



Clovelly Park Primary School

2022 annual report to the community

Clovelly Park Primary School Number: 932

Partnership: Marion Inland

Signature

School principal:

Ms Terena Pope

Governing council chair:

Mr Jimmy Chadha

Date of endorsement:

27 March 2023



Government
of South Australia
Department for Education

Context and highlights

Our School is a category 3 site located southwest of Adelaide in the suburb of Clovelly Park. In 2022, we had 216 children enrolled. The group population includes approximately: 66% children with English as an additional language 11% children with disabilities and 10% Aboriginal children.

Our school prides itself on 'creating safe learning environments in which students are educated to be cooperative, independent, self-regulating and self-motivated learners in persistent pursuit of their personal best'. 'Wilson McCaskill'

The vision for Clovelly Park is founded upon our school motto: "Clovelly Park – a community school making a positive difference"

Our school values of Respect, Responsibility, Tolerance, Cooperation and Persistence are continually reinforced both in the classroom and in the playground and form an integral part of our 'Success Program' at the beginning of each year.

Our values are linked with the core beliefs of Play Is the Way and inform the 'Golden Rule'.

We strongly believe that everyone belongs, and everyone has a place in our school. We are proud of our diversity, and it is an important part of our identity. This is evident by the programs we offer which include: mainstream, Special Options and an Intensive English Language Program to cater for a broad range of learning needs.

Once again, the school year began with continuing concerns relating to COVID-19. This resulted in whole school events being modified with reduced community access during Term 1 and 2. As a result, families were provided with information about our school and programs, via an online platform to share class routines and expectations. Whilst we prefer being able to provide such information in person, this strategy was very successful and enabled families who joined us during the year to access this content.

Students were excited about our Sports Day and were looking forward to sharing it with their families. Unfortunately, the weather was not kind and the original event was postponed until term 4. It was worth the wait as the weather was perfect! Students collaborated in tabloid events and Play is the Way games. The winning team was Marion, and the Spirit Cup was won by Sturt.

This year saw the return of the Swimming Program at Westminster Pool. All students, R-6 participated and enjoyed the experience whilst developing some important water safety skills.

The 'End of Year Celebration' was a success, with all students engaging in either drama, dance, instrumental music or song.

A high level of student mobility and changing local demographics are factors impacting our enrolments. Families are reporting that it is difficult to secure rental properties in our local area.

Whilst we experienced a decline in school enrolments over the past 2 years due to our Year 7's entering High School and COVID restrictions resulting in the closure of Australian borders, we have experienced an increase in student numbers as we re-opened our Intensive English Language Program in Term 3 this year with 7 students enrolled in the program.

This program has continued to grow and we finished the year with three classes. We will begin 2023 with four classes and expect to continue to add additional classes throughout the year.

This year we have continued to offer a range of specialist curriculum programs including HASS, Technology, Indonesian Language, PE and Performing Arts. The school has a well-established commitment to Performing Arts through The Festival of Music and Wakakirri. This area was strengthened by the inclusion of opportunities for students to learn the guitar through the Department for Education Instrumental Music program.

As we were recognised for our high achievements in both the Premier's Reading Challenge and Be Active Challenge, our school was invited to the Premier's Reception for both programs.

We are accredited to welcome International Students into our school. We had four International full fee-paying students enrolled in 2022.

Governing council report

During 2022 the OSHC service was the main focus of discussions to make sure policies and procedures are in place to ensure that the National Quality Standards are met.

We were able to manage the OSHC service and gain a better understanding of the requirements and regulations as the Approved Provider for the service. We discussed and became more familiar with the financial obligations and responsibilities. We implemented measures to streamline processes and make the business more compliant which includes using the Fully Booked booking system, which so far has been a great success. We engaged in a review of the debt recovery policies and procedures, staff contracts and monitored general compliance, including the budget allowance for staff professional development and training.

We have reiterated GOVERNING COUNCIL OSHC RESPONSIBILITIES throughout the later part of the year.

During the Covid period, we made sure everyone was fully vaccinated before the members attended the Governing Council Meetings.

We also made sure that everyone had completed the documents and online training e.g Working with Children Checks for OSHC staff and volunteers, and that Governing Council members/volunteers had undergone and updated the required training.

The Treasurer attended Finance meetings where OSHC Expenses, profit loss reports, Monthly Balance sheets and debt reports were tabled and discussed. The budgetary position of OSHC has been looked at on a month-on-month basis.

The Quality Improvement Plan (QIP) for OSHC has been discussed this year as well which helps to self-assess our own performance in ensuring we are delivering quality education and care, and to plan for future improvements.

The OSHC Quality Improvement Plan was shared for comment/feedback and endorsement.

The required Governing Council Constitution changes were discussed, shared and made with members during a meeting.

We discussed writing to Marion Council re the proposed development of a Child Care Centre on the corner of Renown Avenue and Renown Place as we were seeking further information about the proposed build.

The Fundraising Committee organised a number of fundraising events and spent numerous hours organising special school lunches. These events were greatly received by both the children and the school community.

We have been discussing the upgrade and development of the power into the site and the school admin building. The lack of power into the site is an ongoing concern as the distribution boards are full with no room for additional loads.

This can result in teachers not being able to adequately cool their learning areas on a hot day.

The Administration upgrade includes giving consideration to the inclusion of a meeting room, a kitchen upgrade and changes to the flow in the office area.

This year OSHC was the main focus of discussions to make sure policies and procedures are in place to make sure that Quality Standards are met.

We have reiterated GOVERNING COUNCIL OSHC RESPONSIBILITIES throughout the later part of the year.

Thanks, and regards.

Jimmy (Harsimran Singh)

Chairperson

Quality improvement planning

In 2022, we continued our shared commitment to improve all students' reading achievement from reception to year 6. Our School Improvement Plan (SIP) priorities informed many professional learning opportunities, with teachers continuing to build their expertise in the 'science of reading' and the components of the Big 6. In 2022, we placed a narrow lens over the 'fluency' component of the Big 6 in reading. Professional learning opportunities built teacher knowledge in both instructional practices and theoretical understanding. Teachers engaged with the Fluency Literacy Progression to track student achievement and inform student goals, with student growth reflected in the site's Oral Reading Fluency (ORF) assessments.

The Literacy Commitment established in 2020 continued to inform teacher practice, with Leadership 'walkthroughs' confirming that whole-school approaches are highly visible in all classrooms. This year, to continue to build consistency and low variance across classrooms, teachers co-constructed a document to complement the Literacy Commitment. The document contains key high-impact teaching strategies, resources and templates used at Clovelly Park during Literacy routines. This resource is also intended to support induction processes for newly appointed teaching staff in 2023 to maintain change.

Learning opportunities were designed to strengthen teachers' ability to collect, analyse and use agreed data practices. We maintained a commitment to our site data schedule, improving processes and structures for collecting, displaying and interpreting the data. Working collaboratively in year level teams and with the Curriculum Leader, teachers were released to set and review student goals and monitor the impact of their intentional teaching. This process engaged teachers in the 'asses, do, review' cycle and fostered reflective practitioners. Our site mantra, 'know thy impact', filtered through many professional conversations.

The Literacy Guarantee Unit (LGU) continued to work closely with our reception to year 2 teachers, engaging in a coaching model to improve their Phonics Instructional Routines. The impact of the site's work is evident in the continued growth of our year 1 Phonics Screening Check results. To strengthen this work, the focus was broadened to capture our year 3 – 6 teachers. The LGU Coach delivered evidence-based professional learning, 'Death to the Spelling Contract', based on the four knowledges of spelling. Teachers then engaged in goal setting, peer observation, and feedback processes to improve and confirm a positive change in teacher practice. In 2023, improving practice and monitoring the impact of change from years 3-6 will continue to be a priority to support lift in our Dibels Oral Reading Fluency (ORF) assessments.

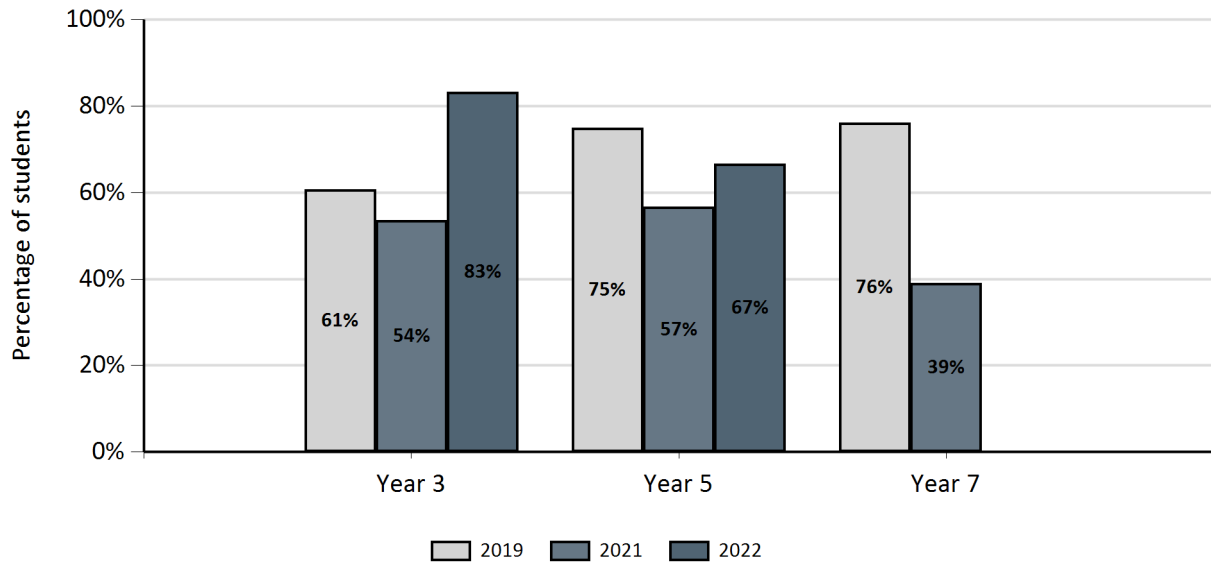
Improving curriculum documentation was also prioritised and the site introduced a whole-school 'year-level' curriculum planning template. Teachers engaged in collaborative processes to design high-quality, year-level curriculum plans that ensured curriculum entitlement and addressed the progression of learning. Cohesiveness across the site was improved, with the HASS teacher reporting improved outcomes through cross-curricula teaching and alignment of genres being taught simultaneous in both HASS and the classroom. Feedback provided by the DfE Curriculum Lead is for teachers to plan for authentic context and incorporate more incursions and excursions. This feedback will inform our 2023 work. Our data review Pupil Free Day in term 4 allowed all teachers to undertake a deep analysis of our NAPLAN, PAT-R, Phonics Screening Check and school-based data sets. This process identified trends across our cohorts and indicated that our students are struggling to interpret explicitly stated information and interpret by making inferences when reading text. It also revealed that a high number of students are not engaging with certain questions when presented with them. Building teacher knowledge and practice in the 'comprehension' component of the Big 6 to challenge and stretch all learners was identified as our next step in learning in 2023.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

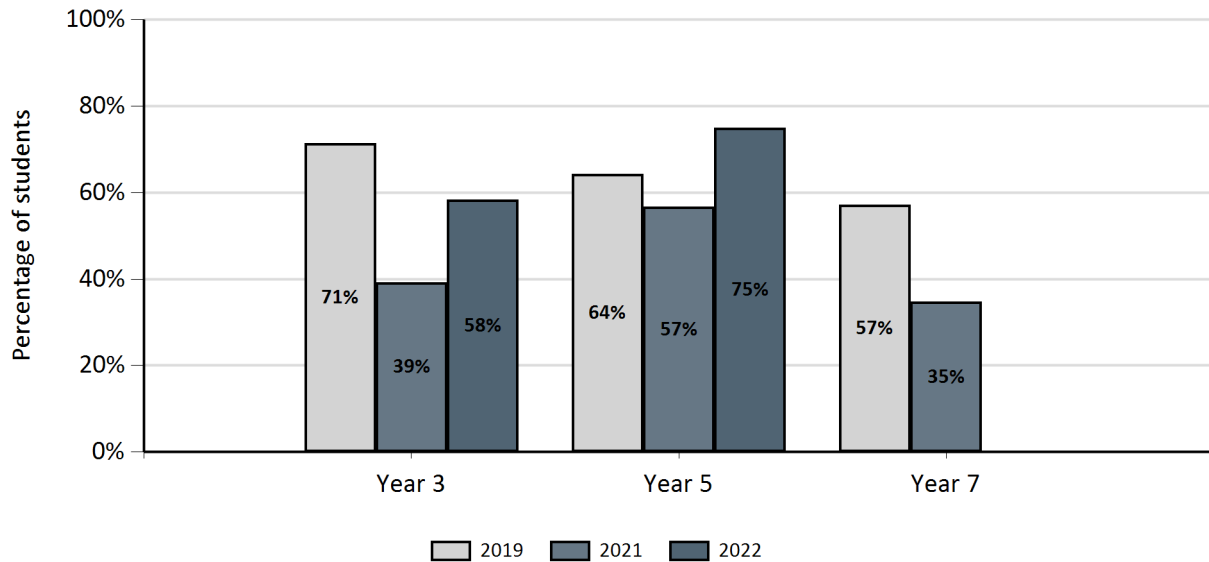


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	24	24	8	3	33%	13%
Year 03 2021-2022 Average	26.0	26.0	5.5	3.0	21%	12%
Year 05 2022	24	24	5	2	21%	8%
Year 05 2021-2022 Average	27.0	27.0	5.5	2.0	20%	7%
Year 07 2021-2022 Average	23.0	23.0	2.0	2.0	9%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

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

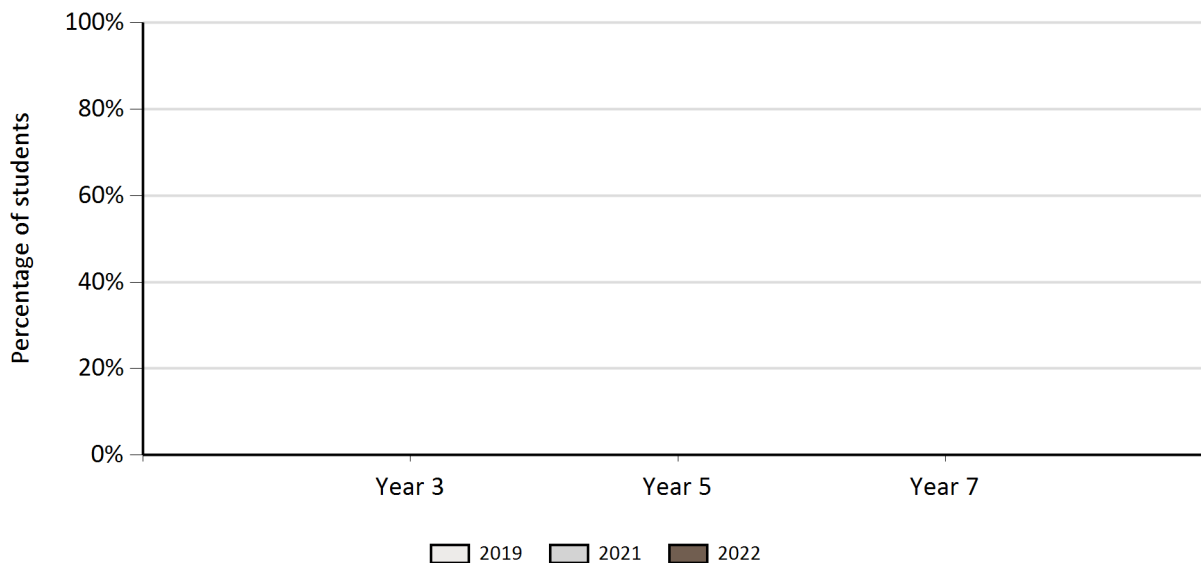
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



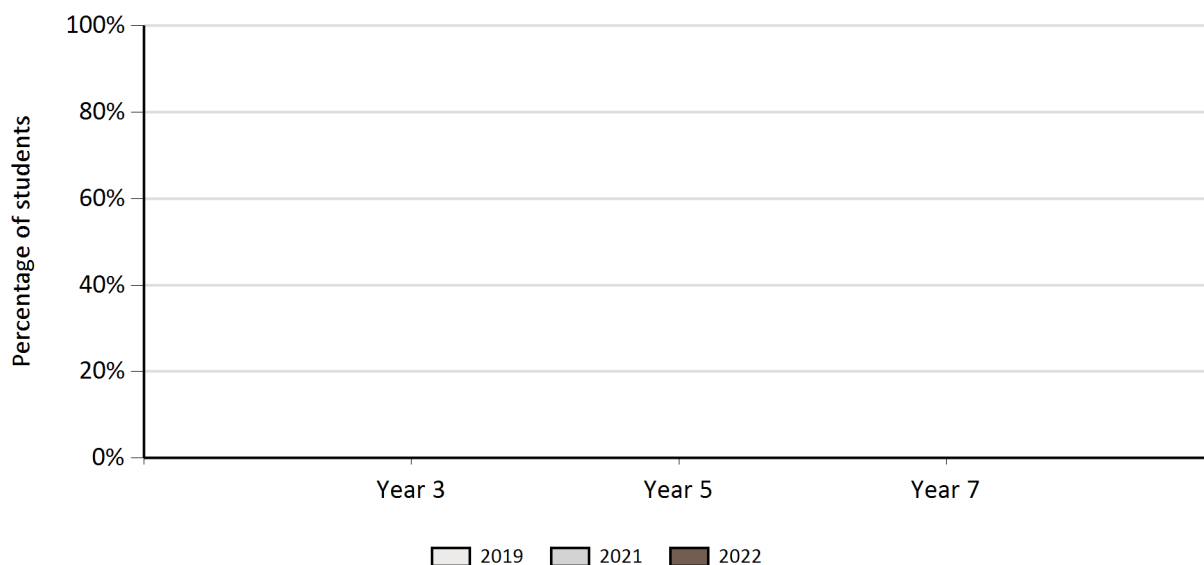
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

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

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

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

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

11% of our students identify as Aboriginal, 22 students in total from Reception to year 6. Staff resources include an Aboriginal Education Teacher (0.4FTE) and an Aboriginal Community Education Officer (0.4FTE). Our 2022 focus in the Aboriginal Learner Achievement Leaders' Resource was Element 4: Applying Evidence-Based, Learning Interventions to support and/or extend Aboriginal learner achievement. A number of strategies were implemented, monitored and reviewed. We systematically scheduled data informed intervention programs in literacy (mini-lit, Kilpatrick, corrective reading). Clear review processes were put in place. Students were assessed to identify at risk and specific learning gaps. This data was used to inform, and plan targeted, purposeful learning interventions. We also provided relevant professional learning for leaders, teachers and support staff who worked with our Aboriginal learners to provide the intervention programs. Responsive support strategies were put in place to ensure Aboriginal Learners were engaging with the learning intervention programs.

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

In 2022, 9 Aboriginal students participated in the Progressive Achievement (PAT) assessments for maths (PAT-M) and reading (PAT-R). In both tests, all Aboriginal students with historical data showed growth in the previous 12 months, increasing their scale score by up to 11% in PAT-M and 23% in PAT-R. In NAPLAN, 4 out of 7 eligible students engaged in 1 or more tests due to exemptions or absenteeism. In reading, the data shows 2 out of the 3 students reached or exceeded the Standard of Education Achievement (SEA) for their year level. In numeracy, the data shows 1 out of the 2 students reached the SEA for their year level.

School performance comment

The standard of educational achievement (SEA) outlines the expected achievement of students within specific data sets. 63 students across the site participated in NAPLAN in 2022.

NAPLAN Reading

NAPLAN Reading - percentage of students achieving Standard Education Achievement (SEA):

Year 3 - 83% of students achieved SEA compared to 54% in 2021

Year 5 - 67% of students achieved SEA compared to 57% in 2021

Year 7 - 63% of students achieved SEA compared to 39% in 2021

NAPLAN Reading – percentage of students achieving higher bands:

Year 3 – 33% of students achieved higher bands compared to 11% in 2021

Year 5 – 21% of students achieved higher bands compared to 20% in 2021

Year 7 – 5% of students achieved higher bands compared to 9% in 2021

NAPLAN Reading progress data from year 3 to year 5

29% decreased their achievement

57% maintained their reading achievement

14% increased their reading achievement

NAPLAN Reading progress data from year 5 to year 7

27% decreased their achievement standard

67% maintained their achievement standard

7% increased their achievement standard

NAPLAN Numeracy

NAPLAN Numeracy percentage of students achieving Standard Education Achievement (SEA)

Year 3 - 58% of students achieved SEA compared to 39% in 2021

Year 5 - 75% of students achieved SEA compared to 57% in 2021

Year 7 - 35% of students achieved SEA compared to 37% in 2021

NAPLAN Numeracy percentage of students achieving higher bands:

Year 3 – 13% of students achieved higher bands compared to 13% in 2021

Year 5 – 8% of students achieved higher bands compared to 7% in 2021

Year 7 – 11% of students achieved higher bands compared to 9% in 2021

NAPLAN Numeracy progress data from year 3 to year 5

19% decreased their achievement

76% maintained their reading achievement

5% increased their reading achievement

NAPLAN Numeracy progress data from year 5 to year 7

33% decreased their achievement standard

53% maintained their achievement standard

13% increased their achievement standard

Site based reading data

Reception: Reception: 9 out of 14 students achieved benchmark on the PASM and of the 5 students not achieving benchmark, 3 are having difficulty with syllable segmentation. Students not achieving benchmark have been receiving targeted, small group intervention.

Year 1: 65% achieved benchmark in the Phonics Screening Check results, with 15 students identified as fluent decoders, 3 as developing decoders (achieving only one or two marks below benchmark) and 5 students identified as struggling decoders.

All students not achieving benchmark were identified early and accessed Mini-Lit intervention 3-4 times per week throughout 2022.

Year 2: 10 out of 21 students achieved benchmark in the Dibels ORF assessment.

4/7 students accessing Mini-Lit demonstrated greater than 50% growth in their phonics knowledge using the PSC check as comparative data.

Year 3: 10 out of 26 students achieved benchmark in the Dibels ORF assessment

Year 4: 9 out of 20 students achieved benchmark in the Dibels ORF assessment

Year 5: 15 out of 27 students achieved benchmark in the Dibels ORF assessment

Year 6: 14 out of 25 students achieved benchmark in the Dibels ORF assessment

Corrective Reading intervention was provided to students in years 3-6, students below benchmark on the ORF were identified and undertook a placement test to form the intervention groups.

A comprehensive analysis of this data allows us to track and respond to student achievement. DfE Support Services (Behaviour Coach, Psychologist, Speech Pathologist and Special Educator) are engaged when our data is indicating that further investigation is required to support the students' social, emotional and academic growth.

Attendance

Year level	2019	2020	2021	2022
Reception	84.9%	72.0%	83.5%	80.1%
Year 1	86.0%	74.8%	84.1%	78.2%
Year 2	88.4%	76.9%	84.6%	78.3%
Year 3	88.1%	81.3%	87.9%	75.9%
Year 4	87.6%	78.3%	88.3%	83.5%
Year 5	88.6%	77.8%	80.4%	82.6%
Year 6	88.6%	78.0%	84.0%	77.6%
Year 7	86.5%	77.8%	84.8%	N/A
Primary Other	89.7%	83.0%	83.8%	75.6%
Total	88.2%	79.0%	84.5%	79.1%

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

Attendance comment

Attendance continues to be a priority at Clovelly Park Primary School. Our attendance rate for 2022 was 82%, compared to 85% in 2021. There were significantly higher rates of student absenteeism during semester 1 2022 as COVID restrictions were lifted in the wider community. Daily attendance was monitored by all staff through meetings, phone calls, e-mails and via See Saw messaging. The Student Wellbeing Leader further supported families with students exhibiting 'chronic' or 'habitual' absenteeism by engaging the Department for Education's truancy social worker and our school's Aboriginal Community Education Officer (ACEO). The school facilitated family meetings and conferences to discuss attendance and engagement concerns and to create Site Attendance Improvement Plans (SAIP) where necessary. As part of our attendance policy, we continued to regularly visit families at their homes as required.

Behaviour support comment

Our school is committed to educating students to manage their own behavior by developing their social and emotional intelligence through the Play Is the Way (PITW) program. PITW is centered on the 'Golden Rule' – "Treat others as you would like them to treat you". During 2022, we participated in a number of whole school events to embed this. We again held a 'Kindness Day', where students engaged in 'bucket filling' and created a whole school 'bucket' to recognise the kind acts that transpired. Our Wellbeing and Engagement data reported that our students are more optimistic, satisfied with life, connected with adults and engaged in learning than the average student in South Australian public primary schools. The data clearly indicates our areas for growth as supporting students with their worries and social, verbal and physical bullying. Along with a zero tolerance to bullying, students are provided daily education to understand and identify bullying, how to report it and what strategies to use as an 'up-stander' or a victim. In 2022, there were 8 incidents of bullying reported. Whilst we work to support both the victim and bully, the departments SEE policy is enacted as required.

Parent opinion survey summary

The parents who responded to the survey were overwhelmingly supportive and positive about our school.

The survey results indicated that 92% of parents responded that teachers and students are respectful and 86% stated that their child is important.

Whilst one parent commented that they were unsure why we continue to use two platforms (Skoolbag and SeeSaw) to communicate with families, 88% indicated that they receive enough communication with 83% believing that our communication is effective.

In relation to our curriculum programs, 84% understood the standard of work and 88% indicated that they receive useful feedback. The responses were lower when asked about whether they were engaged in useful discussions with 65% responding positively and 31% neither agreeing nor disagreeing. This will be an area for discussion in 2023. Based on the survey results, parents are looking for more information on how to support their child learning at home with 47% wanting more help.

When comparing our results with like schools across the state, our results indicate a higher level of satisfaction.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	11.8%
NT - LEFT SA FOR NT	1	5.9%
OV - LEFT SA FOR OVERSEAS	2	11.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	41.2%
VI - LEFT SA FOR VIC	4	23.5%
WA - LEFT SA FOR WA	1	5.9%

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

To work in SA government education sites and services (including Department for Education corporate offices) you must have a current working with children check (WWCC). Volunteers in public schools also need a WWCC.

We continue to ensure the safety of our students when working with our community by having known procedures and practices in place.

All employees, volunteers, service providers and persons designated by legislation or Education Department policy have been screened for their suitability to work or volunteer with children.

All staff are required to provide evidence and current certifications prior to working in our site to ensure compliance with the Departmental screening policy.

The check must be updated every 5 years. Employees are encouraged to apply for their new WWCC 6 months before their current child-related employment screening expires.

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	46
Post Graduate Qualifications	13

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	0.0	21.8	1.0	11.4
Persons	0	27	2	16

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

Financial statement

Funding Source	Amount
Grants: State	\$3,581,224
Grants: Commonwealth	\$1,527
Parent Contributions	\$46,600
Fund Raising	\$7,845
Other	\$37,187

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	Supporting staff & students to improve co & self-regulation capacity through emotional literacy, Zones of Regulation/Interoception & PITW.	Increased capacity/knowledge/skills (staff) & co & self-regulation & engagement (students)
	Improved outcomes for students with an additional language or dialect	Through the process of LEAP levelling, the EALD Teacher worked with staff to identify individual student learning needs. She then created small groups and provided them with regular targeted support. This was in addition to the support provided by BSSOs who offered in class support, QDTP strategies & the Big 6 in READING program offered by the class teacher.	Increased teacher capacity & student engagement through WAVE 1, 2 & 3 actions.
	Inclusive Education Support Program	The funding was utilized to employ SSOs to work with teachers (during release) to plan for the use of QDTP strategies/WAVE 2 & 3 actions as identified in One Plans. The SSO's then provided additional support to the identified at risk students.	Increased engagement in learning and wellbeing resulting in increased attendance by students. Increased teacher knowledge & skills to support and plan for differentiated teaching practices and Wave 3 strategies, .
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	An AET & ACEO were employed to support classroom teachers to identify individual students' needs through an Aboriginal perspectives' lens. This information informed programs, supports, QDTP and Wave two Interventions. The ACEO focused on creating stringer relationships and connect families with staff and the school. The Numeracy and Literacy funding provided us with the opportunity to offer specific, targeted literacy intervention programs by a teacher and SSO. The teacher time was utilised to reteach phonics and phonemic awareness to individual students whilst the SSO ran a Mini Lit program.	Increased Aboriginal student attendance and engagement in learning programs resulting in improved learning outcomes. . Increased family engagement with the school. Increased teacher capacity. Students who accessed the intervention programs experienced improved phonics knowledge.
Program funding for all students	Australian Curriculum	We were able to provide professional learning for staff in the use and development of mentor texts/ Big 6/literacy development/units of work. Teacher release enabled staff to collaboratively plan, engage in peer observations and seek feedback. There were increased opportunities to consider QDTP and WAVE 1, 2 & 3 needs and how to plan to differentiate the learning program to meet the individual needs of students.	This work resulted in increased consistency of practices across classes, increased use of high impact pedagogical practices and positive growth in identified data sets.
	Aboriginal languages programs Initiatives	No funding was received.	Not applicable.
	Better schools funding	The funding was used to further support our Aboriginal students to increase their	Improved patterns of attendance for some Aboriginal students.

Other discretionary funding	Specialist school reporting (as required)	As we are not identified as a specialist school, no funding was received.	Not applicable.
	Improved outcomes for gifted students	No funding was received.	Not applicable.