



One Tree Hill Primary School and One Tree Hill Preschool

2021 annual report to the community

One Tree Hill Primary School Number: 0322

One Tree Hill Preschool Number: 1785

Partnership: Uleybury

Signature

School principal:

Ms Krystal Keogh

Governing council chair:

Emma Repacholi

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

One Tree Hill Primary School, Preschool-year 7, is located in the serene and picturesque hills 30km north of Adelaide. The school is a category 5 of disadvantage. There is a strong sense of family and community within the school and strong relationships between staff, families and children. The majority of children at One Tree Hill Primary commence their schooling at the preschool and continue into primary school.

Our school has a population of 250 students with 11 classes. This year we saw the transition of the year 6 and year 7 students across to high school. We will hold steady at 250 students in 2022. For 2022 we are looking at 9 classes with full capacity in years R-6.

In the Preschool we had 55 confirmed enrolments in attendance, this will be the same in 2022. There are two fulltime teachers and three SSO's in the preschool.

There are three leadership members at the school Principal, Teaching and Learning Assistant Principal and Wellbeing and Disability Assistant Principal. We have 9 classroom teachers, 3-part time teachers, Science and Japanese as our additional subjects offered by full time teachers. The Preschool has two teachers and three Student Support Officers. 2021 started off quite smoothly as we welcomed many new families to the school with most of our preschool students transitioning across to our reception classes.

As a school we continued our work on improvement, guided by our Site Improvement Plan. Our three areas of focus are the early reading and phonics, writing and numeracy. Over the year, teachers undertook onsite and offsite training to build their skills and knowledge.

Teachers were continually tracking and monitoring students learning and able to give supportive feedback to students to extend rather learning

Teachers in the early years began the teaching of Initialit program which is focussed on the science of teaching reading. The results were to be celebrated as the students were tracked and monitored through the year to ensure growth for each student.

In our 3-7 classes the main areas of focus was numeracy, integrating units of work written by the education department. There was the introduction of numbers talks and participate in active struggle. Our senior students attended another fantastic camp at Woodhouse.

I cannot thank the teaching staff enough for their commitment and positivity during another stressful year and challenging time. The support from the parents was appreciated.

Teachers were able to change very quickly to online teaching and learning. The staff came together along with our very dedicated and supportive support staff and provided access for learning for all our families. The whole school community including our families and students were very supportive during this time and we were all able to work together to ensure the best for everyone.

A big area of work as a school was the collection of data from each and every student to help with the implementation for literacy and numeracy interventions for 2022. This will ensure that every child is not left behind and teachers can provide goals for each student to work towards in their own learning.

Krystal Keogh
Principal

Governing council report

Governing Council Report

After being an active member of Governing Council over the last few years, I decided to accept the challenge and nominate for the Chairperson position for 2021. It has been both a rewarding and steep learning experience. After thinking that 2020 was a challenging year with the Covid-19 pandemic, 2021 also proved to be quite the challenge with juggling restrictions, lockdowns and finding a happy medium to allow parents onsite access to the school. The staff stepped up to these challenges, and learning-from-home programs were set up when the State was put into lockdown just after the start of Term 3.

The school started Initialit, a new literacy program that has proven to be a great success with students. Staff are now able to earlier recognise students who are struggling, in order to carry out early intervention. The staff have done a fantastic job in the rollout of this program.

Governing Council approved funding to have a new PA system installed, due to the old one being outdated and hard to hear in some classrooms. This had posed a safety risk in the event of an emergency. New yard works were carried out around the school, with a new sandpit being built and a redevelopment of the outdoor space outside our Junior Primary classes. Classrooms have been repainted and the school is starting to look refreshed.

In April the school celebrated sports day with a Covid-19 plan in place, thanks to the help of the One Tree Hill Soccer Club, and we were able to use their existing plan. With perfect weather conditions and the introduction of new events the day was a hit with students, parents and staff. The day was won in a close contest by the Banksia/Green team.

Even though excursions and incursions were limited due to Covid-19, students still enjoyed lots of activities throughout the year such as Ms Brodie's class continuing with the Trade Fair tradition, book week and Golding Sensei's yearly Japanese Cultural Day with the help of Mr Hoskin's class. Year 5, 6 and 7 students also went on a 2 night camp to Woodhouse Scout Camp, Reception students trekked to the Hahndorf Farm Barn, cricket workshops and Footsteps dance classes were held, as well as costume days, pyjama days, Lego competitions and a bunch of dressed up Reception dalmatians to celebrate 101 days of school. Mrs D had all her students embracing science with lots of fun and different activities and experiments during normal lessons as well as Science Week activities.

Preschool enjoyed a full year of a new nature play playground in their area. After having limited space in 2020 during the rebuild phase it was great to see the pre-schoolers having fun.

2021 was the final year for Year 7s in primary school in South Australia. To mark this occasion they shared a group lunch with staff and Year 6s at the Blacksmiths Inn during the school day and a graduation with the Year 6s at the school in the evening. This was due to a last-minute cancellation from the venue already booked, but was a wonderful evening with Mr Hoskins sharing his love of finding a picture story book that relates best to each student. We wish all of the 2021 Year 6s and 7s all the best in their first year of secondary school.

Charlotte, Grace, Violet and Anna competed in the North East Hiragana Competition, coming in at first place. This saw them being invited to compete in the State Competition where they placed sixth overall. Congratulations, Golding Sensei and girls.

Governing Council numbers for 2021 were down, due to a number of long-standing members resigning due to their children moving onto new schools in preparation for secondary school. I would like to thank these members for an outstanding job on the many years they have been involved at One Tree Hill Primary School.

I would also like to take this opportunity to thank the leadership, teachers, SSO staff and volunteers at One Tree Hill for doing an amazing job and always having the needs of our children at the forefront.

Thank you

Emma Repacholi

School quality improvement planning

Goal 1 - To improve student achievement in Mathematics (number and problem solving) years 3-7.

If we design rich learning tasks with clear learning intentions and success criteria combined with promoting ownership of learning by regularly sharing assessment with students that enables them to benchmark their learning; students will become more motivated to improve and achievement in Mathematics will increase.

Goal 2 — Early Reading - To improve student achievement in reading in Reception to Year 7.

If we establish a common approach to phonics and phonological awareness as part of the Big 6, with ongoing monitoring through assessment of student knowledge, we will increase the proportions of students meeting the SEA in Reading.

Goal 3 — To improve student achievement in writing, specifically in years 3 and 5.

If we design rich learning tasks that link reading and writing, with clear learning intentions and success criteria combined with promoting ownership of learning by regularly sharing assessment with students that enables them to benchmark their learning; students will become more motivated to improve and achievement in Writing will increase

Review of our Challenge of Practice

- There have been significant changes in the teaching of synthetic phonics in Reception and year 1 with the implementation of InitiaLit.
- There is a high level of consistency across the classes with year level appropriate content and instruction.
- All students in reception and year 1 are being tracked and monitored at least twice a term. Teachers meet to discuss student progress. Specific students are targeted for teaching groups and formal intervention.
- In Mathematics we have focused on effectively teaching the proficiencies as well as year level content. We have seen significant shift in one classroom and some shift in three classroom.
- Three classroom teachers attended the Orbis Mathematics 3-5 course together. This has supported challenge of practice by giving teachers a common understanding of mathematical thinking, as well as practical classroom pedagogies.
- Our challenge of practice in mathematics was also supported by teacher PLCs and the implementation of the Department Units of Work.
- Our challenge of practice in writing was around using rich texts and the teaching and learning cycle for planning sequences of learning. There has been less change in classrooms in this area.

Review of Success Criteria

- When looking in student Mathematics workbooks, and talking to students, we have seen an increase of evidence of students using a range of strategies to solve problems and to explain and justify their thinking across all year 4-7 classes. However, there is variance across the classes, with significant improvement in 1 classroom and some improvement in 3 classes.
- When listening to students in R-2 read, there has been a significant improvement in students using phonic knowledge as their primary strategy for decoding text. All students are using phonic knowledge as their primary strategy.
- In regular phonics monitoring students are showing growth that is at their expected year level. In reception 80% of students are tracking at expected level.

Preschool quality improvement planning

Our 2021 Preschool Quality Improvement agenda centred around developing children's phonological awareness skills to support secure literacy foundations. All preschools within the partnership committed to the implementation of the Pre Lit program to scaffold this work with children. Staff were provided professional development and sso's were mentored by teaching staff throughout the implementation. The Pre Lit program was an effective tool, but only one of the elements that contributed to our success. A robust schedule of data gathering and analysis highlighted gaps in children's skill development and extra 'steps' that needed to be applied to support the Pre Lit work. Our phonological awareness and data collection work has informed an Expressive Language Map to guide us in 2022.

Yakka Trakka was used each term to track, monitor and reflect upon children's growing proficiency as communicators. Critical reflection revealed some inconsistencies in educators understanding of 'proficiency'. This indicated the critical need for the development of a clear criteria for the Proficient Communicator band. Improved clarity afforded opportunities for intervention based on reliable data.

Strategic bombardment sprints with children in play eg: syllables, blending and rhyme; supported by the provision of parent materials were instrumental in the impact that we were able to achieve. Many parents met with us for support and to discuss the phonological awareness work that they were engaged in at home. A number of families expressed their gratitude for the learning that had experienced.

Our Phonological Awareness scan data demonstrated the success of our work; over 5 months we witnessed:

50% growth in the understanding of the concept of a word

64% growth in the ability to break words into syllables

27% growth in the ability to demonstrate onset and rime

11% growth in the ability to sort letters from numerals

Our 2021 Phonological Awareness work revealed that our children were not strong in their understanding of the Alphabetic Principle and this will be our quality improvement focus in 2022.

Another significant piece of work in 2021 was a Social Responsibility research project in response to the current world context: social isolation, mental health, black lives matters etc. Our 2021 focus centred around CONNECTION; the skills needed for meaningful connection and children developing understanding about how their behaviour impacts their connection with others. This work has resulted in a number of support materials including a deeply considered "Connection Continuum" that will inform and support our work in 2022 and beyond.

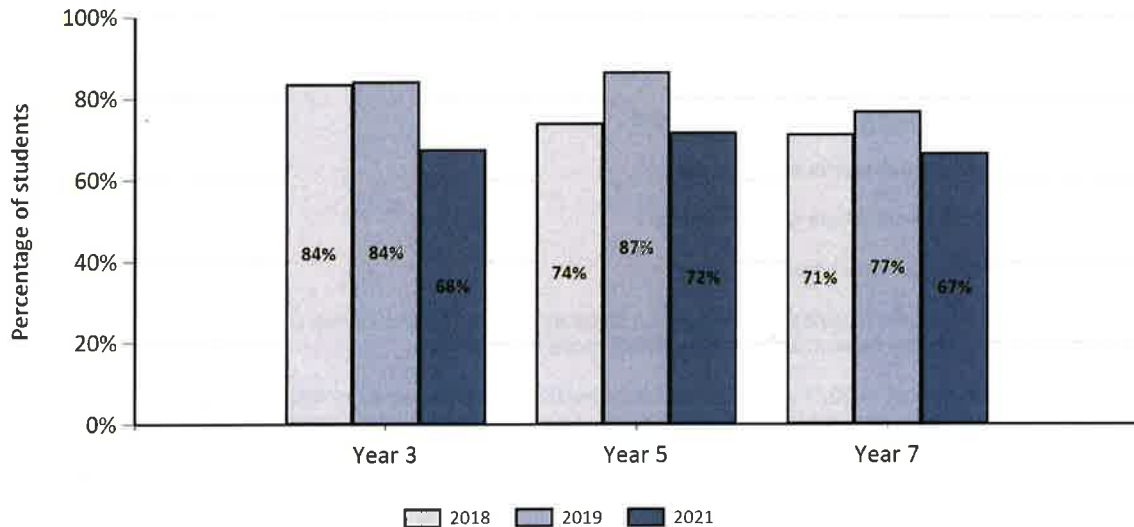
In 2022, our Social Responsibility research will involve applying our Connection Continuum and support materials as well as exploring how we can effectively support children to become increasingly RESPECTFUL citizens.

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

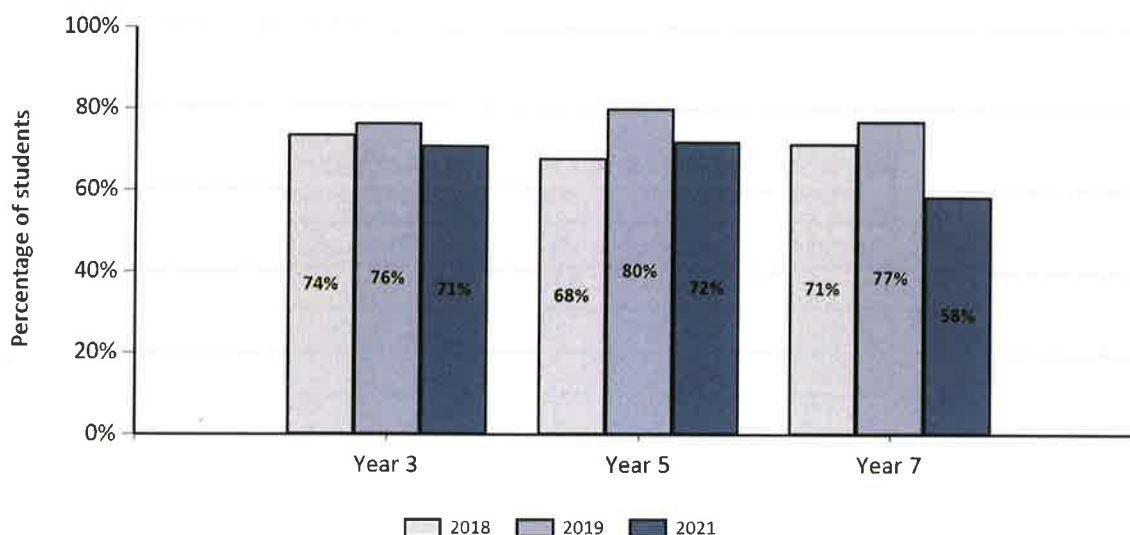


*NOTE: No NAPLAN testing was conducted in 2020.

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	30%	60%	33%
Middle progress group	52%	*	48%
Lower progress group	*	*	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	*	78%	33%
Middle progress group	73%	*	48%
Lower progress group	*	*	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	31	31	14	6	45%	19%
Year 3 2019-2021 Average	31.5	32.5	11.5	6.5	37%	20%
Year 5 2021	32	32	3	3	9%	9%
Year 5 2019-2021 Average	23.5	23.5	3.0	2.0	13%	9%

*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:

Each Aboriginal Learner is highlighted in our whole school data books. These students become part of the focus group of students that teachers closely monitor in their PLC and to discuss at their PDP.

Teachers collect agreed data relevant for their year level and track for all Aboriginal learners.

Targets are set for each Aboriginal Learner in English and Mathematics.

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

In literacy, AC grades were used as targets for Aboriginal learners. Of the 7 students, 4 made or exceeded their AC targets and 3 did not reach their targets. 2 of the 7 students made upward trajectory progress in their AC grades. In the Phonics Screening Check, both year 1 Aboriginal learners made benchmark. For 1 student this was significantly higher than their predicted outcome. In numeracy, targets were set and monitored for 3 Aboriginal learners from grades 4-6. Of these 3 students, 2 did not reach their target, while 1 exceeded their target with significant improvement.

School performance comment

NAPLAN

Reading

68% of students made SEA in year 3, a decrease from 84% in 2019

72% of students made SEA in year 5, a decrease from 87% in 2019

67% of students made SEA in year 7, a decrease from 77% in 2019

Mathematics

71% of students made SEA in year 3, a decrease from 76% in 2019

72% of students made SEA in year 5, a decrease from 80% in 2019

58% of students made SEA in year 7, a decrease from 77% in 2019

- NAPLAN Reading – increase in HB in year 3 (28% – 45%) and in year 7 (0% – 33%). However, there is a decline in number of students achieving SEA in years 3, 5 and 7.

- NAPLAN Numeracy – increase in HB in year 5 (7% - 9%) and in year 7 (8% - 17%). However, there is a decline in number of students achieving SEA in years 3, 5 and 7.

- NAPLAN Writing – Increase in students achieving the NMS in year 3 and 7, decline in year 5. HB achievement in Writing does not match HB achievement in Reading and Mathematics in 3, 5 and 7.

- In 2021 we had 1 student exempt from NAPLAN, compared to 10 students exempt in 2019.

- NAPLAN progress has improved for year 5 and year 7. 87% (81% in 2019) of year 5 and 7 students have maintained or increased in Numeracy, and 82% (73% in 2019) of year 5 and 7 students have maintained or increased in Reading.

PHONICS SCREENING CHECK in 2021:

67% of year 1 students reached SEA (28/40). This is an increase from our 2020 result of 48%.

In 2021 we have increased improvement work in this area, with the introduction of a new synthetic phonics program, Initial-it, and had a target of 65% of our year 1 students reaching SEA.

RUNNING RECORDS

In 2021, 52% (20/38) of year 1 students reached SEA (level 13), and 41% (19/46) of our year 2 students reached SEA (level 21).

These outcomes are a slight decrease from 2020. Running records were less of a focus as assessment as students are using decodable readers.

PAT-R 2021

All Students 73% SEA, up from 67% in 2020

PAT-M 2021

All students 71% SEA, up from 67% in 2020

Across Reading and Mathematics, proportions of students at SEA has increased between 2019 and 2021 with growth in the year 3-5 cohort. We have shown consistent growth across all students in PAT Mathematics and Reading for 3 years.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	90.0%	87.6%	84.2%	78.4%
2019 centre	95.9%	90.1%	72.0%	83.5%
2020 centre	82.4%		83.7%	91.1%
2021 centre	87.5%	80.1%	85.2%	84.6%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

Based on attendances recorded in the two week reference period each term, Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2018	2019	2020	2021
Reception	93.3%	89.5%	89.1%	87.4%
Year 1	90.3%	91.7%	87.8%	91.8%
Year 2	90.6%	90.5%	87.9%	90.7%
Year 3	94.3%	90.9%	88.4%	90.4%
Year 4	89.9%	91.9%	87.2%	88.1%
Year 5	89.5%	90.9%	88.6%	88.4%
Year 6	88.7%	87.4%	91.6%	90.1%
Year 7	92.1%	84.9%	87.8%	92.0%
Total	91.3%	90.2%	88.3%	89.7%

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

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

Attendance comment

The attendance of our students was still quite high, even with the interruption to Covid and isolation rules.

Staff are committed to ensure they follow up with families with any unexplained reasons.

Front office staff follow up with absences on the day or at least the very next day.

Since the introduction of classroom dojo, parents have been able to alert staff about absences very easily.

Targets were

- To reach the DECD expectation of 95%.
- To decrease the incidences of unexplained absences.

Staff

- reviewed attendance records to identify any patterns or regular unexplained absences.
- provided support for students not attending regularly via the Student Wellbeing Leader.
- used data to identify patterns of chronic non-attendance.
- addressed issues of chronic lateness and unexplained absences by Week 5 each term.
- highlighted the importance of regular attendance and procedures to report absences in newsletters.

Parents encouraged to ensure they notify the school on the day of or day after absence through phone calls, skoolbag or dojo.

Phone calls were made home by the front office person on second day of non-attendance with no contact from parent.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	46	48	45	47
2019	42	43	43	41
2020	51	N/A	47	48
2021	40	44	42	55

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

Behaviour across the school is supported by a restorative approach and individual case management. Children are taught to identify their emotions through the introduction of the zones of regulation scale. Each class are expected to run a morning circle time to welcome children to the day and an afternoon allocated circle time to resolve any issues that may arise. There are two social workers on site that are able to support students 1:1 and during lunch time play with structured games. The school follows the Play is the Way program and a different area of focus is introduced in the class each fortnight and celebrated at assemblies with certificates. Our focus on positive education has enabled us to strive for a peaceful and calm school environment, a trait which is often noticed by those who visit our school. Our commitment to student wellbeing has greatly influenced the positive school culture at One Tree Hill. Our introduction of Circle Time has been very beneficial for our students to be acknowledged, welcomed and listened to each morning. Our afternoon circle time is an opportunity for students to speak about yard issues and how to work through the issues to prevent them for n

Parent opinion survey summary

Parent Opinion was not conducted in 2021

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
322 - One Tree Hill Primary School	83.0%	97.6%	95.8%	87.2%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	19	35.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	61.1%
U - UNKNOWN	1	1.9%
WA - LEFT SA FOR WA	1	1.9%

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.

Destination comment

A high percentage (90%) of preschool students have been enrolling as reception students at One Tree Hill as we have a preschool on site. 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 private high schools are Tyndale, Trinity and Hope, Craigmore and Birdwood being the most popular in the non government sector, along with Golden Grove High. This year even Year 5/6 students also transferred to the private sector for high school.

Relevant history screening

An up to date data base is collected and all staff members are aware of DCSI compliant volunteers in their rooms. The importance of completing this training is highlighted to all interested members of the school community. Documentation for preservice teachers, contractors, external service providers, staff and volunteers is current and consistently reviewed. RAN training is also available online to all volunteers.

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	26
Post Graduate Qualifications	7

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	16.1	0.0	11.0
Persons	0	18	0	16

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

Financial statement

Funding Source	Amount
Grants: State	\$1,291
Grants: Commonwealth	\$0
Parent Contributions	\$83,018
Fund Raising	\$4,795
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	<ul style="list-style-type: none"> - What's the Buzz social skills program, including resources and staffing - Social Worker students who facilitate various group wellbeing programs and 1:1 counselling - Wellbeing Leadership time 	Increased outcomes in behaviour and wellbeing data
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect	<ul style="list-style-type: none"> - Additional SSO support for InitiLit, implementation and Literacy group time - Intervention programs MacqLit and MiniLit targeted 	100% (5/5) identified EALD students reached or exceeded SEA in English
Targeted funding for groups of students	Inclusive Education Support Program	<ul style="list-style-type: none"> - 1:1 support in classrooms for targeted students - Intervention including MiniLit, MacqLit, What's the Buzz and Speech sessions directly targeted to students with IESP funding 	Increased outcomes in students reaching One Plan goals
Targeted funding for groups of students	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - speech, MiniLit and MacqLit intervention programs - additional SSO support for literacy lessons - 1:1 support in class for IESP students 	Increased for targeted students
Program funding for all students	Australian Curriculum	<ul style="list-style-type: none"> - PLC meetings to directly work on site improvement planning goals directly related to delivering high quality curriculum through the department units of work. - 2 x days for teachers collaborative moderation 	Increase accuracy of AC grades found in external moderation
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	NA	NA
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	2021 Funding was utilised to support the implementation of the Pre Lit program to achieve our Quality Improvement Phonological Awareness targets and further develop educator capacity	Increased individual outcomes in phonological awareness
Inclusive Education Support Program	Inclusive Education Support Program funding was utilised to support children with significant challenging behaviour, support and skill development for children with ASD, speech and language programs, boundary training as well as literacy, numeracy, social and emotional intervention programs.	Increased outcomes for individual students with specialised goals
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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

