Grange Primary School

2022 annual report to the community

Grange Primary School Number: 1022

Partnership: Western Adelaide Shores

		Signature
School principal:	Mr Grant Small	*GR Small*
Governing council chair:	Mr Paul Pearce	*PJA Pearce*
Date of endorsement:	**20 December 2022**	

Government of South Australia

Department for Education

Context and highlights

Grange Primary School is a western suburbs of Adelaide category 6 school. In 2022 we started the year with 696 students in 26 classes, Reception to Year 6. Student numbers dropped from the previous year due to year seven cohort of students moving to schooling in secondary settings from the start of 2022.

The student population included-
* 15% school card holders
* 29% students with English as an Additional Dialect
* 4% students with a verified disability and
* 2.5% Aboriginal students.

The 2022 school year will be long remembered as a year of much progress, success and achievement.

Our $6,000,000 capital works project was completed in late September. Three senior classes and the school library/innovation centre moved into the new space from the start of term 4. Our builder Sarah Constructions, architect JPE and Department for Education did an amazing job keeping to the timeframes to complete the project in 9 months- from demolition to moving in.

Grange Primary School was highly successful in major state-wide curriculum competitions, including-
 • Primary Mathematics Association (PMA) Challenge- 7 State winners - Reception (rooms 2 and 3), Year 1 (rooms 21 and 22), Year 2 (room 29), Year 3 (room 8), Year 4 (room 9), Year 5 (rooms 35 and 37) and Year 6 (room 15)
• South Australian Mathematics Talent Quest (SAMTQ) competition – Year 3 prize winner- Room 8, Year 3, "Car Wash Investigation", and subsequent year 3 National winner. Year 3 teacher Chanel Polese was also awarded the prestigious best teacher planning award for South Australia.
• Commissioners Digital Challenge - GPS won 2022 High Achiever School in Digital Skills
• Statewide Year 5 debater of the year- Grace Cha
• DfE Young Scientist of the Year Award - Chloe Zuo and Hanyue Li
• ICAS results- *Australian Mathematics Competition (AMC) - 59 students participated in the competition, the most of any previous year. Lori Li received a Prize result, placing her as one of the top students across South Australia.
• ICAS results- 94 students participated in one or more of the 6 ICAS assessment (Writing, Digital Technologies, Science, English, Spelling Bee and Mathematics). Across the test there were 3 High Distinctions, 12 Distinctions and 24 Credits. Notable student results were Edwin Cha, who received a Distinction for all 6 tests, Zoe Zuo, who received a High Distinction in English and Lori Li, who received a High Distinction in Mathematics and Digital Technology and received a Medal award for her outstanding score in the Digital Technology test.
•City of Charles Sturt, Mayoral Make a Book competition- well over half the winning entries from all schools (public and independent) in the City of Charles Sturt were from Grange PS. The school achieved a total of 24 winning entries from students across year levels.

The Colour Fun Run event was a huge fundraising success and supported a local business.

Towards the end of the school year, as Grange PS principal I was presented with public education "Leader of the Year" award for 2022. This award acknowledges the work of the principal in building staff and leadership capacity, world leading practices in mathematics and technologies and collaboration with community. It is an award that recognises and celebrates the work of the entire Grange Primary School community. The transcript of the award nomination and success is recorded below.

Winner- Grant Small, Grange Primary School

"Empowering his students and staff delivers exceptional outcomes.

Grant has had an exemplary career in Education that has spanned over 4 decades. Now in his 8th year as Principal of Grange Primary School, Grant's had significant, positive impact on school culture and achievement. His vision for world class encompasses staff and students alike and is being actively realised. Seeing all staff as leaders and all students—whose voices are sought to continuously improve teaching and learning—as active contributors to their own education, Grant has a strong ability to build capacity to generate results. Under Grant's mentorship, 10 of his middle level leaders have gone on to be principals.

Grant achieved significant data-verified success at Grange Primary School through reconfiguring the leadership structure. He transitioned the structure from management to instructional leadership. Grant also prioritised strengthening curriculum coaches in Mathematics and English to focus on improving student engagement and achievement. This success is shared across the portfolio and across the state as Grant actively shares his own learning and encourages teachers and leaders to visit Grange to observe teachers and share practice. This includes developing a sister school relationship with primary schools in Singapore in Mathematics. Grant has led the school in using technology and this year the school capital works program will focus on building an Innovation Centre which will include a lumination lab – the first in any stand-alone primary school."

Governing council report

In the blink of an eye, 2022 is nearly behind us. In this report we'll reflect on a busy year, noting it was a year emerging from the COVID-19 Pandemic with new challenges, opportunities and achievements to celebrate.

Student learning remains our highest priority at Grange Primary School, and this focus was observed and upheld in all Governing Council deliberations throughout the year. We witnessed the introduction of learning methods that are bringing out the best in our students. Our students represented our school in a range of state-wide competitions, performing at the highest levels amongst their peers. This could not have been achieved without the commitment of the school staff, supported by an equally driven team of instructional leaders and coaches. Without exception Grange staff are motivated to deliver the best learning outcomes for our students, with the focus not on winning awards but ensuring each student is able to develop a comprehensive understanding for all learning outcomes. Staff enthusiasm is transparent and infectious, and this has translated into high levels of student attendance and engagement.

Our school values of respect, best effort, and being kind, were championed and frequently demonstrated by school leadership, staff and students. This was evident from the very beginning of the year as school, OSHC and canteen staff worked diligently provide services under the final difficult phases of COVID restrictions. We are particularly grateful to our SSO staff who stepped forward to fill key vacancies during the year without any disruption to school services.

We are delighted to have Grant Small extend his role as Principal at our school and welcome the strategic vision and experience he brings to his leadership role. Grant is an exceptional and thoughtful leader and enjoys the support of an equally talented and motivated staff. This year, Grant was recognised for his exemplary leadership, awarded South Australia's Education's Leader of Year, in recognition of his positive impact on learning outcomes at Grange Primary School.

We also celebrated the completion of our greatly anticipated $6M capital works program. This program, constructing a new library and learning centre, three new classrooms, upgrading downstairs toilets and surrounding amenities, was delivered in budget and on time, resulting in our students benefiting from the new facilities in Term 4 this year. We are particularly excited to be the first primary school in Australia to have an immersive technology Lumination Lab, which expands the learning opportunities for our students. Many other parts of the school were upgraded this year, as we work to uplift the teaching and learning environment to a consistent standard across the site.
The school business continued operate smoothly thanks to our hardworking and diligent SSO staff. We received another unblemished report from the annual department financial audit. Moreover, the school received all material and services payments for the calendar year in full. This is an exceptional outcome.

The Governing Council resumed regular face-to-face meetings this year, welcoming new members and reinvigorating efforts across subcommittees. This year we established a new Sustainability Subcommittee, to engage our students as future custodians of our environment. On behalf of the Governing Council, we would like to recognise and thank the staff who joined us throughout the year, Grant for his tireless work, and our parent members who all volunteered their time, their passion and their support. It was such a joy to bring back popular community events including the colour run and ninjathon and sports day.

We are excited to embark on the next chapter of growth, learning and success for all of our students, our staff and engaging the parent community in 2023.

Paul Pearce, Chair – Governing Council
Kristie Johnson, Deputy Chair – Governing Council

Quality improvement planning

Throughout the year we have seen progress in student learning in the Site Improvement Plan (SIP) Priority areas of mathematics, reading and writing. Evidence of this progress and success includes our achievement results (PAT Maths, PAT reading, Bright Path writing, NAPLAN, A-E results) and student engagement feedback.

Our amazing curriculum competition achievements involved students across many classes, through their whole class learning programs and is clear evidence of the outstanding learning in the Site Improvement Plan priority areas of Mathematics, Reading and Writing. The work of our instructional leaders in working with all teachers as coaches and mentors is clearly having a very positive impact on student achievement, student engagement, dispositions and teacher capacity building.

Teams of teachers worked collaboratively, learning from and alongside each other which has built teacher capabilities and has accelerated school improvement. Extra curricula activities for the Silent Film competition, Sir Oliphant Science competition, $20 Boss, debating and chess generated much student success, fun, celebration and engagement.

In English, our writing goal saw much progress and success in using consistent scaffolded practices of Bookmaking, Writers Workshop, and the Seven Steps to Successful Writing to enable the explicit teaching of writing. The Bright Path Ruler assessments and moderation were used for every student. Achievement information from writing conferences and use of the Bright Path Ruler supported teachers to use evidence to inform practice.

In the early years through the use of Writer's Workshop students were highly engaged in making books. This practice strongly built upon the work of our local preschools and enables a close connection and smooth transition for children between preschool and school.
The literacy coaches worked collaboratively with teachers across the school, stretching teacher practice and student achievement, celebrating progress and sharing back practice with other educators.

Mathematics
Significant progress and success is evident in student mathematical learning. State and National prize winners through whole class entries demonstrates high levels of student success and engagement but also exceptional teacher collegiality, sharing of practice and building of great teacher capacity. The Mathematics coach worked with classes across the school. Perception feedback from students shows a much more positive disposition and enjoyment of mathematics. Leaders, through walk and talk throughs and "Leader Lunches" (lunch time conversations between students and leaders), see a positive change in use of a more interactive, engaging, authentic, differentiated mathematics teaching practice across the school.

Our Site Plan focus of reading, writing and mathematics improvement is supported and further stretched through the use of technologies as a tool for learning. Our new capital works project building incorporates a Lumination Lab for immersive technologies. This is particularly exciting for our school community as this is the first Lumination Lab in the world to be in a-
• stand alone primary school
• new build space
• flexible open plan space

Our work with immersive technologies as tools for learning is starting to be recognised outside the school as world leading. Immersive technologies, as a key tool for learning the curriculum also greatly assists engagement of learners in authentic tasks.

What have we learnt?
The coaching strategy has proven to be a highly successful differentiated approach to teacher professional learning. As the expertise of teachers has been built we are seeing a growth in student achievement. A larger percentage of students achieve in the high bands, as evidenced by A-E grades and PAT testing in English and Mathematics. A further outcome is the capacity that has been built amongst teachers. Grange teachers have shared practice with colleagues at Grange, across the partnership, portfolio and state wide.Year level and specialist teaching teams have gone deeper into collaboratively developing and implementing units of work and then sharing of assessment and moderation evidence.

To better describe progress and identify next steps a finer grained 5 point scale of Site Plan progress was used rather than the 3 level traffic light scale provided in the SIP. Closer linking of the site plan priorities and teacher professional development plans developed greater teacher ownership and commitment to the site plan improvement areas.

The use of the High Impact Teaching Strategies (HITS) generated significant improvement, particularly in setting goals, explicit teaching, metacognitive strategies and differentiated teaching. In mathematics "structuring lessons", warm up/body of lesson and wrap up" generated growing consistency and high improvement impact. The High Impact Teaching Strategies will continue as a focus on the Site Improvement Plan for 2023.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
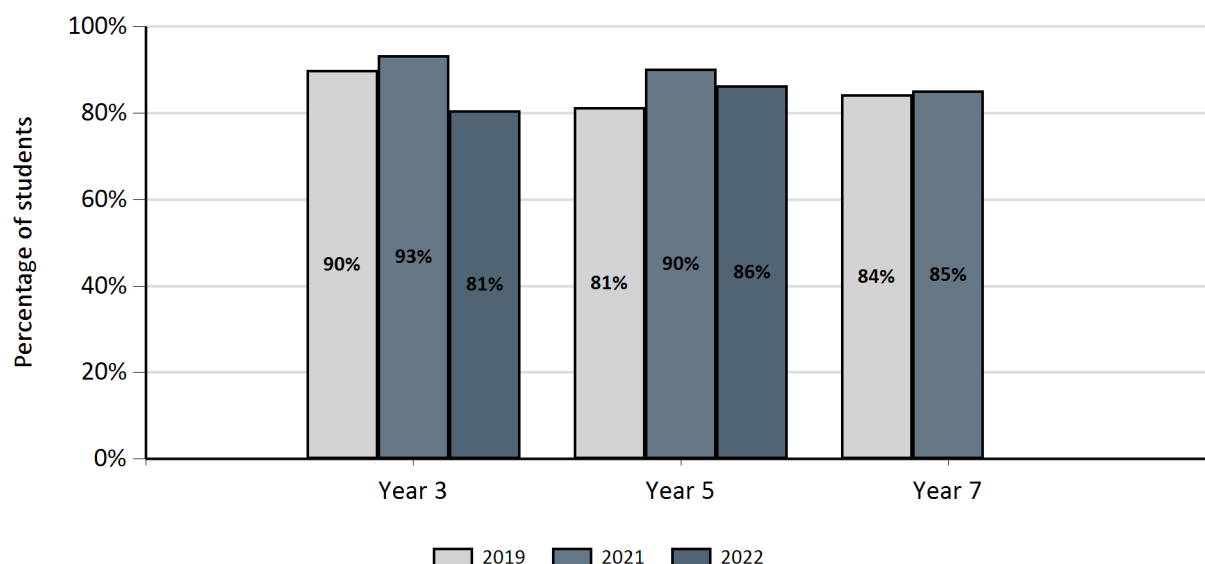
Reading
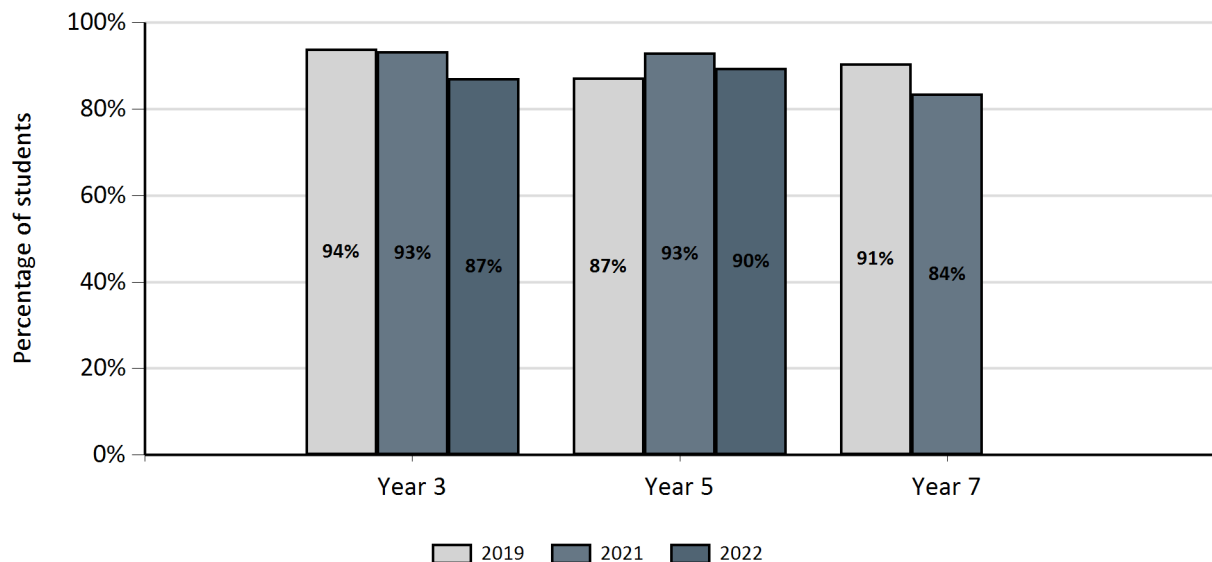
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	93	93	52	37	56%	40%
Year 03 2021-2022 Average	99.0	99.0	57.5	37.0	58%	37%
Year 05 2022	96	96	39	31	41%	32%
Year 05 2021-2022 Average	99.0	99.0	39.5	31.5	40%	32%
Year 07 2021-2022 Average	61.0	61.0	20.0	21.0	33%	34%

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
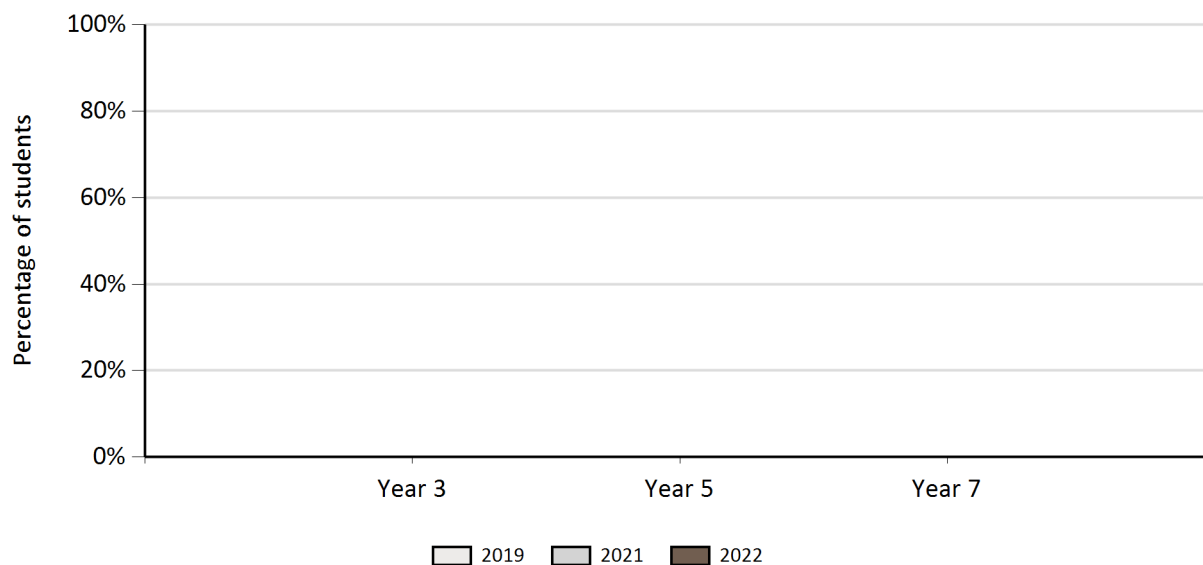Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
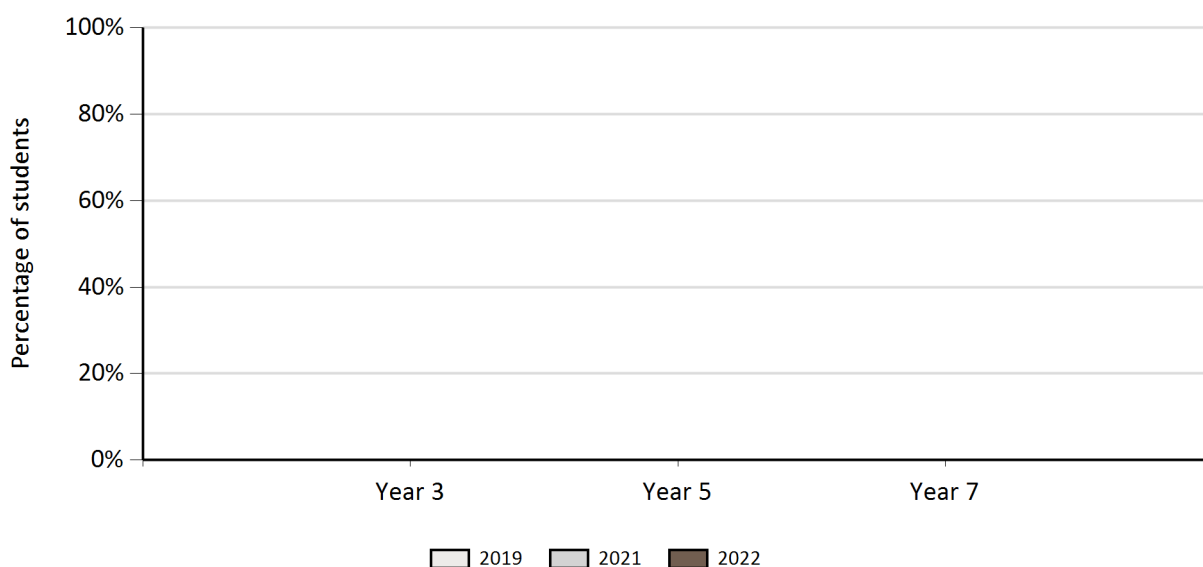Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

Our new Aboriginal Community Engagement Officer (ACEO), Aunty Elaine has had a significant positive impact through engaging and working alongside teachers and support staff. An outstanding Aboriginal mural was designed by a group of senior Aboriginal students and other students to tell a story about learning and community. The site chosen was outside Aunty Elaine's work space/office to highlight this a safe and supportive space that was easily identified. Thank you to Aboriginal artist, Scott Rathman for this excellent art work that tells the story of connecting with our communities.

The resource "Our Land, Our Stories" was purchased and its implementation in classrooms was supported by Aunty Elaine.

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

Teacher capacity has been significantly built in mathematics and literacy and in differentiating practice to stretch achievement of all students. A year 4 Aboriginal student achieved very highly in the top two of 100 year 4 students at Grange in PAT Maths testing. A further Aboriginal student in year 6 also was a very high achiever in his cohort.

The Our Land Our Stories resource was used across the school and added much value to the work of teachers to confidently incorporate Aboriginal perspectives across the curriculum to enable quality teaching.

School performance comment

Achievement Grades
Student A-E achievement reporting indicates student achievement and effort for each of the 8 key learning areas taught and assessed. A student is considered to be working at the Standard of Education Achievement (SEA) if they achieve a 'C' grade or above ('B' or 'A') for their achievement.In 2022 there are roughly 100 students at each year level.
Below are the percentages of students who were at or above SEA for English.
Reception – 85%
Year 1 - 78%
Year 2 - 88%
Year 3 - 84%
Year 4 - 95%

Year 5 - 95%
Year 6 - 99%
Below are the percentages of students who were above SEA for English and achieved either a B or an A for their English achievement grade.
Reception – 47%
Year 1 - 45%
Year 2 - 40%
Year 3 - 49%
Year 4 - 50%
Year 5 - 50%
Year 6 - 66%
Below are the percentages of students who were at or above SEA for Mathematics.
Reception - 94%
Year 1 - 83%
Year 2 - 84%
Year 3 - 85%
Year 4 - 93%
Year 5 - 97%
Year 6 - 98%
Below are the percentages of students who were above SEA for Mathematics and achieved either a B or an A for their Mathematics achievement grade.
Reception - 56%
Year 1 - 50%
Year 2 - 44%
Year 3 - 50%
Year 4 - 55%
Year 5 - 49%
Year 6 - 52%

Phonics Screening- Year 1
Students in Year 1 completed the phonics screening check. Phonics is the relationship between letters and sounds. The phonics screen assess how students are progressing in phonics. 93% of all year 1 students achieved the benchmark and above levels for the phonics screen. This is consistent with last year and demonstrates that we are maintaining very high achievement and significant growth over the past three years.
Students who did not meet phonics benchmarks were given additional intervention to support their phonics growth.

Brightpath
This is the sixth year of using Brigthpath to measure students' individual progress in writing. Students completed narrative, persuasive and informative texts. The school achieved impressive effect sizes across Year 3-6, including 0.84 for year 3 and 0.48 for year 6 in the persuasive writing assessment and 0.78 for Year 3, 0.59 for year 4, 0.62 for year 5 and 0.93 for year 6 in the information report assessment. Some individual classes recorded effect sizes of over 1.0 within a term of teaching.

NAPLAN
The NAPLAN assessments were completed early in term 2. School data shows 87% of students in year 3 and 90% of students in year 5 achieving at SEA or above in Reading and 81% of students in year 3 and 86% of students in year 5 achieving at SEA or above in Numeracy. When compared with the Grange SIP, several goals have been achieved and celebrated with regards to the percentage of students achieving in the higher bands including: Year 5 Reading Goal (35-40%) - 42% achieved, Year 5 Writing (13-18%) - 23% achieved and Year 5 Numeracy (27-32%) - 32% achieved.

PAT
The PAT-R and PAT-M assessments were completed at the end of term 3 with notable improvement across year levels.
PAT-Reading : As a whole school, students achieving at or above SEA increased from 94% in 2021 to 97% in 2022, with significant improvements in year 3 (91% to 97%) and year 6 (94% to 100%). As a whole school, students achieving at significantly above SEA increased from 46% in 2021 to 52% in 2022, with notable improvements from year 2 (63% to 71%) and year 3 (52% to 61%).

PAT-Maths : As a whole school, data showed 96% of students achieving at or above SEA with significant improvement in year 2 (93% to 96%). Students achieving significantly above SEA rose from 37% in 2021 to 39% in 2022, with notable improvements in year 5 (38% to 49%), year 3 (45% to 49%) and year 6 (32% to 36%).

Mathematics Extension
The 'Thinking Mathematically' extension program for students working in the higher bands was extended from Year 3-6 to include students in year 2. Students participated in tasks that stretched critical thinking, problem solving and reasoning skills and increased their ability to think like a mathematician.

Attendance

Year level	2019	2020	2021	2022
Reception	93.6%	91.2%	94.9%	90.0%
Year 1	94.5%	89.7%	94.1%	89.8%
Year 2	94.3%	90.3%	93.4%	89.4%
Year 3	95.0%	90.8%	94.8%	88.7%
Year 4	95.0%	88.4%	94.6%	88.6%
Year 5	93.5%	90.2%	93.4%	88.9%
Year 6	94.7%	89.1%	93.7%	88.4%
Year 7	94.6%	91.3%	92.3%	N/A
Total	94.4%	90.1%	94.0%	89.1%

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

Attendance comment

In 2022 the attendance rate has been well below our school weekly target of 95%, with an overall attendance rate of 89.5%. Of this 10.5% absence rate nearly 8% of this can be attributed to 'Ill without Certificate' and 'Family/Social' reasons. An increase of roughly 1.5% in students absent with an 'Exemption' in 2022 is reflective of the results of pre-covid in 2018. An increase of 1% of students with an 'Unexplained' absence generally come from a small number of families. One of these families we are working closely with DHS to make a positive change and the others we have made multiple home visits. In some cases, we have picked up and dropped off these students to ensure they attend school more regularly in 2022. A strategic commitment has been made for 2023 to ensure the number of 'Unexplained' absences are reduced. Our best attending year level was our Reception year level with an attendance rate of 90.3%.

Behaviour support comment

In 2022 we have seen a positive result across the school in regards to behaviour management. A range of proactive strategies has contributed to the number of suspensions which reduced from 12 in 2021 to 2 in 2022. These two suspensions were from 2 different students.

There were no exclusions in 2022 and this is the second consecutive year this has occurred. The total number of "take homes" decreased from 30 to 11. A reduction in the number of reported behavioural issues that were followed up by leadership, were 168 in comparison to 256 in 2021. In class reported behavioural concerns are generally as a result of the students threatening the good order of learning and yard issues were more a result of threatening or actual violence and threatening the safety and wellbeing of others.

The figures in regard to behaviour management for our school in 2022 have significantly improved.

Parent opinion survey summary

School Parent Engagement Survey Report
In 2022 there were 194 responses from Grange PS parents to the parent opinion survey. This number was a decrease in the number of responses in 2021, most likely due to the drop in enrolments as the year 7 cohort in primary schools finished in 2021.

In 2022 there was an overwhelmingly positive response to the question "People treat each other with respect at this school". From the survey 89% of responses strongly agree/agreed with this statement which is consistent with the strong 2021 result. These results are above the comparison group of other school sites. In all aspects results are generally above those of like schools in both the Western Adelaide Shores Partnership and the Flinders Park 3 Portfolio.

Generally the survey gave a very positive endorsement of the direction the school is heading.

One area where concerns were raised was the lack of connection with the school through face to face events and parents being unable to be physically present in the classrooms due to COVID restrictions over the past few years. The Governing Council was very aware of these concerns and keen to return to parents coming into classrooms, face to face events and celebrations. The Community Engagement Subcommittee of Governing Council took on this challenge.

The title of the Governing Council fundraising subcommittee was changed to be called the "Community Engagement" subcommittee. This was a planned strategic way of re-engaging face to face with families and community after COVID-19 restrictions where face to face engagement was reduced or unable to happen. Fundraising was the secondary purpose of this committee. This strategy proved highly effective through activity in the second semester and in particular term 4. Reopening buildings to our parent community also coincided with the opening of our capital works project, providing a vehicle to reconnect, re-energise and celebrate our new facilities.

Community engagement was particularly fostered in term 4 through large community attendance at the Colour Fun Run, Sport's Days, Open Night, Year 6 Graduation and Carols night. We look to further community engagement activities in 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	18.2%
NS - LEFT SA FOR NSW	2	6.1%
OV - LEFT SA FOR OVERSEAS	3	9.1%
QL - LEFT SA FOR QLD	4	12.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	16	48.5%
U - UNKNOWN	1	3.0%
VI - LEFT SA FOR VIC	1	3.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Grange Primary School follows the Department for Education policy and procedures for Relevant History Screening for school volunteers including canteen, classroom, sport coaches and Governing Council members.

All applications are undertaken online and registered with the Department of Communities and Social Inclusion. One hundred point checks are carried out for all volunteers. Notification of approval is provided by email to the school and applicant.

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	58
Post Graduate Qualifications	20

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	1.0	40.6	0.0	14.6
Persons	1	46	0	20

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

Financial statement

Funding Source	Amount
Grants: State	$5,679,981
Grants: Commonwealth	$2,400
Parent Contributions	$283,786
Fund Raising	$47,590
Other	$50,472

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	A Senior leader position has the focus Student engagement and well being. This position supports and enables the consistent application of the school vision of "Learning today for tomorrow and the school values of- * Giving best effort * Showing respect * Being kind The senior leader supports and enables the student leaders to actively work to ensure the vision and values remain highly visible and applied consistency across the school.	The senior student leaders have planned and run all assemblies. In 2022 student engagement has increased and there has been a corresponding drop in disengaged learners and therefore less negative behavioural issues.
	Improved outcomes for students with an additional language or dialect	For EALD students, funding was used towards a Literacy coach to support the understanding and implementation of the DfE English Units of Work, with a focus on explicit teaching of grammar and language conventions. Differentiated reading programs and spelling programs were a key focus this year for teacher professional learning, to support EALD learners in the classroom with literacy. Additional SSO support was also funded to support specific students with minimal English who have returned from living overseas during Covid.	There has been notable and pleasing progress made by EALD learners who began the year with minimal English, which has been reflected both in A-E report grades and PAT results. The units of work were received positively and have been trialled by many classes across the school to great success and there has been much critical and positive discussions and changes of practice with differentiated spelling and reading programs, the results of which have been very beneficial for EALD learners.
	Inclusive Education Support Program	Teachers were supported in the development of student One Plans and implementing differentiated teaching and learning that met the diverse needs of all learners. Support staff were funded to provide individual, small group and in class support. Intervention programs for students on One Plans and below benchmark students were provided. Other intervention programs for students needing a short boost to reach the benchmark and extension for high achieving students were run throughout the year.	Applications were sought from teaching staff to take up the position of "Autism Inclusion Teacher", 1 day per week for 2023. Renee Killey will take up this position in 2023, supporting staff across the school in differentiating their teaching practice to best meet the needs of verified students. Targeted intervention by support staff operated with much success.

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	Intervention programs were funded and run for identified students. In each reception class a student support officer worked for three hours each morning for term 1. This provided support for a seamless transition to school. Year 1 students were provided with phonics intervention with highly trained and skilled support staff. Curriculum coaches supported the work and progress of all classroom teachers in differentiating their teaching to best meet the needs of all learners.	The phonics screen check progress data identified next steps for learning. Curriculum coaches were highly successful in developing greater teaching consistency and enhanced student achievement in mathematics and English.
Program funding for all students	Australian Curriculum	Funding in 2022 was used for instructional leadership through the work of senior leaders, literacy (Reception to year 3 and years 3-6) and mathematics (R-6) coaches. The coaches work intensively with all classroom teachers across the school.	Progress was achieved in reading, writing and mathematics data sets. Greater student engagement, participation and achievement was evident across the school. Teacher capacity has been greatly developed enabling teachers to be better able to cater for the diverse learning needs of all students in their class.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding in 2022 was used for instructional leadership through the work of senior leaders, literacy (Reception to year 3 and years 3-6) and mathematics (R-6) coaches. The coaches work intensively with all classroom teachers across the school to raise and stretch student achievement, retain and increase numbers of students in the high bands.	Each year level team, in collaboration with the literacy and mathematics coach using the Department for Education curriculum scope and sequence and units of work developed their class/year level units of work inn English, mathematics and specialist areas. This generated less variance across the year level and greater consistency of practice.
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Extension programs were run through release of classroom teachers and through the work of leaders. Extra curricula activities in debating, Oliphant Science, $20 Boss, Chess, Silent Film and mathematics competitions (MASA and PMA) were run in 2022.	Several teachers were released to run extension mathematics initiatives. These were highly successful developing stretch in student mathematical thinking, student achievement and engagement. The other significant outcome was success in developing the capacity of teachers to be even better. Other leader run extension programs were also highly successful. Extra curricula activities in debating, Oliphant Science, $20 Boss, Chess, Silent Film and mathematics competitions (MASA and PMA) added further value, stretch and engagement of learners.