



East Adelaide School

2022 annual report to the community

East Adelaide School Number: 1036

Partnership: Adelaide - Prospect

Signature

School principal:

Ms Vicki Stravinski

Governing council chair:

Jamie Coombs

Date of endorsement:

10 February 2023



Government
of South Australia

Department for Education

Context and highlights

In 2022 we felt the impact of losing our year 7s to High School, with a drop of enrolments to 597. This impacted greatly on the school's income, no longer being funded as a large primary school meant that leadership capacity had to be funded by the shrinking resource entitlement funding (RES). 2022 saw us being greatly impacted by COVID, more so than in the previous two years, with the school staff experiencing COVID fatigue and continued illness for both staff and students.

In spite of the above we continued to celebrate the cultural diversity of our community and continued to experience great learning, drawing inspiration from the very supportive parent community which has worked tirelessly at focusing on community events to bring people together and to focus on the positives. Our highlights once again included, a STEM expo/ Grandparents Day attended by over 600, bringing great joy to students demonstrated their learning using current technologies, describing the engineering processes used to problem solve. We celebrated Science Week with a range of inspirational guest speakers. We celebrated our graduating students with outdoor ceremonies and dance. Sports Day was moved to the end of term 3 to ensure greater parent attendance, and the ability for volunteers to assist the F-2 students with their events. The Colour Run went ahead with the support of parent volunteers and raised a great deal of funds for the school. The School Fair went ahead in a COVID safe manner and drew to the school well over 2000 local community, past and present students and families. It raised an enormous amount of funds to ensure that the outdoor learning spaces could be extended. Book Week activities went ahead culminating with a parade. Staff continued to adapt and flexibly navigate newfound skills in implementing Microsoft 365 programs supporting online learning especially with students in years 4-6. WE had Susan McLean run several sessions on Cyber-Safety for our students' years 3-6 which has impacted positively with a significant decrease of inappropriate use of social networking platforms on student devices. This has also supported students to increase their understanding of responsibilities towards ethical use of social networking and communication online.

Students displayed increased anxieties; some has become more common since the start of COVID. However, many of our staff were well equipped to manage these behaviours with additional explicit training in trauma informed practices. The Berry Street Education Model continued to be implemented with more teachers attending the professional learning off site and working with the Student Engagement and Wellbeing Leader to implement the learning and the consistent language use across the school.

We purposely brought more fun and joy into day-to-day learning for students through student/teacher sporting competitions and spending time enjoying laughter with our students. Above all our students demonstrated their ability to remain focused, optimistic and resilient, learning to adapt to the ever-shifting landscape and developing the skills to navigate such times in the future.

Staff spent time continuing to learn from current pedagogy focusing on the Science of Reading, in particular, developing fluency as a strategy for reading comprehension, they began to unpack with students the tier 2 and 3 vocabulary another key strategy for reading comprehension and developing a deeper understanding of the importance of explicit direct instruction in systematic synthetic phonics F-6 to ensure that students built orthographic mapping to enhance decoding. We continued our focus in further enhancing teaching practice in Mathematics F-6 and writing cohesive texts and functional grammar.

Above all we focused on developing a sense of community working on our organisational culture and strengthening a sense of belonging for all.

Governing council report

Governing Council Report 2022

In 2022 I continued my role as Governing Council chairperson. Together with our principal, Vicki Stravinski, and the EAS leadership team, 17 parent representatives on Governing Council and several other staff members, we steered East Adelaide School through 2022.

The success of the Governing Council at East Adelaide School (EAS) work in 2022 comes as a result of significant time and effort invested by numerous staff, parents, and volunteers across our six subcommittees, which meet twice a term for the duration of the year and which support and inform the decision making of the Governing Council.

The GC is responsible for managing the businesses of the OSHC and Canteen services for the school. Through the collaboration of the Finance, OSHC and Canteen sub committees, budgets were set in 2022 in Term 1 and monitored throughout the year to track forecast against performance. The ongoing review has supported compliance of the budgets that were developed for this year.

There were numerous achievements occurring in 2022, but I would like to make special mention of the following two. Gilberton Swimming Club Trust

Led by East Adelaide through the efforts of Brendan Grigg and Lauren Roberts, it was agreed by Walkerville Primary School, Vale Park Primary School, Klemzig Primary School and East Adelaide School that the Gilberton Amateur Swimming Club Trust be dissolved, and the funds settled on new trust controlled by each school for the benefit of their students. Through Foundation SA a future fund will be established for each school, so that all schools would have independence and administrative flexibility in managing the funds bestowed to it by the Gilberton Swimming Club. These funds will provide opportunities to attend learn to swim programs at a reduced cost.

Fundraising

In Term 4, we held a very successful twilight fair for our community. The fair had been subject to numerous postponements due to COVID restrictions. Planning for the fair had commenced some 18 months prior, but through the tireless commitment of a team of more than a dozen volunteers, the event went off with great success. The fair raised in excess of \$25k.

The Parents & Friends committee raised an additional \$28k throughout the year from events such as Election BBQ's, Colour Run, Quiz night and various stalls and raffles. The combined total fundraising for the year was over \$53k, a truly remarkable effort. It is only through our community's fundraising efforts that the school is able to fund infrastructure improvements like the Nature Play area, which are not funded by the Department and would otherwise not occur.

Other highlights of 2022 from work managed through the Governing Councils and subcommittees include:

- Revision of the Governing Council constitution and streamlining the membership to accommodate a smaller community without year 7 students;
- Assisting leadership with managing the school out of COVID;
- A greatly improved financial position of the Out of School Hours Care service through improved rostering, tighter administrative controls, and a restructured vacation care system;
- Finalization of the north west corner Nature Play area;
- Installation of new drinking fountains in the Barry Messner Park;
- Update to the school website and agreement on a simplified School Logo;
- Re-engagement with the Minister for Education regarding funding for our LEOS plan;
- Revitalisation of the after school sports program led by Ange Gouvelos.

2022 brought to the end of the tenure a number of long standing Governing Council members that are departing as their children move on to other schools. It has been a pleasure working with them all and their efforts in driving the school forward over many years have been invaluable. Special thanks must go to their families for managing their households while our members were undertaking their duties on the Governing Council.

Through this entire time, including multiple years of COVID, the school has had the privilege of the stable guidance of Vicki Stravinski as Principal, backed by a strong leadership team. In 2022 that leadership team comprised Martha Pampoukidis, Jo Cardone, Yiota Seindanis and Fleur Fotheringham. In addition to Ben Ganguly as Secretary, the GC members were supported by numerous other parents and staff members across six subcommittees whose time and efforts have not gone unnoticed.

The incoming Governing Council for 2023 will find that East Adelaide School has a supportive and enthusiastic community that will allow it to continue to maintain its position as a leading school in the Eastern suburbs of Adelaide.

Jamie Coombs

Governing Council Chairperson 2022

Quality improvement planning

The Site Improvement Planning (SIP) processes have been strongly aligned to the cycle of continuous improvement, drawing upon the collective commitment of staff to analyse data to inform the next part of our journey. Tracking and monitoring of the implementation of SIP actions against the success criteria throughout the year has assisted us to continuously improve practice and to work towards achieving our goals and challenges of practice in Reading, Writing and Mathematics.

The SIP and guided practice of strategically gathering evidence has highly impacted the work of PLCs. The focused direction of Action Teams to track and monitor the implementation of the SIP ensuring teachers have a direct line of sight between the SIP and teaching practice to affect impact. Evaluation of the implementation of the SIP occurred each term through the review and evaluate processes through the sharing of evidence of student samples and data against the SIP actions and success criteria. This process was further strengthened in terms 3 and 4 aligning the refined data against the big data of learner achievement collected through NAPLAN and PAT M and R, Writing, and Phonics Screening.

Differentiation through WAVE 1 quality classroom intervention along with WAVE 2 short term targeted interventions were strengthened with deeper tracking and monitoring of learner progress, strengthening the quality of feedback provided to learners to identify mastery, next steps of learning through setting of goals. Leaders implemented an instructional leadership model, listening to teachers regarding their intentional teaching in the areas of Writing, Reading/ Systematic Synthetic Phonics/Spelling and Mathematics, along with listening to students regarding their understanding of success criteria and intentions of the learning supporting leaders to maintain a clear line of sight between the SIP and evidence-based teaching practice.

In the area of Writing, teacher actions included tracking, monitoring and analysing students learning in phonics, sentence construction, punctuation, and paragraphing. Teachers incorporated the professional learning undertaken in Writing Plus (functional grammar F-6) and Seven Steps in Writing (F-6) to extend students writing skills. Our continued focus was on designing learning that is sequential and in line with the Writing Cycle through use of metatalk to develop and deepen metacognition. Teachers explicitly taught and modelled the use of tier 2 and 3 vocabulary using metacognitive strategies enabling students to transfer vocabulary into their writing.

High quality continuous professional learning was further supported by presenters from the Department's Literacy Guarantee Unit who worked with us to further unpack the many strands that are woven into skilled reading with an emphasis on the skill of Fluency which is the bridge between learnt skills in the early years which are woven with more complex skills of language comprehension such as vocabulary, language structure, verbal reasoning and literacy knowledge to overall reading comprehension. Our focus on continued quality teacher learning in Maths made a difference to student growth and to teacher practice. We provided teachers time and guidance through staff meetings and pupil free days to explore and implement the curriculum both in English and Mathematics.

Teachers continued to delve deeper into teaching practice through PLC meetings, looking at evidence of learner progress against our SIP through the robust discussions, identifying commitments to action through the development of SMARTAR goals both for the individual teacher and as a collective team, to build the collective responsibility of learner achievement across each cohort.

In 2023 a strong focus will continue to build on current practices of our systematic synthetic phonics/spelling and the implementation of the Big 6 and on reading fluency strategies (accuracy, rate and prosody) for comprehension which will set the pace for improvement over the next twelve months and beyond. At the same time the writing goal will focus specifically on functional grammar and vocabulary which link strongly with reading using quality mentor and exemplar texts for systematic guided instruction in teaching tier 2 and 3 vocabulary, reading, spelling strategies through the focus on the literacy cycle.

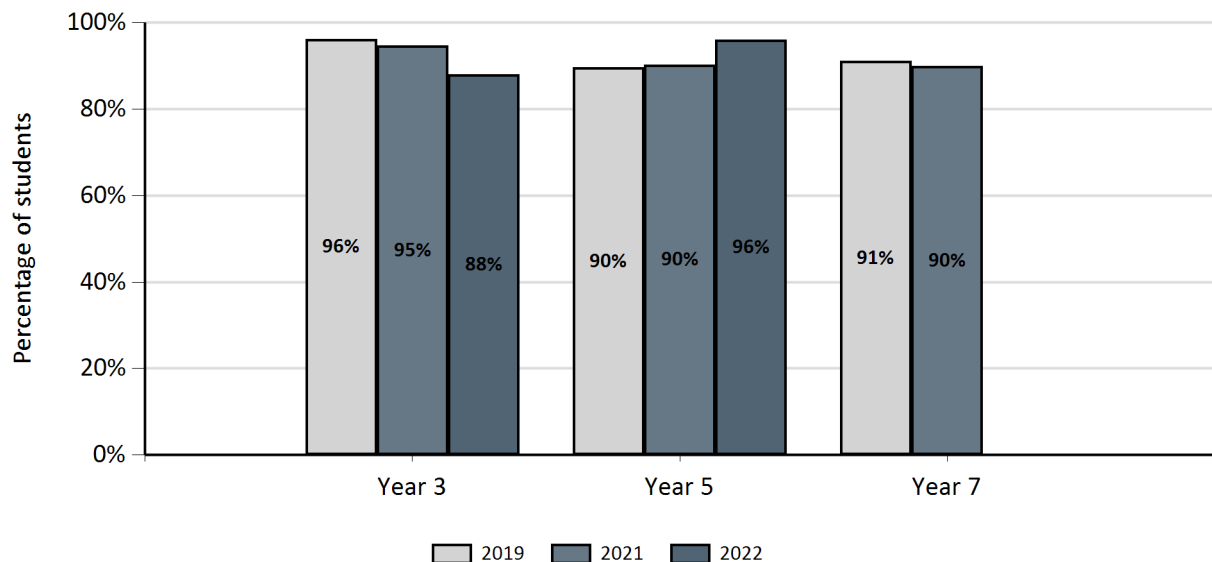
Our Goal and Challenge of Practice in Mathematics will be supported by the following teacher Actions in 2023: design learning that is sequential, include clear learning intentions and success criteria, build student mastery in Number through key concepts, embed opportunities for students to solve challenging problems, enable students to engage with manipulatives, visual prompts and metacognitive talk, implement consistent formative and summative assessments, develop positive mathematical mindsets. We will see evidence of impact on student learning through the student Success Criteria outlined in our SIP.

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

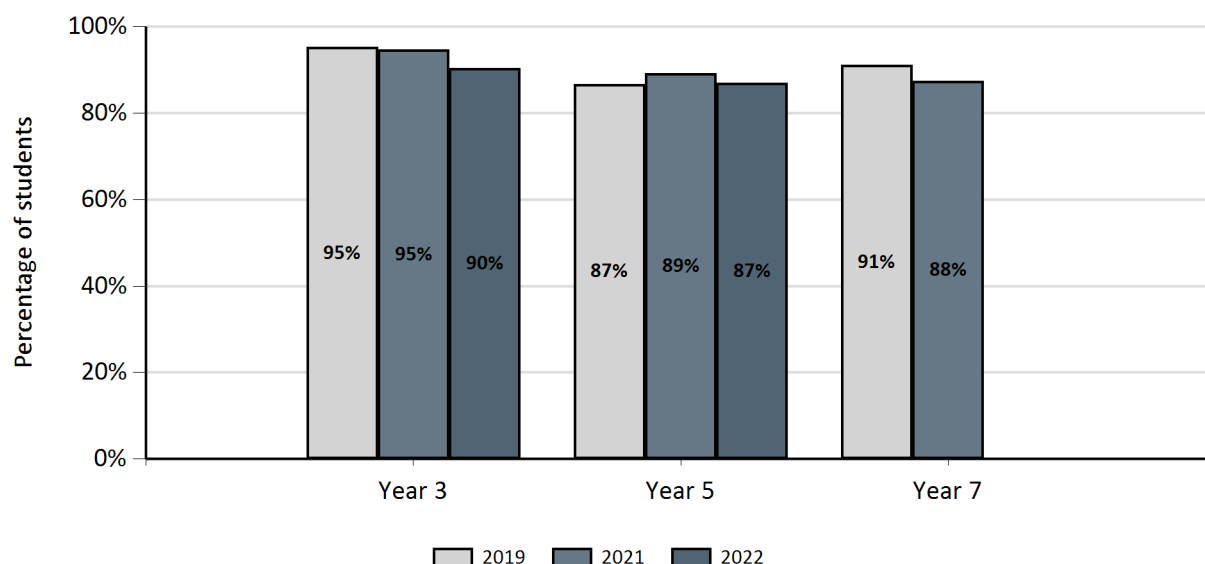


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	84	84	53	39	63%	46%
Year 03 2021-2022 Average	89.5	89.5	52.5	39.5	59%	44%
Year 05 2022	100	100	56	31	56%	31%
Year 05 2021-2022 Average	96.5	96.5	54.0	30.0	56%	31%
Year 07 2021-2022 Average	40.0	40.0	19.0	19.0	48%	48%

*NOTE: No NAPLAN testing was conducted in 2020.

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

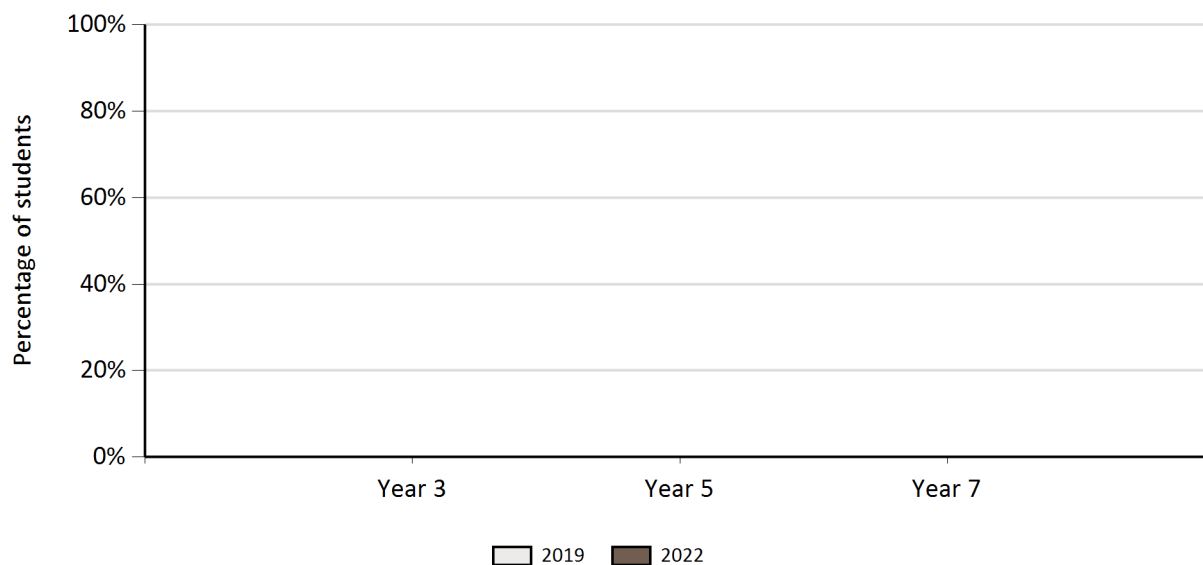
[^]includes absent and withdrawn students.

*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



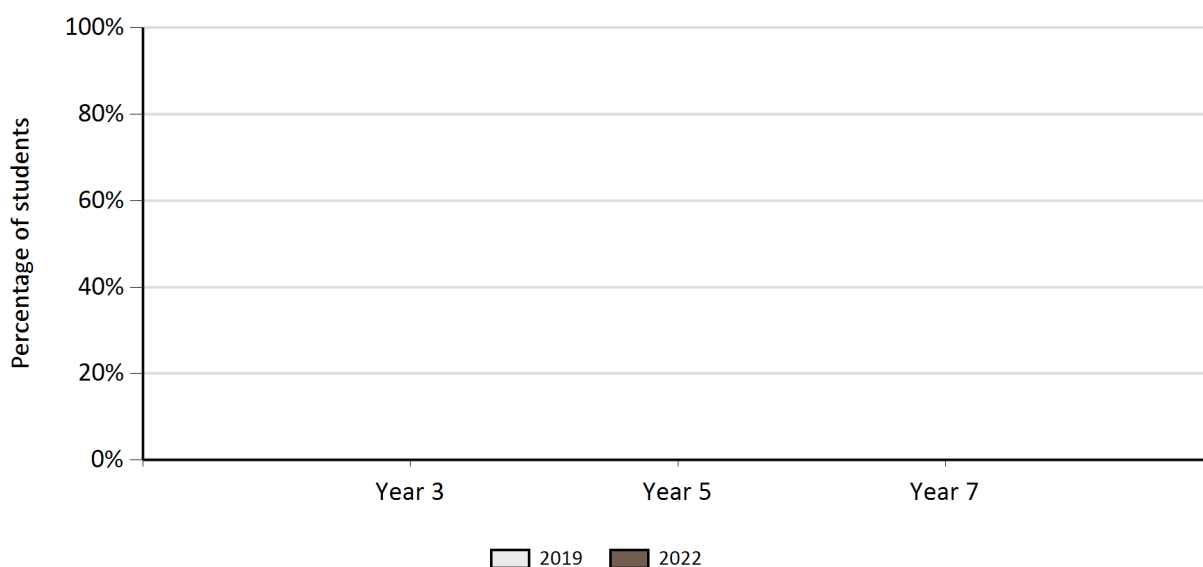
*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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:

To give context we had 7 Aboriginal students in 2022, 6 of whom are travelling well in their learning and 1 that needs additional support due to the gaps in learning. The improvement actions we implemented included:
Ensuring that leaders along with the teacher of each Aboriginal student tracked and monitored their literacy and numeracy progress throughout the year through performance and development meetings where we discussed each student's progress and growth against the data the teacher collected. In PLCs teachers discussed the growth of ATSI students and how differentiation was being used to better meet the needs of the individuals.
Better aligning resources both human and other to actions that had greatest impact. This included additional support for individuals and also included goal setting which are tracked and monitored each term by the teacher, student and carer.
Allocating the financial resources to the individuals most in need for short term, targeted WAVE 2 support including social and emotional support.

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

The student at year 3 is one of our accelerated learners and continuing to thrive in all areas of learning, remaining focused on progress and successful relationships with peers and teachers. Each of the ATSI students are above benchmarks on PAT R and M and those at year 3 and 1 at year 5 are above SEA in literacy and numeracy, apart from the second ATSI at year 5 who has specific learning difficulties/learning disabilities. She has made growth and attending exceptionally well, she is working on her goals as identified by the teacher, student and carer.

School performance comment

Our ongoing focus on implementing a consistent systematic synthetic phonics program and using decodable texts in Foundation and Year 1 to ensure that students achieve the code has continued to have impact on the students in the early years with students' ability to recognise phoneme and grapheme correspondence accurately and with automaticity. This year, this steadfast focus has resulted in 89% of year 1s achieving a score over 32 in the State's Phonics Screening Test. There is a small number of students (8) that did not meet benchmark which is a score of 28. These students have received additional support through WAVE 2 intervention programs and will need specific high-quality WAVE 1 quality differentiated teaching along with continued WAVE 2 intervention to assist their growth in understanding and acquiring the phonic code in order to decode texts successfully.

READING As we can see in the table for NAPLAN reading results at year 3, that 63% of year 3s achieved in the higher bands which is a credit to the explicit and direct instruction of systematic synthetic phonics in the early years. At year 5, 56% of our students achieved in the higher bands for reading which was a similar result to 2021. The PAT Reading reflected these strong results with key implications for continued focus in 2023. As a result of data analysis the following recommendations for 2023 have been strengthened and maintained in our Site Improvement Plan (SIP):

- Implementing the 6 key components of the Big 6 of reading, continuing and strengthening our focus on the explicit direct instruction of fluency. The use of DIBELS Oral reading fluency and MAZE assessments to measure student growth and to impact on differentiation for teacher practice.
- Implementing with a stronger focus the explicit direct instruction of Tier 2 and 3 vocabulary to enhance reading comprehension.
- Further develop our emphasis on differentiation when explicitly teaching the systematic synthetic phonics program, Promoting Literacy Development (PLD) with greater precision.
- Utilise with greater precision and purpose quality mentor and exemplar texts to enhance reading and writing.

WRITING Our writing data as a result of NAPLAN also demonstrated greater growth at year 3 where 69% of students achieved in the higher bands and 59% achieved in the higher bands at year 5. As a result of our analysis the following areas will be focused on in 2023 as part of our SIP:

A continued focus on the explicit instruction of the teaching & learning writing cycle, continue the emphasis on teaching functional grammar through the continued development of sentence structure, text structure, and emphasis of students transferring through the use Tier 2 and 3 vocabulary in their writing. Stronger connection between reading and writing through the use of mentor and exemplar texts, the implementation of the high impact teaching strategy of co-construction of worked examples of written texts with students & ensuring we embed the professional learning of Functional Grammar & Seven Steps of writing will impact on growth for learners.

Informed by PAT Maths and NAPLAN Numeracy data, our foci in 2022 have included: responsive enabling and extending prompts in problem solving lessons, planning within a teaching and learning cycle, consistent assessments, moderation, vocabulary and strategies, and exploring the Australian Curriculum (Version 9). Overall, PAT M data averages show excellent growth of students at EAS (24% increased growth since 2020, the baseline year). Improvements have been made across the spectrum, with the average of all subsections of the data now showing over one year's growth. We will continue to focus on stretch and challenge for every child, informed by the data also showing less growth in the top 25% of students than in the middle 50% or lowest 25% in all cohorts. Higher Bands achievement in NAPLAN – we met our target (52%) in Year 3 Numeracy and were under (30 not 36%) in Year 5 Numeracy.

Attendance

Year level	2019	2020	2021	2022
Reception	99.1%	92.8%	94.4%	91.3%
Year 1	99.4%	94.1%	95.7%	90.5%
Year 2	99.5%	94.1%	95.0%	90.9%
Year 3	99.4%	94.6%	96.5%	91.3%
Year 4	99.3%	94.2%	96.0%	90.6%
Year 5	99.3%	92.1%	95.6%	91.0%
Year 6	99.2%	93.3%	94.7%	89.5%
Year 7	99.0%	92.4%	93.2%	N/A
Total	99.3%	93.6%	95.3%	90.7%

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

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

Attendance comment

Attendance for 2022 was below the Department's benchmark of 95%. We attribute this to COVID related illnesses both physical and psychological, with many more students being diagnosed with anxiety. WE also had a couple of families in crisis, experiencing family separations, which again impacted on student mental health. The Pastoral Care Worker was often called upon by families to support students by having someone other than the teacher to talk with in both situations. She facilitated small group art sessions at recess and lunch which supported students to focus on something other than the issues causing anxiety. We followed our procedures of intervention before attendance patterns indicate at risk markers including setting attendance flags, calls to families, corresponding with families for chronic late arrivals, referrals to work with outside agencies to be proactive and diligent use of SMS notification of non-attendance to families. We worked in partnership with families & external providers including child/adolescent psychologists and social workers.

Behaviour support comment

In 2022 we had a total of 132 incidents of violence threatened or actual, a slight decrease compared to the 2021 data. We had 17 suspensions throughout the year and these suspensions were attributed to the behaviours of 8 students. The student wellbeing leader has been working collaboratively with teachers to plan and deliver lessons about how the brain works enabling students to understand why they sometimes get frustrated and angry. Students are also learning strategies to self-regulate when they are feeling dysregulated through the implementation of the Berry Street Education Model. Classroom teachers also use different aspects of the You Can Do It Program which underpins the learning that takes place with the Berry Street Education Model. In 2023 our goal is to be more consistent through the implementation of all domains of BSEM. We plan on starting each day with morning circle time sessions which have been created by the Student Wellbeing Leader.

Parent opinion survey summary

The school had 209 responses to the parent opinion survey for 2022, just a slight decrease to the number of responses in 2021. Of the 209 parents who responded we had an overall positive and supportive response to most of the questions with respondents either strongly agreeing or agreeing to most of the questions asked of them. Respondents identified strongly with the following:

84% believed that people were respectful of one another at East Adelaide School with 87% believing that there was strong respect between teachers and students at the school.

68% of respondents believe that the child is important to us, 21% not agreeing or disagreeing and 10% not believing that this statement was accurate.

77% of respondents believed that they received enough information from the school and teachers, 13% not agreeing or disagreeing and a further 13% not agreeing with this statement.

71% of respondents believe strongly that the school effectively communicates with them, 14% did not agree or disagree and 16% did not agree with the statement.

63% believed strongly that they knew the standard of work the school expected of students, 22% did not agree or disagree and a further 18% did not agree with this statement.

59% of respondents agreed that they received useful information about student progress, 26% didn't agree or disagree and 15% did not agree with the statement.

55% of respondents agreed that they have useful discussions with teachers about their child's progress, 25% did not agree or disagree and 20% did not agree with the statement.

50% of respondents agreed that they felt they had input into the learning for their child/children, 25% didn't agree or disagree with 25% not agreeing to the statement.

64% of respondents would like more help with tips to be provided by teachers to assist them in supporting their child/children with learning at home.

Leaders have shared the results and analysis of the survey with staff and with Governing Council, who have concluded that some learning tips at home may be a way forward but for teachers to determine the emphasis of the learning tips required. Governing Council were very pleased with the overall positive results and asked that we celebrate these given the impact of COVID on learning both at school and at home. We all believe that upon parents having greater access to the classrooms results in 2023 will build positively upon these already strong results.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	22.2%
NT - LEFT SA FOR NT	2	7.4%
OV - LEFT SA FOR OVERSEAS	2	7.4%
QL - LEFT SA FOR QLD	2	7.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	55.6%

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

The highest level of screening strategies have continued at East Adelaide School in accordance with Department policies. We emphasise the requirements of a WWCC, updated RRHAN training and attendance at School volunteer induction for all prior to being able to volunteer. Several induction sessions were facilitated by school leaders' terms 1-3 enabling the community to participate. Dedicated office personnel maintain the documentation for pre-service teachers, contractors, external service providers, staff and volunteers ensuring its currency and continual review. We plan to adhere to these processes in 2022.

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	63
Post Graduate Qualifications	22

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	37.2	0.0	12.5
Persons	0	42	0	18

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

Financial statement

Funding Source	Amount
Grants: State	\$832,306
Grants: Commonwealth	\$33,751
Parent Contributions	\$223,595
Fund Raising	\$53,000
Other	\$10,832

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

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.

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	Several more teachers trained in the first two domains of the Berry Street Education Model. Teachers then worked closely with the Wellbeing Leader to implement the professional learning in the classroom. In addition, SSOs implemented the 'What's the Buzz' social skills programs to a wider group of younger(F-3) students, which supported individuals to be ready for engagement in learning. Students learnt about the brain, about regulation and self-regulation when dysregulated, learnt the ability to identify dysregulation and begin to use strategies for self-help.	Greater student awareness for what was going on in their bodies, we noticed students articulate what was happening for them and use strategies to self-regulate. Increased levels of engagement in student learning and a greater period of time focusing on learning in order to increase SEA growth by increased use of self-management strategies.
	Improved outcomes for students with an additional language or dialect	EALD teacher worked alongside teachers, teaching the writing cycle as a prime pedagogical tool enabling guided instruction of the grammar & writing cycle. The EALD teacher worked with small groups of students to target their needs in English focusing on writing, reading - fluency and the Systematic synthetic phonics program. Unfortunately, many times in term 1 the EALD teacher was covering classroom teaching days due to the unavailability of temporary relief staff.	Writing and Reading data have shown successful outcomes of EALD students F-6.
	Inclusive Education Support Program	Inclusive Education Support Program Fifteen students in Wave 3, receiving between Category 1-7 funding in 2022. All receive SSO support to achieve their smartar goals teachers have developed in their personalised learning plans.	All IESP funded students have achieved all or most of their goals.
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>	<p>Aboriginal students have received targeted SSO support to support attaining growth as identified in goals outlined in their personalized learning plans.</p> <p>FLMD students in Mandarin and Punjabi received one lesson a week in a small group supporting literacy development ad language fluency, vocabulary and understanding, strengthening English language.</p>	<p>ATSI students apart from one student working at or above SEA in literacy and numeracy. All achieved set SMARTAR goals.</p> <p>FLMD supported English vocabulary particularly the Tier 2 and 3 words and understanding of the English language.</p>
Program funding for all students	Australian Curriculum	PLCs were released each term, focus on Reading, Writing and Mathematics (SIP goals), High Impact Teaching Strategies of differentiation, feedback, metacognition and multiple exposures. Teams focused on collaboration to impact teacher efficacy, consistency for greatest impact on student learning and next steps for targeting teaching. We also focus on unpacking and understanding the Australian Curriculum, Mathematics and Reading (Science of Reading) and the Units of Work.	Staff became more familiar with the scope and sequence of the curriculum especially in English and Maths. We had greater collaboration in teams and reaped the benefits of consistency in practice and implementation of the SIP and greater teacher efficacy was notable.

Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding used for MiniLit, MacqLit, Phonological Awareness, Focus on Phonics, and the implementation of Math's 4 Learning Inclusion (M4LI). Including additional support for ATSI students & school card holders.	Students achieve SEA or above in NAPLAN, PAT M & R and reading records
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A