

# Morphett Vale Primary School and Morphett Vale Primary Sch-Preschool



Government  
of South Australia  
Department for Education

## 2019 annual report to the community

Morphett Vale Primary School Number: 1906

Morphett Vale Primary Sch-Preschool Number: 3687

Partnership: Panalatinga

**Name of school principal:**

Michael Koutsoukos

**Name of governing council chairperson:**

Julia Mustac

**Date of endorsement:**

18/02/2020

## Site context and highlights

Morphett Vale Primary School is a Birth to Year 7 school situated 35kms South of the Adelaide CBD in the suburb of Morphett Vale. The school is only 8 years old and enjoys modern, versatile 21st Century learning spaces. The school is a hub for our community and includes an R-7 Primary School including two regional special classes, a Pre-school, an Occasional Care Centre for 0-4 year olds, a Playgroup and an Out of School Hours Centre (open 7am to 6:30pm weekdays).

Building strong connections with our community is a priority as we want our school to be a hub for our community where everyone feels welcome and has ownership of our resources. Smith Family and Lonsdale Football Club are based at the school and a number of other community groups regularly use our facilities. One of these groups is "KickStart for Kids" who run our breakfast program and host holiday camps at our school.

Our aim is to provide a caring community/learning and social environment for children from birth to the end of their Primary years.

We have a very active Governing Council and numerous parents and grandparents volunteer time to value add to our school program. At Morphett Vale Primary School, we believe that learning is life long. It is important for our children to see our educators continually researching and learning in order to improve their practice. Our Family Focus committee hosts parent workshops so our children can see their parents learning also.

Our vision is that Morphett Vale Birth to Year 7 School will be a school that is widely known for our strong sense of values, community, high standards and for the pursuit of excellence across a broad range of programs. Our vision is supported by our values of Honesty, Caring, Respect and Responsibility.

Morphett Vale Birth to Year 7 School actively strives to provide an education where the whole person can grow and develop. Our curriculum and co-curricular programs support students to achieve their potential within a safe and caring environment. Our learners are engaged, creative, challenged, resilient and successful.

We have done extensive work to develop a "Growth Mindset" in our learners. Our learners understand that struggle is an important part of learning and that learning should be challenging. We actively teach strategies to get out of the "Learning Pit" (what to do when you are stuck in your learning). Our students don't think "I can't", instead they think, "I can't YET". Real learning takes time and effort and often we need others to help us.

In September, 2015, Morphett Vale Primary was selected as a Spotlight School for Social Ventures Australia (SVA). This was as a result of our work in "Teaching for Effective Learning" (TfEL) and in particular our commitment to "Student Agency in Learning". We believe that our students should be actively involved in every aspect of their learning journey.

Our students unpack The Australian Curriculum, set their own Learning Goals, Co-design their own Learning and document their learning progress using on-line Learning Portfolios.

We have a group of student "Lead Learners" who design and teach their "Pathways to Powerful Learning" program to all students across the school at the beginning of each year. These students sit on committees, attend state and National conferences and input into decisions made in the school. In 2017, our Student Lead Learners won a "National Children's Week Award".

Our Pathways Program, designed and taught by our students focuses on 5 key dispositions of a powerful learner. These are:

- (1) Mindset for Learning
- (2) Self Regulation for Learning
- (3) Communication for Learning
- (4) Collaboration for Learning
- (5) Problem Solving for Learning

In 2017, we were selected as a Lead Learning Site in STEM (Science, Technology, Engineering and Mathematics). STEM is integrated across our curriculum and is a medium for us to strive for positive student engagement and intellectual stretch. Throughout 2017 and 2018, our educators presented at state-wide STEM conferences, held training sessions and open days for teachers from across the state. STEM learning focuses on real-world issues and problems; students address real social, economic and environmental problems and seek solutions. Learning in STEM is guided by the engineering design process. The EDP provides a flexible process that takes students from identifying a problem – or a design challenge – to creating and developing a solution.

We have a stable student and staff population, many staff having been here since the school opened. Our Leadership Team is Principal, Deputy Principal, Senior Leader-Wellbeing and Senior Leader - Curriculum.

Our Specialist teaching areas are Science 0.8, Music 0.6, Indonesian 0.4 and Physical Education 1.0. We have a Senior and Junior Choir and our students produce a school musical each year.

## Governing council report

The 2019 school year at Morphett Vale Primary School started with great enthusiasm by students, teachers and staff. We had many new enrolments to our mainstream classes and 2 regional special classes.

Rachel McLennan, (Principal), Michael Koutsoukos, (Deputy Principal), Victoria McKinnon (Senior Coordinator Literacy) and Danielle Windsor (Student Counselor) collectively worked hard to finish the year with innovation and success. A special thankyou and acknowledgment to Michael Koutsoukos and Melissa Mundy for performing the Acting Principal and Acting Deputy Principal roles for Term 4.

Throughout the year new programs were implemented with the student's wellbeing always being the main priority. The students were supported by a network of teachers, SSO's and the Leadership team.

The AGM was held and the Governing Council positions were filled. Several sub committees were facilitated by both existing and new members of council and parent volunteers. These sub committees continued to support the smooth running of morning teas for parents after each assembly, fundraising stall events and raffles, sports day B.B.Q, Quiz night and special canteen lunch days. Our Canteen has seen increased use of the online ordering system (Qkr) which has allowed us to open for a fourth day during the week.

Successful fundraising by the sub committees and volunteers allowed the Governing Council to provide funding towards the purchase of sandpit toys, permanent soccer goals and giant outdoor games. The highlight of the year was a special visit from Santa who spent time with each student and gave them a small gift to acknowledge their hard work during the year.

Our Rainbow Reading Room continued to thrive and runs for a total of 15 hours a week. Many of the participants are now at or above their reading bench mark. The group of parent volunteers are eager to see the same success again in 2020.

Several in house events were successfully catered for by parents. Victoria McKinnon hosted some parent reading workshops and the MFS also attend the school and presented a fire safety workshop to all students. Additional workshops have already been planned for 2020 and we are excited to see these presented to the students.

Our OSHC program was very well supported this year. Numbers were increased and vacation care was also a huge success. Thank you to Tammy Berlemon and her staff.

The Smith Family has been a very active part of our school once again. A lot of our families are a part of the many after school activities that they run. Families continue to be supported with scholarship funding. This is such a great help to many families. Thank you to Cassandra and her team.

Our Breakfast Club which was held on Tuesday & Friday mornings continues to be popular. Community breakfasts at the end of each term were also well attended. Thankyou to Penny Davies (Pastoral Care Worker) and her team of volunteers for all their hard work. Kick Start also provided additional support with breakfast food and volunteers and a holiday camp for students. This was also well attended and very successful.

Our Sporting achievements this year have been outstanding. Many students have attended events such as SAPSASA basketball, soccer, cricket, athletics and cross country.

Book week was a huge success with students and teachers dressing up in their favorite book characters and enjoying the book week themed lunch. Thank you to Lisa Brown and the book week committee for making this a great success.

Sports day was an amazing and fun time. Lots of volunteers were utilized and this helped make the day a very successful one. Moving the cake stall down to the oval saw an increase in sales of cakes, slices and muffins. Thank you for all the help and support from these volunteers.

Choir had a very busy year with them participating in the Southern Music Festival and Festival of Music. One of our students was selected to join the dance troupe, along with a student hosting and another performing a solo. Well done to all and a big thank you to Michelle Tromp for her tireless commitment to our choir.

Our end of year "Wizard of Oz" concert was a great success. This was achieved by a massive effort from staff, students and parents. Thank you to the concert committee for their tireless energy and commitment in bringing the concert together. Parent, students and the entire school community look forward to many more of these events.

Our Grade 6/7 graduation was a fantastic night highlighting the students achievements, memories and career aspirations. The combined graduation was a great way to acknowledge our 7toHS pilot students. All students received their "signature bear or frame" and continued to celebrate the night with a dinner and dance at St Francis. Thank you to Mike King, Tammy Kearns, Kym Mitchell, Katrina Mathews, Samantha Moon and the S.S.O team for a fantastic year for our students.

Morphett Vale Primary School had a very successful year and we look forward to many ne

## Quality improvement planning (Preschool)

Our Preschool is situated within our beautiful school grounds and has modern facilities and ample resources. Our Preschool children have often already attended our Playgroup or Occasional Care or have older siblings in our school so in many instances, our staff already have a relationship with children before they begin Preschool. We then get to know them better during their Preschool year. We have often already identified any special health or learning needs and support is in place.

We have a stable and dedicated group of staff who work tirelessly to provide a rich and varied program which ignites our children's curiosity, helps them to develop friendships and builds on their Numeracy and Literacy development through play.

Our Preschool is a popular choice for our community and we enjoy a great reputation in the Morphett Vale area and beyond. Our 2019 review saw our preschool exceed in two of the National Quality Standards, 'Educational Programming and Practice', as well as 'Relationships with Children'.

Our program caters for individual child development as well as group learning. Observations of children at play are recorded, with follow up activities programed. Children contribute to the program by making suggestions that are recorded on the program so that the educational leader can add these to the fortnightly program that is developed. Children are also encouraged to help record their own development through photos and their own documentation. We share this with parents through the children's individual on-line portfolios. Weekly programs are developed to reflect children's interests and understandings. Children are also encouraged to lead activities with the support of educators.

Children are supported with their development with kindness and understanding from educators and peers. They are given the opportunity to explore experiences in their own time and way. Activities are provided for a week at a time. If in that time the activity has run its course, we will provide an activity that extends the previous one or change to a suggestion that the children may have.

Our children's safety is our first priority and our staff do regularly risk assessments and safety checks. They make sure they are well versed on individual children's health care needs and extra one to one supervision is provided if needed.

Our staff are all qualified with up-to-date training in all first aid and child protection practices. In addition our staff attend regular training and development to keep up-to-date with latest best practice in early childhood education.

Parents are always welcome in our Preschool and many join us on excursions and for special days/events. We have a parent committee who help give us feedback and improve our service. Our end of year Christmas concert is always a highlight. Our children also benefit from activities being promoted at the school and are included in the annual school musical, assemblies, and visiting performances.

## Improvement planning - review and evaluate (School)

2019 was the first year of our new Site Improvement Plan. Although our previous Site Improvement Plan was paramount in guiding our school's improvement journey over the last 3 years, we welcomed the new challenge. We are really proud of the whole of community ownership and responsibility for our directions.

Our 2019 Wellbeing data again validated the success of our student well-being priorities. Our Pathways to Powerful Learning Program, developed and taught by our student Lead Learners has helped to create a school ethos which focuses on and celebrates learning for all.

Our school has a number of children with social/emotional or learning needs and we work tirelessly, engaging a broad range of support personnel to form a team around each child to ensure they have the best possible chance of a great education. Our learning environments cater for individual and groups, are stimulating, child centered and engaging.

Our staff are committed to their own professional learning, always aiming to lead the way in educational reform and best practice. We continued to lead the state as a teaching school in best practice STEM (Science, Technology, Engineering and Mathematics) in 2019, opening our doors to dozens of teachers from around the state who visited the school to watch our teachers at work.

Numeracy has been a focus area for learning for our educators for a few years now and our teachers work closely with other across our Partnership of schools. Together they have focused on Task Design - ensuring learning opportunities allow all children to stretch their thinking and do their best. We have also collaborated on moderating samples of student learning to ensure consistency in assigning A-E grades.

What is most unique at our school and what we are most proud of is the way our students are given a voice in their learning and the way we develop student agency. Our students unpack the Australian Curriculum, set learning goals for themselves, co-design learning experiences to stretch their thinking and develop new skills, they share their learning evidence through an on-line portfolio and they are part of all assessment practices. We are particularly proud of our 3-way interviews where students take the lead, sharing their goals and achievements with their parents/families.

Our educators work hard to make connections between learning at school and the wider community. Student co-designed PBL's (Problem Based Learning) focuses on real world problems and our children collaborate and Problem Solve to find solutions. We want our children to recognise that learning is life-long and doesn't just happen in the classroom so we link excursions, visiting guest speakers and incursions to our learning experiences. Finally we provide an authentic audience so our students are accountable for their learning and further inspired to do their best.

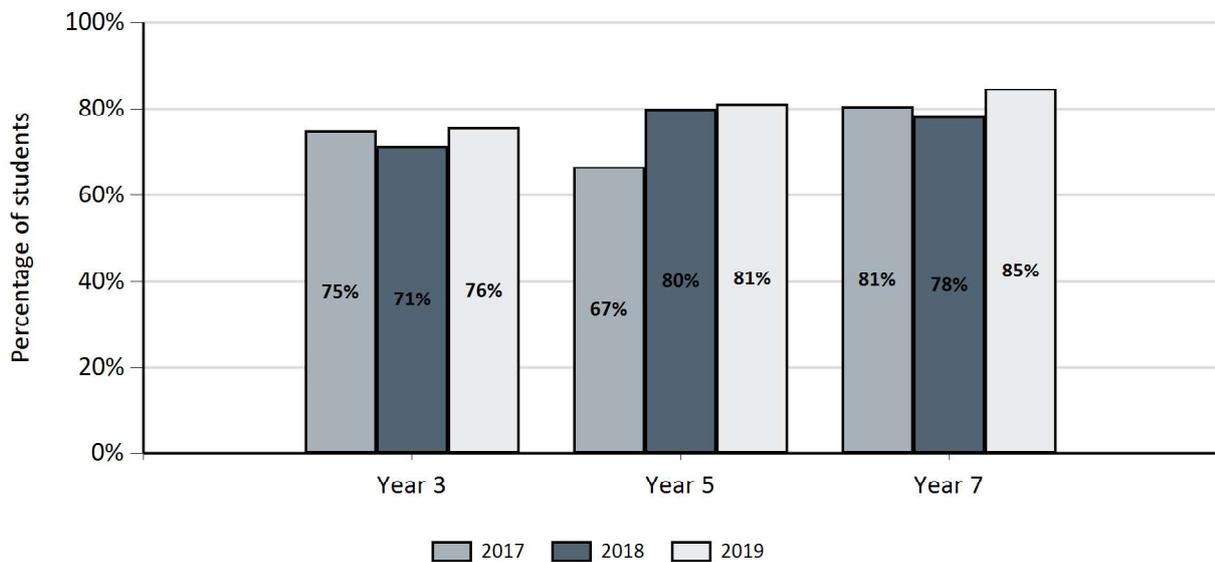
LDAM has played a pivotal role in developing staff strategies to meet specific HB students needs and the tracking of these students. Developing formative assessment tools and collecting evidence of the impact specific tasks and whether these students are being challenged has been a focal point. Staff have reported that the focused 5-week sprint model has created more reflection of practice and targeted student responses. This is already creating shift in learning achievement in Reading and an understanding of where all students are at and how they can progress. Staff have identified that community-based inquiry questions that have wider community outcomes are impacting on critical thinking skills of students. Student-led goals has had the greatest impact on our current success.

## 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.

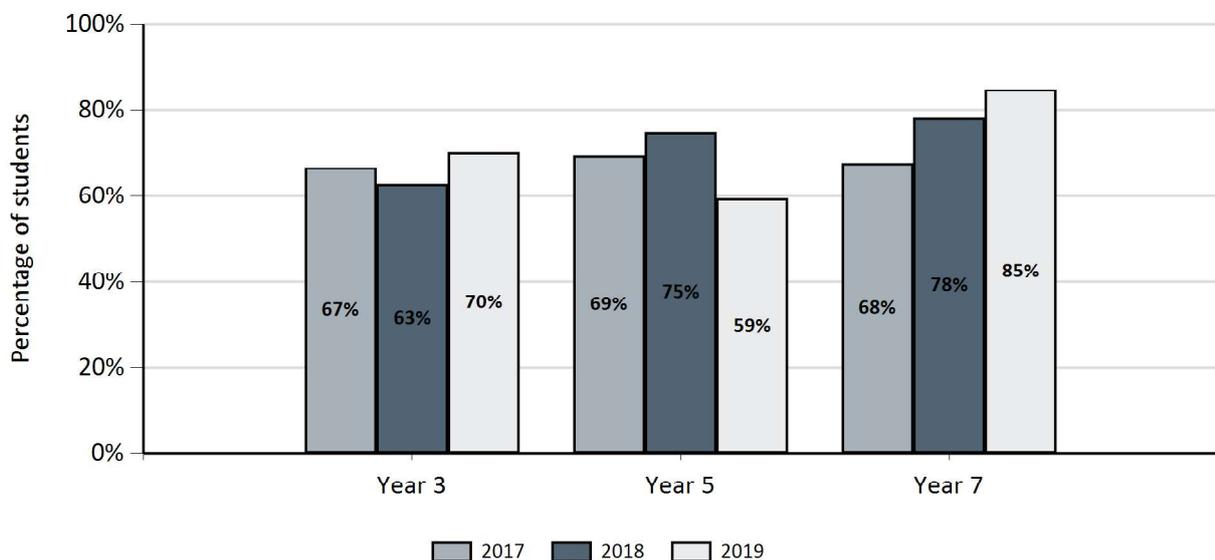
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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 2019 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	29%	27%	25%
Middle progress group	50%	57%	50%
Lower progress group	21%	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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	4%	25%	25%
Middle progress group	61%	50%	50%
Lower progress group	35%	25%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	37	37	13	2	35%	5%
Year 3 2014-16 Average	36.0	36.0	9.3	4.7	26%	13%
Year 5 2019	32	32	4	2	13%	6%
Year 5 2014-16 Average	29.3	29.3	4.7	3.0	16%	10%
Year 7 2019	33	33	5	7	15%	21%
Year 7 2014-16 Average	29.0	29.0	4.3	3.7	15%	13%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

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

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

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

## School performance comment

At this stage, we have not met our targets of the proportion of students achieving high band achievement in NAPLAN Reading. Our Y3s/7s were maintaining from historic baseline average, with a decline in Year 5s. We did see an increase in HB students in Y3 and improvement in SEA achievement in Y5/7, with Y3s maintaining.

NAPLAN Numeracy highlights a similar story, with Year 3s/5s seeing a decline from the historic baseline average in high band achievement. Our Year 7s saw MVPS exceed this historic baseline target with significant increase and a 5 year historic high. Our Y3s maintained SEA baseline and Y7s increased.

There are quite a few success stories from this data to share, such as 100% of ATSI students achieving SEA in Reading and Numeracy.

Our next steps to address our site performance are twice termly "Research Based Learning Teams" and individual release to discuss Low band, middle and high band impact and growth. Future direction is our Individual teacher / leadership discussion that will be centered on numeracy goals, reading goals and impactful practice. Creation of Data Wall in staff room. Continue 5-week sprint cycle, with next goal being reciprocal reading strategies of small groups, with gradual release to students.

Student goal discussion will also be focal point by leadership, with our commitment to meet with each child individually twice termly.

## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	98.2%	87.8%	85.7%	97.0%
2018 centre	91.0%	95.4%	89.2%	89.2%
2019 centre	90.0%	96.3%	94.9%	97.5%
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%

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.

## School attendance

Year level	2016	2017	2018	2019
Reception	93.1%	92.3%	92.9%	90.1%
Year 1	92.9%	93.1%	91.2%	90.9%
Year 2	90.2%	92.2%	90.5%	93.4%
Year 3	91.4%	90.4%	93.3%	93.4%
Year 4	92.2%	88.3%	90.2%	94.4%
Year 5	92.7%	91.2%	91.2%	93.1%
Year 6	93.2%	87.8%	93.2%	88.5%
Year 7	91.4%	91.2%	85.3%	92.3%
Primary Other	87.4%	90.3%	90.1%	89.3%
Total	91.7%	91.1%	91.1%	92.0%

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

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

## Attendance comment

Providing a safe environment where students feel like they belong and have real opportunities to be heard, impact their environment and influence curriculum delivery has provided the foundation of our efforts to ensure good attendance. Where individuals have dipped below 90% we have worked with families and outside agencies to provide support needed. Letters home, individual statistics indicated on reports and phone calls home from Leadership or Front Office staff have ensured good communication between home and school. Overall students across the school attended 92%, which is a historic 4 year high. As a cohort our receptions and Year 6s experienced the greatest difficulty in attending and our year 4's attended the most regularly.

Next year we will continue our focus on safe behaviours and mental health strategies and on ensuring students continue to feel a strong connection to school, as reflected in this year's Wellbeing Survey data.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	39	40	40	39
2017	33	32	32	33
2018	29	29	30	30
2019	36	35	33	32

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.

## Preschool enrolment comment

Our Preschool enrollments have been consistent and we have enjoyed watching our youngest students grow and develop throughout the year. The Preschool staff - Jacqui, Trent, Tammy and Kate worked tirelessly to ensure the children had an exciting and varied program. Individual children's interests were built on and many students were keen to bring special items in to share at Preschool. Staff follow up with phone calls home if children miss a session.

We had one student who didn't utilise all sessions offered due to a change in circumstances within the family dynamic.

Our Preschool remains a popular choice in our community especially as we cater for a child's developmental, learning and social needs from birth until the end of Primary School.

All places were filled again at the end of 2019 and our numbers look to grow in 2020. This will mean an increase in places offered from 30 to 40 again.

## Behaviour support comment

We have continued our focus on well communicated expectations and enabling self-regulation. Students whose behaviours have had a negative impact on others or on learning have been given the chance to understand the consequence of their actions and engage in restorative practices. When needed, we have accessed outside support.

We have encouraged students to be vigilant about reporting bullying, harassment and violence and ensured thorough dealings of all reports. We will continue to work with students to identify inappropriate behaviours and engage support at the earliest opportunity.

Our Lead Learners system and focus on the Pathways to Powerful Learning has had a measurable positive impact on student behaviour, as has our use of programs like Kelso's Wheel of Choice, and Tiger Tough.

## Client opinion summary

Our 2019 Preschool Parent Opinion Survey was only completed by 26 parents, which was a significant improvement from 2018

The feedback was overwhelmingly 94%+ in favour of high learning expectations, high quality teaching, an excellent and engaging learning environment and a strong knowledge base of what children need to learn to be successful. Of the ones that did not agree, they fell in the neutral category.

Communication between staff and families was noted by families as being a strength, with the preschool fostering a sense of pride amongst our children to learn, feel safe and understand our site expectations.

Relationships was another strength that parents noted, with families feeling welcome, having a broad variety of communication methods with staff and an openness about activities and events amongst our school and preschool community.

Areas for development that only received 70% or above approval ratings were inviting parents to have greater participation in discussions concerning children's learning and involvement in governing council. The second point, is one that is confusing, due to repeatedly advertising governing council to preschool parents and struggling to have families take active roles.

Our school uses the TfEL Compass survey to survey our students from Years 4-7. The questions focus on the 3 domains of: Create safe conditions for rigorous learning, Personalise and Connect Learning and Develop expert learners. Our student results were very positive across all 3 domains with results showing real strength in – Negotiating learning, building a community of learners, foster deep understanding and skilful action and promote dialogue as a means of learning.

Having been a TfEL pilot school from 2015, these priorities have featured in our Site Improvement Plan and been part of our core business. We are very proud of the way we give our students a voice in their learning, how we build student agency and how we explicitly teach the dispositions of being a powerful learner.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1906 - Morphett Vale 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 2019 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	2	3.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	18.0%
Transfer to SA Govt School	48	78.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Destination comment

2019 was unique, with our school being part of the initial High School Year 7 Pilot Program, offered to Year 6s.

30 of our Year 6/7 students are enrolled in Wirreanda Secondary School for 2020. Our other Year 7s saw 3x Year 7 students enrolled at Christies Beach HS, 2x Year 7 students enrolled at Mitchem Girls High School, 1x to Seaford Secondary College, 4x to Reynella East College, 2x to Hallet Cove R-12 and 1x to Cardijn College.

Throughout the year we had 19 students leave to a different DfE schools due to relocation of their home base and 2 students leave for a smoother transition for high school, moving to Hallet Cove R-12.

## Relevant history screening

All employees, visiting providers and regular volunteers in our school have provided us with their Relevant History Screening checks. These are collected and collated at the front office. We updated our "Outside Provider" policy in Term 4, 2019 further aligning with DfE policy, with photographic identification is required on the initial site visit and a stricter service agreement implemented.

As a school, we have been trying to build our parent volunteer group, encouraging more involvement in school committees and in the classroom. The school pays for clearances for family members who are regular volunteers.

## 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	42
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	18.8	0.0	9.1
Persons	0	23	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$3,550,231.87
Grants: Commonwealth	\$2,500.00
Parent Contributions	\$120,969.54
Fund Raising	\$16,935.80
Other	\$73,333.33

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

## 2019 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 2019 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 behaviour management and engagement	We used funding to provide support for students in the yard - Our SCIP program, Interoception and "Inside Play" program	Significant decrease in behaviour throughout the year compared to historic data
	Improved outcomes for students with an additional language or dialect	We used funding to provide BSSO support for these students in the classroom but also intervention programs, such as QuickSmart and LLI	Improved Numeracy and Literacy outcomes for these students
	Improved outcomes for students with disabilities	We used funding to provide SSO support for these students in the classroom but also intervention programs, such as QuickSmart and LLI. School staff work closely with parents and Support Services staff	Improved Numeracy and Literacy outcomes for these students
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Intervention programs - LLI for Reading and QuickSmart for Maths, with 24 children supported. Term four funding was utilised for Phonics Based Intervention supported by Senior Leader and Literacy Coach. Australian Curriculum funding assisted with curriculum resources, teacher release for planning and developing whole school scope and sequence	Data indicates strength of both these programs Increased teacher confidence Common whole school language and consistent curriculum delivery
Program funding for all students	Australian Curriculum	Intervention programs - LLI for Reading and QuickSmart for Maths, with 24 children supported. Term four funding was utilised for Phonics Based Intervention supported by Senior Leader and Literacy Coach. <span style="float: right;">+</span>	Improved Numeracy and Literacy outcomes for these students
	Aboriginal languages programs initiatives		
	Better schools funding	We used this funding to fund an extra staff member in the junior primary, to keep classroom levels	Data indicates growth for all students involved in Running Records
Other discretionary funding	Specialist school reporting (as required)	We received funding as a Lead Learning site in STEM. Our staff have accessed learning, had time to research, plan together and try STEM pedagogy. Our student engagement and achievement in STEM has been high	Staff facilitated a variety of T&D for educators from around the state
	Improved outcomes for gifted students		
Primary school counsellor (if applicable)		Our Wellbeing Leader was employed in 2019 0.6, supporting classes with various wellbeing initiatives and the Child Protection Curriculum	Greater confidence of class teachers in teaching the CPC

## 2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Pre-school staff engaged in extensive Training and Development with the Partnership - Results Plus Numeracy and Literacy in 2019 and LDAR	Increased staff confidence in building Literacy and Numeracy Learning into the curriculum. Improved partnership networks
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	We used funding to provide SSO support for these students in the Preschool. A number of children had personal speech programs and sensory needs which were provided one-to-one each week. The Preschool staff work closely with support services.	Attendance was good Students able to access the curriculum and demonstrate growth in development of early learning
Improved outcomes for non-English speaking children who received bilingual support	We used funding to provide SSO support for these students in the Preschool but also to provide one-to one speech and language programs and sensory related interoception activities	Growth for these students in Numeracy and Literacy indicators

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