



Munno Para

PRIMARY SCHOOL

Respect, Responsibility, Success

Munno Para Primary School

2021 annual report to the community

Munno Para Primary School Number: 1482

Partnership: Peachey

Signature

School principal:

Mr Aaron McPherson

Governing council chair:

Sandra Watherston

Date of endorsement:

4 February 2022



Government
of South Australia
Department for Education

Context and highlights

Munno Para Primary School is a R-7, category 2 school, in the northern suburbs of Adelaide. It is located approximately 36kms from Adelaide's CBD and approximately 7kms north of Elizabeth City Centre.

In 2021 we had 334 students in 18 classes, which included a district Speech and Language class. The student population includes approximately:

- 71% school card holders
- 6% students with English as an Additional Dialect
- 20% students access the Inclusive Education Support Program (IESP) and
- 14% Aboriginal students

The school welcomed a new Principal and four new teaching staff, two of whom were early career teachers. COVID continued to provide a challenge to the school and wider community throughout the year. Fortunately, there was minimal impact on student learning and attendance. The processes established in 2020 ensured strong lines of communication and clarity for staff and the community around expectations with regards to restrictions.

Academic highlights include:

- 30% increase, compared with 2020 results (48% to 78%) in the number of students who achieved the Department for Education's Standard of Educational Achievement (SEA) in the year 1 Phonics Screen Check.
- year 3 NAPLAN reading results were an increase from 2019 and the highest result to date
- year 7 NAPLAN reading results were an increase from 2019 and the highest result to date
- year 3 NAPLAN numeracy results were an increase from 2019 and continued the established increasing pattern of results
- year 7 NAPLAN numeracy results were an increase from 2019 and the highest result to date

(Please note there was no NAPLAN in 2020 due to COVID)

Wellbeing for Learning highlights include:

- Whole staff training in Play is the Way in week 0. Whole site implementation occurred through building a consistent language - referencing the life rafts, regular, timetabled professional learning and student achievement acknowledged at whole school assemblies
- increased student agency in learning, with students able to articulate their learning goals and acknowledged and celebrated their successes when those goals were achieved

Community participation

- whole school events such as sports day, specialist day, colour run and end of year concert were all hugely successful, with the community showing strong support and the fundraising committee raising funds for school upgrades.
- The year 6 and 7 graduations were very successful events supported by the staff, students and wider community.

Governing council report

Hello all, 2021 was a year of change as we said farewell to one principal and gained another, welcoming Aaron McPherson to the Munno Para Primary School (MPPS) family. Aaron's energy, willingness to listen and focus on improving the school's facilities as well as student achievement was very well received by all governing council members. We look forward to the direction he will take the school in 2022.

Our small Governing Council membership grew as the year progressed. Highlights included monitoring the budget regularly, reviewing policies and receiving updates on the site learning plan, overseeing the management of Happy Haven OSHC, school canteen and plans for upgrading the school's infrastructure. The new signs were first stage of this upgrade and feedback from the community was very positive. The most significant upgrade is that of the Gym, which started at the end of the year and we are really looking forward to seeing the difference it makes to all who use it.

Ryan Hunter, our Wellbeing Leader led the fundraising committee in several events throughout the year, including a disco, Father's and Mother's Day stalls, colour run and the end of year concert raffle. The successful fundraising has allowed the school to add some more colour by updating the yard art, which includes games such as snakes and ladders and an obstacle course. This will be completed in 2022.

The canteen provided a vital service offering many meal options. Thanks to Kerry for her support on Fridays as we were cooking 110 meals. The canteen continued to be profitable service, benefitting the school community

As we embark on our 2022 Happy Haven will continue to provide a service to the Munno Para school community. They have many before and after school as well as school holiday programs to suit children. Their excursion days are very popular during the school holidays.

As parents/carers we play a vital role in our children's education, there are many opportunities to assist in the school either as a governing council rep, sub-committee rep, fundraising team member or volunteer in the classrooms or canteen. Contact the leadership team for more details, we would love to see new members joining.

Thank you

Quality improvement planning

Goal one of the 2021 Site Improvement Plan - Improve student achievement in reading R-7 with a focus on decoding (phonics), fluency and phrasing and comprehension.

Phonics – 30% increase in student’s achieving SEA in the year 1 Phonics Screen Check

Actions

- Developed a Phonics Statement of Practice and Scope and Sequence – utilising an instructional routine (from Department for Education (DfE) Best advice paper and Guidebook) to ensure consistency across classrooms. Increased teacher capacity through professional learning in;
 - Heggerty resources – to establish a daily phonological awareness routine for R-2
 - Multilit suite of wave one (Initialit in the two reception classes) and wave two (MiniLit (R-2) and MacqLit (3-7)) resources.
- SSO’s had greater clarity in their roles through the implementation of MiniLit and MacqLit, checking in twice a term with leadership to share student progress and check-ins and observations from leadership
- Teachers actively participated in disciplined dialogue every five weeks, around tracking and monitoring progress data and responding to that data by identifying those students who needed wave 2 intervention, or targeted in-class intervention.
- Upskilled teachers with the “Responding to Results” tool and identify next steps in teaching.

Reading

Actions

- Guided reading and reading assessment professional learning focus in 2021 to build consistency in high impact pedagogy. Staff have increased knowledge and skills to analyse data to inform their practice.
- Collaboratively setting learning goals with students and then having weekly check-ins with students to track and monitor progress against achieving those goals.
- Further work in 2022 is still needed to strengthen and embed practices and ensure consistency across our site.
- Professional learning in unpacking text types and developing structured literacy blocks in term 4, 2021 in preparation for 2022.
- 2022 – Implementation of Initialit in R-2 and Spelling through Morphographs 3-6 to ensure consistent, rigorous and evidenced based approach R-6 to build vocabulary and in turn comprehension.
- Leadership timetabled check-ins every five weeks to track and monitor impact of the improvement work on student engagement and achievement across the whole school. This led to further professional learning being planned and delivered, based on staff feedback and highlighted the need for the purpose of those check-ins to be against the SIP Success Criteria.
- Leadership have identified the need to strengthen our ability to stretch those students who are just below or in the higher bands. This is evident in our 2022-2024 SIP goal 1 - Retain and increase the number of students achieving SEA and Higher Bands in NAPLAN Reading

Goal 2 of the 2021 Site Improvement Plan - Demonstrate writing growth in all year levels with a focus on narrative and persuasive text types

Writing

The year 7 students achieved our target of 40% achieving National Minimum Standard in NAPLAN Writing, with 42% achieving the benchmark

Actions

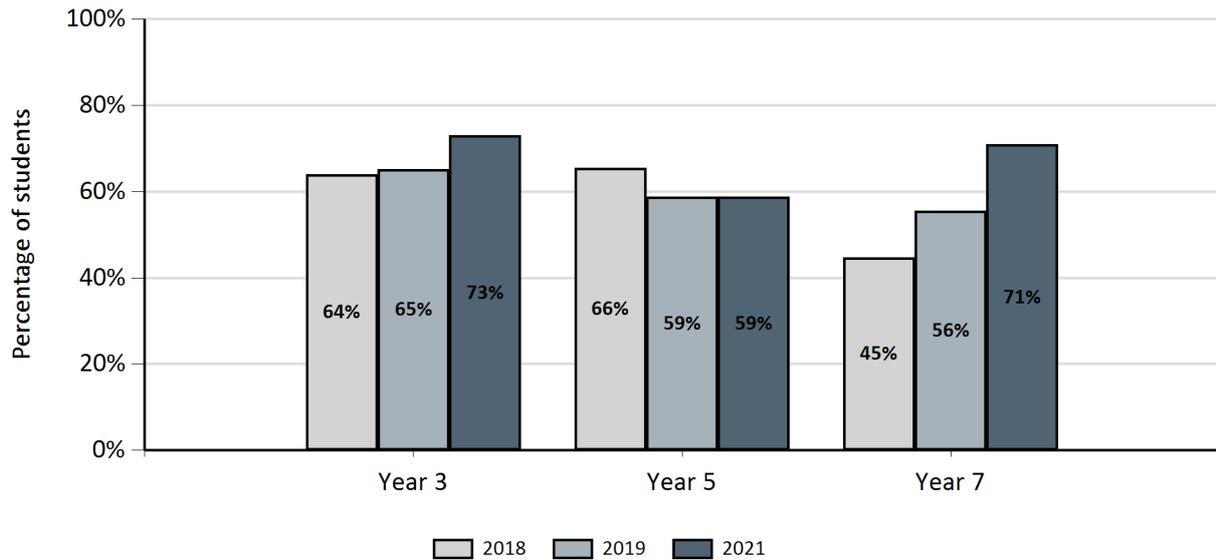
- Munno Para PS continued to implement the Seven Steps writing resource, (after introducing it in 2020) as the whole school approach to explicitly teaching writing R-7.
- Munno Para PS continued to engage and strengthen our knowledge and skills in the Brightpath moderation process, with new staff trained by leadership in term 1.
- Feedback from the Brightpath team was there was an increase in the level of consistency between staff assigned scores and the Brightpath assigned scores. This validated the impact of professional learning in the moderation process across all year levels.
- The site has seen an overall improvement in student writing achievement (Brightpath year level data – year to year and cohort tracking) since 2019.

Performance Summary

NAPLAN Proficiency

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

Reading

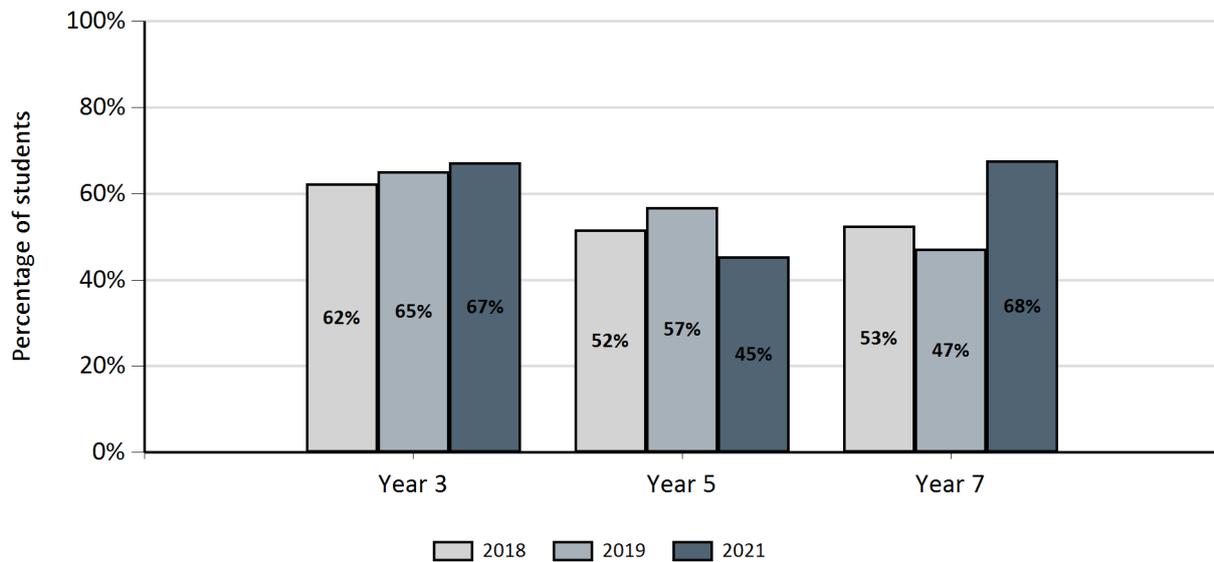


*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	19%	30%	33%
Middle progress group	52%	53%	48%
Lower progress group	29%	*	19%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	40%	33%
Middle progress group	31%	40%	48%
Lower progress group	52%	20%	18%

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	52	52	11	8	21%	15%
Year 3 2019-2021 Average	47.5	47.5	10.5	6.5	22%	14%
Year 5 2021	34	33	2	1	6%	3%
Year 5 2019-2021 Average	42.5	42.0	5.0	3.5	12%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

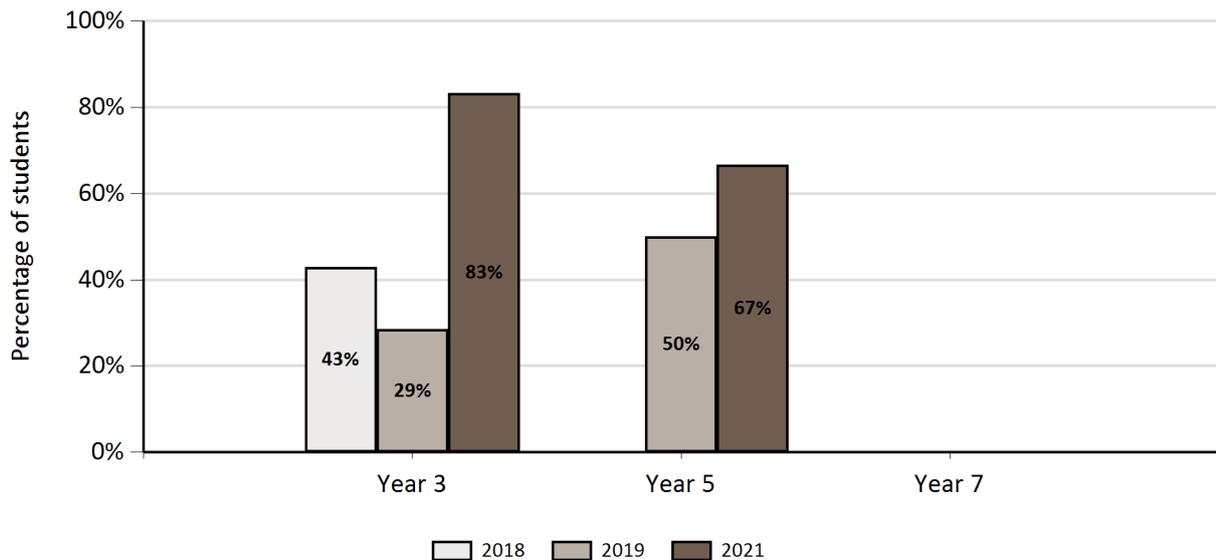
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



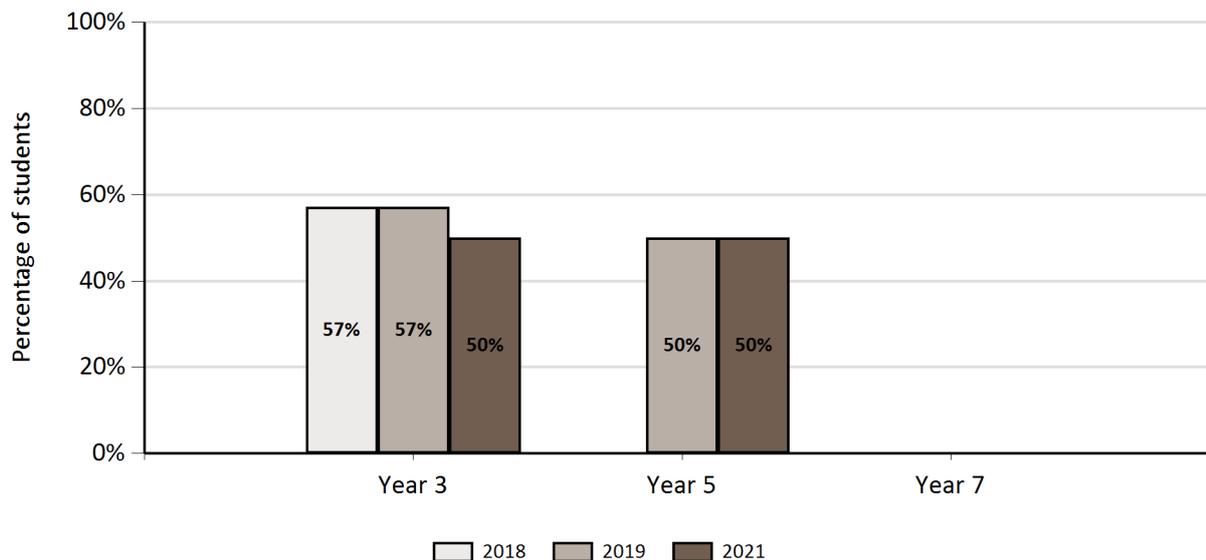
*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	6	6	0	1	0%	17%
Year 3 2019-2021 Average	6.5	6.5	0.0	1.0	0%	15%
Year 5 2021	6	6	0	0	0%	0%
Year 5 2019-2021 Average	6.0	6.0	1.5	0.5	25%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

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

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

As part of the whole school improvement agenda, the focus for our aboriginal learners was reading improvement. Three new improvement actions to support raising the literacy and numeracy achievement of our aboriginal learners were:

1. Training our AET and ACEO in the Multilit Suite (Pre-Lit, MiniLit and MacqLit) of reading interventions to ensure that any aboriginal learners R-7 who required wave two or three intervention (based on data sets such as the Phonics Scree Check) were accessing an evidence based intervention that provided regular tracking and monitoring of progress.
2. Timetabled staff meetings – once a term, where teachers were required to share/report to all staff about the progress of their aboriginal learners, referencing data sets such as running records and Initialit progress monitoring. It was important that the teachers really knew their students, not only on personal level but an academic one, to ensure that as site, we were supporting them in culturally inclusive manner.
3. Targeting support to those with greatest need (informed by data) by working in a 1:1 capacity, using evidence based interventions, which allowed for regular tracking and monitoring processes.

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

As a result of our improvement actions we have achieved the following:

- 76.9% (10/13) of our Aboriginal learners achieved SEA in NAPLAN reading, exceeding our 2019 percentage of 44.4%.
- 53.8% (7/13) of our Aboriginal learners achieved SEA in NAPLAN numeracy, exceeding our 2019 percentage of 50%
- Three of our aboriginal learners who also live with an intellectual disability, exceeded 12 months growth in reading through intensive 1:1 support with the AET and ACEO
- Significant (25%) average increase in attendance for targeted families

School performance comment

Phonics screening data

77.8% in 2021. Up from 48% in 2020 and 45% in 2019.

NAPLAN SEA in Reading & Numeracy

Reading

Year 3 - 73% at SEA in 2021. (Increase in trend since 2017 (50% - 2017, 64% - 2018, 65% - 2019, 73% - 2021)

Year 5 – 59% at SEA in 2021. (55% - 2017, 66% - 2018, 59% - 2019, 59% - 2021). Drop from 3-year increase in trend. 2021 maintained same as 2019).

Year 7 – 71% at SEA in 2021. (Increase in trend from 2017 (28% - 2017, 45% - 2018, 56% - 2019, 71% - 2021)

Year 3 to 5 – decrease in cohort – 65% down to 59%

Year 5 to 7 – increase in cohort – 59% up to 71%

A strong area of focus for 2022 is maintaining and increasing the percentage of students who achieved SEA in year 3, two years later as year 5's. This is highlighted in goal 1 of our 2022-2024 SIP. Tracking and monitoring of student progress against our SIP Success Criteria is just one way we will do this.

Numeracy

Year 3 - 67% increase in trend (55% - 2017, 62% - 2018, 65% - 2019, 67% - 2021)

Year 5 - decrease in trend since 2017 (55% - 2017, 52% - 2018, 57% - 2019, 45% - 2021)

Year 7 - saw-tooth trend (38% - 2017, 53% - 2018, 47% - 2019, 68% - 2021)

Year 3 to 5 – decrease in cohort – 65% down to 45%

Year 5 to 7 – increase in cohort – 57% up to 68%

A strong area of focus for 2022 is maintaining and increasing the percentage of students who achieve SEA in year 3, two years later as year 5's is a focus for us in 2022. This is highlighted in goal 2 of our 2022-2024 SIP. Strengthening our practice by participating in and implementing the Big Ideas in Number strategy.

NAPLAN HB in Reading & Numeracy

Reading

Year 3 – decrease in trend (31% - 2018, 23% - 2019, 21% - 2021)

Year 5 – decrease in trend (28% - 2018, 16% - 2019, 6% - 2021)

Year 7 – increase in trend (3% - 2018, 6% - 2019, 6% - 2021)

Year 3 to 5 – decrease in cohort – 23% down to 6%

Year 5 to 7 – decrease in cohort – 16% down to 6%

The decrease in the percentage of students who achieve in the higher bands over time is an area of concern, and one which we have addressed in our 2022-2024 SIP, with our goal 1 and our challenge of practice, to ensure staff are equipped with the knowledge and skills to deliver a differentiated program, which stretches and challenges all students.

Numeracy

Year 3 – sawtooth trend (20% - 2018, 12% - 2019, 15% - 2021)

Year 5 – sawtooth trend (7% - 2018, 12% - 2019, 3% - 2021)

Year 7 – increase in trend (0% - 2018, 6% - 2019, 13% - 2021)

Year 3 to 5 – decrease in cohort – 12% to 3%

Year 5 to 7 – decrease in cohort – 12% to 10%

Strengthening our pedagogy by building staff capacity in the Big Ideas in Number will see greater consistency in practice as well as stronger tracking and monitoring processes to ensure students are on track to achieve the Success Criteria outlined in the 2022-2024 SIP and intervene early with evidence based intervention at all levels of achievement.

Did we/did we not achieve our 2021 targets?

65% of Year 1 would achieve 28 in Year 1 Phonics - achieved (78%)

70% of Year 3 would achieve SEA in reading – achieved (73%)

70% of Year 5 would achieve SEA in Reading – not achieved (59%)

62% of Year 7 will achieve SEA in Reading – achieved (71%)

Attendance

Year level	2018	2019	2020	2021
Reception	88.9%	87.2%	86.4%	85.7%
Year 1	86.7%	88.0%	89.3%	89.9%
Year 2	87.1%	87.7%	84.1%	90.1%
Year 3	88.1%	87.5%	87.6%	86.2%
Year 4	89.8%	85.8%	83.3%	88.5%
Year 5	87.4%	86.4%	84.5%	87.4%
Year 6	82.6%	84.7%	84.6%	86.4%
Year 7	85.4%	82.2%	78.8%	84.8%
Primary Other	87.1%	82.3%	81.3%	87.2%
Total	87.2%	86.3%	85.0%	87.4%

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

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

Attendance comment

Student attendance is everyone's responsibility. At Munno Para PS we work with families to support them getting their children to school. We have an automated SMS service which informs families if their child is absent and they haven't notified the school. We then follow up with individual families via phone call if the family hasn't made contact. Teachers follow up non-attendance at a classroom level, using our communication platform Class DOJO. For habitual and extended periods of absence our Wellbeing leader becomes involved and coordinates meetings, referrals to Social Work – Truancy and conducts home visits.

Behaviour support comment

This year the leadership team reviewed the way in which we respond to behaviour incidents, in an attempt to minimise the learning time which was being missed due to behaviour. We worked closely with families, staff and Support Services to develop behaviour support plans, in collaboration with the student where possible. These plans identified the antecedents of the behaviour and articulated pro-active strategies which were aimed at upskilling the students to strengthen their emotional awareness and be able to co-regulate or self-regulate by applying one of their identified strategies, prior to an emotional meltdown. An outcome from this change, was a 50% reduction in the number of suspensions for violence and bullying behaviour, when compared with 2020.

Parent opinion survey summary

We had 92 parents respond to the online School Parent Engagement Survey in 2021.

It was positive to read that 98% of our families agree or strongly agree that 'education at school is important to my child's future'.

A further 98% of families regularly talk with their child about what happens at school. This is a great foundation on which to build.

The feedback about school with the strongest support from families was that 'Teachers and students (at this school) are respectful', with 75% either agreeing or strongly agreeing.

The data set that concerned me was that 21% of parents indicated that they disagreed or strongly disagreed that they received enough communication. As a site we know how important strong communication is between school and home and vice-versa to establish strong, positive relationships, which in turn supports student learning. Together with the Governing Council, I will be working hard to rectify this in 2022.

The statement that has provided me with the greatest scope for review and improvement as a staff is, "I would like more help with my child's learning." 65% of parents indicated "yes" they would like more help. This is certainly an area I will be exploring further and 'digging deeper' as to find out what part of their child's learning they as parents would like help with, so we can respond appropriately with parent sessions and strengthening our communication to include 'tips' on how to help your child at home.

I greatly appreciate the time parents spent to respond to the survey. The data collected, will support our improvement planning in 2022.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	14	17.5%
NS - LEFT SA FOR NSW	2	2.5%
NT - LEFT SA FOR NT	1	1.3%
QL - LEFT SA FOR QLD	4	5.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	57	71.3%
U - UNKNOWN	2	2.5%

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

Relevant history screening

All staff and volunteers at Munno Para Primary School have a Working with Children Clearance through the Central Assessment Unit, Department of Human Services. The clearance for volunteers is paid for by the school and copies of the clearances are filed on site. All staff and volunteers also completed the updated Responding to Abuse and Neglect with copies of their certificates kept on file. Both the clearance and RAN need to be completed before a parent can act as a volunteer. Files are maintained as per the DfE record keeping policy.

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	38
Post Graduate Qualifications	4

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	26.0	1.0	19.6
Persons	0	28	1	29

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

Financial statement

Funding Source	Amount
Grants: State	\$4,968,718
Grants: Commonwealth	\$10,100
Parent Contributions	\$83,332
Fund Raising	\$0
Other	\$0

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

2021 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	1.0 Wellbeing Leader to provide support for behaviour education, attendance, wellbeing and engagement for students, staff and families. Training provided for staff and networks established across services.	Reduction in the number of suspensions and strong collegial networks established
	Improved outcomes for students with an additional language or dialect	Additional support provided in class and/or as a wave 2 intervention for those students, to access the curriculum.	EALD students were engaged with the school and curriculum with improved reading
	Inclusive Education Support Program	IESP funding provided resources for targeted interventions such as interoception groups, wellbeing for learning groups and Occupational Therapy – fine and gross motor skill development and MultiLit suite of reading inter	Improved tracking, monitoring and reviewing of student One Plan goals.
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	Aboriginal students. Students received individual or small group support in Literacy with the AET and/or the ACEO. They participated in our Mini / Macq Lit Programs as well as being supported within the classroom with an One Plan which were reviewed each term. Numeracy and Literacy data interrogated, One Plans developed and reviewed. Class teachers developed targeted strategies for classrooms. Targeted SSO support is also in place and monitored	70% of targeted ATSI students made 12 months growth in their reading level. Tracking, monitoring of and responding to student data and targeted interventions ap
Program funding for all students	Australian Curriculum	Focus on developing staff skills to interrogate data, to set learning intentions, success criteria and give feedback to students to achieve growth. Focused moderation in 2020 on formative assessment - Running Records.	Site approach of the use of Running Records and the explicit teaching of reading
Other discretionary funding	Aboriginal languages programs Initiatives	ACEO and AET worked with ATSI students in two groups R-2 and 3-7 once a week to acknowledge and celebrate ATSI culture. Whole school incursion organized and subsidized. Dates of significance were acknowledged across the	Increased awareness and understanding of ATSI culture.
	Better schools funding	Funding provided smaller class numbers to account for the number of students requiring additional support. Classroom support was also provided to assist with curriculum delivery. Students could work in smaller groups.	Improved reading data – PSC and NAPLAN
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	A Challenger Project (CSIRO backed) was supported for students identified as requiring stretch and a challenge. This was done in the science area with students problem solving, creating and evaluation their entrepreneur	A number of students received crest awards from CSIRO.

