



Elizabeth Vale Primary School and Elizabeth Vale Preschool

2021 annual report to the community

Elizabeth Vale Primary School Number: 0949

Elizabeth Vale Preschool Number: 1573

Partnership: Elizabeth

Signature

School principal:

Ms Julie Murphy

Governing council chair:

Nicole Andrews

Date of endorsement:

15 December 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Elizabeth Vale School is a Category One site located in the City of Playford local council area. The School delivers an early childhood and education service to a culturally diverse and complex local community. Children are at the core of a high-quality, academic learning environment which is both caring and supportive of individual needs. We believe that the diversity of cultures, languages and experience of our children and their families is a source of strength, inspiration and knowledge. The School motto of 'Be Kind, Work Hard, Read Lots' underpins our vision and practice, and guides us in building strong connections and partnerships with our wider school community. The

School provides a range of education programs including:

- Mainstream classes Reception to Year 7
- School-based preschool
- Playgroup for children aged 0 – 5 and their families
- Special Education classes JP (R-2) and Primary (3-7)
- Intensive English Language Classes (IELC) Rec - 7
- Pathway classes from Adelaide North Special School

In 2021, the student population consisted of:

- 420 school and 56 preschool enrolments
- approximately 93% were eligible school card holders
- 60% children from EALD backgrounds
- 21% students with disabilities
- 17% or 77 Aboriginal students
- 11% or 48 IELC students
- 4% children in care

Over 20 languages and/or dialects are spoken by students, with approximately 100 Bhutanese Nepali speaking children enrolled. The school hosts 3 Special Education classes from Adelaide North Special School.

Many in our school community experience the effects of long-term unemployment and its compounding economic disadvantage. Many students have experienced multiple traumas in their lives and present at school with complex vulnerabilities and additional needs. The Elizabeth Vale School community is a proud, strong, resilient and united community committed to ensuring the students in our care are provided with every possible opportunity to achieve their social, emotional and academic potential.

2021 highlights at Elizabeth Vale School included:

- Continued planning and finalisation of the 2022 school and facilities upgrade
- Increased participation in community development initiatives through the Community Connections and Community Hub programs
- Continued learning for all educators in our inclusion and cultural competency journey
- Improved student voice structures and processes
- Improved community and parent voice through a range of community development initiatives

Governing council report

The Elizabeth Vale School Governing Council acknowledges the work of our small group of members. The Governing Council continues to encourage everyone to have a voice in the governance and future direction of Elizabeth Vale School.

The Elizabeth Vale School Governing Council notes the following in 2021:

- the lower intake for Preschool enrolments this year due to the lower birth rates across the region in previous years
- the decrease in IELC enrolments as the anticipated impact of Australian Government
- the findings and recommendations of the External School Review that occurred on the 25 & 25 May 2021
- the 2021 Site Improvement Plan priorities of improve student reading skills, coaches for teachers, intervention and focus on spelling
- the learning themes for 2021 including Term 1 – the Human Body; Term 2 – Energy; and Term 3 – Australian Flora and Fauna

The Governing Council also notes that enrolment numbers will decrease in 2022 due to the Year 6 transition to high school and notes acknowledges that this will support the limited space available next year due to the building works due to commence over the December to January school holiday break.

The Governing Council has been kept informed of the school redevelopment planning process and supported necessary site preparation work as required. This has included structural, plumbing and electrical work, and grounds work to accommodate the proposed 'Tinkering Shed'.

The Governing Council supported two Graduation Ceremonies in 2021 to accommodate increased numbers of graduates (due to the Year 6 transition to high school) and to comply with COVID social distancing requirements.

Governing Council acknowledges and commends the school for its continued work in supporting the local Elizabeth Vale community and families who have experienced hardship or challenges throughout the year. This includes school facilitated access to food security initiatives, partnerships with local organisations including Anglicare and the City of Playford's community programs, homelessness support, and support for families escaping domestic violence.

Elizabeth Vale School continues to operate with a full enrolment and has a capacity management scheme in place. This will give enrolment priority to children living in the local Elizabeth Vale area and those who may already have siblings enrolled at the school.

The Department for Education has released the Materials and Services Fee which is set at \$246 for the year.

School quality improvement planning

The core focus of the Site Improvement Plan is to improve student reading skills. Strategies to support this improvement included topic work, coaching for teachers, intervention and a focus on spelling.

The 2021 External School Review identified that teacher communication with parents/families about specific children's needs and development was an area for improvement. As a result, teacher professional development has included an attendance process and procedure review; improved connection by teachers with Bi-lingual School Support Officers (BSSOs) and Aboriginal Community Education Officers (ACEOs) when communicating with parents and families; and improved information sharing with parents, including report writing. Further professional development has also been undertaken by all staff to support our inclusion and improved cultural competency journey.

We have begun a professional learning journey in Explicit Direction Instruction (EDI) which will enhance student agency in their knowledge of their learning.

Teachers work in Learning Teams with coaches resulting in: great support from each other, shared knowledge and resources, consistency across year levels, core for all our planning, makes us better teachers working closely w coaches. Access to an expert (coach) – able to capitalise on each other's strengths, Increased teacher expectations – high level of accountability to the team, a constant place to check in and moderate practice

Implementation of a consistent spelling and phonics program has resulted in: Improved pedagogy of teachers, consistency of practice targeted, explicit, differentiated teaching, transfer of knowledge to other areas, increased teacher confidence and knowledge, engagement with research of teaching.

Shared fields of knowledge and teaching similar topics has resulted in: increased connected dialogue across the school, clear direction for learning and links to the Australian curriculum, the teaching of vocabulary development is focused and intentional.

Staff are supported by coaches to deeply analysis data, resulting in a strong focus on knowing and teaching students at the next right step, and ensure students are stretched and supported to reach higher grade achievement.

Preschool quality improvement planning

Elizabeth Vale Preschool educators promote children's learning by delivering a preschool program in accordance with the national Quality Standards, and that is reflective of the Early Years Learning Framework (EYLF). The preschool program provides opportunities for children to learn through play, intentional teaching and spontaneous learning experiences. Preschool educators provided a safe, secure and predictable environment where children explored, investigated and imagined through play, taking part in learning activities and by interacting with others. The program is inclusive of indoor and outdoor learning opportunities that provided a balance of stimulating and quiet experiences based on individual children's interests, strengths and needs. All learning experiences fostered the safety, health and wellbeing of each child.

Educators work with other professionals within the wider community to ensure the best outcomes for individual children and their families.

The 2021 Elizabeth Vale Preschool Quality Improvement Plan process identified 2 goals:

Goal 1 - For all children to improve their comprehension and use of literate language. Actions implemented by Preschool educators included:

- educators read to children multiple times a day
- intentional table top story book lessons with children
- Early Years Coordinator and Speech Pathologist developed a set of small group reading experience packs
- professional development for educators to develop their knowledge of text selection and teachable elements
- planned learning experiences connected to each focus text

Goal 2 – For each child to develop foundational emergent literacy skills in writing. Actions implemented by educators included:

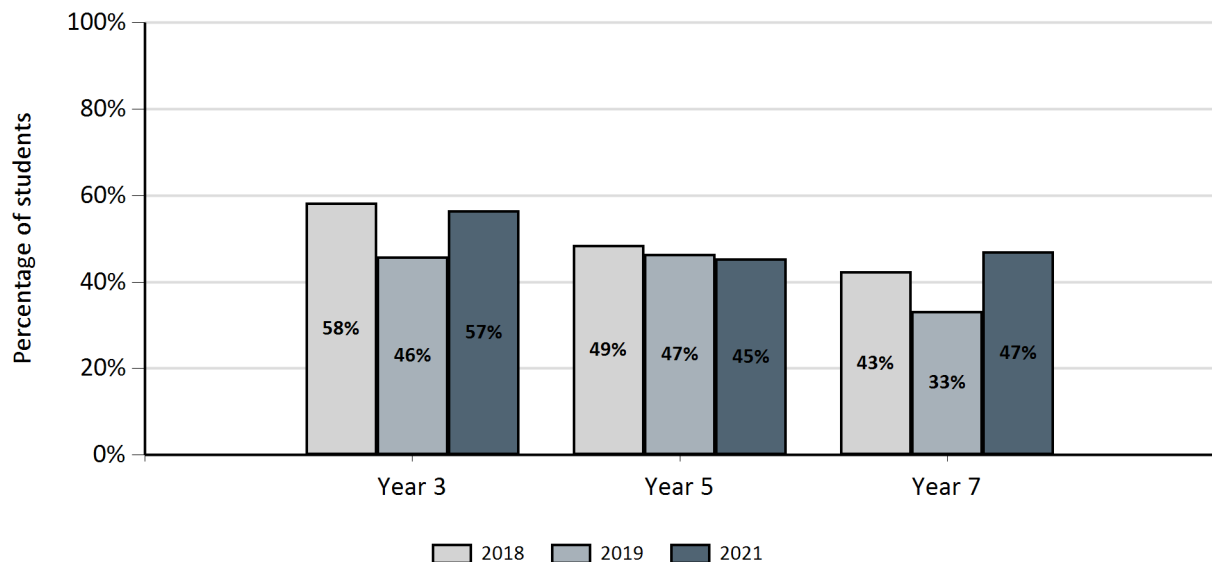
- Early Years Coordinator supported educators to investigate how EDI can be utilised in preschool
- educators utilised relevant EDI principles and practices to design whole lessons for whole group instruction
- educators explicitly taught phonological awareness skills during wave one group time
- educators provided explicit instruction in letter names and sounds as well as how letters are shaped and formed
- learning environments that provided access to a variety of materials and tools for writing
- educators focused on mark making in each book based unit plan, including authentic and explicit inquiry/play based experiences
- educators included name writing experiences in planning for learning in each unit plan

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

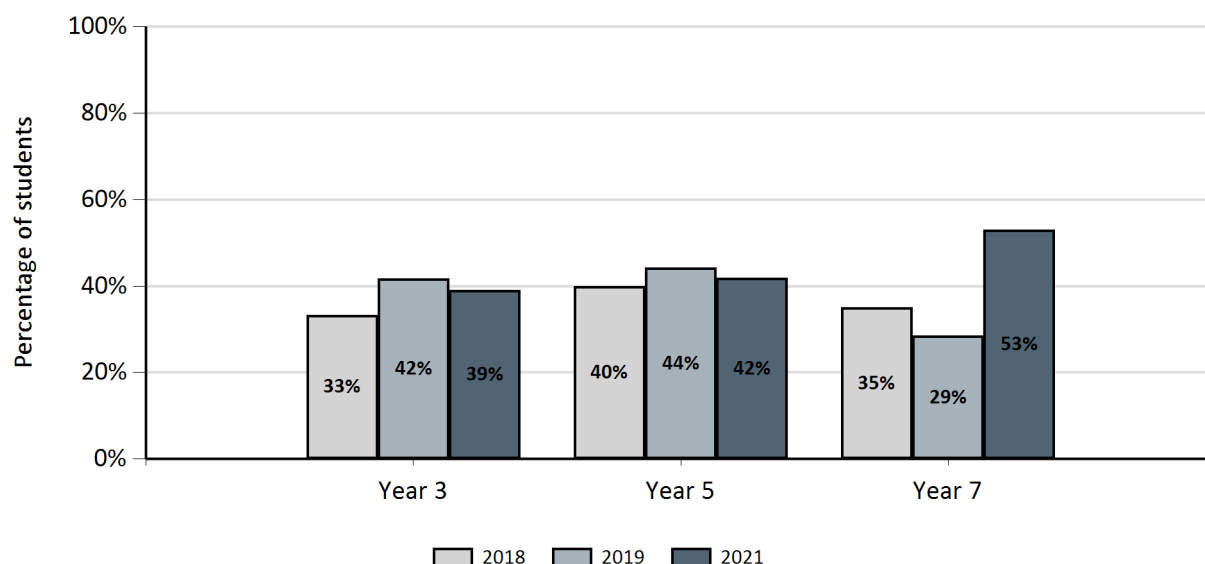


*NOTE: No NAPLAN testing was conducted in 2020.

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	27%	52%	33%
Middle progress group	43%	41%	48%
Lower progress group	30%	*	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	42%	41%	33%
Middle progress group	42%	48%	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	46	46	10	4	22%	9%
Year 3 2019-2021 Average	47.0	47.0	10.0	3.5	21%	7%
Year 5 2021	55	55	5	4	9%	7%
Year 5 2019-2021 Average	49.0	49.0	4.5	3.0	9%	6%
Year 7 2021	51	51	7	6	14%	12%
Year 7 2019-2021 Average	46.5	46.5	4.0	3.5	9%	8%

*NOTE: No NAPLAN testing was conducted in 2020.

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

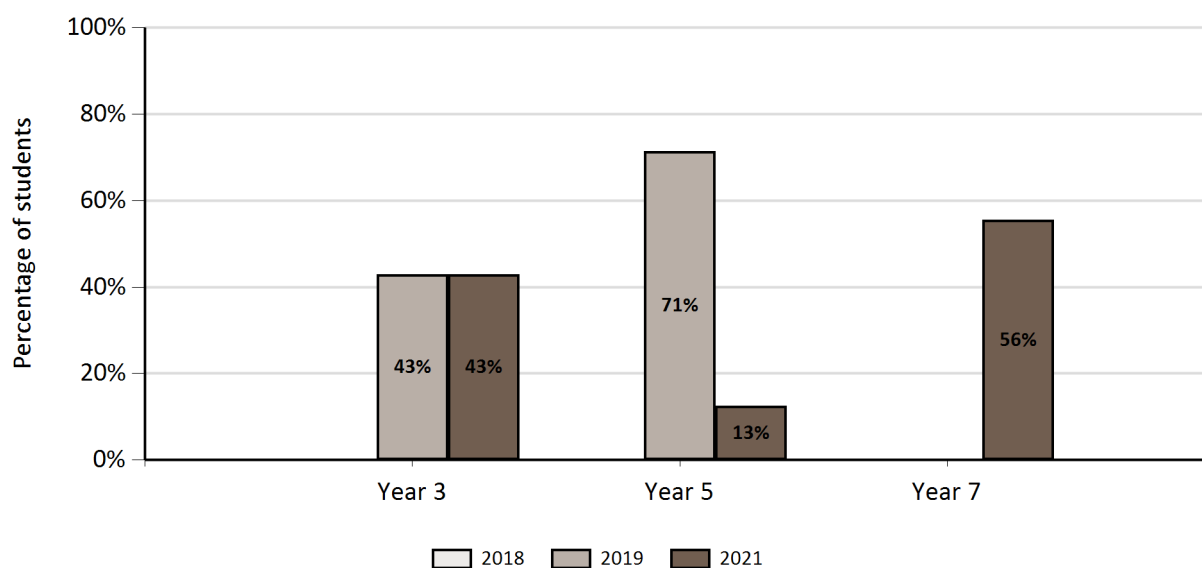
[^]includes absent and withdrawn students.

*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



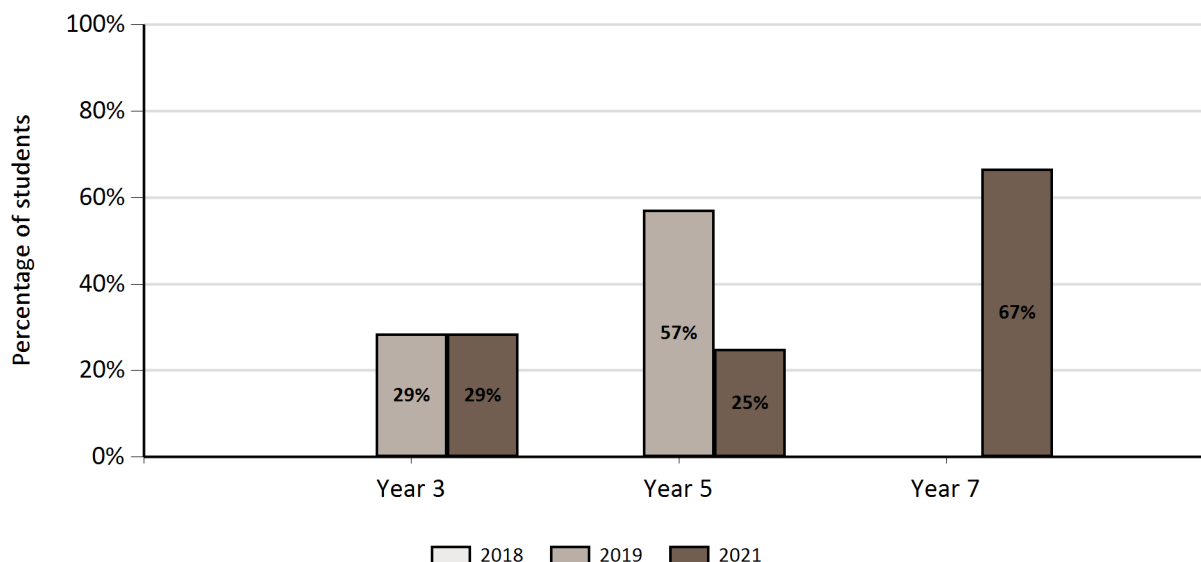
*NOTE: No NAPLAN testing was conducted in 2020.

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	7	7	1	0	14%	0%
Year 3 2019-2021 Average	7.0	7.0	1.0	0.0	14%	0%
Year 5 2021	8	8	0	0	0%	0%
Year 5 2019-2021 Average	7.5	7.5	1.0	0.0	13%	0%
Year 7 2021	9	9	2	1	22%	11%
Year 7 2019-2021 Average	6.5	6.5	1.0	0.5	15%	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:

The ALALR Key Element for 2021 was Tracking and Monitoring. The Principal and Strategic Leader Aboriginal Education (an Aboriginal elder) oversee Aboriginal education across the school.

New improvement actions (as indicated in the ALALR) to raise literacy and numeracy achievement in 2021 include:

- whole school expectation that teachers had regular contact with families of Aboriginal learners to provide information, share achievements or discuss concerns
- Aboriginal learner achievement included in PDP process for teaching staff
- termly monitoring of progress/achievement of Deadly Reading Plan goals, and celebration of achievement with teachers, learners and families
- literacy and pedagogical coaches, speech pathologist and leaders regularly monitored the progress of Aboriginal learners with classroom teachers in Learning Teams; data shared at staff meetings; and 'spotlight' reviews
- Principal met with class teachers of Aboriginal learners to review achievement, attendance data, curriculum planning and teacher engagement with families of Aboriginal learners
- EDI (Explicit Direct Instruction) professional development for all teachers
- monitored attendance daily and followed up with parents on the day of absence

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

Improvements that have been achieved include:

- One Plans and Deadly Reading Plans (DRPs) developed with families for all Aboriginal learners. The Principal met with all classroom teachers to review the DRPs and the progress of Aboriginal learners, and coaches conducted spotlight reviews.
- The school has developed partnerships with the families of Aboriginal learners. This allowed educators to work together to improve Aboriginal learner outcomes. Growth is shared with families through informal conversations and catch ups in the yard, through formal conversations with leaders, at parent/teacher meetings and by school reports. Aboriginal learners with complex needs were identified for follow up meetings with families and referral to support agencies/providers.
- Aboriginal learner achievement data is visible. The Aboriginal Education room displays each student's DRP goals and achievements for the term. Certificates, photos and awards are on display for students and families. Progress is celebrated and acknowledged with the student, the family and with staff.
- Reading assessments for all Aboriginal learners were conducted by the Aboriginal Education Teacher (AET), classroom teachers and literacy coaches and informed the DRP.

School performance comment

It is important to note the 3 sectors of the school when reflecting on standardized tests. Students who are in either the special options classes or Intensive English classes are not taught the mainstream curriculum and often standardised tests are not always relevant measures, yet their results, albeit withdrawn or exempt are included in the school's performance scores.

2021 Naplan data Reading compared to 2019 - Year 3 - increased percentage of students reaching SEA and higher bands

Reading Year 5 - slight decrease in percentage of students meeting SEA, percentage of students in higher bands remained the same.

Reading Year 7 - increased percentage of students reaching SEA and higher bands

Elizabeth Vale 2021 Year 1 phonics screen results

Number of Yr 1 students Mainstream 45 Intensive English 7 Specials 1 -Number of students who undertook screen =43

Of the 43 students who were screened 31 reached the benchmark, 58%, Just students in mainstream who reached the benchmark was 72%, this is just below the state average. Year 1 Running Records results for mainstream also had over 70% of students reaching the expected level at the end of term 3.

PAT-R data demonstrated improvement for over 80% of students who had sat 2 concurrent tests. More students achieved scores in the higher bands in PAT-R compared to NAPLAN.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	87.0%	80.6%	78.2%	78.9%
2019 centre	89.9%	80.6%	82.1%	76.9%
2020 centre	79.6%	76.2%	72.7%	82.7%
2021 centre	84.1%	79.4%	84.6%	70%
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	87.2%	88.4%	84.8%	86.5%
Year 1	89.1%	88.9%	85.2%	86.4%
Year 2	90.8%	86.7%	88.6%	88.3%
Year 3	86.6%	90.6%	84.4%	87.5%
Year 4	89.2%	88.8%	85.7%	86.3%
Year 5	86.0%	88.9%	85.2%	85.4%
Year 6	88.3%	82.6%	82.8%	89.4%
Year 7	89.7%	85.9%	84.2%	82.6%
Primary Other	91.6%	91.0%	90.6%	89.0%
Total	89.0%	88.3%	86.1%	86.8%

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

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

Attendance comment

Attendance at Elizabeth Vale School was 88% in 2021 which was a slight increase from 2020 (87%). The school supports attendance through partnerships with families, follow up and pastoral care for families and students. Staff reviewed the school attendance policy and procedure in Term 2, and implemented new procedures in Term 3 2021. Class teachers are able to escalate identified students for an Attendance Action Plan to be developed. Students are referred to Support Services where necessary.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	47	53	52	59
2019	49	57	56	55
2020	58	57	56	53
2021	42	47	45	50

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

Elizabeth Vale School continues to embed Trauma Informed Practices across all aspects of school operations. The school takes a preventative approach to explicitly teach interception, de-escalation and mindfulness strategies to all children. Yard and learning environments are designed to support routines that assist children to be ready to learn. The leadership team are also available to provide additional support and intervention if needed. The school referred students to Support Services when required. A small percentage of students with major complexities make up the majority of the behaviour interventions/responses in 2021.

Parent opinion survey summary

Parents of Elizabeth Vale School were invited to provide feedback through the School Parent Engagement Survey. The Survey was promoted via the school newsletter, website and social media account. Responses were received from 170 families across the school and preschool.

Survey findings included:

- an overwhelming majority of families felt that they were treated with respect by school staff and other students at the school
- 98% of respondents believe that education is important
- the majority of parents felt encouraged by the school to help their children to learn while approximately 22% would like more support to help their children to learn
- 81% of respondents indicated that they knew the standard of work expected of their children and 80% indicated that they receive useful feedback about their child's learning
- 73% of families feel that they have good home learning routines at home, with 34% indicating they would like more learning tips that they can use to support their child's learning at home

Families reported overall that the school and preschool encouraged parents to help students to learn and that they are provided with useful information about their child's learning. The majority of parents would like to receive communication via phone or text messaging with many parents indicating that they find parent-teacher interviews useful.

Anecdotal feedback indicates that parents and families support the community development initiatives facilitated by the school and preschool. Workshops and activities are well attended and resulted in a sharing of ideas and experiences of family and community members from culturally diverse backgrounds.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
949 - Elizabeth Vale Primary School	95.0%	92.5%	96.1%	95.0%

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	14	10.9%
OV - LEFT SA FOR OVERSEAS	1	0.8%
QL - LEFT SA FOR QLD	2	1.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	104	80.6%
U - UNKNOWN	6	4.7%
VI - LEFT SA FOR VIC	1	0.8%
WA - LEFT SA FOR WA	1	0.8%

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

In 2021, 86% of eligible 4 year old preschool children have enrolled at Elizabeth Vale Primary School. Five preschool children have enrolled at other government and non-government primary schools in the local area.

The majority of year 6 and 7 students (75%) transitioning to secondary school have enrolled at Playford International College, with the remaining 25% enrolling at other Northern suburbs high schools (as per zoning requirements). A small number of students from Elizabeth Vale School have enrolled in non-government schools.

Relevant history screening

All staff have the appropriate screening checks and mandatory training required by the Department for Education. The Business Manager has current certificates, clearance letters and approval letters on file. All volunteers had a current Department of Human Services 'Working With Children Check' which was sighted, with a copy kept on file with records maintained by the Business Manager. All staff have completed the updated RRHAN-EC training as required.

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	53
Post Graduate Qualifications	14

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	38.7	3.6	20.6
Persons	0	43	6	30

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

Financial statement

Funding Source	Amount
Grants: State	\$8,036,748
Grants: Commonwealth	\$113,102
Parent Contributions	\$11,562
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	<ul style="list-style-type: none"> employed additional 1.0 FTE Student Support Coordinator ongoing whole staff professional development in Trauma Informed Practice employed 1.0 FTE Wellbeing Coordinator 	<ul style="list-style-type: none"> all students have ready to learn plans all students have been taught self-re
	Improved outcomes for students with an additional language or dialect	<ul style="list-style-type: none"> reduced class sizes to enable focused intention on teaching employed BSSOs to support students in IELC and mainstream classes employed BSSOs to support with family connections employed Literacy Consultant and 0.8 	<ul style="list-style-type: none"> improved reading levels as measured by levelled texts and PAT-R and phonics sc
	Inclusive Education Support Program	<ul style="list-style-type: none"> adjustments provided to enable eligible students to access appropriate curriculum ancillary staff employed to support adjustments additional teachers employed to plan and deliver targeted adjustments 	<ul style="list-style-type: none"> growth in reading for eligible students improved attendance and engagement o
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<ul style="list-style-type: none"> reduced class sizes to provide more intentional teaching time to individual students additional FTE teacher support for identified classes targeted interventions for Reception and Year 1 students in PA, phonics and comprehension Speech Pathologist overseeing literacy interventions Deadly Reading Plans developed for all Aboriginal learners intervention support for all Aboriginal learners R-3 below standard, and for other identified Aboriginal learners additional ACEO hours to support engagement of the families of Aboriginal learners 	<ul style="list-style-type: none"> Growth in reading for every child Improved engagement of targeted students
Program funding for all students	Australian Curriculum	<ul style="list-style-type: none"> Pedagogical coaches employed to support teachers to implement Australian curriculum Professional development for teachers 	<ul style="list-style-type: none"> Improved teacher capacity to align learning to the Australian Curriculum
Other discretionary funding	Aboriginal languages programs Initiatives	n/a	n/a
	Better schools funding	<ul style="list-style-type: none"> Additional leadership capacity to support classroom educators, guide pedagogical practice and implement case management approaches for identified students Reduced class sizes to provide more intentional teaching time 	<ul style="list-style-type: none"> Growth for all learners Case management for complex learners
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

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	<ul style="list-style-type: none"> • 0.2 FTE Speech Pathologist employed to support intentional and explicit teaching of age appropriate early literacies • 1.0 FTE Coordinator Early Years to oversee daily management of preschool 	<ul style="list-style-type: none"> • growth by most children towards becoming independent and effective communicators
Inclusive Education Support Program	<ul style="list-style-type: none"> • Bilingual ECW employed to support individual families with meetings, enrolments and interviews • Bilingual ECW employed to better include family and cultural perspectives, grow connections and understand individual stories • opportunities created to support a greater understanding of the child, the family and child rearing practices at home • support for the Aboriginal 3 year old program • support to operate and deliver a multi-cultural Playgroup program 	<ul style="list-style-type: none"> • planned community development initiatives to assist families to support early literacy development in the home
Improved outcomes for non-English speaking children who received bilingual support	<ul style="list-style-type: none"> • increased support staff employed to provide additional support to small groups and 1:1 children as needed 	<ul style="list-style-type: none"> • children accessed the preschool program

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