

Allenby Gardens Primary School and Allenby Gardens Child Parent Centre

2018 annual report to the community



Government
of South Australia

Department for Education

Allenby Gardens Primary School Number: 473

Allenby Gardens Child Parent Centre Number: 1647

Partnership: Inner West

Name of school principal:

Yunni Seindanis

Name of governing council chair:

Alasdair Mclean

Date of endorsement:

13th February 2019

Site context and highlights

Allenby Gardens Primary School is a Preschool to Year 7 campus with an Out of School Hours Care facility. Students come from a range of socioeconomic backgrounds and cultures. This diversity is evidenced by approximately 40% of our community for whom English is a second language.

Allenby Gardens Primary School is a thriving school and community. The school is at the centre of the community and is a school of choice in the Inner West. Enrolments continue to be stable with school numbers finishing at 510 at the end of the 2018 school year and preschool 70. We continue to have extensive waiting lists for school enrolment, particularly for Junior Primary.

At Allenby Gardens we expect excellence from each and every one of our students, but we know and understand that excellence looks different for each person.

There are so many highlights and moments that we can be proud of, below are just a few:

FACILITY UPGRADES - throughout 2018 we continued to upgrade our school facilities and learning spaces. A considerable amount of funds was used to modernise learning places by installing glass partitioning and walls. We spent time consulting with the children about flexible and innovative learning spaces and the developments that they would like to see. We had a focus on de-cluttering learning environments, which resulted in some alternate storage for school bags, in order to create more space and enhance the learning environment. The Upper Primary spent some considerable time planning and brainstorming the development upstairs which occurred over the Christmas break. Continued work and student input for 2019 is still expected for the upstairs space. Significant redevelopments of the Preschool outdoor learning spaces also occurred throughout 2018, creating fabulous, exploratory, imaginative, and creative outdoor play and learning areas.

STEM WORKS - our million dollar STEM development was completed by the beginning of the 2018 school year, ready for the teaching and learning to commence. Our development consisted of a Science Lab, two refurbished classrooms, a store room, kitchen, 2 break out rooms and an open, flexible learning space. The STEM area has been a fantastic addition to our school facilities. The innovative learning that is occurring in this teaching space is amazing! An official STEM opening with the Minister is scheduled for early 2019.

EXCELLENCE - we have maintained and further embedded our expectation and value of Excellence. We expect personal excellence from each and every one of our children, in every aspect of their lives. This is promoted through developing growth mindsets and turning mistakes in to learning opportunities.

EXTRA CURRICULAR ACTIVITIES - we are very fortunate to have good representation in the areas of Physical Education and Performing Arts. We participate in a range of sporting activities and carnivals as well as the Festival of Music, Inner West Music Hub and Choir. All students model the school values, are engaged and thoroughly enjoy participating.

HARMONY DAY - all students and families participated in an 'Open Morning' where families engaged in some learning with their child/ren. Following the Open morning we went for a whole school picnic to Lewanick Reserve, where music was played from many different cultures in the background. Hundreds of students, staff and families also danced 'Zorba the Greek' around the oval which was a huge highlight.

DYSLEXIA AWARENESS DAY - as a school we went 'Red' for Dyslexia Awareness Day. A core group of passionate families in conjunction with some staff and students coordinated and organised the day. All classes were involved in core learning and activities based around dyslexia. A short film clip was also produced by a group of students and was shared with the staff and Governing Council.

SPORTS DAY - Sports Day is a fun and physically active day with some good old fashioned rivalry. The House Captains lead their team through chants and encourage them to try their best throughout the day. It is a well attended and supported event from the whole community. Having Sports day at Lewanick Reserve adds atmosphere and enables us with enough space for a variety of different traditional and non traditional sports and games. Heysen were the 2018 champions!

FAMILY FUN NIGHT - Family Fun Night is our community event of the year. It attracts thousands of people for us to showcase our school and our talents. In 2018 staff and students opted to go with a theme for FFN, the 2018 theme was 'At the Movies.' All students did an exceptional job with their performances, trying their best. The rides, stalls and food options gives added atmosphere and interest to the night. It is our major fundraiser of the year, where funds get injected directly to enhance facilities/activities for students. Family Fun Night profited nearly \$20 000 in 2018 which contributed to part of the upstairs redevelopment funding.

Governing council report

AGPS School Council Report

2018 was a successful year for both the school and its Governing Council. Some key highlights for the year include:

- Successful representation to the City of Charles Sturt Council to seek changes to the parking arrangements on the school perimeter. Trial changes are now in place and a community engagement process has been agreed to by the council.
- Endorsement for consultation of a new school uniform policy. This policy is expected to come into effect in early 2019.
- Transition of the school uniform shop to an online provider. This will improve parent access and free up an additional work space in the junior primary building.
- Involvement of the school captains in council meetings including a guided school tour for the council members and demonstration of new STEM teaching equipment.
- Productive discussions on school security issues and how they may be addressed while balancing the desire for the school to continue to be an integral part of the community. A vehicle lock-out after hours has now been implemented to support improved security.
- A Successful year for the school OSHC program with increasing numbers and a strong financial result.
- Council and fund-raising committee support for the family fun night culminating in a highly successful event.

While 2018 was a successful year for both the school and its governing council, we will face a number of challenges in 2019 including:

- Retirement of a significant number of council members including the treasurer and all of those involved in the fund-raising committee.
- Loss of a highly capable school deputy principal to promotion and a new school.

These challenges are being addressed by appointment of a new deputy principal and engagement with the school community to seek new members for the governing council.

Finally, the council also recognizes the excellent work put in by the school's leadership team as well as those teachers involved in the governing council and expresses its appreciation of that effort.

Quality improvement planning (preschool)

As a school based Preschool, Allenby Gardens Preschool participates in the planning and review processes of Allenby Gardens Primary School.

Allenby Gardens Preschool Improvement Priorities connect with School priorities and contribute to whole school improvement. Improvement Priorities

Priority 1 Highly effective teaching and learning through reflective practice

Goal 1: Children improve number sense conceptual development through consistent educator practice including critical and creative thinking strategies

- Children have been introduced to mathematical language to share their number understanding
- Language has been introduced consistently with Reception classes
- Educators have engaged in extensive professional learning in mathematics through Primary Maths association
- Children's mathematical learning and understanding has been documented using the Indicators of Preschool Numeracy

Goal 2: Sustainable practices are embedded in the preschool

- An environment and sustainability document has been drafted
 - Children have engaged in recycling and other sustainability projects
 - The program regularly addresses awareness of the interdependence of living things
- Goal 3: AG Preschool philosophy statement is reviewed thorough a process involving children, families and educators
- Consultation and feedback was sought from families through the parent committee
 - Children contributed their feedback about favourite experiences, what they didn't like and about educators which was included in the draft of a new philosophy
 - Educators engaged in an intensive review of practice and priorities to inform the philosophy

Priority 2 Inclusive pedagogy

Goal 1: Improved literacy for all children through targeted and specific planning for children's learning and development

- Centre participated in the Paint the Westside REaD literacy initiative with partnership preschools and City of Charles Sturt
- Department for Education, Learning Design and Reflection project was an integral part of professional learning for the educator team. Reflecting on children's learning, documentation and educator practice

Goal 2: Children's voice is embedded in decision making processes

- Children had an integral role in providing feedback and reflections on their preschool experiences.
- Preschool philosophy has been re-written

Recommendations 2019:

Following a strong, intensive approach to numeracy, we now need to focus on literacy in line with AGPS priorities.

- Children's identity as confident and competent communicators to be improved by developing their oral language skills to describe and express their ideas.
- Educators will develop a consistent, evidence informed approach to developing a rich language environment and intentionally supporting children's developing communication through their everyday interactions with children.
- Documentation to show children's learning over time and support a strong, capable image of the child.
- Educators will observe, analyse and document children's learning and development in context.
- Children's agency will be promoted through embedding their voice in decision making processes including curriculum and events.
- Educators will develop democratic decision making processes that actively seek children's voice and promote their agency.

Improvement planning and outcomes (school)

As a school and in partnership with Governing Council we were working on 5 strategies in our Site Improvement Plan. Below I will briefly describe each strategy, accomplishments and recommendations.

1. Effective Formative Assessment with a focus on Feedback:

Staff were focussed and engaged in professional development relating to providing targeted and specific feedback to progress student learning. Success Criteria and Learning Intentions were incorporated into teaching, learning and programming. Effective Feedback will remain a focus for 2019.

2. Precision in Pedagogy through PLCs:

Staff were implementing timely and targeted cycles of improvement using the work of Simon Breakspear. All teams within the school were implementing the model. All staff will continue using this model in 2019 and beyond and will attend professional development with Simon Breakspear.

3. Differentiation Practices and Targeted Intervention:

Staff were designing learning experiences that provide challenge and success for all students. A strong focus of the school has been growth for all students and personal best. Specific targeted intervention was provided through MacqLit, MiniLit, Quicksmart, Junior Primary Number Sense, Homework Club and two after school enrichments programs targeting mathematics and robotics. As a school, in 2019 we will continue with our targeted intervention programs and continue to work on general teaching practices to address specific learning needs and to extend all learners.

4. Build the knowledge, skills & capacity of teachers in using critical and creative thinking pedagogy:

Staff in the Upper Primary were developing a shared understanding of the elements of the Critical and Creative Thinking Continuum. They attended professional development in Tactical Teaching for Thinking, and began applying strategies into their teaching practices. Critical and Creative Thinking Pedagogy still requires a major focus and more professional development and discussion.

5. Extend and Explore Student Learning Partnerships:

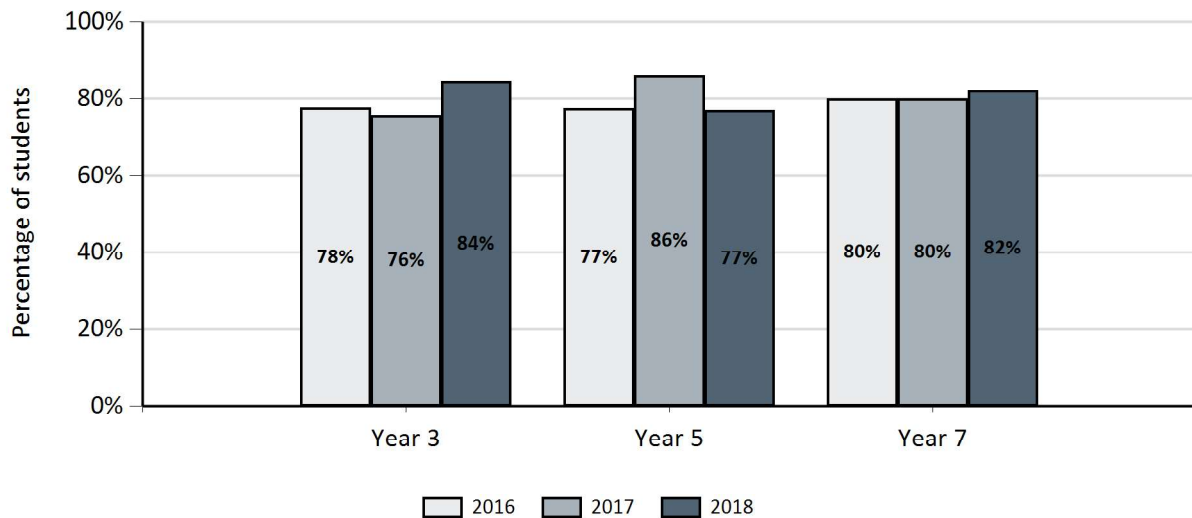
As a school we were trying to build students skills, confidence and opportunities to lead learning and engagement in whole of site improvement plans and priorities. The Leadership team in particular spent considerable amounts of time building the capacity of the Senior Student Leadership (School Captains) and involving them in planning and decision making processes. Building authentic student voice across the site, reviewing the role of SRC and yard support will remain a focus and priority for 2019 and beyond.

Performance summary

NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

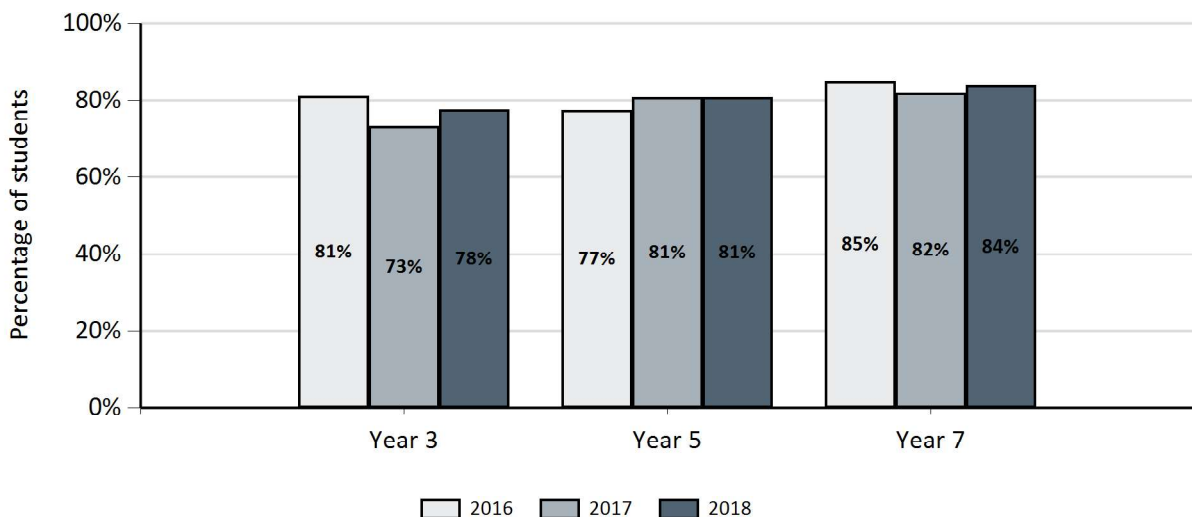
Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

*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 2016 to 2018 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	14%	18%	25%
Middle progress group	49%	66%	50%
Lower progress group	37%	16%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	19%	28%	25%
Middle progress group	47%	44%	50%
Lower progress group	35%	28%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	58	58	30	22	52%	38%
Year 3 2016-18 average	64.7	64.7	30.0	20.0	46%	31%
Year 5 2018	52	52	16	13	31%	25%
Year 5 2016-18 average	57.0	57.0	18.7	11.7	33%	20%
Year 7 2018	56	56	15	12	27%	21%
Year 7 2016-18 average	55.3	55.3	13.3	10.3	24%	19%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

[^]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

NAPLAN

2018 Year 3 NAPLAN –

The NAPLAN results of our Year 3 students was once again outstanding. 52% of the Year 3 students achieved in the higher bands for Reading and 38% for Numeracy. These percentages were both an all-time high result and show that our continuous striving for personal excellence and improvement for all students is having a positive affect academically. 48% of students also achieved in the higher bands for Writing, which provides a good foundation for those students, moving forward. Almost 80% of our Year 3 students achieved the Department's Standard of Educational Achievement (SEA) in Reading and Numeracy.

2018 Year 5 NAPLAN –

Over 77% of our Year 5 students achieved the Department's SEA in both Reading and Numeracy. The low growth of our Year 5 students is something that the school will target in 2019 and beyond, with only 35% (Reading) and 37% (Numeracy) showing low growth from their Year 3 results in 2016. We will investigate how we can support our students, especially those that achieve high bands as Year 3's, to continue to improve as they progress through the middle and upper years of primary school. Having said that, it was pleasing to see that 25% of students achieved in the higher bands of Numeracy, above our historical average.

2018 Year 7 NAPLAN –

More than 80% of our Year 7 students are achieving the Department's SEA in both Reading and Numeracy. We had 27% of students achieve higher bands in Reading and 21% in Numeracy, which surpasses our previous best of 18% of students in the higher bands of Numeracy in 2017. The growth of our students in Reading and Numeracy, between Year 5 and Year 7, was comparable with the national average and an improvement on our 2017 results.

Our own analysis has shown the need to have a future focus on Writing as the trend has been that we have large percentages of students achieving in the higher bands as Year 3's but then there is a significant drop in those percentages in Year 5 and Year 7.

RUNNING RECORDS

Our Year 1 and Year 2 Running Records continue to be fantastic. Our average RR Level for Year 1's in 2018 was 16.6, which is well above the Department SEA of 13. Similarly, our Year 2 students averaged 26.0, compared to the Department SEA of 21. Our Reception students averaged 5.6, which is low compared to what we usually expect, even though it is still above Department SEA. In 2018, our Year 1 students averaged 11.3 levels of growth between the Term 1 and Term 3 data collection periods and our Year 2 students averaged 9.3 levels of growth during the same time. This is well above what is expected.

PAT-READING & PAT-MATHS

Each year, our Year 2-7 students complete Progressive Achievement Testing (PAT) for both Maths and Reading Comprehension. Our PAT-Reading results showed that 83% of our Year 2-7 students achieved the expected standard for their year level. Our PAT-Maths results showed that 81% of our Year 2-7 students achieved the expected standard for their year level.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	96.7%	91.2%	92.0%	90.7%
2016 centre	90.5%	90.9%	88.4%	89.6%
2017 centre	91.2%	88.9%	89.9%	88.7%
2018 centre	86.9%	88.8%	83.2%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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	2015	2016	2017	2018
Reception	91.3%	91.1%	90.7%	91.1%
Year 1	91.6%	90.7%	92.0%	89.2%
Year 2	93.5%	91.0%	92.7%	94.4%
Year 3	93.2%	91.9%	91.9%	93.6%
Year 4	92.2%	90.9%	92.1%	91.5%
Year 5	94.1%	89.5%	93.1%	91.1%
Year 6	91.7%	92.5%	89.4%	92.5%
Year 7	93.1%	90.6%	89.9%	90.5%
Primary Other		33.3%		
Total	92.5%	91.0%	91.5%	91.8%

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

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

Attendance comment

Our 2018 attendance of 91.8% was the second successive year of improvement but still below the Department target of 93%. Families that had children with chronic absenteeism were contacted by either classroom teachers or school leadership to discuss how attendance could be improved. Regular monitoring of attendance by staff and the school leadership team has helped support explanations being sort for unexplained absences. The increased use of the App Seesaw has improved communication between school and home and has increased the efficiency in which absences are followed up.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	67	69	71	68
2016	71	72	72	71
2017	66	67	67	66
2018	67	66	67	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool enrolment comment

The centre maintained enrolments at capacity for 2018. Permission was sought to exceed the enrolment cap of 66 for one child with special needs. A slightly increased number of families chose to only access 12 hours of preschool due to the difficulty of also accessing child care. The flexible booking pattern of alternating 2/3 days per week has continued to be highly supported by our families and is reflected in the number of families. Few families choose half days.

One child accessed the Aboriginal 3 year old entry program.

Our enrolments are mostly from within the designated zone and families with children enrolled at the Primary School.

A parent volunteer playgroup operates during the week. The playgroup has seen a decline in numbers and there was some difficulty recruiting a coordinator. Families from outside of the zone are members of our playgroup and have priority as having a connection to the community.

School behaviour management comment

Since the development and implementation of the behaviour management policy in 2016, there has been a more consistent and streamlined approach in practices, strategies and consequences across the school. Towards the end of 2018, Governing Council, staff and students reviewed the policy and made some slight modifications.

In 2018, the more serious behaviours/consequences were:

1 Exclusion – for multiple suspensions throughout the year.

13 Suspensions – mainly for repeated behaviours, misuse of ICTs or extreme violent outbursts. The suspensions reflect the behavioural choices of 7 students across the school.

2 Internal Suspensions – mainly for students who made a usually once off, serious, poor choice.

7 Take Homes – usually for non compliance.

Client opinion summary

Staff

A staff opinion survey took place with 34 staff responding to a range of statements, using a scale from Strongly Agree (5 points) to Strongly Disagree (1 point). Each statement was then given an average points rating out of 5. Some results in relation to Supportive Leadership included:

- Leadership at this site is effective (4.3)
- I can rely on support from leaders of this site (4.2)
- Leaders communicate a clear site vision, clear goals and clear tasks (4.1)

Other results in relation to key statements included:

- There is good communication between groups/staff (4.2)
- There is good team spirit, which includes fun (4.3)
- Site decision making processes and structures are fair and effective (3.9)
- I feel a valued staff member (3.9)
- I often experience positive feelings at work (4.1)
- Levels of negative feelings rarely impact significantly on group functioning (3.6)

At least 30 of the 34 respondents gave a rating of 3, 4 or 5 for every statement, demonstrating an overall positive work environment for our staff at Allenby Gardens Primary School.

Families

89 parents/carers responded to our satisfaction survey, sharing their level of agreement with 17 statements under a variety of headings. The most positive feedback, 'agreeing or strongly agreeing' came from the statements, my child feels safe at school; I can talk to my child's teacher about my concerns; there is good communication between school and home; leadership have a clear vision and my child likes being at this school. This is fantastic as it also closely correlates to the positive feedback we have obtained from the students.

One of the areas that rated lower were, teachers at this school provide my child with useful feedback about his/her school work. As a site we have made a conscious effort to address this and will continue to do so in the future.

Students

Authentic student voice was strong across the school in 2018, led by the School Captains. Various surveys and opinion polls were obtained throughout the year through SRC and the wider student body for decision making processes and purposes. The Wellbeing survey (MDI) that all Years 5-7 complete was very positive. This is a survey that measures students day to day wellbeing, happiness, sadness, anxiety, resilience etc.

The standard student survey that all students from Years 3-7 completed indicated that students felt teachers expected them to do their best, teachers motivated them to learn, they felt safe at school, student behaviour is well managed and my school is well maintained.

Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0135 - Flinders Park Primary School	0.0%	1.0%	0.0%
0473 - Allenby Gardens Primary School	97.0%	90.0%	95.0%
0907 - Plympton International College	0.0%	1.0%	0.0%
6015 - St Michael's College: Jnr School	2.0%	0.0%	3.0%
6026 - Christian Brothers College - Junior	0.0%	1.0%	0.0%
8280 - Nazareth Cath Col Primary Campus	0.0%	1.0%	0.0%
8327 - St Joseph's School - Hindmarsh	0.0%	0.0%	1.0%
9011 - St John Bosco School	0.0%	3.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	6.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	18	20.2%
Transfer to SA Govt School	65	73.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Destination comment

For the last 3 years a high percentage (+90%) of preschool students have been enrolling as reception students at Allenby Gardens. The transition processes between school and preschool are extensive and seamless.

Each year the number of year 7 students enrolling in non government high schools is increasing. This is largely due to our academic achievements and great reputation in the community. Our main feeder public high schools are Findon, Woodville and Underdale, with Nazareth being the most popular in the non government sector.

At the conclusion of 2018, 15 Year 6 students also transferred to the private sector for high school.

Relevant history screening

Allenby Gardens Primary School continues to encourage and support family and community volunteers within the school context. All volunteers at Allenby Gardens are required to obtain a DCSI clearance, RAN training and also receive a volunteers handbook.

In 2018 we processed 90 DCSI clearances.

Clearances last for a 3 year period.

Teacher qualifications 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	62
Post Graduate Qualifications	14

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	29.3	0.0	10.8
Persons	0	38	0	17

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

Financial Statement

Funding Source	Amount
Grants: State	\$261 962
Grants: Commonwealth	\$8200
Parent Contributions	\$158 650
Fund Raising	\$35 587
Other	

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	Implementation of Learning design, assessment and reflective practices in accordance with Department professional learning and expectations. - inquiry into children's mathematical understandings - documentation and analysis of children's learning - resourcing to enable staff team to continue engagement in professional learning focussed on numeracy pedagogical content knowledge delivered by outside provider - Team days to extend understanding and professional practice in analysing and documenting children's learning- participation in Partnership continuity of learning project	Numeracy and literacy learning and development is documented for all children as part of the regular cycle of planning, assessment and review. Children's learning aligned with Indicators of Preschool Numeracy Continuity of maths learning between preschool and school.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	- 1:1 specific teaching and learning program for children with autism and specific speech and language programs - small group and 1:1 social skills program for identified children - implementation of goals identified in Negotiated Education Plans - development of resources to support identified learning needs eg visual aids, social stories, speech and language resources	Individualised programs and supported access to the curriculum were delivered for children with verified learning disabilities and specific learning needs.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support educator - Punjabi, Hindi, Urdu - contribute to program and planning to be culturally inclusive - individual support for children with no English to access the preschool program - family liaison to inform families of our program and their child's participation - small group teaching and learning in a social context	Individualised literacy programs implemented for targeted children, increasing access to the preschool program.

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

2018 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 2018 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	Continuing staff development in social and emotional learning through Play is the Way, Trauma training and purchasing appropriate materials and resources. School also having a major focus on Growth Mind sets.	Whole school language implemented, students taking responsibility for choices.
	Improved outcomes for students with an additional language or dialect	Resourcing of a specialist 0.8 EALD Coordinator and 0.2 Curriculum Coordinator, working collaboratively with teachers on planning & programming. Also working with small groups of students for intense English intervention	NAPLAN results showing improvement, higher engagement in class.
	Improved outcomes for students with disabilities	Resourcing of a 1.0 Special Education Teacher who works supporting educators and families with NEPs. She also provides intense 1:1 small group intervention & coordinator programs as well as training SSOs.	Specific and targeted goals for students. More engaged in class. Family links.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<p>In 2018 we were unable to staff an ACEO.</p> <p>The continuation of a Curriculum Coordinator as well as an establishment of an Early Years Assistant Principal, lead the school in areas of Literacy and Numeracy improvement. As a team they worked with staff in collaboration, and through a mentoring and coaching model.</p> <p>All staff had release days each term to plan and develop units of work in their PLCS for continuity of learning and consistency.</p> <p>Students with Learning Difficulties Grant was used for SSO support. Each class was allocated some SSO resourcing to assist in the areas of Literacy and Numeracy.</p>	Whole school agreements in Literacy and Numeracy created. Staff working collaboratively in priority groups. High expectations and a focus on growth for all.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	n/a	n/a
	Better schools funding	Funding for Quicksmart Maths Intervention and SSO support	Speed and automaticity for basic number facts for participants.
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a
	Primary school counsellor (if applicable)	0.2 funding to release the Deputy Principal full time to lead the school in Strong Social and Emotional Learning and Wellbeing.	Student and staff wellbeing a focus. Engagement and attendance a priority.