

Allenby Gardens Primary School and Allenby Gardens Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Allenby Gardens Primary School Number: 473
Allenby Gardens Child Parent Centre Number: 1647
Partnership: Inner West

Name of School Principal:

Mr Yunni Seindanis

Name of Governing Council Chair:

Mrs Rebecca Redden

Date of Endorsement:

Wednesday 15th February 2017

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 background 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 grow with school numbers finishing at 504 at the end of the 2016 school year and preschool 70. The school and preschool are practically at capacity and any enrolments outside our designated catchment zone are few and far between.

Late 2015 and the beginning of 2016, through a consultative and collaborative process with Governing Council, Family Reps, Staff, Students and the wider community; we endorsed four core school values (Confidence, Honesty, Excellence & Responsibility), developed a vision statement and created a new school motto - "our school, our community, our future." Our assembly awards, behaviour management policy and general teaching and learning practices are based on and further build upon our four core school values. In many instances "Excellence" has had a huge focus with a catch phrase attached to it, "being the best that you can be." At Allenby Gardens we expect excellence from each and everyone of our students, but we know and understand that excellence looks different for each person.

2016 was an extremely successful year for Allenby Gardens Primary School and community. With many supportive programs and events continuing from past years, many changes were also embraced and supported by the school community. Below are just some of our many highlights:

FACILITIES:

Many improvements have been made in 2016 with further improvements budgeted for 2017. 2016 improvements include; new tables and chairs for the majority of classrooms, the JP block being painted, new playground, the commencement of an outdoor learning space behind the JP building, staffroom extension, 2 new cooler drinking fountains, school signage, new flooring in some spaces, some new projectors in classrooms, extensive maintenance and replacements in the computer room, 45 laptops purchased for classrooms and an additional 45 ipads for classrooms.

STEM GRANT:

We were awarded with a million dollar grant for the upgrade of facilities to further develop Science, Technology, Engineering and Mathematics. Plans have been signed off for a Science lab and a multipurpose area due for completion by the end of 2018.

HARMONY DAY PICNIC:

To celebrate diversity and Harmony Day, this year as a school community we went to Allenby Reserve for a picnic. The picnic was well attended by families and it truly was a fantastic day.

SPORTS DAY:

This year Allenby reverted back to a traditional Sports Day, with 4 House teams, a Sports Day Shield and a Values Shield. House Captains were appointed, chants created and all students were placed in house teams in which they will remain for the duration of their time at Allenby Gardens Primary School. The day was hugely successful with children thoroughly enjoying themselves and many families coming out supporting in their colours. Mawson (blue) were awarded with the Sports day Shield and Longmore (yellow) with the Values Shield.

FAMILY FUN NIGHT:

One of the biggest highlights for the year was the Family Fun Night. All students were involved with the preparations and production for the night. It was a true community event and showcased the school in the most positive manner. Approximately 2800 people attended the event with the school profiting \$24 500. All funds have been allocated for air conditioning in the gym.

SCHOOL CHOIR:

Allenby is very proud of all students who participate in the Festival of Music Choir and/or Christmas Choir. 32 students participated in the Festival of Music with 2 soloist performances. The students had a range of different opportunities to perform in front of different audiences.

SPORT:

Many students had the opportunity to represent Allenby Gardens in a wide variety of SAPSASA events, school carnivals, inter school sports, after school sports and individual sporting achievements.

VOLUNTEER OF THE YEAR:

Thalia Marinakis is a dedicated parent and volunteer who was awarded Volunteer of the Year for 2016. She is very active within the school and community, coordinates school banking each week, assists in classes, and was an integral member of the Fundraising Committee.

BOOK WEEK:

Book Week is always a favourite for the children and this year was no different. The majority of students joined in dressing up for the book week parade and costumes were awesome. All the staff dressed up as Mr Men and Little Miss characters to enforce to students that costumes can be quite simple and just painted rather than having to go out and buy elaborate costumes

SUSTAINABILITY:

For the first time at AGPS a Sustainability Committee was formed.

Governing Council Report

Governing Council Report 2016

2016 was certainly a busy and diverse year at Allenby Garden's Primary School. Yunni and his leadership team have continued their collaborative and consultative leadership style which has enabled many great achievements for our school community.

2016 saw the introduction of school captains and through this initiative students have had an opportunity to increase their leadership opportunities.

AGPS was also fortunate to be allocated funding under the state government's STEM works program. This will enable Allenby to upgrade facilities which in turn will create a more inspiring and innovative learning environment for our children.

We have seen significant improvement in the school yard with new playground equipment. It was a credit to our school that the children and families all had active involvement in the selection process.

Based on feedback received from families the school engaged with parents of senior students by offering a workshop in how growth and development is incorporated into the year 5-7 curriculum. I urge the wider school community to support these events.

The new format for sports day was a huge success and was a true testament to our hard working staff at AGPS.

We would not have had a successful year without each of the committees working in their areas to keep the school the great place that it is. The introduction of our sustainability committee has been an exciting advancement for our school. The changes in the uniform shop opening times have been well received and once again our fundraising committee have done a stellar job.

Special mention must go to Thalia Marinakis who was awarded Allenby's volunteer award. She has dedicated so much time to our school and worked tirelessly with the Family Fun night team to ensure it was the huge success that it was.

It is fair to say that Family Fun night exceeded all expectations offering significant improvement on what was already a successful event in the previous year.

This is by no means an exhaustive list of achievements for the year, just some chosen highlights. I believe we can all agree that the real success of our school is the amazing hard work, time and energy of Allenby's very special Teachers and SSO's. They go above and beyond for our children and their families.

Several of our council members are vacating their 2016 positions. A sincere thanks goes out to them for volunteering their time to AGPS.

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 Leading effective teaching and learning

Children's dispositions for learning are documented in observations and assessment of learning and development.

- Literacy funding supported a day for professional learning with all preschool educators to develop common understandings about dispositions and the impact on children's learning and development
- Resources have been developed to prompt questioning and strategies to build capacity and confidence of educators and also to share with families.
- Team meeting time was used to focus on dispositions and to monitor our documentation of children's learning

Families are informed about their child's participation and progress.

- The Parent Committee was consulted about strategies that best suit families. All families were invited to engage in shared dialogue about their child's learning and development and to share literacy and numeracy goals.
- We began investigation into the use of information technology as a means of reporting for individual children (eg Storypark or similar)

Priority 2 Commitment to whole site approaches

Children's learning and development in numeracy and literacy is documented through regular and systematic recording and assessment.

- Educators engaged in professional learning using the Indicators of Preschool Numeracy and Literacy (IPNL) to further develop understanding of numeracy and literacy as demonstrated by children.
- Reflect, Respect Relate scales were used as a reference for critical reflection to share and develop goals for improved practice
- A tool for tracking and monitoring children's learning and development in numeracy and literacy was developed and implemented
- Children contribute to sustainable practices in the preschool and community.
- Children were introduced to recycling and composting and actively engaged in the practice.
- A curriculum focus on caring for the natural environment and the impact of people was planned and implemented.

Priority 3 Strong social and emotional learning

Children's voice is embedded in decision making processes.

- We began collecting data from children about their feelings and impressions of Preschool.
- Allenby Gardens Preschool philosophy statement is reviewed through a process involving children, families and educators.
- Began consultation and feedback process with the Parent Committee

Recommendations 2017:

- Collect feedback from families about the current philosophy and what they think is important
- Use the data and feedback as part of a consultative process to review and revise the preschool philosophy
- Pursue grounds works. Enhance nature play and natural elements in the outdoor environment. Seek advice and quote on stages of re-development beginning with a 'mud patch'.
- Continue strategies to inform new families and develop educator understanding of the learning processes in the Indicators of Preschool Numeracy and Literacy
- Through review with Parent committee, continue current practice with portfolio scrapbook, information night and formal meeting time.

Improvement Planning and Outcomes (School)

Aligned with an External Review conducted in 2015, the school has formed three priority groups; Effective Teaching & Learning, Commitment to Whole Site Approaches in Numeracy & Literacy, and Strong Social & Emotional Learning. Each teaching staff member is aligned to a working priority group and are involved in actioning commitments, strategies, trials and professional development. Our overall target through each of the priority groups is to increase student percentage in the higher level bands of NAPLAN and to ensure growth for all students.

Priority 1: Effective Teaching and Learning

1. Use evidence to inform teacher practice: A cycle of data collection and analysis is under development to inform individual, class and school improvement planning. The assessment for learning strategies of learning intention and success criteria have been implemented across the site.

2. Implement differentiation strategies to target individual improvement and provide challenging learning experiences for all learners: TfEL domain 4 'Personalise and connect learning' was a focus for professional learning and critical reflection on practice. Teachers are developing shared understandings and common practices to better differentiate teaching and learning. The transforming task units of professional learning were completed with the primary Australian curriculum implementation officer.

3. Align short and long term planning with the school vision and values statements: Every class engaged in unpacking the school vision statement, what it meant to them and what it might look like in practice.

Recommendations 2017: Finalise and implement a data collection and analysis cycle. Focus on feedback as a strategy to improve engagement and learning of students through engagement in professional learning, critical reflection and commitment to change in practice. Identify implications for our practice in developing learners for the future and form common agreements for implementing change.

Priority 2 – Commitment to Whole Site Approaches in Numeracy and Literacy

The priority 2 group developed processes around developing consistent and coherent agreements in Numeracy and Literacy. The first part of the process was to review and refine the current agreements in place for Maths, Reading, Writing, Oral Language and Spelling. These agreements were refined into 2 agreements Numeracy and Literacy. The agreements were built on previous practices implemented within the school. New learning such as the 8 Effective Practices that develop Numeracy and current DECD priorities have been included in the agreements.

The agreements will be used by all teachers for planning and programming for 2017 and professional learning for staff will be provided based on these agreements. Agreements will be reviewed in Term 2, 2017.

Priority 3 – Strong Social and Emotional Learning

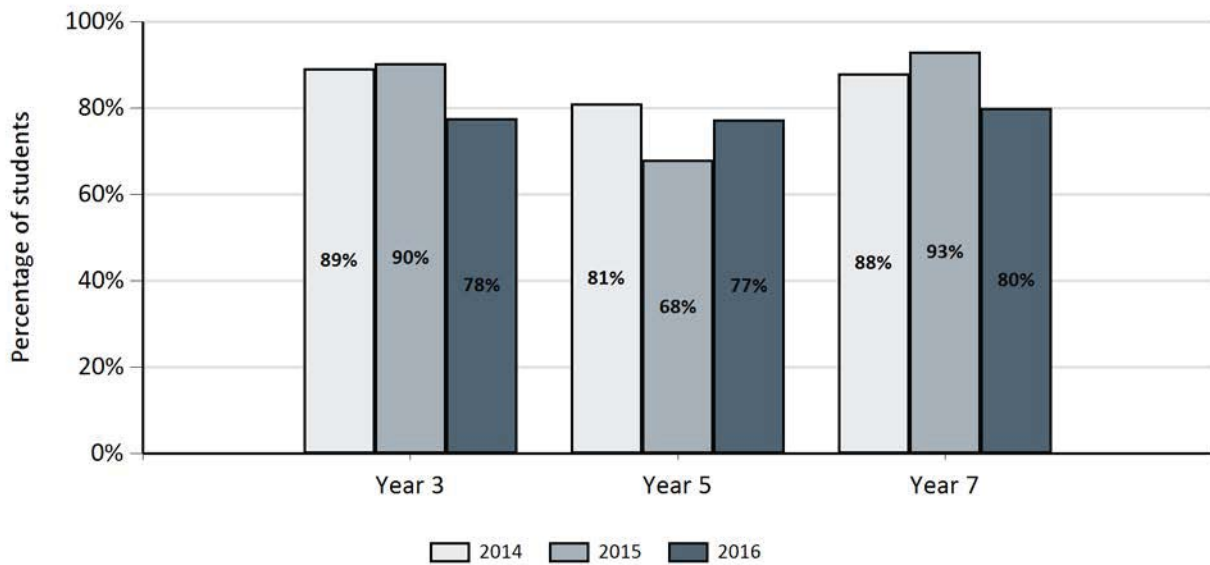
The Priority 3 group has 3 Action Strategies on our 3 year plan. The first, is to implement a whole site approach to core social and emotional competencies. This was our biggest focus over the 2016 school year with all staff spending a full day being trained in Play is the Way. From this training we have developed a school wide timetable for implementing this program consistently across the school, resourced each classroom with the equipment needed to play the games and scheduled regular times for reviewing the implementation of Play is the Way. Our other Action Strategies include the developing student voice and leadership, and maintaining and further developing family and community partnerships. These strategies will be focussed on in the 2017 school year.

Performance Summary

NAPLAN Proficiency

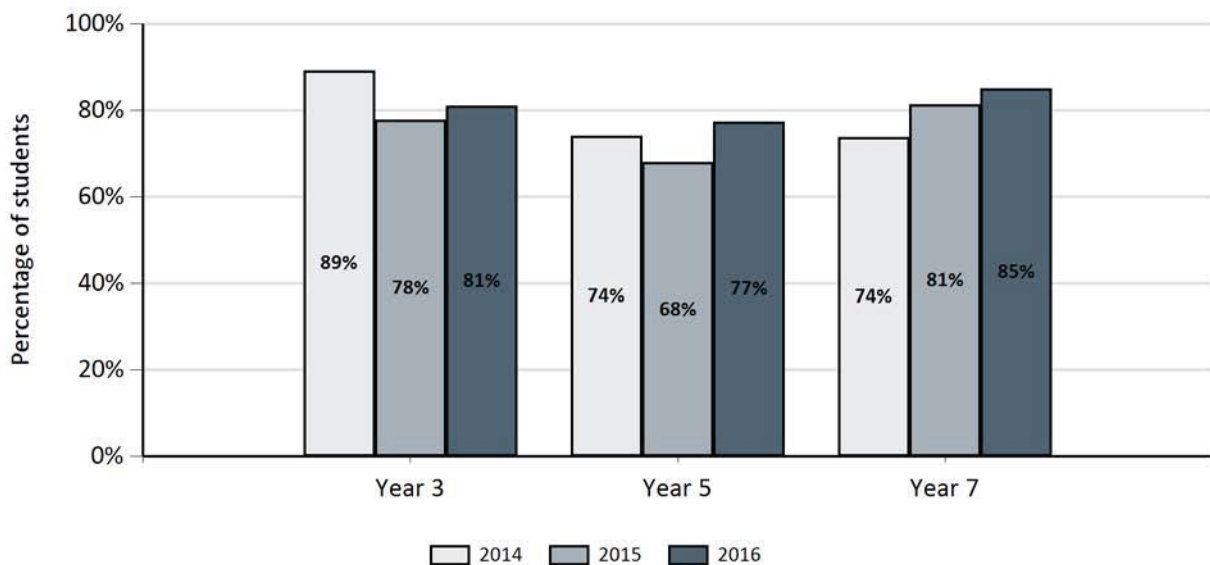
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	17%	19%	25%
Middle progress group	60%	43%	50%
Upper progress group	23%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	32%	25%	25%
Middle progress group	51%	60%	50%
Upper progress group	17%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	58	58	27	17	47%	29%
Year 3 2014-16 Average	59.0	59.0	24.0	16.0	41%	27%
Year 5 2016	62	62	19	7	31%	11%
Year 5 2014-16 Average	56.7	56.7	15.0	6.0	26%	11%
Year 7 2016	60	60	14	10	23%	17%
Year 7 2014-16 Average	48.3	48.3	11.0	6.3	23%	13%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

NAPLAN ANALYSIS

There were several pleasing aspects to our 2016 NAPLAN results. A brief analysis for each year level has been included below:

2016 Year 3

While the percentage of students reaching the National Minimum Standard in Reading appears lower than it should (78%), there were 6 families who chose to withdraw their children from the test. This is much more than usual and accounts for 10% of the Year 3 population, therefore significantly impacting our results. A highlight of the Year 3 results was that almost 50% of Year 3's are in the upper 2 bands for Reading (an all-time high!). There is also close to one third of students in the upper bands for Numeracy (our 2nd best result in the last 5 years).

2016 Year 5

In 2016 we had our highest percentage, of Year 5 students in the upper bands of Numeracy (11.9%) and our lowest percentage of students in the lower bands of Numeracy (17%) in the last 8 years. This is pleasing, however only 17% of students in Year 5 showed upper growth, since sitting NAPLAN in Year 3. This is compared to the 25% of students nationally who showed upper growth.

2016 Year 7

In 2016 we had the highest percentage of Year 7 students ever (59%), in the top 3 bands of Numeracy. We also had our lowest percentage of students at NMS in Numeracy (15%). 38% of students showed upper reading growth (our best result ever!) and 25% of students showed low Numeracy growth (our best result since 2011), back in line with the National percentage.

RUNNING RECORDS (RR)

As a school, we track the growth of student's RR levels over a 12 month period. In 2016, our Year 1 students improved by an average of 11.3 levels from when they were in Reception. This is above the expected 10 levels and is now the 6th consecutive year we have achieved this. Our Year 2 students improved by an average of 8.0 levels. While, this is just below our 8 year average of 8.3 levels, we had a record number of students completing RR and moving on to Lexiles (30 students)

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	89.7%	89.7%	86.9%	86.9%
2015 Centre	94.0%	88.4%	87.3%	88.2%
2016 Centre	88.7%	90.3%	86.1%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	92.7%	92.6%	92.6%
Year 1	94.1%	92.7%	91.1%
Year 2	94.4%	94.3%	92.3%
Year 3	93.9%	93.7%	93.5%
Year 4	93.9%	92.5%	91.5%
Year 5	94.1%	95.1%	91.3%
Year 6	94.7%	92.7%	93.4%
Year 7	90.6%	93.4%	92.6%
Primary Other			33.3%
Total	93.6%	93.3%	92.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

As can be seen in the School Attendance Data above, there has been a more than 1% decrease in attendance rate from 2015 to 2016. As you follow most cohorts through the school over the last 3 years, there is a decrease in attendance rate with each year of schooling. An example of this is our 2014 Year 3's (93.9%) then attended 92.5% of the time as Year 4's in 2015 and then 91.3% of the time as Year 5's in 2016. This is despite having clear protocols in place to follow up attendance concerns. This is an area that we must look at closely, as we do not want a further decrease in attendance in 2017.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	58	58	61	61
2015	67	69	71	68
2016	71	72	72	71

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 2016. 9 families chose to only access 12 hours of preschool due to the difficulty of also accessing child care. In 2016 we offered either a two week booking pattern or the 2 full and 1 half day weekly booking pattern. The flexible booking pattern has been highly supported by our families and is reflected in the number of families accessing 15 hours of preschool. 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. Families from outside of the zone are members of our playgroup and have priority as having a connection to the community.

Behaviour Management Comment

2016 was the first full year of implementing a revamped Behaviour Management Policy at the school. It was pleasing to see that only 213 recordable behaviour issues were shown over the course of the year – especially given that there is over 500 students in the school. Interestingly, our Year 4 cohort had over 25% of these incidents. Only 7 suspensions in total were issued, with another 13 requiring significant reflection time in the office. Of the 213 incidents, almost half were for Threatened or Actual Violence. It has been noticed that the introduction of Play is the Way, along with the more consistent approach to behaviour management, has significantly reduced the number of issues requiring intervention from the Leadership Team.

Client Opinion Summary

Students Survey

We surveyed 260 students from Year 3-7. They were asked to show their level of agreement with 12 statements. These responses were then collated and averaged out, with each set of responses being scored out of 5.

The most positive feedback was that students felt that 'My teachers expect students to do their best' (4.4 out of 5). This was followed by 'My teachers motivate me to learn' (4.2 out of 5) and 'I feel safe at my school' (4 out of 5).

According to the student responses, the statements that they least agreed with were 'Student behaviour is well managed at my school' (3.2 out of 5), 'My school is well maintained' (3.4 out of 5) and 'Teachers at my school treat students fairly' (3.5 out of 5). This shows that we, as a staff, need to consider how our behaviour management is perceived by the students and continue to improve our consistency.

Another area that we will be focussing heavily on in the 2017 school year is giving useful and targeted feedback to students. Students rated the statement 'My teachers provide me with useful feedback about my school work' 3.9 out of 5, which shows that this is an area that can improve.

Parents Survey

75 parents responded to our satisfaction survey, sharing with us their level of agreement with 17 statements.

The most positive feedback came from the statements 'My child likes being at this school' (4.4 out of 5), 'I can talk to my child's teacher about my concerns' (4.3 out of 5) and 'My child feels safe at school' (4.3 out of 5). All responses averaged above 3.7 out of 5, which show that the majority of the school community are satisfied with each aspect of the school.

Some of the areas that rated lower were 'Teachers at this school provide my child with useful feedback about his/her schoolwork' (3.8 out of 5), 'There is good communication from classroom to home' (3.7 out of 5) and 'Leadership communicate a clear site vision' (3.7 out of 5). To address these 3 elements, the school has already put some strategies in place. There is a big focus on student feedback and setting clear learning intentions so that students know where they are and how to improve. The introduction of the app 'Seesaw' across the entire school will give teachers an effective forum to communicate student learning back to their families and hopefully make communication more consistent than it previously has been. Also, the school Leadership Team has already had some discussions about how to communicate our school directions and vision. Yunni has begun experimenting with some short information videos on Facebook as a trial.

Staff Survey

36 staff, both teachers and SSO's, responded to 36 statements, under a variety of headings. Overall, the responses were quite positive.

The areas that were most positive were 'Supportive Leadership', Co-worker Interaction and Participative Decision Making, with the following statements rating the highest: I have opportunities to work within team at this site (4.6 out of 5), I am able to speak with leaders about concerns and grievances, and I have a clear understanding of my role in this site and the responsibilities of my job (both 4.5 out of 5), and the following 3 statements rating 4.4 out of 5 - People in leadership positions treat people with respect, I can rely on my colleagues for support and assistance, and Staff at this site discuss and share work approaches and problem solve together.

The 3 key areas of improvement, as rated by the staff were - There is an effective and supportive induction process at this site (3.4 out of 5), It is possible to manage work demands without experiencing ongoing significant distress (3.5 out of 5) and Levels of negative feelings/distress rarely impact significantly on group functioning (3.4 out of 5).

In summary, generally the staff are quite satisfied and happy with most aspects of the school but the nature of the job and the demands on being a teacher can impact on the wellness of teachers, as can colleagues negative feelings, when these feelings are present.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0473 - Allenby Gardens Primary School	96.2%	96.8%	97.1%
6015 - St Michael's College: Jnr School	0.0%	0.0%	2.9%
8362 - St Mary's College	1.9%	1.6%	0.0%
8373 - St Michael's College	0.0%	1.6%	0.0%
9033 - Nazareth Catholic College	1.9%	0.0%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	30	44.1%
Transfer to SA Govt School	36	52.9%
Unknown	2	2.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

For the last 3 years a percentage in the high 90's 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.

DECD Relevant History Screening

During 2016 over 30 parent/volunteers completed a DCSI screening and volunteer training. The bulk of our school community completed the training and DCSI clearance in 2015. We are now in maintenance mode, maintaining our volunteers and records, and targeting our new families and volunteers. It is expected that online RAN training be available early 2017 which will enable greater flexibility and opportunity for more community members to engage with volunteering at our school.

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	57
Post Graduate Qualifications	13

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	27.2	0.2	11.2
Persons	0	33	1	19

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$261748
Grants: Commonwealth	\$9200
Parent Contributions	\$239372
Fund Raising	\$51571
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Implementation of Indicators of Preschool Numeracy and Literacy - salary to enable staff team to engage in further professional learning to develop common understanding and identify goals for improvement - develop and implement a tool for tracking and monitoring children's numeracy and literacy learning and development - develop resources to inform families about the learning processes in the Indicators and dispositions for learning	Numeracy and literacy learning and development is documented for all children as part of the regular cycle of planning, assessment and review.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Implementation of targeted intervention programs - 1:1 specific teaching and learning program for speech and language - 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 8 children with verified learning disabilities and specific learning needs.
Improved outcomes for children with additional language or dialect	Bilingual support educator - 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 program implemented for 7 children increasing access to the preschool program.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Training and development for all staff in a whole school social and emotional learning framework, Play is the Way and purchasing appropriate materials and resources.	Whole school language implemented, students taking responsibility for choices.
	Improved Outcomes for Students with an Additional Language or Dialect	Resourcing of a specialist 0.6 EALD teacher, working collaboratively with teachers on planning and programming. Also working with small groups of student for intense English intervention	NAPLAN results showing consistency and aligning with school data.
	Improved Outcomes for Students with Disabilities	Resourcing of a 0.8 Special Education Teacher who works supporting educators and families with NEPS. She also provides intense 1:1 and small group intervention and coordination programs.	Specific and targeted goals for students. More engaged in the classroom.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Employment of an ACEO to support the development and cultural awareness of our Aboriginal children and families. The employment of a Curriculum Coordinator to lead the school in the areas of Literacy and Numeracy and also to work with & mentor staff. All staff have also had release days to work in PLCs to plan and develop units of work for continuity of learning. Our Greek & Serbian First Language Maintenance funding came to an end and our NIT Greek teachers looked at ways for incorporating elements of the First Language program in to the regular Greek NIT lessons. Students with Learning Difficulties Grant was used to resource SSO support	Greater focus on Aboriginal perspectives across the school. Continuity of learning across the school and joint planning. Working priority groups formed.
	Program Funding for all Students	Australian Curriculum	
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	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	
	Improved Outcomes for Gifted Students	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 & Wellbeing.	Students and staff wellbeing a focus. Engagement and attendance a priority.

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.