadership, academic climate, engagement, goal focus, communication and reward and recognition
- After discussion with staff re the survey, we believe we need to focus on in 2020 site improvement perceptions, goal focus, leadership re clear directions and performance and development re professional growth. All of the above are clearly linked to a succinct and clearly articulated site plan.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1098 - Lonsdale Heights Primary School	100.0%	84.0%	93.3%	100.0%

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 2020 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	2.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.6%
Transfer to SA Govt School	37	94.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Destination comment

**Preschool:**

Clearly the data indicates that in 2017 as with 2020, 100% of school enrolments in Reception came from our own pre-school which clearly was not the case with 2018; we had 84% from our Pre-school and 16% from outside pre-schools. In 2019 93.3% came from our own preschool.

**School:**

It is interesting to note that 37 students or 94.9% of students who transferred in 2019 went to another SA government school. What is not in the data presented is that 38 students transferred into our school from government schools in the same period.

## Relevant history screening

- The site complies with all relevant history screening checks for staff, volunteers and external providers.

# 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	15
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	1.0	9.4	0.0	7.6
Persons	1	10	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,722,988
Grants: Commonwealth	\$10,382
Parent Contributions	\$41,098
Fund Raising	\$400
Other	\$16,476

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

## 2020 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 2020 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	Salary put towards deputy for counselling in their role plus monitoring and reporting of chronic non-attenders, reporting of attendance data each term to parents and contacting parents of children who are late.	Attendance has decreased by 6.6% and unfortunately we attribute this to Covid-19
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
	Inclusive Education Support Program	Additional support for Special Options class students. D level & A level students received both in class and withdrawal from class in literacy & numeracy.	Literacy & numeracy improvements made by 71% of identified students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>(Aboriginal Students): A 0.2 AET salary was used to engage Aboriginal students in the early years one on one re literacy and numeracy.</p> <p>(Numeracy &amp; Literacy &amp; Early Years): Employment of SSO's to work with identified students below Running Record benchmarks in the JP and Primary students below Probe benchmarks. SSO's also engaged in Maths program across the school.</p> <p>(IESP Support): As with numeracy &amp; Literacy funds. SSO's also engaged in Jolly Phonics across the school.</p>	<p>Aboriginal students accessing the curriculum.</p> <p>70% of identified students attaining numeracy and literacy benchmarks.</p>
Program funding for all students	Australian Curriculum	Grant used to moderate re Brightpath and engage in training and development re delivering narrative and persuasive writing.	Australian Curriculum being moderated
Other discretionary funding	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	This money was used to target the early years by putting it towards the employment of an extra teacher in the Junior Primary.	Running records benchmarks were targeted.96% of year ones and twos achieved SEA.
	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	Not applicable

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	<ul style="list-style-type: none"> <li>• The total of \$1850 was utilised to purchase relevant literacy and numeracy resources to help deliver auditory understandings and connect with Jolly Phonics ready for schooling.</li> <li>• Concrete materials were purchased to enable early exposure to counting and patterning.</li> </ul>	Literacy: Children use language, engage with texts and make meaning. Numeracy: Children measure and compare, analyse, read and organise.
Improved ECD and parenting outcomes (children's centres only)	Not applicable	Not applicable
Inclusive Education Support Program	<ul style="list-style-type: none"> <li>• The total of 60 ECW hours were utilised to support students with hearing, speech, behaviour and disability.</li> </ul>	All students mainstream school ready. Two students still require support.
Improved outcomes for non-English speaking children who received bilingual support	Not applicable	Not applicable

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