



Padthaway Primary School and Padthaway Child Parent Centre

2020 annual report to the community

Padthaway Primary School Number: 593

Padthaway Child Parent Centre Number: 1630

Partnership: Tatiara - Wrattobully 2

Signature

School principal:

Mrs Corinne Mowat

Governing council chair:

Sam Ward

Date of endorsement:

20 January 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Padthaway Primary School and Preschool are considered a Category 6 Index of Disadvantage Rural site, with a final enrolment of 58 students and an additional 7 Preschool children. Padthaway Primary School has 14 staff members. The school is part of the Wrattontully Partnership and is set in a rural setting surrounded by agriculture, viticulture and the Padthaway Golf Course and Conservation Park

in the Upper Limestone Coast. At Padthaway School the Student Representative Council (SRC) organises many fundraising activities for students to participate in. Student voice is an important aspect of the school and is used to help map

the directions for the future years.

Students with access to School Card account for 15.5% of the student cohort.

Our cultural complexity is small with no English as Second Language students. There are three Aboriginal/ Torres Straits Islander

students in the Primary School and two attended Preschool, one as a 3 year old. The School has a recognised disability support cohort

representing 6.8% of our students.

In 2020, the site was in the second year of the 3-year Site Improvement Plan cycle, focused on enhancing student outcomes in both reading and writing from R-7. The school implements a whole site approach to spelling, writing and reading comprehension.

The staff attend trainings to support these changes to site practice and work collaboratively to make the adjustments and teaching as consistent as possible to improve student outcomes. The Pat testing for Year 3-7 students showed significant improvement. The number of students achieving above standard increased in Reading from 15.5% to 74% and in Maths 13% to 79% both within just 1 year. Due to our outstanding collaborative practices causing significant growth for students, our site was selected to be a part of a 3-year pilot called Bright Spots Schools Connection. It focuses on collaborative leadership and teaching for learning improvement in rural and regional schools. This pilot is to further enhance our collaborative work, by providing the opportunity to create a network with other chosen sites within our state, country and then internationally over the next three years.

Staff member Nicole Bajszki delivered the Preschool and Playgroup instruction. Hannah Davey resumed her role as the R/1 Teacher, Hannah Clothier continued at the site as the 2/3 Teacher, Rebekah Duell joined the site as the new 4/5 Teacher and Ebony Capurso returned (3 days a week) as well as new teacher Prue McFarlane (3 different days a week) to co-teach the 6/7 Class. Hannah D and C covered each other for NIT as their classes combined after lunch to become a R-3 Class. The 4/5 and 6/7 Teachers' NIT was covered by Prue McFarlane (1 day) and the principal Corinne Mowat (5 lessons).

The Preschool continued to run fortnightly Playgroup sessions on Tuesdays of even weeks. The connection Preschool aged students have with others, their environment and their educator has become more evident. With a small cohort, the support for developing their social and emotional skills has been highly individualised. Preschool continues to broaden student horizons and children are developing early learning skills. The children were able to engage with the Preschool environment to its full potential for the full length of the year.

Students continued learning Indonesian through Open Access College.

Finance and Administration Officer Kirilie Turner continued in her role. School Service Officers Byron Edwards and Tammy Mathews continued their work at Padthaway Primary School. Troy Mathews continued as Groundsperson. This year Lissy Orton also joined the site as a School Service Officer.

Pastoral Care Worker, Lisa Graetz, continues her role at Padthaway School. She was able to demonstrate the huge contribution to

the wellbeing of all students and staff. Lisa's time on site was for 8 hours a week, split between Monday and Thursday. She was

flexible with her working days to ensure she could attend important learning experience such as Athletics Day and Year 4 -7 Camp

to support the students involvement and confidence with these experiences.

The Student Representative Council held a number of fundraisers and were able to donate funds to the Uniting Church and TLC for Kids. They were also successful in fundraising for the school, purchasing 5 new outdoor bench seats to replace the old deteriorating ones as well as sponsor the Year 7 Graduation Lunch.

Governing council report

We thank Nicole for her work in our Preschool this year. The Preschool at Padthaway will continue next year as an integrated service with the R/1/2 Class. This has already begun with transition and has been working very well under Nicole and Hannah Davey's management. We also thank Hannah Davey for her guidance and support of our R/1 students this year, Hannah Clothier for a great year with our 2/3 Class, Bek Duell for her achievements in the 4/5 room and both Prue and Ebony who enjoyed their co-teaching of the Year 6/7s. Thank you to all our teachers! There have been a lot of changes to get used to with home schooling, online platforms and eagerly awaiting tomorrow's emails from the department to see what new changes we need to adhere to. 2020 has been like no other and they have all showed tremendous leadership and governance.

We also must give thanks to the incredible team of SSOs who work in our school. Thanks to Tammy Mathews, Byron Edwards, Lissy Orton and Kirilie Turner for being there for our students and providing all the extra support they may need.

As proud members of our school and community, I think it is important that we all recognise the elite achievements of our school over the past twelve months despite the challenges Covid-19 has thrown our way. The following will give some understanding of the calibre of staff we have at Padthaway and the changes being made by Corinne and her team:

- The 2020 focus for improvement was to increase student comprehension skills and in turn their ability to read and understand different types of questions. These skills were the key teaching focus in weekly Guided Reading sessions across the school, which were planned and implemented as a result of strategic teacher collaboration and professional development each term. The improvement with comprehension and questioning skills showed significant growth in Reading and also supported learning in other areas

- One data set that shows the significant impact that this improvement focus has had is Yr 3-7 standardised testing. The number of students achieving above standard increased in Reading from 15.5% to 74% in a year and in Maths 13% to 79%. Our students really are striving for excellence and their dedicated teachers are driving the changes to help them get there!

- Our site is also 1 out of only 12 schools in South Australia that has been selected to be a part of a 3-year pilot called Bright Spots Schools Connection. It focuses on collaborative leadership and teaching for learning improvement. The selected schools were recognised for their achievements with strategic, collaborative site-based work on teacher expertise to enhance learning. This pilot is to further enhance that collaborative work, by providing the opportunity to create a network with other chosen sites within our state, country and then internationally over the next three years. The inter-school connections will empower school leaders to continue advancing the site's work and build a network of exceptional educators, ensuring best practice for teaching and learning.

It's no surprise that our school is being noticed by our education department and all credit to Corinne and her team, that little old Padthaway will be a part of a group leading innovative teaching practices in education. These are achievements we should as a community feel proud of and spread the word about when speaking with friends and family from afar.

We also have two other major congratulations to announce! Congratulations are in order for the exciting news that Hannah Davey her partner Ethan Vogelsang got engaged this year and are to be married next year. We were also all very excited to hear that Prue McFarlane and her partner Jake Wilks are expecting their first child in January and congratulate them on beginning the adventure of parenthood.

Although it has been an outstanding year at Padthaway Primary and one that will not soon be forgotten, unfortunately we will also be saying farewell to some of the staff. We farewell and thank Nicole Bajszki our Preschool teacher, Prue McFarlane as she heads off on maternity leave and Olivia English, our now previous Principal. Olivia came to our school as a teacher seven years ago in 2013. After three years of teaching, you became our Principal and we thank you for all you have done for our school and students. Olivia has put numerous programs in place over the years with focus on improved learning.

Last but certainly not least, we also farewell our Year 7s as they transition into high school. Congratulations on successfully completing their primary education at Padthaway:

- Blake Healy
- Lily Mathews
- Chloe Hewson
- Ben Tiver
- Callum Hancock
- Xavier Rothe
- Abigail Charlick
- Kobi Laffan – Greenman

We wish them all the very best for their future.

School quality improvement planning

This year the 7 Preschool children have become more confident and descriptive communicators. The 2 more hesitant contributors and communicators that gave little interaction particularly during group time and reading, now engage with excitement and willingly become involved in verbal play and group conversations. Each term the educator's planning, nudges, observations and recording became more intentional, reflective and responsive. As the educator's approaches developed and adjusted over time, conversations recorded from observations and sprints showed evidence that most children are able to independently use the introduced Tier 2 vocabulary and apply it in other play contexts. Those who did not do it independently could still do so with prompting and share their understanding.

Preschool improvement planning - review and evaluate

Despite challenges that impacted the way we teach and students learn this year due to COVID-19, our site was able to remain focused on site improvement and on track with our SIP actions to work towards achieving our set targets. In the absence of NAPLAN data for both reading and writing this year which were our set target indicators, we had to use other formative and summative assessments to help us determine student achievement and growth from R-7. For student achievement in writing, we used their weekly Big Write work samples and termly Cold Write Assessment data. Analysis of these showed that across the school all students increased by at least 1-2 levels on the Criterion Scale which was more significant growth than in 2019 and that it was reflected that students' ability to write more complex sentences, include more advanced Vocabulary, Connectives, Openers and Punctuation, engage readers with use of 7 Steps to Writing Success techniques and employ the necessary features and structures of different text types had greatly developed. Although this is positive growth within a year, especially compared to 2019, our focus in 2021 needs to be on how teachers support students' writing achievement through teacher quality feedback, conferencing and support to set individual goals. Currently teachers do provide feedback but want to enhance their expertise in this area as they have seen such success with reading and comprehension through conferencing and feedback in 2020 and feel students have greater potential with their writing. Next Year they would like to sprint on Guided Writing/Writing Conferences and attend the Day 2: 7 Steps to Writing Success Workshop to support their feedback and tracking of student ability and need, in turn the students' development with writing.

Our site improvement focus on student achievement in reading by enhancing their comprehension through Guided Reading was exponentially more successful in 2020 than our initial year in 2019. Guided Reading was our focus for Teaching Sprints and we were able to analyse, PAT- R data, Fountas and Pinnell data, comprehension tasks and Guided Reading notes for each individual child to provide our evidence of impact. The PAT-R data was a clear indicator of teacher impact on learning as a result of enhancing teacher expertise in the area of Guided Reading. In 2019, student achievement in Years 3-7 compared to the SEA was 17.7% below, 66.8% at and 15.5% above. In comparison to this data, in 2020 students showed significant growth across the whole school. In relation to the SEA this year, students' achievement was recorded as 15.78% below, 10.52% at and 73.68% above and it was noted that the students below SEA were all students already identified with a One Plan and receiving intervention. With teachers' strength with guided reading planning, routine, implementation and recording, it was identified that to continue momentum with reading in 2021, that further learning associated with the Fountas & Pinnell Literacy continuum would be beneficial. Elevating the teachers' understanding of children's development of comprehension to further enhance the specificity of their planning and support for student with guided reading.

Improvement: Aboriginal learners

The Aboriginal Learners in our school were supported by an SSO 1:1 or in a small group (2 or 3 students) outside of their regular classroom. This occurred twice per week, focusing on skills with phonics, reading and spelling. The SSO and students worked with the MiniLit or MacqLit programs depending on development level as well as teacher provided resources, to build these skills across the year.

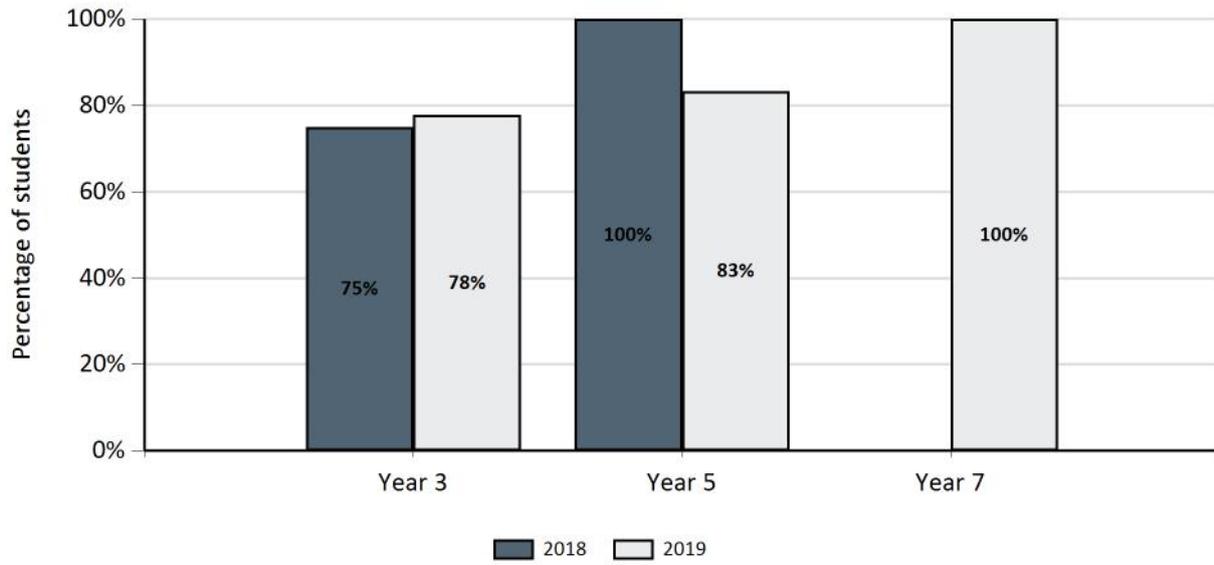
Teachers tracked individual children's goals and development throughout each term and had termly meetings with the leader to record the setting of new goals for each of the Aboriginal students in their class relating to reading, writing and Maths. The leader kept this termly accumulating document of goals and progress for each of the children. The children were able to effectively set personal goals fortnightly and termly for writing. They achieved these goals with varying independence and had SSO support and teacher guidance when necessary. In PAT-R data one of the students achieved a scaled score of 92 which was nearly their set goal score of 95. Another student achieved a scaled score of 126.2 which greatly exceeded their set goal score of 118.

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

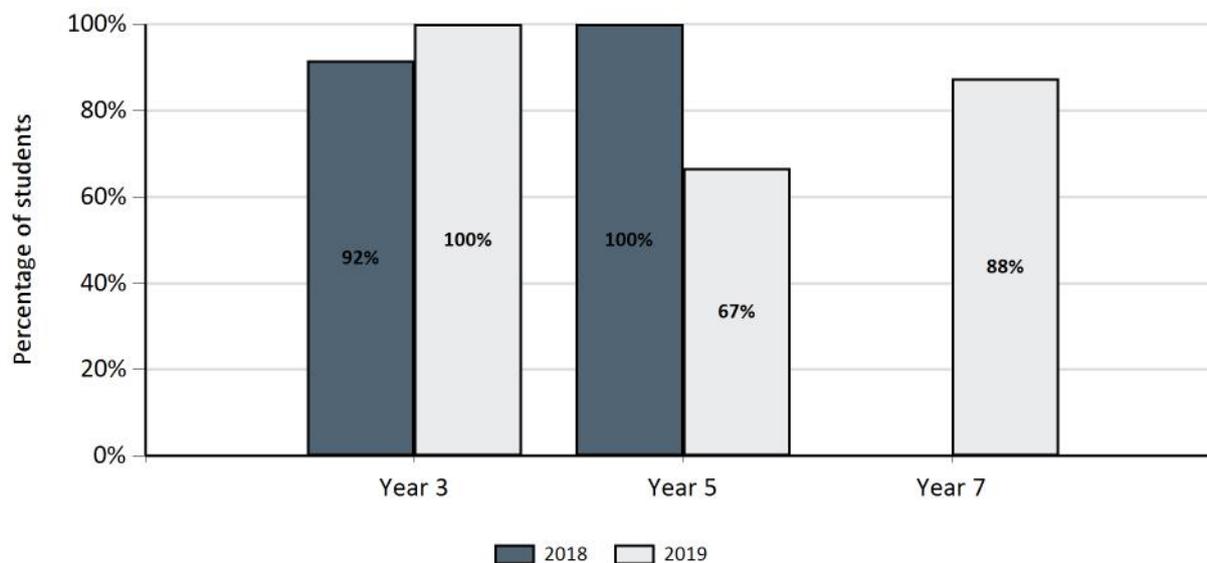


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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%.

Numeracy

| 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%.

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 3 2019 | 9 | 9 | 3 | 1 | 33% | 11% |
| Year 3 2017-2019 Average | 8.0 | 8.0 | 2.0 | 2.3 | 25% | 29% |
| Year 5 2019 | 6 | 6 | 0 | 1 | 0% | 17% |
| Year 5 2017-2019 Average | 6.7 | 6.7 | 1.7 | 1.3 | 25% | 20% |
| Year 7 2019 | 8 | 8 | 1 | 3 | 13% | 38% |
| Year 7 2017-2019 Average | 6.3 | 6.3 | 1.3 | 2.7 | 21% | 42% |

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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

Padthaway Primary School has a small cohort of students and with regard to meaningful averages for diagnostic testing, it is not informative to compare small student cohort numbers from year to year. The School partook in the PAT diagnostic tests in areas of Literacy and Numeracy for students in Years3-7. These tests provide teachers with an additional data set to inform teaching and learning for students. Our key motivation as a School community remains moving the students below SEA to meet the standard and pushing those meeting SEA to achieve above. This was demonstrated in 2020 in PAT results with majority of student results reaching above standard compared to previous years, however it is still a focus for Padthaway. The continuation of MacqLit and MiniLit has seen students in the Lower bands improve in spelling and reading comprehension and this will still be implemented in 2021. Student achievement continues to improve at Padthaway School. As in previous years, we aim to ensure all students improve by 1 year or more in Literacy and Numeracy each year.

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 100.0% | 100.0% | 100.0% | 97.1% |
| 2018 centre | 87.0% | 86.2% | 94.3% | 92.0% |
| 2019 centre | 100.0% | 100.0% | 93.3% | 80.7% |
| 2020 centre | 100.0% | 92.0% | 91.5% | 10.7% |
| 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 | 92.0% | 94.3% | 92.6% | 93.3% |
| Year 1 | 93.0% | 88.1% | 92.2% | 90.9% |
| Year 2 | 93.2% | 91.5% | 91.4% | 93.2% |
| Year 3 | 96.1% | 92.7% | 91.3% | 87.2% |
| Year 4 | 92.9% | 93.0% | 96.4% | 88.4% |
| Year 5 | 93.2% | 96.3% | 94.4% | 95.8% |
| Year 6 | 94.3% | 92.7% | 93.9% | 93.1% |
| Year 7 | 94.1% | 90.1% | 94.5% | 93.2% |
| Total | 93.5% | 92.6% | 93.6% | 92.4% |

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

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

Attendance comment

At Padthaway Primary School we have documented protocols that are followed by Staff regarding student attendance. Written notes are required for non-attendance. In addition, families contact the School when a student is not able to attend that day. Non-attendance is addressed within 2 days. Attendance is impacted by family holidays, farm-related events, medical appointments and sport commitments. Specifically, when a child in a local family requires a medical appointment away from Padthaway, siblings are often withdrawn from school due to limited support for students to attend care outside of school during mornings and evenings. Attendance is managed through follow-up phone calls to homes. In addition, the School reports to parents about overall attendance through report cards. Completion of attendance slips is a priority for teachers in their morning classroom routine in an effort to reduce unexplained absences. The Preschool children make up 10.7% of the Preschool and Primary combined site attendance.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 7 | 7 | 7 | 7 |
| 2018 | 6 | 6 | 6 | 7 |
| 2019 | 3 | 3 | 4 | 5 |
| 2020 | 7 | 7 | 7 | 7 |

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

At Padthaway Preschool we have documented protocols that are followed by Staff regarding student attendance. Written notes are required for non-attendance. In addition, families contact the School when a student is not able to attend that day. Non-attendance is addressed within 2 days. Attendance is not an issue for the Padthaway Preschool for all families, however attendance can be impacted by family holidays, farm-related events, medical appointments and sport commitments. Specifically, when a child in a local family requires a medical appointment away from Padthaway, siblings are often withdrawn from school due to limited support for students to attend care outside of school during mornings and evenings. Children attended Preschool with a teacher in the Preschool space 2 days a week in even weeks and 2.5 days a week in odd weeks.

Behaviour support comment

Behaviour at Padthaway Primary School has been generally positive for 2020. There were two separate occasions in the first semester when reciprocated bullying was made apparent, each occasion relating to different sets of students. The School responded in the manner required and in consultation with the Education Director. These concerns and outcomes were communicated with parents, worked through with students and monitored, with no further concerns arising in regards to these instances for the remainder of the year. Students continued to grow in their learning. Student voice is a priority and although teachers may need to step in at times, these issues are minor and student interaction and problem solving is encouraged. Staff identified that they want to have a continued focus on wellbeing in 2021 to ensure that anti-bullying, resilience and problem solving continue to be thoroughly taught and encouraged.

Client opinion summary

In 2020, staff, parents and students comfortably and openly expressed concerns, sought support and engaged in conversations about learning with leadership. Staff feedback that was received about leadership support was positive, acknowledging that regular and ongoing contact with them regarding interactions and resources to use with students and families strengthened working relationships and ensured they felt reassured of professional decisions.

It was noted in 2019 that more observations of teaching by leadership would be beneficial to provide feedback and enable staff to enhance their individual practice. This was addressed in 2020 with the leader formally observing each of the teaching staff during Guided Reading twice in the year and then providing quality written feedback. The leader also did informal observations all throughout the year with verbal feedback. The Staff were greatly appreciative of these observations and also eagerly participated in peer observations.

Staff morale has remained high due to support from colleagues and leadership despite stresses created by COVID-19. This has been evident during professional discussions, meetings and feedback.

Student led decision-making process remained a key focus in 2020. The SRC ensured that school information which impacted students was discussed, questioned and reported back to classes. SRC also communicated a range of ideas and student opinions to leadership and other council members which they had collected during weekly class meetings. These ideas and opinions involved fundraising, sporting rules, class responsibilities and solutions for issues as they arose. Listening to and providing opportunities for student voice is an important focus for Padthaway School, with majority of student feedback being positive.

From parent feedback received, the responses have been positive overall. Parents feel confident to speak with staff and leadership about their child's schooling, are interested in the progress the school 2020 programs have made and are satisfied with the learning experiences and extra opportunities provided for their child in both primary and preschool. It was expressed that an area for improvement in primary school was to engage more of the local trades and professions to visit the school for information sessions or for children to go on excursions to those businesses, supporting our students to have an in-depth learning about business, agriculture and the local area. This was made difficult in 2020 due to COVID-19 restrictions and changes as well as less time after online learning in late Term 1 and early Term 2. This will be incorporated more easily into teacher planning in 2021.

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|--------|--------|--------|--------|
| 593 - Padthaway Primary School | 100.0% | 100.0% | 100.0% | 100.0% |

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Intended destination from School

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 0 | NA |
| Interstate/Overseas | 2 | 14.3% |
| Other | 0 | NA |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 12 | 85.7% |
| Unknown | 0 | NA |
| Unknown (TG - Not Found) | 0 | NA |

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

Destination comment

All 8, Year 7 students will attend Naracoorte High School for their Year 8 education. The School has negotiated a transition program with Naracoorte High School. The students were prepared for starting Year 8 through 2 days of attendance at Naracoorte High School to familiarise themselves with the school and fellow students attending from other schools.

Relevant history screening

During the year all relevant staff and volunteers underwent relevant Working With Children Checks or transferred their still current Criminal History Screenings to the new WWCC. This process included all volunteers and Governing Council members.

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 | 6 |
| Post Graduate Qualifications | 1 |

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 | 0.0 | 5.2 | 0.0 | 2.9 |
| Persons | 0 | 6 | 0 | 5 |

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

Financial statement

| Funding Source | Amount |
|----------------------|----------|
| Grants: State | \$0 |
| Grants: Commonwealth | \$11,250 |
| Parent Contributions | \$26,655 |
| Fund Raising | \$8,129 |
| Other | \$4,981 |

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 | Resourcing whole-school wellbeing activities once a term, weekly Wellbeing lessons and supporting three Upper Primary students to enhance student wellbeing (Wellbeing Ambassadors) through events and mini lessons. | Increased engagement and independence with challenges and problem-solving. |
| | Improved outcomes for students with an additional language or dialect | - | - |
| | Inclusive Education Support Program | 1:1 or small group support with SSO instruction to improve student outcomes and achieve individual goals for children with disabilities as well as speech, learning, social, emotional and gross/fine motor difficulties. | Students collaboratively reaching academic, physical, speech and social goals. |
| Targeted funding for groups of students | <p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p> | <p>Staff training targeted at areas identified in SIP and individual PDP meetings. Implementation is monitored to ensure training is applied to benefit students outcomes.</p> <p>Purchasing of classroom resources and literacy intervention programmes continued to ensure classroom and small group instruction remains in line with site and partnership expectations. Early Years continued to use funding to support playful pedagogies.</p> <p>SSO tuition of small groups or 1:1 focused on reading and comprehension.</p> | <p>Improved student PAT and reading results as well as engagement and contact time with teachers during Literacy and Numeracy.</p> <p>Continued Literacy interventions.</p> |
| Program funding for all students | Australian Curriculum | Literacy resourcing and training to ensure curriculum is taught extensively and in an interactive way. | Resourcing provided for all, supporting implementation and engagement. |
| Other discretionary funding | Aboriginal languages programs Initiatives | Three Aboriginal students were carefully planned for, supported with explicit 1:1 Literacy intervention and an individual learning plan was developed for each of them. | Students were developing and achieving termly SMARTAR goals. |
| | Better schools funding | Funding was used to ensure small class sizes with four classes established across the School. This has meant that the ratio of students per class teacher is fewer than stipulated by DfE and enhanced student development. | Relevant resources provided for all classes to teach curriculum comprehensively. |
| | Specialist school reporting (as required) | - | - |
| | Improved outcomes for gifted students | - | - |

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 | Children were exposed to and engaged with a wide range of experiences to extend their literacy and numeracy skills through playful pedagogies. Students development supported through story tables and book making in particular. Funding was used to support educator training around playful pedagogies and student resources. | QA1, QA3, QA5, QA6 All these outcomes were addressed and improved through using funding to engage students with Playful Pedagogies. |
| Improved ECD and parenting outcomes (children's centres only) | - | - |
| Inclusive Education Support Program | Some Preschool children worked 1:1 with an SSO to improve outcomes particularly with speech. Families were also engaged with support services where required. | The supported students were engaged and had significant development, particularly with speech. |
| Improved outcomes for non-English speaking children who received bilingual support | - | - |

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