



# Barmera Primary School

## 2022 annual report to the community

Barmera Primary School Number: 506

Partnership: Berri & Barmera

Signature

School principal:

Mrs Jayne Foulds

Governing council chair:

Karen Jericho

Date of endorsement:

21 February 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Barmera Primary School is a school of 135 students, consisting of 6 classes R-6. The school is located 220kms from Adelaide CBD and situated on approximately 22 acres of land, encompassing large areas of native bush land. The school has a Leadership team of Principal, Deputy and Student Wellbeing Leader, with the current Principal winning the position this year for the next 5 years. The school has 11 teachers, 7 permanent and 4 contract, including an Aboriginal Education Teacher. The staff also comprises of 3 Admin SSO's, 5 Curriculum SSO's, ACEO and Grounds person. Barmera Primary is classified as Category 3 on the Department for Education Index of Educational Disadvantage. The school population includes 22.7% Aboriginal students, 12.5% students with disabilities, 5.88% students with English as an Additional Language or Dialect (EALD) background, 1.09% children/young people in care and 52.9% of students eligible for School Card assistance. The school has an ICSEA score of 919.00.

The school began the year providing online learning for families at home, as well as face to face teaching for families of essential workers and successfully implemented Covid practices throughout the school. Site Improvement Plan priorities of reading and numeracy improvement was the focus for all staff. Teacher observations to provide feedback to each other, training and development and collaborative planning using the DfE units was central to student improvement. Staff continuously shared student progress with families through interviews, Dojo messages and individual learning goals, celebrating student success at assemblies and awards when students reached their goal.

The strong working Governing Council contributed to the planning and upgrade of our school surrounds. Large garden areas throughout the middle of the school were cleared and planted creating a very attractive, safe and inviting area for students to work and play during play times. Extensive upgrades included, the side entrance to the school with paved areas and seating, removal of the old turtle pond at the side of the school and installation of permanent basketball and netball rings on the school's outside court. New school value signs and school motto signs were installed to display in the office, hall, outside the library and every entrance to the school. The school continued to build positive connections with the local kindy and high school by hosting both sectors to participate in events such as visiting performers, book week reading activities and volunteer programmes. The school also supported the Kindy with their annual fundraising efforts by hosting a 'cake decorating stall,' providing cupcakes for kindy students to ice and decorate with all proceeds going towards the kindy.

Many extra curricula activities catering for individual student interests and strengths were offered to students throughout the year, supporting engagement and wellbeing. Activities such as Choir, who performed at the Riverland Music Festival, cultural sessions for our Aboriginal students, swimming at Lake Bonney, recorder lessons, many Riverland sporting opportunities and nature play learning. Playgroup was a highlight for many families as they participated weekly, with numbers doubling from the start of the year to the end. High family involvement and attendance at various functions increased throughout the year at events such as Year 6 Graduation ceremony, Sports Day, assemblies and end of year concert, demonstrating the importance of these events with families.

Farewells for two long-standing staff members who had a combined teaching experience of over 70 years occurred at the end of the year. This celebration was significant for our school community. Thanks to all staff, Governing Council members and families for their contributions and efforts throughout the year.

## Governing council report

Another year seems to have quickly passed and I find myself with the enjoyable task of sharing all the great things about Barmera Primary. This has been the first year with our year sixes stepping up and being head of our school.

Most importantly, Jayne Foulds, our well-loved leader won the permanent Principal role at Barmera Primary School and has continued to take our school to great heights.

As chairperson and speaking on behalf of our Governing Council, we have been delighted to see funds getting spent upgrading our facilities. New school values and signage all around the school look welcoming, redevelopment around the bus bay, removal of the old turtle ponds, plus new basketball and netball rings. A new Junior Primary playground will soon be installed, while trees and fresh gardens were planted and are thriving around the grounds making the whole environment cleaner and more inviting for students, families, and the community to visit and learn in.

Children's learning is obviously a key factor of Governing Council discussions and this year we saw 30 new laptops purchased, extended training for staff in numeracy, oral language programs and DfE curriculum units.

Some highlights I wish to reflect on, finally the weather was perfect and we had a very successful Sports Day with lots of families coming and enjoying. Swimming experiences have been enjoyed by all students at the lake this year. We have had excursions to Monarto and Loxton. Many students have participated in a variety of SAPSASA events. Our boys combined with Cobdogla Primary School and won the overall knockout state football competition.

Playgroup numbers continue to grow, with huge involvement from the community. We hope this helps to encourage families to come and enjoy the facilities of Barmera Primary School, see how great it is and choose it for their families future Primary School.

OSHC saw a new director and positive connections form with families and children. St Josephs School began using our OSHC and we saw attendance numbers double.

We farewelled two of our great long-term teachers in retiring, Glenys Matthews and Cherie Cooper, as well as grounds man Peter Schramm, we wish them well in retirement.

New staff were welcomed with Zherie Bouwman and Jess Hucks as well as our new permanent Business Manager Nicole Cawse. All have fitted in extremely well at BPS.

I would like to thank all staff for their hard work throughout the year, with a challenging start to the year due to Covid and online learning. I love how our teachers attempt to cater for every child's individual needs and sets their own learning goals. While our great SSO's support students and teachers to achieve these learning outcomes. All our Governing Council members need thanking, for giving up their time and contributing to make our school great. We welcome any new members to join our council with easy online meetings, only meeting twice a term.

Finally I thank everyone who has helped our children of 2022 and our wonderful Barmera Primary School community. Warm regards,

Karen Jericho  
Governing Council Chairperson BPS

## Quality improvement planning

Barmera Primary School's two focus areas in 2022 were to increase the number of students obtaining a high level of achievement in reading and numeracy.

This increase was largely due to regular Professional Learning Team meetings where teachers collaborated to design Reciprocal Reading lessons, rubrics, checklists and ways to provide effective feedback to students and record student learning. This year BPS employed a Literacy Coach to work with Year 2-5 students twice weekly who were identified as Higher Bands. The literacy coach focused on higher order questioning skills and vocabulary during reading sessions. Class teachers were released to observe these lessons to develop their knowledge of reading activities and strategies used to extend students. Teachers were then able to discuss this at professional learning days and implement this into their classrooms with all students. Student growth was tracked and monitored using literacy progressions and these were analysed collaboratively with class teachers, literacy coach and leaders.

Leaders conducted regular walkthroughs to observe explicit reading strategy and Reciprocal Reading lessons and provided ongoing feedback to improve teacher pedagogy. This will continue in 2023 with teachers having opportunities to observe each other's practice and provide feedback.

As identified in the 2022 actions, InitaLit across R-3 classes continued with regular collaboration to analyse data and monitor growth of students to ensure students were accessing learning targeted at their need. Students continued to be tracked and monitored in reading using an online system MarkiT, data wall, Literacy Progressions, Essential Assessment, fluency tests and cumulative reviews in InitaLit.

Review of phonics data and InitaLit data, in collaboration with the Literacy Guarantee Unit (LGU) coach identified the need for targeted phonics instruction across the school. LGU coach advised the evidence based phonics program, Heggerty, to be introduced. Professional development for all staff was provided in Heggerty. This was trialled in all classes in Term 4 and will be a whole school action for 2023 to improve phonological awareness.

Through consultation with Support Services and analysing data sets, oral language was identified as an area requiring development for a high number of students across the school who were identified with speech and oral language needs.

BPS introduced Cubed assessment to assess students' oral language ability and then with support and advice from speech pathology the staff analysed student data and introduced a targeted intervention group using Story Champs. All staff were trained in delivering this program and it was trialled in JP classes in Term 4. This will be a whole school action, for those requiring the intervention in 2023.

Training and development using the van de Walle text and DfE maths units was delivered to build teacher knowledge of effective pedagogy around visualising, vocabulary, reasoning and conceptual understanding. Teachers worked collaboratively to plan and program using this knowledge. In 2023, teachers will continue this work to ensure teaching and learning is differentiated and targeted for student needs.

Teachers worked collaboratively to develop a process to teach problem solving strategies. Teachers observed each other delivering these lessons to students and provided feedback to improve teacher pedagogy. The staff will continue this in 2023 to ensure this process is embedded.

Barmera Primary School staff worked as a whole staff and also a like school in the partnership to moderate Maths samples of work R-6 to develop consistency of A-E grades amongst peers and to discuss the deliberate planning of tasks to ensure extension of student learning. Staff conducted peer observations of each other and had opportunities to provide feedback on pedagogy, student engagement and questioning techniques.

Staff valued these opportunities to work with peers and were motivated and inspired to continue to maintain connections and work collaboratively in 2023 to build their teaching capacity. This success was due to regular staff meetings which focused on understanding and implementing the DfE units of work.

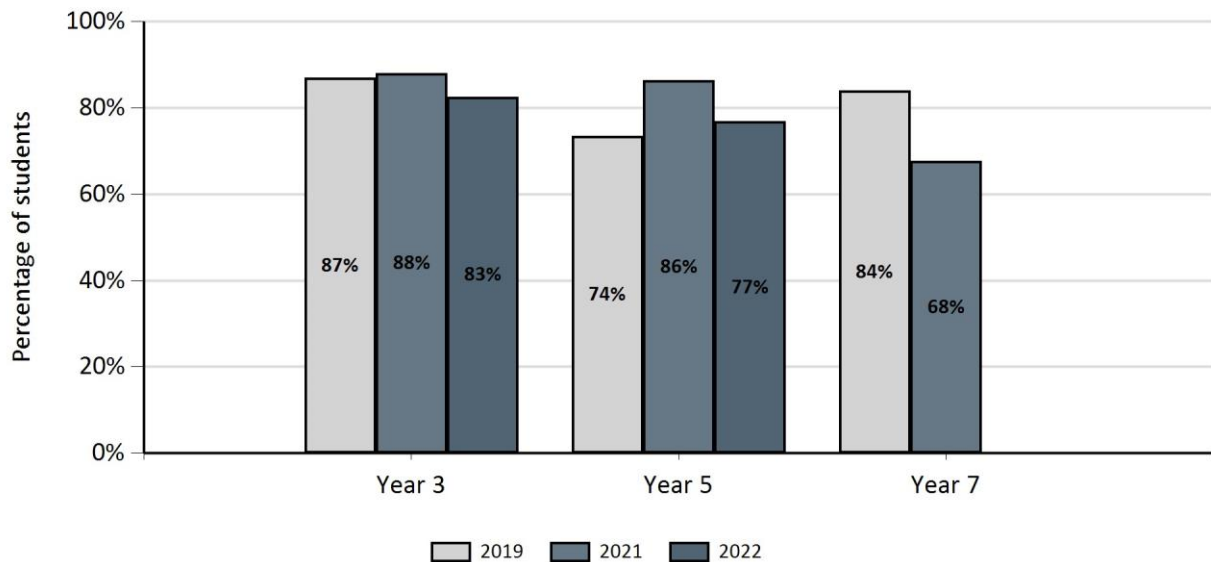
Staff continued to monitor student growth and analyse a range of data sets using Essential Assessment, common assessments and DfE formative and summative assessments. This was recorded on an online database MarkiT. Results were used to discuss at staff meetings, Year level meetings and Student Free Days. As a result, staff were able to plan intervention groups to ensure students were receiving targeted support. Staff will continue to use data sets to plan intervention groups and differentiated tasks in the classroom to ensure every individual child's learning is being catered for in 2023.

## Performance Summary

### NAPLAN Proficiency

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

#### Reading

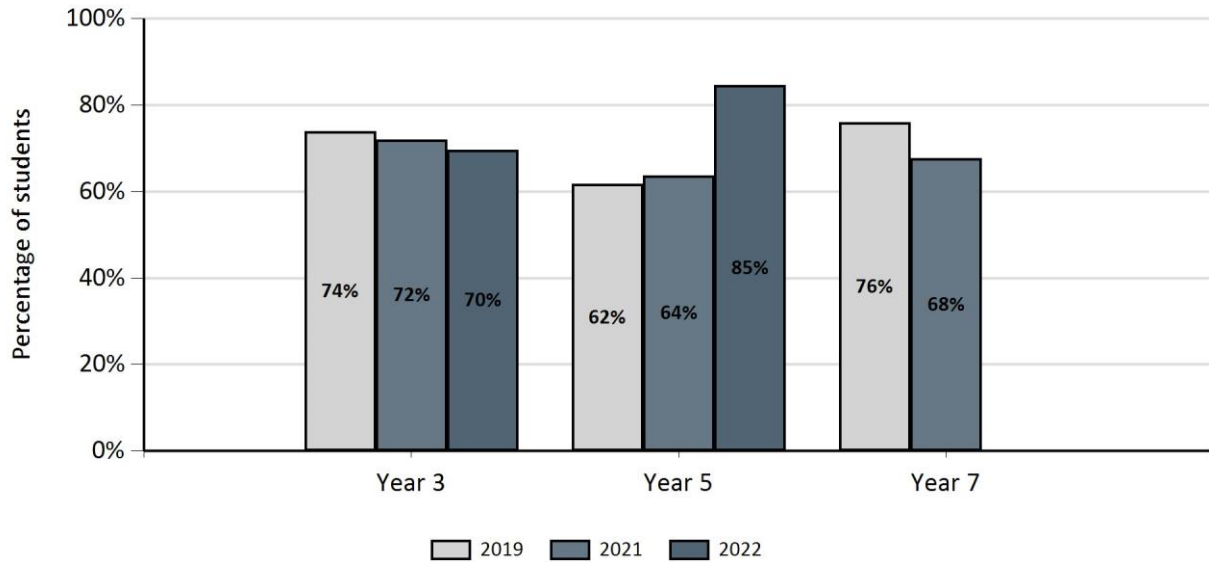


\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	23	23	12	9	52%	39%
Year 03 2021-2022 Average	24.0	24.0	14.5	8.5	60%	35%
Year 05 2022	13	13	6	3	46%	23%
Year 05 2021-2022 Average	17.5	17.5	4.0	2.5	23%	14%
Year 07 2021-2022 Average	31.0	31.0	6.0	7.0	19%	23%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

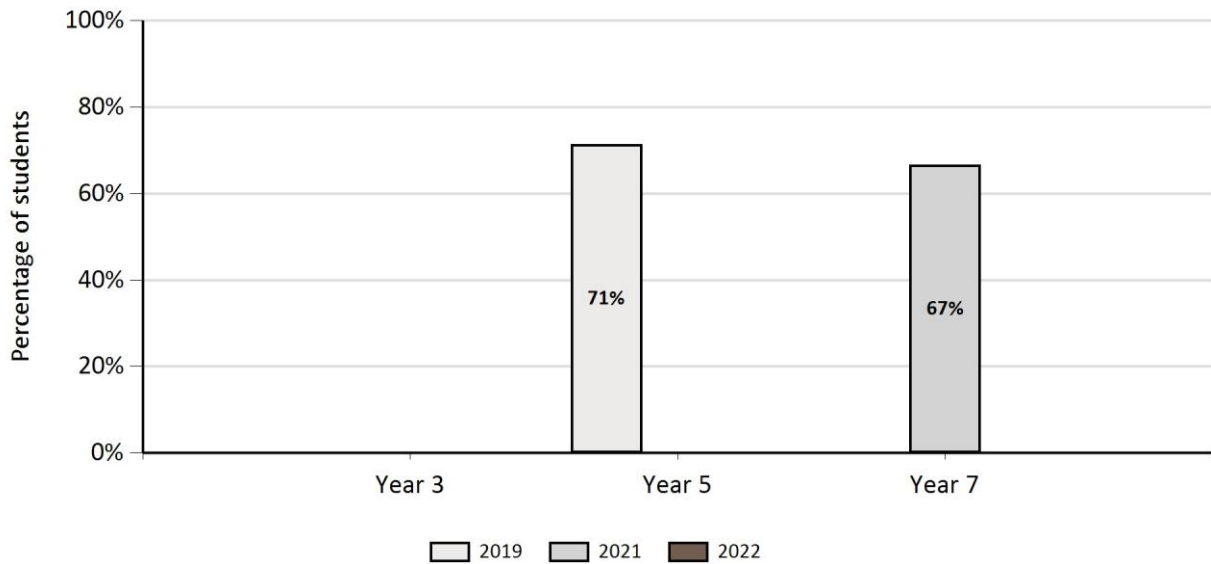
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



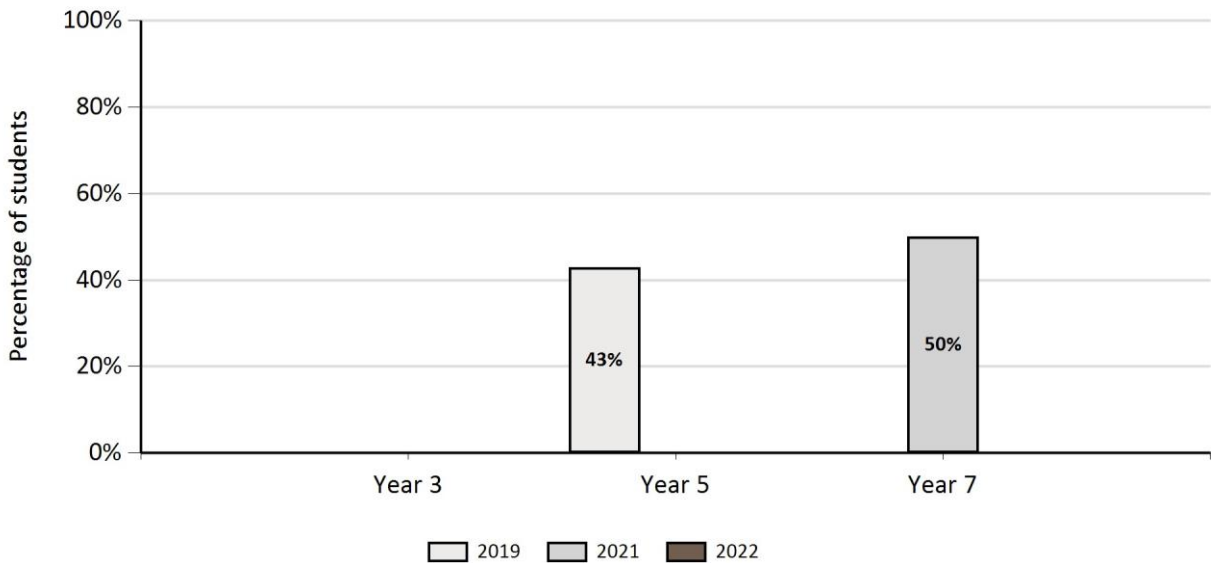
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	2.0	1.0	33%	17%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

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

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

New improvement actions for 2022 have been developing an ATSI data spreadsheet that is used to track, monitor and review growth and achievement of our Aboriginal Learners. The AET updates the spreadsheet at the beginning of each term using data from several sources including the Dashboard. Leaders schedule opportunities for regular and authentic tracking and monitoring by individuals and teams of teachers, AET with Leaders to discuss the data, determine effectiveness of current learning practices and modify if required. Individual learning goals for mathematics are developed for each Aboriginal Learner, using assessments from the schools Common Assessments and Essential Assessment program. Literacy individual learning goals come from InitialLit data and reading groups observations. All goals are included in their One Plan and continually updated and shared with families. The students meet with the AET to review their personal data then develop and review learning goals to ensure students develop skills of self reflection and self assessment. Many students are able to articulate their own individual learning goal and now progressing to achieving each goal.

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

Improvements that have been achieved are that Barmera Primary School now has and use an ongoing system for monitoring of learning growth and achievement in literacy and numeracy and use this information to work collaboratively to inform improvement actions and goal setting with Aboriginal Learners. Regular times at staff meetings and in PLT meetings have been established to ensure data is analysed correctly and actions recorded and enacted to achieve growth for all students. One Plan documents are used regularly and updated as students achieve their individual goals and these are shared with parents to include parent perspectives. This communication with parents has helped establish strong connections with families and increase learning conversations with school and home, which has improved attendance, wellbeing and engagement for students.

# School performance comment

Barmera Primary School's Performance score has continued to improve from 0.47 in 2019 to an outstanding 0.52 in 2022. This validates the improved focus on teaching and learning across the site and reinforces the work of Professional Learning Teams and the implementation of evidence based practices to improve student outcomes.

Year 3 NAPLAN Reading scores were outstanding, 19/22 achieving benchmark. From that 19, 12 students achieved Higher Bands and 2 just below.

Year 5 NAPLAN Reading scores were extremely high with 10/11 achieving benchmark. From that 11, 6 students achieved Higher Bands and 2 just below.

Year 3 NAPLAN Numeracy scores were high 16/21 achieving benchmark. From that 21, 9 students achieved Higher Bands and 1 just below.

Year 5 NAPLAN Numeracy scores were significant 11/11 achieving benchmark. From that 11, 3 students achieved Higher Bands and 4 just below.

Students have continued to have high growth in PAT testing.

Targets for each year level in PAT M were not achieved in Year 4 and 6, however the growth from 2021 to 2022 Year 6's grew 7% from 81% to 88.2% and Year 4's grew significantly from 75% to 90.5%, with Year 3's 85%, Year 5's remained stable at 90% and Year 6s 88.2%.

All targets for each year level in PAT R were achieved, with Year 3's 88.9%, Year 4's 100%, Year 5's 90.9% and Year 6's 83.3%.

Phonics results continue to be monitored with 7/14 meeting or exceeding benchmark. Students not meeting benchmark have identified learning needs and have been working in small groups to achieve their individual learning goals. Phonics data was analysed by teachers and leaders and they have determined a whole school approach to teaching phonics implementation in 2023.

The following results are the grades throughout the whole of 2022 for A-E grades in all curriculum areas Foundation – Year 6.

A - 43, B – 437, C – 991, D – 208, E – 2, Not graded 392. Not graded indicates Foundation students who are not required to be graded in this form, in addition to those students who had spent little time at Barmera Primary and were unable to be assessed due to lack of evidence. To ensure consistency of grades across the classes and subject area, staff completed numerous moderation tasks using Yr 1-6 work samples, working across Barmera Primary School and with staff from a neighbouring school.

Teachers and leaders have analysed PAT R, PAT M, NAPLAN, Phonics and InitialLit data this year and have determined new priorities for school improvement for 2023. These include developing vocabulary in all subject areas and differentiation in Mathematics tasks.



# Attendance

Year level	2019	2020	2021	2022
Reception	87.1%	83.0%	85.2%	85.5%
Year 1	92.3%	86.3%	90.0%	83.4%
Year 2	92.3%	90.0%	87.7%	87.5%
Year 3	91.1%	87.4%	88.5%	82.7%
Year 4	91.8%	87.7%	90.1%	82.5%
Year 5	87.8%	90.1%	87.6%	82.4%
Year 6	87.9%	81.0%	90.4%	81.3%
Year 7	91.3%	82.0%	77.3%	N/A
Total	90.1%	85.8%	86.4%	83.4%

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

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

## Attendance comment

BPS's overall whole school attendance was 80.6%, a significant decrease of 5% from 85.5% 2021. This decrease in attendance was primarily due to illness and Covid restrictions. A small number of students make up the chronic nonattendance, with those families referred to truancy. Throughout the year, the school introduced the use of text messaging for families to use for unexplained absences, resulting in unexplained absences decreasing. Teachers follow up absences via Dojo messaging and phone calls on a regular basis. The Student Wellbeing Leader, Truancy Officer and ACEO regularly contact and visit non-attendance students. Personalised support structures are implemented to help these students and their families re-engage with schooling.

## Behaviour support comment

BPS's whole school approach to supporting positive behavioural outcomes for students, include Berry Street strategies, explicitly teaching the school values, self-regulating and interoception skills. This year there were a total of 60 incidents down significantly from 194 in 2021. Contributing factors supporting this reduction include the whole school approach of using brain breaks in class, whole school use of focus plans to help students self regulate, extra staff on yard duty and regularly sharing of yard duty incidents. The number of suspensions was 12 and 1 take home compared to 14 suspensions and 12 take home in 2021. Notably three Year 6 males indicated a high % of incidences of behaviour that impacted others safety and wellbeing despite proactive strategies in place. Additional supports were implemented for these students and supports offered to the families. There was a reduction in the number of external suspensions and an increase in internal suspensions.

## Parent opinion survey summary

The Barmera Primary School Parent Engagement Survey highlighted the positive impact of the school's focus on being respectful to each other. This has increased from 2021 when 82% of families reported that people were respectful at Barmera Primary to 92% in 2022. Of the 92%, 46% reported they strongly agreed.

Additionally, 97% of results identified teachers and students are respectful compared to 82% in 2021. This is significant growth outlining the focus on school values is becoming embedded within the site.

Staff and Wellbeing leader have worked hard on being respectful at Barmera Primary and teaching this to students. Activities have included Wellbeing lessons delivered through collaboration of Wellbeing leader and class teachers. Small group activities, lunch time activities (including sports, craft, cooking and music) and recognition at fortnightly school assemblies.

A sense of belonging and families feeling their child is important to the school has grown substantially in 2022 with 93% of families agreeing with this statement. Barmera Primary have involved families in many activities where possible and continually share student learning and wellbeing with families to continually reinforce their commitment to students at Barmera Primary.

This year 96% of families identified that education is important to them. Education has been promoted intentionally through school and class newsletters and regular communication with families to support this.

89% of families agree and strongly agree they receive useful feedback about their child's learning, a growth from 73% in 2021. Whilst this is a significant area of growth, it will become a focus area for Barmera Primary in 2023. The aim is to provide families with further feedback on their child's individual learning, along with increased communication and further ways that families can support their child's learning at home. This will be achieved through parent information sessions and regular information sent home through the schools communication channels.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	92.9%
U - UNKNOWN	1	7.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Barmera Primary School adheres to Department for Education Requirements for Staff and Volunteers to have DCSI History Screening and Working with Children checks. All Staff working on site at Barmera Primary School in any capacity are screened when commencing work and this screening is kept up to date and stored securely at all times. Barmera Primary School has a thorough process for volunteers to ensure the screening is undertaken, which is also stored securely on site.

## 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	23
Post Graduate Qualifications	5

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

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

### Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.0	0.7	9.5
Persons	0	16	1	15

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

# Financial statement

Funding Source	Amount
Grants: State	\$2,210,558
Grants: Commonwealth	\$7,500
Parent Contributions	\$39,859
Fund Raising	\$2,470
Other	\$18,974

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Student Wellbeing Leader received Berry Street training and shared this with all staff. SWL used Berry Street methodologies such as welcome circles, brain breaks, focus plans, to support all staff to engage students. Sensory tools and furniture were purchased for students with sensory needs. Proactive behaviour support strategies such as in class support and 1:1 case management were resourced.	Whole school Berry Street methodologies used and embedded in the school. Consistent common language, students managing/selfregulating their own behaviour. Behaviour incidences decreased across the school.
	Improved outcomes for students with an additional language or dialect	0.2 EALD teacher funded to assign LEAP levels to EALD students and support teachers with strategies. EALD teacher worked 1:1 and in small groups with students to improve oral and written language. Professional learning for EALD teacher which was shared with all staff.	8/15 improved by 1-1.5 level 2/15 Improved by 2 or more levels 4/15 improved by 3 or more levels 1/15 maintained
	Inclusive Education Support Program	Support staff employed to support students 1:1 in small groups to deliver speech programs, oral language programs, PreLit, Sage, numeracy groups, QuickSmart and social and behavioural needs to ensure students engage with their learning and increase achievement.	SSOs supported One Plan goals. All students made measurable progress as shown in their updated One Plans. Behaviour incidences decreased, students ability to self regulate increased, as measured throughout the year.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	APAS funding supported Early Years Literacy/Numeracy 1:1 and small groups, with SSO's, AET & ACEO using programs such as PreLit and Maths for Learning Inclusion strategies. \$25 per student used to subsidise school excursions, particularly out of the local area and also visiting performances to the school to ensure an increase in attendance and engagement for all students. Funding also used to support Aboriginal students by purchasing their Just too Deadly awards T-shirts. Resources purchased such as cultural materials for Aboriginal students to increase engagement.	Students involved in PreLit made measureable progress and were highly engaged and motivated in these lessons. Funding supported all students to attend excursions and view visiting performers. Extra support was provided for differentiation, planning and collecting resources.

Program funding for all students	Australian Curriculum	Teachers were released to collaboratively plan using the DfE units and observe good practice. All staff were trained in Heggerty Cubed assessment and Story Champs (oral language intervention) by Literacy Guarantee Unit coach and Speech Pathologist. Essential Assessment training was provided for teachers to assess students and create next learning steps and connecting this to the Australian Curriculum.	Teachers engaged with DfE Units of Work - Australian Curriculum to ensure guaranteed and viable curriculum was delivered throughout the school. Staff all accessed training with Heggerty and Oral Language strategies which will be the focus for whole school implementation and monitoring throughout 2023.
	Aboriginal languages programs Initiatives	N/A	N/A

### 2022 School Annual Report: Tier 2 Funding Report\*

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

Other discretionary funding	Better schools funding	TRT release for teacher observations to further develop pedagogy in delivering reading strategies and numeracy practice using DfE units. Literacy Coach was employed to build teacher capacity in reading strategies by working with staff to model best practice.	Improved teacher practice and pedagogy in reading strategies and data informed practice. Staff developed skills in using the DfE numeracy units throughout the school, including assessment strategies and effective teaching methodologies. Staff worked collaboratively to plan the units across classes and shared results.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A