



Belair Primary School

2022 annual report to the community

School Number: 0524

Partnership: Mitcham Hills

Signature

School principal:

Mr Rob Houston

Governing council chair:

Lisa Jamieson

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

Belair Primary School is a school of choice for families looking to provide for their children's education. Located in the foothills of the Adelaide Hills and not far from the Adelaide CBD we are an International Baccalaureate school which aims to develop inquiring, knowledgeable, caring young people, who achieve their personal best and actively help to create a sustainable and more peaceful world. We provide a comprehensive education, based on the Australian Curriculum and the IB - Primary Years Program (PYP). Teachers prepare students to meet the challenges of a changing world with confidence and enthusiasm. We serve a generally high socio-economic, professional community that has high expectations of the school, academically and socially.

The COVID – 19 pandemic once again presented new and different challenges in 2022. Our first two weeks of school saw receptions and year ones attending school and our year 2, 3, 4, 5 & 6 students learning from home. With everyone returning to school in the third week, high levels of student and staff absence continued throughout the first semester due to COVID-19 illness and quarantine requirements. However, once again, we adapted, made changes and continued to provide quality learning and wellbeing programs for all students.

Our Capital Works Project began in term 2 and by the end of term 3 we had stage 1 of the project completed and we were immediately impressed by the improvements and new learning spaces. We were able to move into new offices and classroom spaces at the northern end of the Wirra building. In the lower level of the two storey building, Minno, we enjoyed acquiring, 7 renovated classroom spaces, 2 shared learning areas, teacher preparation space and a withdrawal room. Stage 2 of the works will be completed by the end of term 1 2023.

Belair Primary School participated in an Education Standards Board (ESB) Review across 2022 and we successfully met all requirements of the review. Preparation for the ESB supported our preparation for next year's International Baccalaureate Primary Years Program (PYP) evaluation. School policies were updated and reviewed for the ESB and provided as document submission for the 2023 PYP evaluation.

The Exhibition is an important event in the final year of the PYP. Our year 6 students inquired into a broad range of areas as they explored the central idea 'Individuals and communities can use scientific knowledge to identify problems and make decisions'. For the Year 5 Expo, students inquired into the theme 'How we express ourselves' and explored the central idea 'The Arts can communicate culture, time and place.' Expo provides our Year 5 students with an opportunity to develop their self-management and research skills prior to Exhibition.

Our students excelled in school based state wide competitions with our year 6/7 debating team winning the 'Debating SA Year 6/7 Championship Trophy' and our Year 5 team earning top place on the leader board out of 40 teams. Congratulations also to our mountain bike riding team who took out the year 5/6 'Mountain Bike Championship – Overall Champion School' award.

Our students had the opportunity to participate in many extra curricula activities; After hours school sport, SAPSASA Sport, Tournament of Minds, Choir – Festival of Music, Debating, Primary Mathematics Extension Group, Gardening club, Eco club, Lego club and PALS amongst others.

Our Parent Association was again active in 2022. A new role statement was developed for class parent reps. Fund raising activities included Easter & Christmas raffles, the popular family movie night at the cinema and the highly successful Crazy Colour Fun Run!

School and community events this year included year 6 Graduation, Book week & parade, Carols Night, Blackwood Christmas Pageant, Wednesday coffee mornings, Music Night and Sports Days.

Governing council report

2022 was an exciting year for Belair Primary School, with much of the COVID-19 restrictions experienced in the previous two years being lifted. Many of the sub-committee meetings of the Governing Council remained virtual, but most Governing Council meetings were able to be held face-to-face. We were thrilled to have new members engaged in all Governing Council's core remits, with plenty of other activities happening too.

Highlights of 2022 included:

- commencement of the school's major building works, with a number of unexpected challenges including damage to main electricity supply and discovery of asbestos in the roof which led to delays
- continued engagement in the 'Safe Movement Precinct' following the 2020 deputation at Mitcham Council. A number of meetings and school walk-arounds were held with Mitcham Council. The Laffers Rd intersection has become immersed in the broader Main Rd corridor plan (involving DIT), but the Monalta Drive intersection will be having an upgrade early 2023.
- new logo and uniform
- supporting the school in its various reviews with external bodies, updated Site Improvement Plan etc
- facilitating, through the various sub-committees, a highly successful year involving school sports, OHSC, the canteen, grounds and parent association
- ongoing oversight of the School, Canteen and OHSC financials via both Finance and Governing Council meetings
- regular sub-committee meetings of Education, Sports, Grounds, OHSC and Parents' Association

I'd particularly like to acknowledge the tremendous efforts of the school staff and community who were able to orchestrate a hugely enjoyable sports day across two days, music night, aquatics, carols, graduation and quiz night.

I also wish to acknowledge and thank the enormous body of volunteers (over 220 at last count) who contribute to the school's functioning in many invisible ways.

Finally, I wish to thank the highly capable, adaptable and hard-working members of the 2022 Governing Council and the school's leadership who assist the Governing Council in its many undertakings: Anna Deller-Coombs (Deputy Chair), Lynette Morris (Treasurer), Karla Pobke (Secretary), Peter Sudo, Michelle Hamlyn, Jay Wheeler, Alisha Bellison, Adam Brown, Kim Messer, Charlie Hargroves, Ande Lim, Rob Houston, Leanne Twigden, Natalie Holmes, Karen Gillespie and Ali Farmer.

I have served the Belair Primary School Governing Council for six years, the last three as Chair, and have loved every minute. I wish the 2023 Belair Primary School governing council all the very best for an exciting year of school rebuilds, safe movement precincts, learning and minimal pandemic-related disruption.

Lisa Jamieson - Chair, Belair Primary School Governing Council 2022

Quality improvement planning

This year we began the new 2022 – 2024 Site Improvement Plan. We are very pleased that we were able to achieve 9 out of our 10 targets during a year where all school improvement work was paused via a directive from the Department for Education because of the disruption caused by the COVID-19 pandemic.

2022 SITE IMPROVEMENT TARGETS

Student Agency

Target 1: 54% of year 1 to year 6 students (240 out of 444) to achieve B or better in Humanities and Social Science for their end of year report.

Comment: This target was achieved with 60% of year 1 to 6 students (265 out of 443) achieving a B or better in Humanities and Social Sciences in their end of year report. Our key action for Student Agency in 2022 was for all teachers to participate in a two day training course in IB 'Approaches to Learning' with international IB presenters online. The purpose of the workshop was to inquire into: What skills positively influence and support a student's approach to lifelong learning? All IB programs develop the Approaches to learning (ATL) skill categories. The two days provided an extremely valuable learning experience for staff and enables us to continue to improve and develop our PYP Units of Inquiry.

Numeracy

Target 1: 53% of year 1 to year 6 students (235 out of 444) to achieve B or better in mathematics for their end of year report.

Comment: This target was achieved with 54% of year 1 to 6 students (240 out of 443) achieving a B or better in Mathematics in their end of year report. A key action for 2022 was providing teachers and SSOs with professional development to explore improved ways to provide challenging tasks and problem solving in mathematics.

Target 2: 48% of year 3 students (35 out of 73) to achieve high bands (HB) in year 3 NAPLAN numeracy.

Comment: This target was not achieved in 2022 with 39% of year 3 students (28 out of 71) achieving the HB in NAPLAN Numeracy. Another 35% of students (25 of 71) were just below the HB in Band 4. The Department for Education 'Standard of Educational Achievement' (SEA) for year 3 is at Band 3 where children are progressing and achieving at their appropriate year level.

Target 3: 29% of year 5 students (25 out of 86) to achieve HB in year 5 NAPLAN numeracy.

Comment: This target was achieved with 35% of year 5 students (29 out of 82) achieving the HB in NAPLAN Numeracy. Another 28% (23 out of 82) were just below HB in Band 6. The Department for Education 'Standard of Educational Achievement' (SEA) for year 5 is at Band 5 where children are progressing and achieving at their appropriate year level.

Target 4: 55% of students (47 out of 86) who achieved HB in year 3 will remain in HB in year 5 for NAPLAN numeracy.

Comment: This target cannot be measured as our Year 5s did not sit NAPLAN in Year 3 in 2020

Target 5: All Aboriginal learners have a learning goal for mathematics in their One Plan.

Comment: This target has been achieved with all Aboriginal learners having a mathematics learning goal in their One Plan.

Literacy

Target 1: 56% of year 1 to year 6 students (247 Out of 444) to achieve B or better in term 3 school based narrative.

Comment: This target was achieved with 64% of year 1 to 6 students achieving a B or better in our term 2 school based narrative writing. Through teacher work, staff meetings and pupil free days, teachers used tabled teaching points gathered through the Brightpath writing tool to provide feedback directly to students to improve writing outcomes for all learners.

Target 2: 53% of year 3 students (39 out of 73) to achieve high band (HB) in year 3 NAPLAN writing.

Comment: This target was achieved in 2022 with 56% of year 3 students (40 out of 71) achieving the HB in NAPLAN Writing. Another 18% of students (13 of 71) were just below the HB in Band 4. The Department for Education 'Standard of Educational Achievement' (SEA) for year 3 is at Band 3 where children are progressing and achieving at their appropriate year level.

Target 3: 21% of year 5 students (18 out of 86) to achieve HB in year 5 NAPLAN writing.

Comment: This target was achieved with 27% of year 5 students (22 out of 82) achieving the HB in NAPLAN Writing. Another 24% (20 out of 82) were just below HB in Band 6. The Department for Education 'Standard of Educational Achievement' (SEA) for year 5 is at Band 5 where children are progressing and achieving at their appropriate year level.

Target 4: All Aboriginal learners have a learning goal for writing in their One Plan.

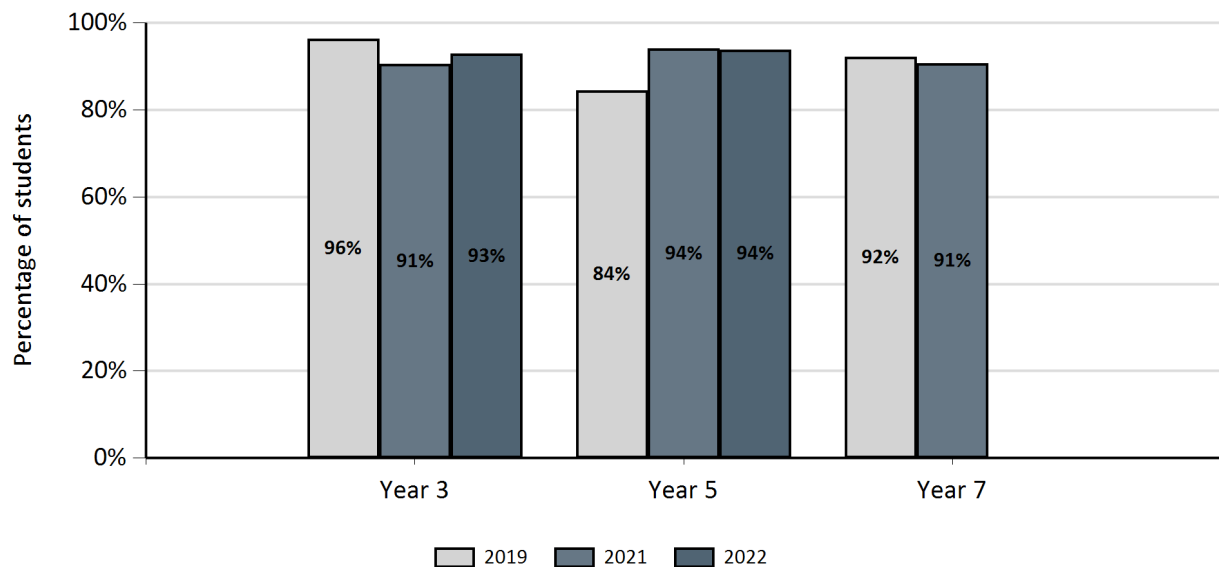
Comment: This target has been achieved with all Aboriginal learners having a writing.

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

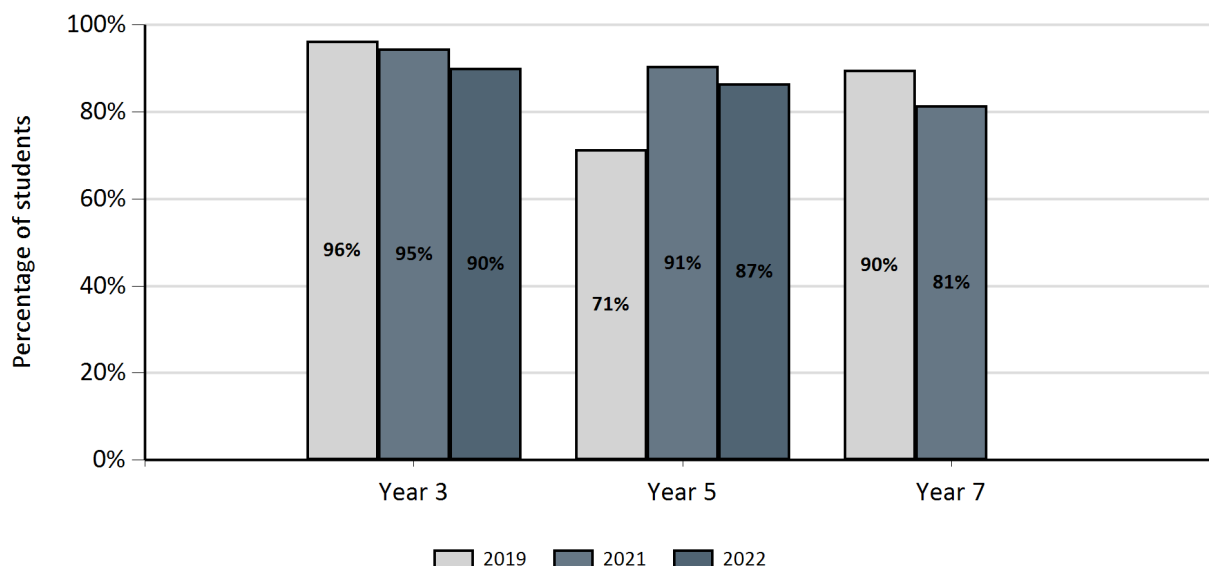


*NOTE: No NAPLAN testing was conducted in 2020.

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	71	71	49	28	69%	39%
Year 03 2021-2022 Average	72.5	72.5	47.0	28.5	65%	39%
Year 05 2022	82	82	42	29	51%	35%
Year 05 2021-2022 Average	83.5	83.5	41.5	31.0	50%	37%
Year 07 2021-2022 Average	54.0	54.0	16.0	19.0	30%	35%

*NOTE: No NAPLAN testing was conducted in 2020.

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

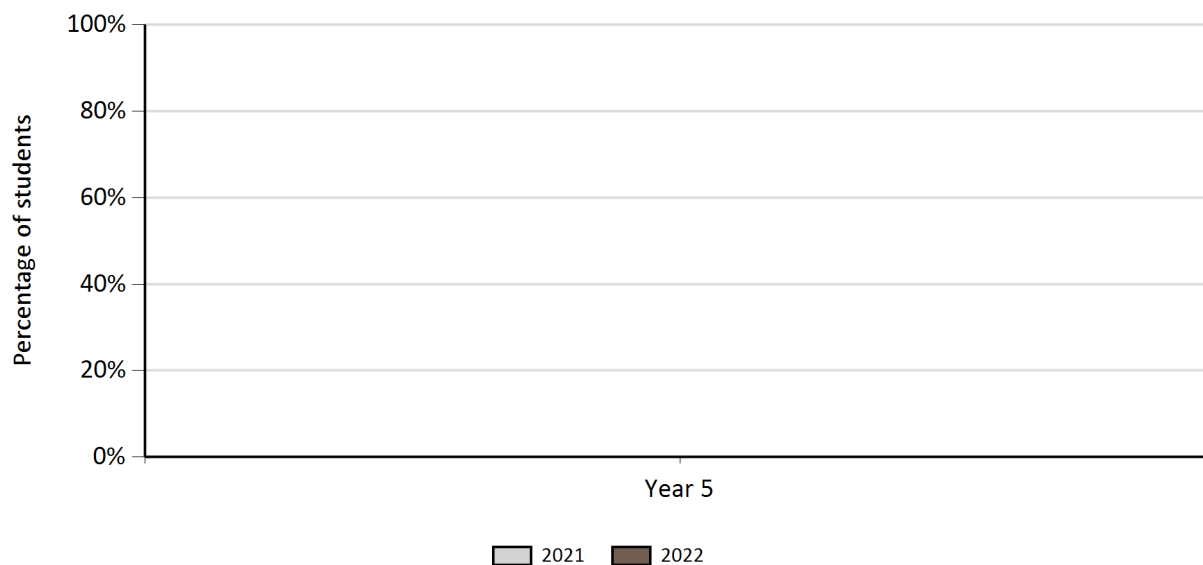
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



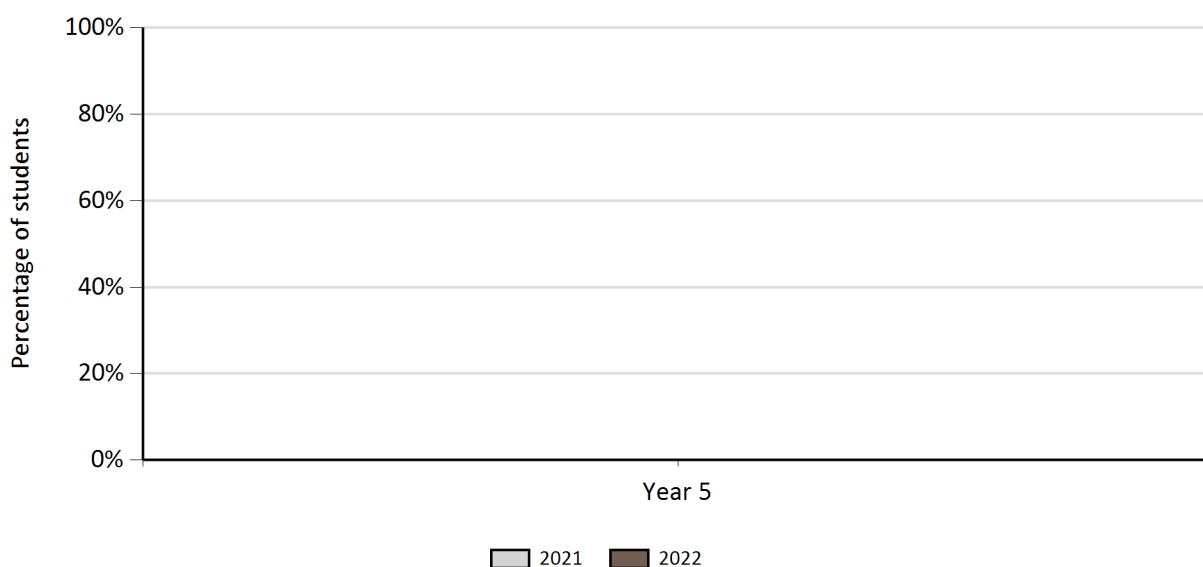
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 05 2022	*	*	*	*	*	*
Year 05 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: Tracking and Monitoring

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

The school has focused on Key Element 2 of the Aboriginal Learner Achievement Leaders' Resource (ALALR) Element 2 – The ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners to inform improvement actions and goal setting.

The school ensures through the Site Learning Plan (SIP) that every Aboriginal learner has a literacy goal and a numeracy goal in their 'One Plan'. The goal in literacy is to increase achievement in Writing. Teachers use Brightpath software to collaboratively plan, assess, moderate and provide feedback on student writing.

It has enabled:

- differentiation in learning for Aboriginal learners
- Provided teachers and Aboriginal learners with next step teaching points and supported student agency
- Tracking Aboriginal learner growth over time

The goal in numeracy is to increase Aboriginal learner achievement in mathematics. The focus has been on teaching the big concepts in mathematics visually and extending number sense through multifaceted numeracy problems to raise achievement. Brightpath Formative Mathematics Assessments will be introduced for Aboriginal learners in 2023.

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

One whole school narrative writing assessment and two persuasive writing assessments were undertaken again in 2022. Growth of the narrative can be tracked back to student results in 2019. All Aboriginal learners achieved progress in scale scores of narrative and persuasive text writing assessments in 2022.

The goal in numeracy is to increase Aboriginal learner achievement in mathematics. The focus has been on teaching the big concepts in mathematics visually and extending number sense through multifaceted numeracy problems to raise achievement.

School performance comment

All year 3 and 5 participants in this year's NAPLAN assessments were doing so for the first time. NAPLAN was cancelled for the year in 2020 due to the COVID-19 pandemic. Because of this, we are unable to report any progress, or any higher band retention information for year 5 students.

Year 3 NAPLAN

We had 71 year 3 students participate in this year's NAPLAN assessment and once again they experienced very good results. In Reading, 93% achieved the Department for Education 'Standard of Educational Achievement' (SEA). The SEA is defined as children progressing and achieving at or above their appropriate year level. The appropriate year level is described as one or more bands above the national minimum standard. 69% demonstrated achievement of the highest 2 Bands in NAPLAN Reading, which is the second best ever school result on this measure.

In Numeracy, 90% of students achieved the SEA and 39% demonstrated achievement of the highest 2 Bands in NAPLAN Numeracy.

Year 5 NAPLAN

82 year 5 students participated in NAPLAN in 2022. Our year 5 students performed very well in NAPLAN Reading. 94% achieved the SEA, the equal best school result since 2014. 51% of year 5 students demonstrated achievement in the highest 2 bands of NAPLAN Reading, which is only the 3rd time since 2013 that our students have achieved above 50% on this measure.

In NAPLAN Numeracy, 87% of students achieved the SEA and 35% of students demonstrated achievement in the highest 2 bands of NAPLAN, our third best result since 2013.

Year 7 NAPLAN

The year 7 results are included in annual report and are a combination of past Belair students who participated in many different secondary school settings in 2022.

A-E Assessment

For the past 4 years we have included year 1 to year 6/7 A-E assessment targets into our Site Improvement Plan, as a key measure of student and school improvement. We have achieved outstanding results in learning achievement (A – E assessment) once again in 2022.

54% of students in year 1 to 6 achieved an A or B in semester 2 English. 54% of students in year 1 to 6 achieved an A or B in semester 2 Mathematics. 60 % of students achieved an A or B in semester 2 Humanities & Social Sciences (HASS).

Reading - Year 1 Running Records

82% of our students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 13 by the end of term 3 2022. This is a very good result but at the same time students who are below the SEA are receiving continued support through extra classroom SSO time throughout the year. When compared to 'like' schools (category of disadvantage 7 schools and local partnership schools) we have higher levels of student achievement between levels 16 and 26.

Reading - Year 2 Running Records

85% of our students achieved the Standard of Education Achievement (SEA) for reading 'running records' by being at or above level 21 by the end of term 3 2022. This is a very good result but at the same time students who are below the SEA are receiving continued support through extra classroom SSO time throughout the year. When compared to 'like' schools (category of disadvantage 7 schools and local partnership schools) we have higher levels of student achievement between levels 21 and 31.

Year 1 Phonics Check

68% of students achieved the Department for Education target score of 28 sounds or higher in 2022. The teaching of phonics requires explicit teaching in the early years of school. We experienced significant disruption through COVID related absence for staff and students in terms 1 and 2 of 2022. Phonics will remain a key focus of the year 2 literacy program in 2023 to support all students to make improvements in this area.

Attendance

Year level	2019	2020	2021	2022
Reception	94.5%	90.1%	93.3%	90.2%
Year 1	94.8%	92.0%	93.6%	88.3%
Year 2	94.4%	90.5%	94.6%	89.8%
Year 3	94.9%	91.6%	94.3%	90.1%
Year 4	94.8%	91.6%	93.8%	89.5%
Year 5	93.4%	90.1%	93.8%	86.8%
Year 6	92.7%	91.2%	92.9%	89.8%
Year 7	91.7%	92.1%	91.7%	N/A
Total	93.9%	91.2%	93.6%	89.2%

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

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

Attendance comment

Our attendance figures for 2022 reflect the large impact of the COVID-19 pandemic. The increase in absenteeism was predominantly due to COVID-19 illness and government quarantine requirements for children and families.

In 2022 we finalised our Department for Education 'Attendance Improvement Plan' and revised and approved a new Attendance Policy for the school.

Teachers and office administration monitor attendance and leaders follow up on patterns of absenteeism, sometimes engaging the Department for Education support services for complex cases.

Behaviour support comment

We have a school Code of Conduct providing guidance for behaviour and restorative practices in the classroom and the school yard.

192 students from year 4-7 participated in the Student Engagement and Wellbeing Survey.

3% of students reported low wellbeing in relation to physical bullying.

11% of students reported low wellbeing in relation to verbal bullying.

8% of students reported low wellbeing in relation to social bullying.

2% of students reported low wellbeing in relation to cyber bullying.

The 4 key areas of the survey include, learning readiness, engagement with school, emotional wellbeing and health and wellbeing outside of school.

93% of students showed medium - high positive responses towards learning readiness.

89% of students showed medium - high positive responses towards engagement with school.

84% of students showed medium - high positive responses towards emotional wellbeing.

88% of students showed medium - high positive responses towards health and wellbeing outside of school.

Our online school bully audit was conducted for year 3-6 in term 1 and our R-2 students participated with a paper version with the results being used to support individual students.

Parent opinion survey summary

We had 162 responses to the Department for Education 'Parent Engagement Survey'. The survey is designed to gain parent perspective towards the following aspects of schooling at Belair PS.

- People are respectful
- Teachers and students are respectful
- Child is important
- Receives enough communication
- School communicates effectively
- Knows standard of work (parent)
- Receives useful feedback (parent)
- Has useful discussions (parent / school)
- Has input into learning (parent)
- Has good home learning routine
- Education is important
- Equipped to plan pathways
- Encouraged to help child learn
- Receives learning tips

The survey continues to show a strong acknowledgment of respect for each other and the respectful relationships between teachers and students. The survey has identified over the past 2 years the following areas for us to be working on.

- Receives learning tips - I would like more help with my child's learning
- Has input into learning - The school provides me with an opportunity to have input into my child's learning
- Has useful discussion - I have useful discussions with the school about my child's learning
- Knows standard of work - I know what standard of work the school expects of my child

We are seeking ways to make improvements in this area and in 2022 we followed up the Department Survey with our own to see if we could establish some more detail around what families are looking for. The survey included questions such as:

How does the school help you with your child(ren)'s learning? / How else could the school help you with your child(ren)'s learning?

How does the school provide you with an opportunity to have input into your child(ren)'s learning? / How else could the school provide opportunities for parents/caregivers to have input into their children's learning?

What opportunities are there to have useful discussions with the school about your child(ren)'s learning? / What other opportunities could the school provide parents/caregivers to have useful discussions with the school about their child(ren)'s learning?

How do you know what standard of work the school expects of your child(ren)? / How else could the school provide information about the expected standard of work for students? The feedback from the survey will inform future school processes and practices to improve parent perception of these four areas.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	33.3%
NS - LEFT SA FOR NSW	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	55.6%

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

We have many volunteers contributing to the welfare and education of our students. Department for Education guidelines require us to maintain a diligent written application and monitoring process requiring many volunteers to obtain Working With Children Clearances (WWCC) and Reporting Abuse and Neglect (RAN) training. We maintain an ongoing record of volunteers, their training qualifications and clearances on EDSAS to ensure volunteers have the appropriate accreditation to fulfil their roles. Classroom teachers are provided with lists of approved volunteers who can be contacted to support the particular needs of the class. Other areas for volunteering at Belair include after school sport coaching, student mentoring through the Kids' Hope program, helping in the library, helping in the canteen and being a member of the Governing council.

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	56
Post Graduate Qualifications	19

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	2.0	29.0	0	13.9
Persons	2	34	0	21

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

Financial statement

Funding Source	Amount
Grants: State	\$4,785,324
Grants: Commonwealth	
Parent Contributions	\$255,179
Fund Raising	\$23,196
Other	\$99,601

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	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the One Plan format.	One Plans were created for all required students..
	Improved outcomes for students with an additional language or dialect	SSO support continued for identified students. Staff moderated student writing and assigned levels.	Appropriate support was put in place and literacy levels continue to progress.
	Inclusive Education Support Program	All students with a One Plan were provided with support aligned with goals documented in their plan. Staff were released to participate in SRT and One Plan meetings to develop the One Plan format.	One Plans were created for all required students.
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 IESP support</p>	<p>Intervention programs are well established. SSOs are employed to support identified students.</p> <p>Waves of intervention implemented in classrooms with explicit differentiation documented for identified students in literacy and numeracy. Skills narrative was utilized for the first time.</p> <p>Teachers and SSO's were provided with appropriate PD to meet the requirements of the school Literacy Agreement.</p> <p>Learning plans were developed, implemented and reviewed.</p> <p>School and partnership focus on writing improvement through Brightpath.</p>	<p>Students successfully completing intervention programs.</p> <p>Learning plans developed for targeted individuals.</p> <p>Learning mapped against curriculum continuums</p>
Program funding for all students	Australian Curriculum	Funding supported a focus on back wards by design planning against the Australian Curriculum via IB PYP year level planning teams released every fortnight for 100 minutes	Continued improvement in A-E assessment maintained across English, Mathematics & HASS.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Extra 2-3 hours SSO support for all R-6 classrooms with a focus on Literacy improvement.	Supported achievement in Running Records, phonics and A-E school based assessment.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Individual learning plans developed for some gifted students. 18 students participated in Primary Mathematics Extension Group in term 3.	Goals achieved in the individual learning plan.
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