

MORPHETT VALE PRIMARY SCHOOL



Morphett Vale Primary School and Morphett Vale Primary Sch-Preschool

2021 annual report to the community

Morphett Vale Primary School Number: 1906

Morphett Vale Primary Sch-Preschool Number: 3687

Partnership: Panalatinga

Signature

School principal:

Mr Michael Koutsoukos

Governing council chair:

Julia Mustac

Date of endorsement:

17 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Morphett Vale Primary School is a Birth to Year 6 school situated 35kms south of the Adelaide CBD in the suburb of Morphett Vale. The school is only 10 years old and enjoys modern, versatile 21st Century STEM learning spaces. The school is a hub for our community and includes an R-6 Primary School including two regional special classes, a Preschool, 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 families where everyone feels welcome and has ownership of our resources. We have strong ties with The Smith Family, offering a range of programs from On Par, Learning Club and Future Leaders.

Other community groups regularly use our facilities, including KickStart for Kids and Foodbank, who run our breakfast program, run mentorship and other programs. We are well supported by an active Governing Council and numerous parents and grandparents who volunteer time to value add to our school program. We have introduced a Family Hub for parents, that is hosted by our Community Liaison Officer, PCW, The Smith Family, Flinders University Social Worker students and members of our Governing Council.

Our aim is to provide a caring community/learning and social environment for children from birth to the end of their Primary years. At Morphett Vale Primary School, we believe that learning is life-long. We recognise that in order to develop powerful learners, we as educators need to explicitly teach, role model and scaffold learning dispositions.

Our vision is that Morphett Vale Birth to Year 6 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.

We have done extensive work to develop a "Growth Mindset" in our learners, understanding that struggle is an important part of learning and that learning should be challenging. This approach is supported by providing our students with opportunities that go beyond the classroom, such as partnering with the University of Adelaide's "Children's University" and The Resilience Project.

In September 2021, Morphett Vale Primary was part of a highly successful external review. Our school was identified as having highly effective student achievement tracking processes. Further, our school is well-positioned to engineer greater focus on the required and identified teaching and learning between assessments to ensure targeted and continued improvement in student progress and improvement in higher band achievement.

Our school has introduced the "Top 5" learning expectations for each learning concept. This provides clarity around expectations and allows teachers and students to maintain focus on expected teaching and learning requirements. Parents have indicated that the focus on Pathways and the awards are helping students build the life skills necessary for success in life. Further, parents have reported that way in which the school is using SeeSaw to report to parents and keep them informed about student learning is to be commended.

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.

Governing council report

The 2021 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.

Michael Koutsoukos, (Principal), Melissa Mundy, (Deputy Principal), Victoria McKinnon (Senior Coordinator Literacy) collectively worked hard to finish the year with innovation and success. A special thankyou and acknowledgment to Hayley Rice for performing the Acting Wellbeing Leader role 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 events throughout the school year, fundraising stall events and raffles, sports day B.B.Q, and special canteen lunch days. Our Canteen is now solely using the online ordering system (Qkr) which has allowed us to remain open for four days a week.

Successful fundraising by the sub committees and volunteers allowed the Governing Council to provide funding towards the grounds painting – this was a huge project which has proved very popular with the student body. The highlights 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, and our much loved Colour Fun Run, which is always a day filled with joy and laughter.

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. 2021 saw our first onsite dentist visit and these will continue on a rotational basis fr. Additional workshops have already been planned for 2022 and we are excited to see these presented to the students.

2021 saw the introduction of a Community Room and most importantly, our Community Liaison Office, Kristy Sammut. Kristy has formed an integral part of our school leadership team and has become a great contact for parents in our school community. Several parent workshops were arranged, and the weekly parent catch-up morning was well received. We look forward to seeing this role increase in 2022.

Our OSHC program was very well supported this year. Numbers were increased and vacation care was also a huge success. Thank you to Paula Barr 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 The Smith Family team.

Our Breakfast Club which was held on Monday, Tuesday & Friday mornings continues to be popular. Community breakfasts at the end of each term were also continued for the student body during 2021 – we look forward to welcoming families back to this event in the near future. Thank you to the 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. 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. Several of our students were selected to perform solos and support acts. Well done to all and a big thank you to Michelle Tromp for her tireless commitment to our choir.

Our Grade 6/7 graduation was a fantastic night highlighting the students' achievements, memories and career aspirations. All students received their "signature bear or frame" and continued to celebrate the night with a dinner and dance at The Cove Tavern. Thank you to Kym Mitchell, Katrina Mathews and Tammy Kearns and the SSO team for a fantastic year for our students. 2021 saw our final Year 7 students graduate from MVPS – such a special and memorable moment in time.

Morphett Vale Primary School had a very successful year and we look forward to many new arrivals, both students and teachers, in 2022.

School quality improvement planning

The site has introduced learning intentions and success criteria, with WALT and WILF for most lessons providing students with an understanding of what is expected with the learning. Our students develop learning goals that guide and engage our learners, creating greater authenticity in identifying and evaluating next steps in learning and understanding assessment achievements is an area for further development. □

We provide time to critically reflect, consolidate and strengthen teacher capacity across the school and work with students to effectively embed intellectual stretch and challenge into daily classroom learning design. We do this by setting clear, measurable individual learning goals. □ Learning sprints are a key focus for the school promoting strong practice in teacher collaboration and improving specific, identified aspects of teaching and learning. Learning Design is built into our DfE Curriculum Resources. All students have clear and intentional learning goals that are linked to literacy and numeracy. □

Further, we have strengthened our teacher's capacity to collate, analyse and respond to a range of datasets at the student, class and whole-school level, to more effectively inform learning design and teacher practice. The use of data tracks and monitors student progress. All staff are data literate, and the school has developed effective processes for analysing and responding to student achievement data

Preschool quality improvement planning

Our Preschool is situated within our school grounds and the building is modern and well resourced. Our preschool children have often already attended our Playgroup and Occasional Care and have built their identity as part of the Morphett Vale Preschool/Primary School community. Many also have older siblings in the school and their families have built relationships with the staff and the wider community making the transition to preschool for the children successful and positive.

The year at preschool provides valuable time to identify any special health or learning needs for support to be established leading to the start of school. We have valuable connections with the Department for Education's Speech Pathologist, Special Educators and Psychologists to assess and provide supports and strategies to ensure the best educational outcomes.

We have stable and dedicated staff who provide a rich and varied program that captures the interests of the children, continues to build their physical, emotional, and social development, and provides daily opportunities for literacy and numeracy through playful experiences.

Our program caters for individual child development as well as building the community of learners during group time. Observations of children engaging in learning and playful experiences are thorough and consistent providing important data to the educators. Children's interests lead the planning and programming that also ensures the goals of the PQIP are intertwined. Goal 1 – Improve children's ability to use increasingly sophisticated language to connect with others effectively and Goal 2 – Improve children's ability to recognise, compare and create patterns in their environment, creating understanding of the world around them. Data was collected and collated and provided the educators with rich information on the success of these goals and for future planning and programming.

Our preschool is a popular choice for our community as it is often the first step in their child's educational journey at Morphett Vale Preschool/Primary School. In 2019 our preschool achieved exceeding in two quality areas of the National Quality Standards. These areas were 'Educational Programming and Practice' as well as 'Relationships with Children'. We were extremely proud of these ratings and will continue to pursue this excellence in our preschool.

Our children's safety is our priority, and our staff do regular risk assessments and safety checks. The educators have extensive knowledge of each individual child's health needs and ensure they have current medical plans and medication as needed.

Our staff are all qualified with current training in all first aid and child protection practices. In addition, staff attend regular training and development to provide best practice and strategies in early childhood education.

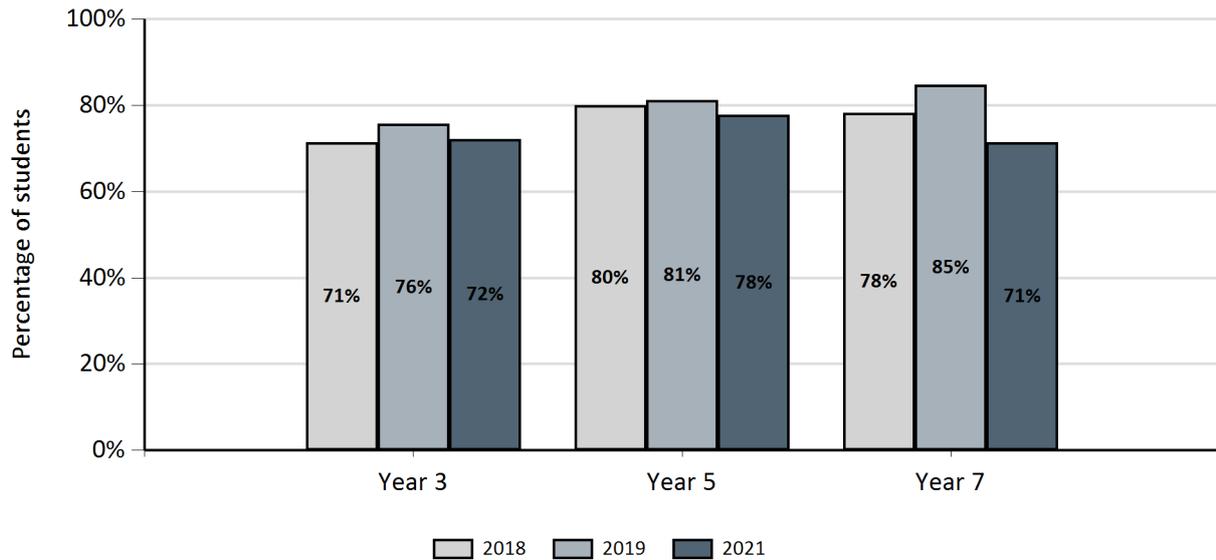
The preschool attends multiple excursions throughout the year, and it is always appreciated when parents can attend.

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

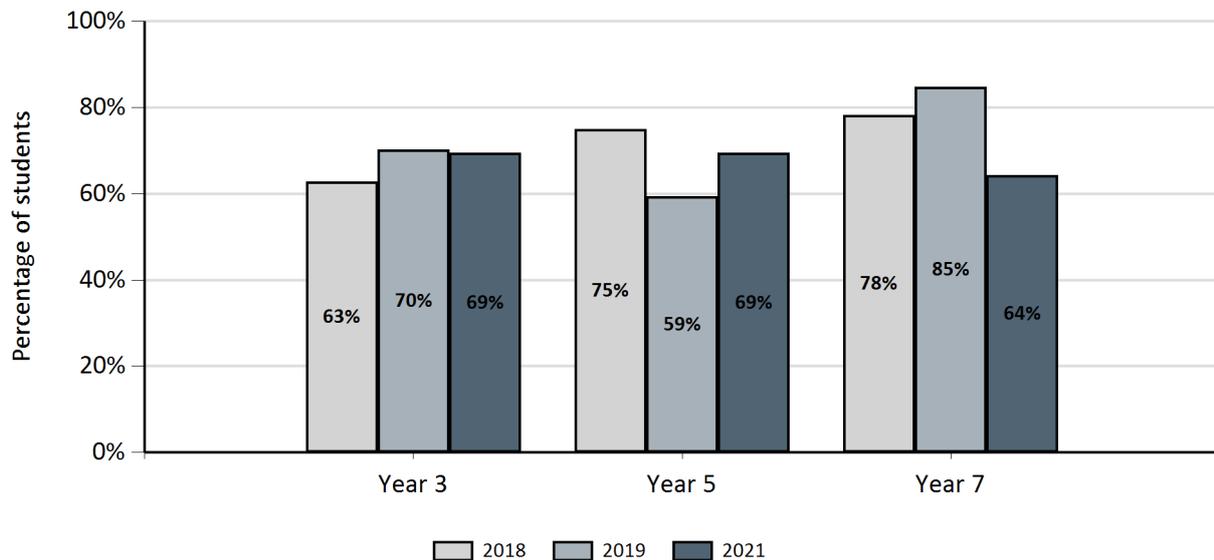


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

*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 2019 to 2021 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	32%	*	33%
Middle progress group	35%	64%	48%
Lower progress group	32%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	25%	*	33%
Middle progress group	59%	55%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	36	36	9	8	25%	22%
Year 3 2019-2021 Average	36.5	36.5	11.0	5.0	30%	14%
Year 5 2021	36	36	11	3	31%	8%
Year 5 2019-2021 Average	34.0	34.0	7.5	2.5	22%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

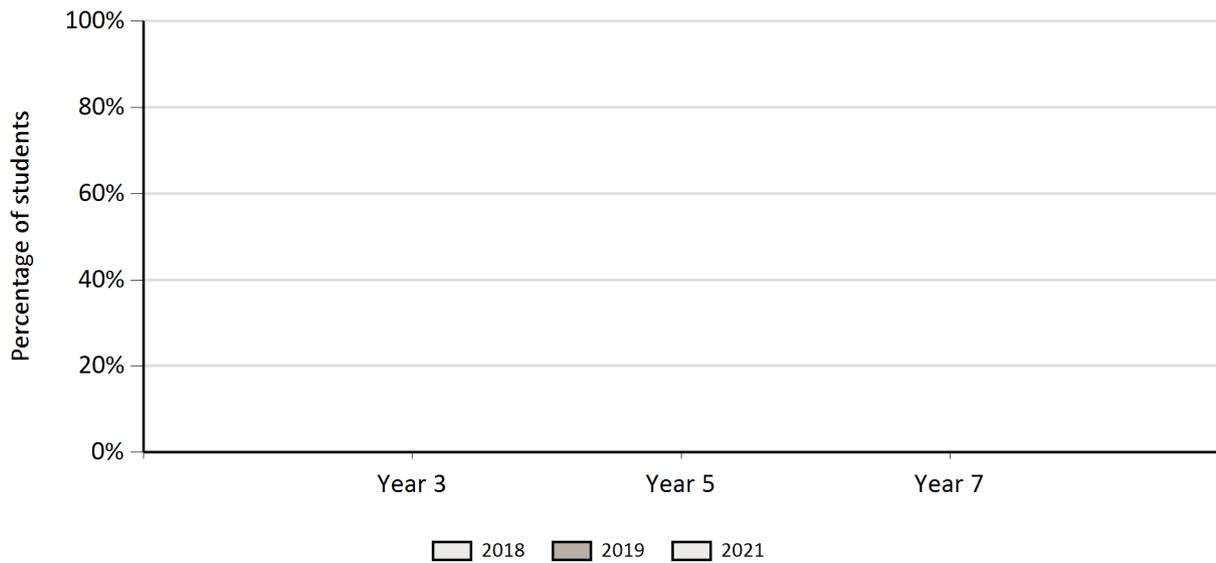
[^]includes absent and withdrawn students.

*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



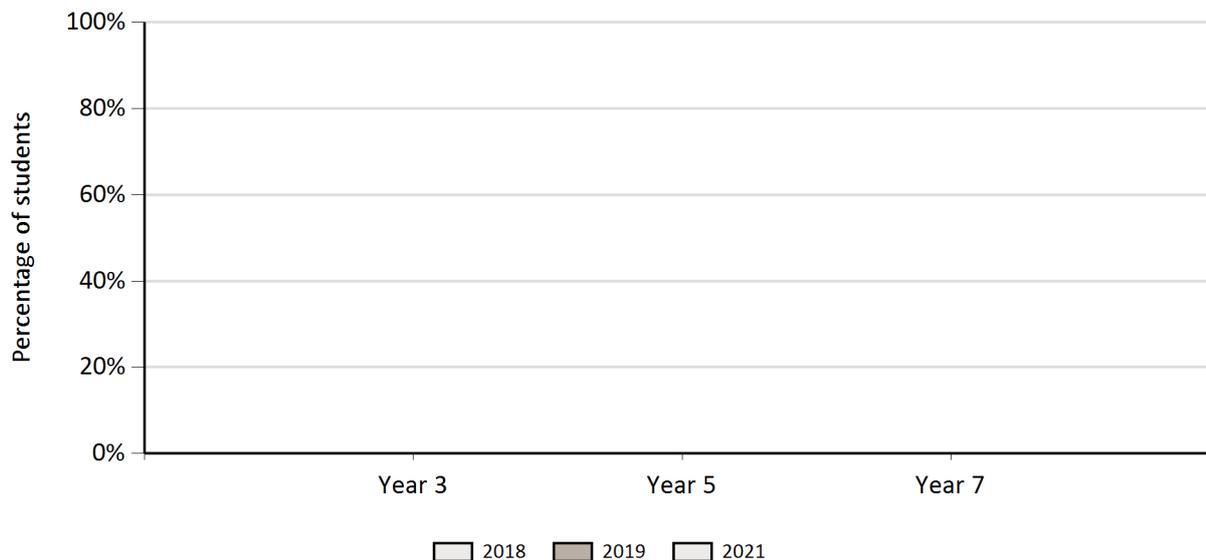
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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 2021.

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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	49%
Lower progress group	*	26%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	22%
Middle progress group	*	51%
Lower progress group	*	27%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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 2021: Data Informed Planning

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

We utilised data conversations and data informed tracking

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

All students made progress against relevant targets. This was a highlight in our external review in 2021.

School performance comment

We again saw significant growth in the state-wide Phonics Screen test, outperforming previous growth. Our students demonstrated stronger skills in blending 3 and 4 sound words, but start to be challenged by longer string words with more complex combinations of letter patterns. This is because it is an unusual combination. This indicates effective teaching of the early phonemic awareness skills.

Students demonstrated the ability to identify graphemes that have been taught: single sounds, more common digraphs, with the errors falling in the more extended code. This means that there has been effective teaching of the phonics sequence, supported by opportunities to consolidate the learning. This just needs to continue.

Meanwhile, we saw that the number of students with very low skills had been significantly reduce. This indicates that Wave 1 teaching has been effective, as well as reduced intervention for struggling students. There are a significant number of students who are well above expected achievement.

The site has introduced learning intentions and success criteria, WALT and WILF for most lessons providing students with an understanding of what is expected with the learning. Top Five learning goals are provided in collaboration with students, who can all speak to their individualised learning goals. This engages students and creates greater authenticity in identifying their next steps in learning and understanding their assessment achievements is an area for further development.

Learning sprints are a key focus for the school promoting strong practice in teacher collaboration and improving specific, identified aspects of teaching and learning. Learning Design is built into Curriculum Resources with focus on intellectual stretch, learning intentions and success criteria. All students have clear and intentional learning goals that are linked to literacy and numeracy.

For our Year Three, 2021 saw a slight band average dip between the 2019 cohort and the 2021 cohort in reading. Writing maintained the same band average between 2019 cohort and 2021 cohort and there was a 0.4 band average growth in numeracy between the 2019 cohort and the 2021 cohort. 18 students met Band 4 or higher in 2021 (58%), compared to 13 in 2019 in Numeracy (41%).

Year 5 SEA achievement has been saw-toothed for the past 5 years with an average of 69%. HB achievement consistently has been low. 2021 saw an increase to 80% meeting SEA and saw 31% achieve Band 7 or higher in our Year 5 cohort.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	91.0%	95.4%	89.2%	89.2%
2019 centre	90.0%	96.3%	94.9%	97.5%
2020 centre	85.3%	86.4%	86.6%	91.5%
2021 centre	86.2%	86.1%	81.6%	88%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	92.9%	90.1%	84.9%	89.0%
Year 1	91.2%	90.9%	84.6%	90.5%
Year 2	90.5%	93.4%	84.6%	92.5%
Year 3	93.3%	93.4%	87.4%	91.2%
Year 4	90.2%	94.4%	86.1%	93.5%
Year 5	91.2%	93.1%	87.9%	91.4%
Year 6	93.2%	88.5%	84.8%	92.6%
Year 7	85.3%	92.3%	86.9%	90.4%
Primary Other	90.1%	89.3%	75.5%	86.5%
Total	91.1%	92.0%	85.3%	91.2%

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

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

Attendance comment

At Morphett Vale Primary School, we understand that attendance is integral to the success of our students, therefore we endeavour to increase the attendance of our students.

Throughout 2021, we increased our attendance by keeping up to date records and continuously checking in with parents via telephone calls and see saw messages. Additionally, students who failed to meet 93% attendance receive communication to clearly demonstrate the amount of school that has been missed and how we can work in partnership to aid families in developing greater engagement.

Students that continue to have poor attendance are then referred to outside providers such as the social work duty line to seek advice. These efforts saw attendance rates increase from 88.6% in 2020 to 91.1% in 2021.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	29	29	30	30
2019	36	35	33	33
2020	37	35	34	34
2021	20	21	25	24

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

In 2021 there was an increase in behaviour management reports. This is partly due to various late enrolments.

The same students obtained consequences multiple times which contributed to our overall suspension count. Outside support has been accessed for students in need.

Parent opinion survey summary

Our parents reported that our sites focus on pathways and the awards are helping students build the life skills necessary for success in life.

A further highlight was the way the school is utilising SeeSaw to report to parents and keep them informed about student learning. In addition to this, parents are kept informed on student progress through a variety of means including parent /teacher interviews, face to face discussion with teachers throughout the year, one plans and via SeeSaw.

By including the specialist subject, STEAM, parents believe that the curriculum topic has assisted the children who have more of an artistic and scientific disposition.

Parents believe that the school sees that education is important and that teachers and students are respectful. A highlight was a significant increase in how parents viewed the feedback provided by the school.

As always, there are areas we can strive to improve in and our school considers all feedback.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1906 - Morphett Vale Primary School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	16.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	64	73.6%
U - UNKNOWN	9	10.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

Of the 52 graduating students in 2021, 50 of the 52 students continued their high school education in the public system. Wirreanda Secondary School, Christies Beach High School and Reynella East College continue to be where the majority of our students attend.

Majority of our preschool children transition and begin their primary education at Morphett Vale Primary School.

Relevant history screening

Morphett Vale Primary School has processes in place to ensure it is compliant with DfE Relevant History Screening Policy and Procedures. 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 annually update our "Outside Provider" policy further aligning with DfE policy, with photographic identification 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	35
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	0.0	18.8	0.6	11.4
Persons	0	20	1	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,512,312
Grants: Commonwealth	\$11,000
Parent Contributions	\$114,280
Fund Raising	\$16,832
Other	\$40,205

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

2021 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 2021 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	teachers were collaboratively released to plan using Play is the Way strategies. Interception groups and space created for small group work and individual student social skills.	Decreased in consistent behaviour
	Improved outcomes for students with an additional language or dialect	BSSO employed to work with students 1:1 and provide Wave 3 support	Support in class with targeted students
	Inclusive Education Support Program	Targeted support for students identified with a disability. Differentiated learning programs in classrooms provided for Wave 1, 2, 3 students	One Plans developed and goals monitored and reviewed regularly
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 Students taking alternative pathways IESP support</p>	<p>ACEO supported our ATSI students and their families. These students also participated in literacy and/or numeracy intervention programs.</p> <p>Literacy and numeracy first funding used to support intervention programs and for our senior leader to be able to manage and facilitate this. Early years support funding used to implement and support LGU Phonics based program.</p> <p>Inclusive education support program (IESP) grant used to support students in either literacy and/or numeracy intervention programs, as well as teacher/SSO release for planning.</p>	Focus on improving attendance and improved numeracy/literacy outcomes
Program funding for all students	Australian Curriculum	Primary Learning Improvement funding used for teacher release for co-planning and moderation, professional learning, resources, and to participate in partnership learning design & curriculum work.	All teachers using Australian Curriculum & Curriculum Resource implementation
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	LGU Phonics Sequence implementation from R-3. QuickSmart	Progress made by all students
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Literacy and numeracy first funding to provide teacher support to students achieving in the higher bands Years 3-6	Student retention in higher bands

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Funding was used for teacher release for co-planning and moderation, professional learning, resources, and to participate in partnership learning design & curriculum work. Additionally, we employed an additional ECW to aid with early years outcomes.	All children demonstrated progress in literacy and numeracy as documented in our PQIP.
Inclusive Education Support Program	We used our ISEP funding to target support programs for individual children and their learning needs, but also to work with small groups of children who were having difficulties with self and emotional regulation. We worked in conjunction with external providers to develop a program that was consistent across settings. This funding was also used to supplement an extra three hours for an ECW.	All children showed progress against the 5 learning outcomes of the EYLF this year.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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