



Fairview Park Primary School and Fairview Park Child Parent Centre

2020 annual report to the community

Fairview Park Primary School Number: 1103

Fairview Park Child Parent Centre Number: 1576

Partnership: Tea Tree Gully

Signature

School principal:

Mrs Rebecca Jones

Governing council chair:

Mrs Kate Hurst

Date of endorsement:

8 February 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Fairview Park Primary School (FPPS) caters for learners P-7 and is located in the North-Eastern suburbs. 2020 saw an enrolment of 271 students in the school and 23 in the Preschool. The primary site is category 6 and the preschool a category 3.

In 2020 we strengthened our focus on collaborative planning for intellectual stretch through Professional Learning Communities (PLC's), allowing for more opportunities for teachers to plan, assess and moderate collaboratively.

Literacy and Numeracy teaching and learning was our core work. In Numeracy, all staff members attended professional development in 'Big Ideas in Number' (BIN) and developed a consistent problem solving agreement P-7. In Literacy, our journey consisted of a whole school focus on oral language and began with professional learning opportunities with a senior Speech Pathologist and her team. Teachers continued to plan for daily writing. Teachers met twice in 2020 to purposefully moderate the students writing against the Brightpath scales in Narrative and Persuasive Yr.1-Yr. 7 and recount for receptions.. The introduction of Interoception P-7 led to a whole school agreement being developed and the success in obtaining a \$10,000 grant enabled the site to develop an interoception room.

Fundraising efforts for 2020 included a school disco, selling of entertainment books, Mother and Father Day stalls, casual clothes day and the selling of student artwork P-7. The money raised contributed to a music bell in place of the school siren.

Physical activity was enhanced through a sports week in term 3, in place of the usual sports day that was unfortunately cancelled. The SAPSASA events included; virtual cross country, football, soccer, athletics and softball. Some students were selected for state representation in softball, athletics, cricket, soccer and football. Success in achieving Sporting schools grants meant students experienced table tennis clinics and the school purchased table tennis tables, a second grant was used for gymnastic equipment and teacher professional learning in gymnastics and a third grant enabled the purchase of volleyball equipment.

School Captains provided leadership in supporting 'The Smith Family' charity. They advertised and collected donations of 289 gifts for The Smith Family Toy and book appeal. Over \$300 was raised for the charity by hosting a crazy hair and sock day.

FPPS senior choir looked very different this year. Online choir sessions took place with our choir teacher and in place of the usual Festival of Music, students attended 'SING' at the local cinema. Whole school events in 2020 included our annual 'Big Day In', Harmony Day, Book Week, and Book Parade, PE week and Wheelie day. The Reception -Yr.5 classes enjoyed swimming week at the ARC swimming centre. The school dentist visited our site and parents could opt in if they wished for their child to visit the dentist. Whole school celebrations took place at the end of term 4. Junior Primary went on an excursion to the cinema and Yr. 3- Yr. 7 attended Waterworld. Middle school students engaged in a cyber safety focus with presentations from SAPOL.

2020 also saw the beginning of the process to update the yellow playground (west side). Student voice initiated the ideas of what play equipment should be included and the students will continue to work with the playground company to ensure they meet the needs of our school in 2021

Governing council report

In 2020, our Governing Council consisted of 12 members, including 9 parents, Principal, Senior Leader and a staff representative (rotating each term). Governing Council also has Sub-Committees that members are aligned to; Finance & Executive, Canteen, Fundraising, Preschool & Playgroup, Uniform and OSHC Advisory.

Governing Council met twice per term and the Sub-Committees would meet prior to each Council meeting, where updates were provided.

At the beginning of the year, the school was advised that we would now receive funding from the National Schools Chaplaincy Program for the next three years for a Pastoral Care Worker. Becky Jones and myself were involved in the selection process, along with Andrew Jenkins from School Ministry Group and Jeff Roberts, a member of a local church group. From this process Amber Fauser was appointed and commenced in Term 2.

During the year we received resignations from our OSHC Director, Louis and Canteen Manager, Athalie. In Term 2, Becky and I undertook the recruitment and selection process for the OSHC Director position. We were very lucky to have Racheal Withey successful for the position and she commenced in September.

For the Canteen Manager position, Becky and I reviewed the Job and Person Specification and the hours of work for the position. It was decided that the Fairview Food Barn would be closed on Tuesdays, only operating at recess and lunch, Monday, Wednesday, Thursday and Fridays. The advertising of the Canteen Manager position for the Term 4 period was undertaken through the Newsletter, SkoolBag app and Facebook. Becky and Madeleine Pontifex were involved in the selection process and Cassidy Burton was successful and commenced in October.

Governing Council has been regularly advised on all financial matters, including budgets, funding and audits for the school, Canteen and OSHC. The budgets for the school, Canteen and OSHC are reviewed and approved each year by Governing Council.

At each meeting the Governing Council received a report from the Principal and the staff representative provided an update of what staff, students and the school as a whole had been involved in or were working on or towards. This year the School Captains also attended a few meetings, where they provided an update from the student's perspective. Amber Fauser also attended a meeting to advise Governing Council of her role and what she has established within the school, working with students, staff and families.

Due to the unique year of 2020, Governing Council has continued working for our School and Preschool. Whilst it's disappointing that some of our fundraising events and plans have had to be cancelled or postponed, it has been great to see that a lot has still gone on and around the School and Preschool from fundraising and other grants, including:

- Preschool mural
- Mud kitchen, bird house, 2 x tee pee, music wall & sensory wall at the Preschool
- Coffee Machine for the Year 6 & 7 enterprise teams (The Young Mugs)
- Supply & installation of new music bell system
- Plants in the nature play

Governing Council was also responsible for:

- The review and approval of school and OSHC policies.
- The Materials and Services charges for the School fees and Preschool term fees were reviewed and approved.
- A number of events were organised by the Fundraising Committee during the year; Mother's Day and Father's Day stalls, selling of Entertainment Books, a disco and the selling of the student's artwork.
- The Canteen Committee held a number of special days during the year, including donut days, a variety of meal deals and a Kyton's fundraiser.
- The Canteen also held a BBQ on Acquaintance Night.

Even with the year we've had, the school community has been fantastic in supporting the events that were able to go ahead.

Thank you to the Governing Council members, Becky Jones, Bec Marshall and the staff representatives for their contribution this year, along with everyone who has volunteered their time to help our incredible school.

I look forward to 2021 and the many things we have planned.

Kate Hurst

Chairperson, Governing Council

School quality improvement planning

The National Quality Standard is the indicator against which we self-assess our performance in delivering quality education and care and plan future improvements to our Preschool. The operation of our Preschool is guided by the Preschool Quality Improvement Plan (PQIP). A copy of this can be seen on our website at <https://fairviewparkps.sa.edu.au/policies.html>.

In 2020, our PQIP goal was 'For children to develop a sense of belonging to build confidence for engagement in learning'. Our challenge of practice 'If children are supported to share their thinking with educators in a reciprocal, shared and meaningful way, they will develop a sense of belonging and confidence to engage in learning' was an opportunity to focus on educator practice in our goal area.

Our staff team regularly reviewed the progress of our Quality Improvement Plan throughout the year.

We know made progress and met our goal because:

- In Term 3, families indicated via a survey 67% of their children demonstrate a sense of belonging at preschool (including 58% confidence, 41% resiliency, 100% happiness and 50% engagement)
- In Term 4, educators observed 68% of preschool children displaying sophisticated dispositions in the EYLF learning outcome 'Children have a strong sense of identity'. This is a far contrast to Term 1 when educators observed 0% of the children displayed a sophisticated disposition in this learning area
- In Term 4, children indicated 100% felt happy at preschool and 93% feel safe – both of these are attributes from the EYLF learning outcome 'Children have a strong sense of identity'

Factors that have been critical for success include:

- forward-planning and early communication with families before preschool commenced. Educators sent a letter home introducing self and asking questions about the children. Question responses were used to set initial program based on children's strengths and interests
- educators relationships with students. These relationships were amplified by COVID restrictions as families couldn't enter the building. Educators helped children to settle and feel safe
- educators relationships with families. Regular communication developed a sense of trust with families - educators knew their children and their strengths, interests and concerns
- the first inquiry was based on Families bringing the security of what's familiar to preschool
- educators were transparent with the inquiry program and learning, leading to deeper conversations at home
- Class Dojo allowed for continual communication with families even despite prolonged absences
- Reporting cycle (T1 reverse interviews for educators to get a sense of who the children are; T2 goal setting; T3 interviews progress update)
- provocations for learning were based on children's interests
- experiences were led by student voice – including children accessing the resources they wanted for their play and learning
- ongoing connections to school develop a sense of community and belonging inclu

Preschool improvement planning - review and evaluate

The 2019-2021 Site Improvement Plan (SIP) outlines two key areas for site improvement. 2020 actions and outcomes were as follows:

Numeracy Goal:

Increase the number of students achieving in the high bands in NAPLAN numeracy.

Whole school agreements have continued to form the foundations of our learning journey. Teachers have engaged in scheduled collaborative PLC staff meetings to develop numeracy agreements based on a consistent whole school problem solving agreement and continue to plan collaboratively for intellectual stretch for all.

Increased analysis and use of individual and cohort data during 2020 allowed teachers to be purposeful, targeted and intentional. Work continued in the area of learning design, assessment and moderation across the partnership and all staff attended professional development in 'Big Ideas in Number' with Di Siemon.

Recommendations for 2021: Teachers will trial the new curriculum units as they are rolled out. Teachers will identify and screen students using the Big Ideas in Number' diagnostic tools and intervention will be mapped out across the school.

Literacy Goal:

Increase the number of students achieving in the high bands in NAPLAN writing.

Brightpath assessment and moderation continued with teachers assessing piece of writing in narrative and persuasive from all students 1-7 and recount from receptions. Staff are confident in teaching these two genres and in 2021 the focus will move to information reports, which is the final phase for Brightpath. Teacher this year have also planned to provide students with daily writing opportunities, however further work in exposing students to various stimulus' and genres need to be considered in 2021.

Recommendations for 2021: Tracking our Year4 writing has shown that we still need to join the dots and continue building consistency across the school P-7. As a leadership team we have investigated 'what else?' All staff attended Big Write and VCOP (vocabulary, connectives, openers, punctuation) in term 4 2020. This is something that was developed in the UK and works on developing a positive ethos towards writing. The methodology is 'if they can't say it, they can't write it'. Students are supported to be ambitious, up level their work and focus on the elements of VCOP in their writing. In 2021 Students will be taught to self-assess their writing and set goals for improvement. This will work alongside our assessment and moderation Brightpath tool. We will also have a Speech Pathologist on site 0.2 to assist us in our oral language and vocabulary journey which links to the Big write & VCOP methodology of 'if you cant say, you can't write it'

Wellbeing:

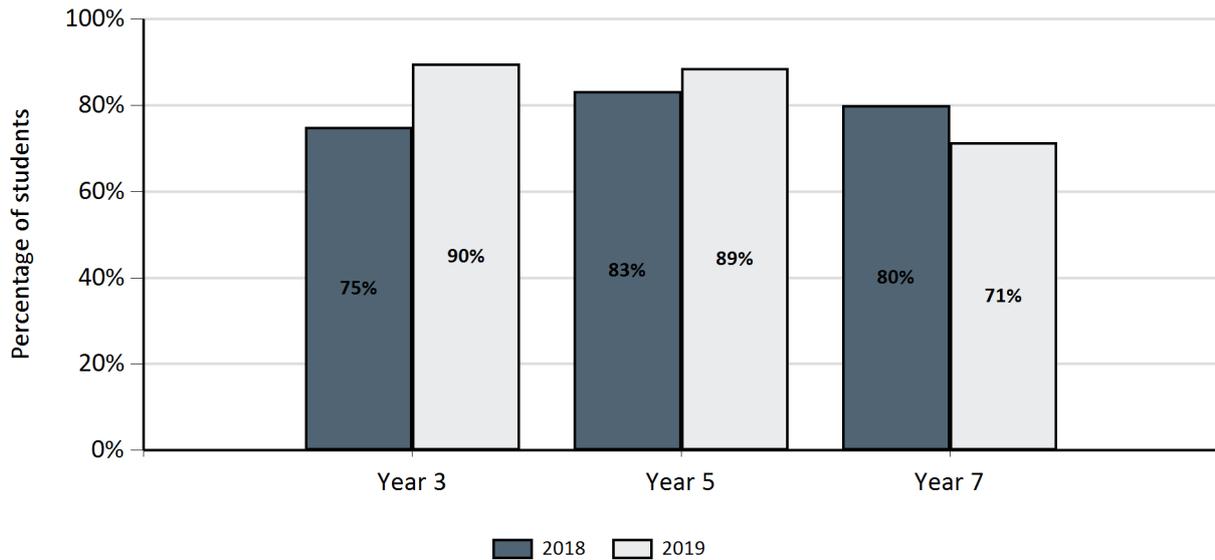
All staff members contributed to a wellbeing committee at the beginning of 2020, however this took a step back. We did ensure that regular check ins with staff members took place. Lunches and morning teas for staff raised moral.

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

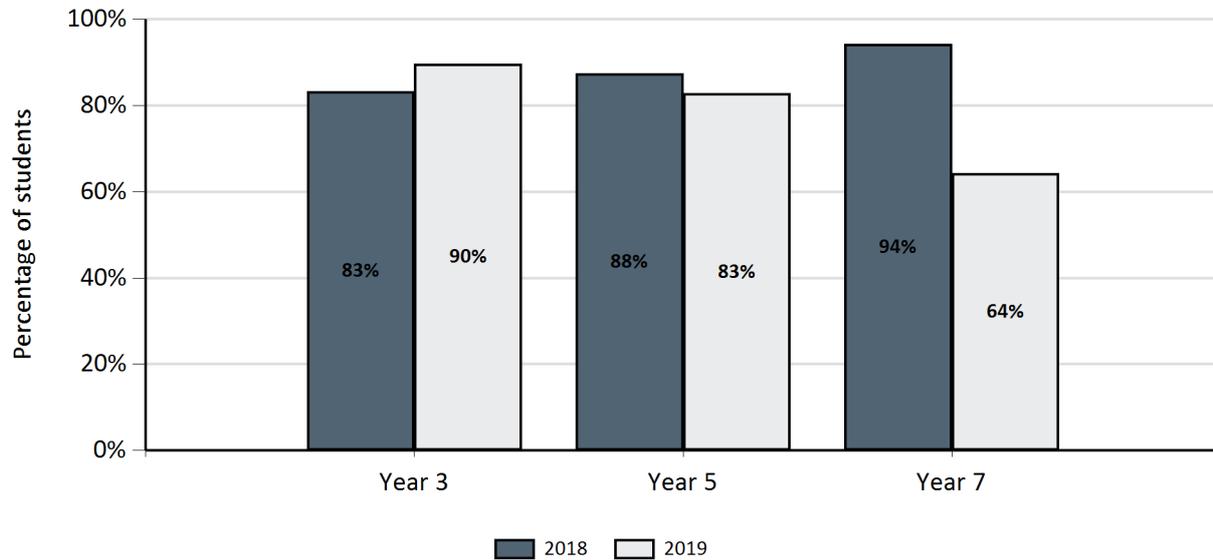


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	*	*	25%
Middle progress group	62%	67%	50%
Lower progress group	21%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	31%	*	25%
Middle progress group	62%	58%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019	39	39	15	13	38%	33%
Year 3 2017-2019 Average	32.0	32.0	13.3	11.0	42%	34%
Year 5 2019	35	35	8	6	23%	17%
Year 5 2017-2019 Average	24.0	24.0	6.0	3.0	25%	13%
Year 7 2019	14	14	5	4	36%	29%
Year 7 2017-2019 Average	26.3	26.3	7.3	3.7	28%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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.

School performance comment

PASM (Phonological Awareness Skill Mapping) -

At the end of the term 4 2020, 78% of Preschool children demonstrate age appropriate Phonological Awareness skills. This is a growth of 15% since the end of term 1. We largely attribute this result to the 'wave 2' intervention implemented using the Sue Mc Candlish resources (Speech Pathologist).

94% of Reception students demonstrate age appropriate PA skills. This is a growth of 25% since the end of term 1. We largely attribute this result to the introduction of the Michael Heggerty PA Program. In 2021, we intend to deliver the Heggerty program Preschool - Year 2 as a 'wave 1' program.

Years 3-7 students who have been identified 'at risk' in literacy (according to PAT - R and running record results) have also been screened using PASM and will participate in a 'wave 2' PA intervention program in 2021.

Year 1 Phonics Screening Check -

72% of Year 1 students meet the benchmark of decoding 28/40 words. The 10 students who did not meet the PSC benchmark have been screened for MiniLit intervention. 70% meet the suitability criteria to participate in MiniLit as a 'wave 2' intervention program in 2021.

Running Record Results for students meeting DfE SEA (Standard of Educational Achievement)

In 2020 Running record reading data results indicate that;

Year 1 - 80% students achieving SEA or above

Year 2 - 85% students achieving SEA or above

Students below SEA are identified and access wave 2 or wave 3 reading intervention.

Results for students meeting the DfE SEA in PAT-Mathematics

In 2020, results indicate that across Year levels 3-7 80% or more students achieved SEA or above. From 2019 increases are noted in Years 5 and 7, with a slight decrease in year levels 3, 4 and 6. A significant increase was made in year 7 from 64.3% in 2019 to 83.3% in 2020.

Results for students meeting the DfE SEA in PAT-Reading

In 2020, results indicate that across Year levels 3-7 85% or more students achieved SEA or above. From 2019 increases are noted in year levels 3, 5 and 7. With a slight decline in years 4 and 6. In Year 7, there was a significant increase from 71.4% to 94.1%. In year 5 there was a significant increase from 75.8% to 90.6%

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	94.1%	92.1%	97.5%	89.8%
2018 centre	96.3%	95.5%	93.4%	96.9%
2019 centre	94.5%	85.9%	92.3%	79.4%
2020 centre	89.8%	89.2%	94.6%	93.4%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	95.2%	94.8%	90.6%	93.2%
Year 1	93.9%	94.4%	93.1%	91.8%
Year 2	93.4%	95.0%	93.5%	92.4%
Year 3	91.9%	93.6%	94.1%	91.9%
Year 4	92.6%	93.6%	90.3%	91.8%
Year 5	95.0%	95.0%	93.6%	92.0%
Year 6	93.9%	94.8%	94.1%	91.5%
Year 7	91.3%	94.4%	91.9%	90.9%
Total	93.2%	94.4%	92.7%	92.0%

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

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

Attendance comment

Attendance levels have remained fairly consistent overtime, approximately 92%, however a slight decrease (approx. 1%) is noticeable, possibly due to the exceptional circumstances of 2020.

Attendance is maintained through an electronic system which facilitates accurate and timely monitoring. This allows the school to send phone messages (SMS) to families of absent students to ascertain reasons for the absence. Class teacher address patterns of unexplained absence via Class Dojo or follow up phone calls. The leadership team supports the class teachers as required, by sending letters via post to families.

Significant cases of non-attendance are actioned in collaboration with department support.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	26	25	24	25
2018	33	32	30	30
2019	32	32	32	32
2020	22	22	21	23

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.

Preschool enrolment comment

Our Preschool continues to maintain maximum capacity (22 children) and positions are highly sought after from parents within and outside our community and Partnership. Sessions are Monday and Tuesday all day and Wednesday mornings.

Families take part in a Preschool survey and report they are happy with the service, communication and dedication from the staff and the support that is given to their children. Families appreciate the way in which the school is inclusive of the Preschool. The Preschool students are invited to be part of all whole schools events such as; assemblies, concert, Big Day In, Sports day, P.E week and Book Week parade and the associated activities. The Preschool has a buddy class from the school and many activities take place throughout the year giving the Preschool students the opportunity to visit the school regularly. The Preschool also plans for opportunities for the students to play on the playgrounds and in the Nature Play area.

Behaviour support comment

Fairview Park Primary is committed to creating a safe, supportive and respectful teaching and learning community. Our school has a strong focus on the core values of T.E.A.C.H - RESPECT (Teamwork, Excellence, Accountability, Confidence, Honesty). This is combined with our focus on 'Building Learning Power'. Teachers have embedded our core value and the learning powers through a common language. In each assembly we recognise a student who has demonstrated consistent use of the values and one student for the learning muscle focus. Our student behaviour is generally very positive with students being able to regulate their behaviour and make successful choices when or if issues arise. Our behaviour data for 2020 indicates that there were 0 suspensions 6 take home and 2 internal suspension for inappropriate behaviour.

Client opinion summary

2020 School Surveys

School Parent Survey

- Parents are asked 13 questions where they had to either, strongly agree, agree, don't agree or disagree, disagree, strongly disagree
- 70 parents completed the survey, which is a significant increase compared to the 20 in 2019

Question

People respect each other at this school:

Strongly agree 29, Agree 37 Don't agree or Disagree 4

Teachers and students treat each other with respect at the school:

Strongly agree 32 Agree 37 Don't agree or Disagree 1

I feel like my child is important to the school:

Strongly agree 37 Agree 32 Don't agree or Disagree 10

I receive enough communication from the school:

Strongly agree-35 Agree-32 Don't agree or Disagree- 2 strongly disagree-1

The school communicates effectively with me:

Strongly agree- 39 Agree - 27 Don't agree or Disagree- 3 strongly disagree-1

I know what standard of work the school expects of my child :

Strongly agree- 9, Agree -46 ,Don't agree or Disagree-9, strongly disagree 5

I have useful discussions with the school about my child's learning:

Strongly agree- 15, Agree - 36, Don't agree or Disagree 14 disagree -3

The school provides an opportunity for me to have input about my child's learning:

Strongly Agree-8 Agree-35- Don't agree or Disagree 20 Disagree- 3 Strongly disagree - 1

Overall, my child has a good routine around reading, studying and learning at home:

Strongly agree 15, Agree 39,Don't agree or Disagree 9, Disagree 3, Strongly disagree 1

I think that education at school is important to my child's future:

Strongly agree 56, Agree 9, Strongly disagree 2

I feel equipped to help my child plan what they will do after they leave school:

Strongly agree 13 Agree 21, Don't agree or Disagree 16 Disagree 5, Strongly disagree 1

The schools encourages parents to help students to learn:

Strongly agree 18, Agree 32, Don't agree or Disagree 15, Disagree 2

The school provides me with useful tips on how to help students learn at home:

Strongly agree 10, Agree 32, Don't agree or Disagree 18, Disagree 7

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1103 - Fairview Park Primary School	95.0%	100.0%	90.6%	100.0%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	4	10.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	8.1%
Transfer to SA Govt School	30	81.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

In 2020 15 out of the 19 students chose Banksia International High School as their pathway for secondary education for 2021. 2 students chose Golden Grove High School and 2 students accepted scholarships at Adelaide High, one in Cricket and one in Languages.

All our Preschool students will attend Fairview park Primary School in 2021.

Relevant history screening

At Fairview Park Primary School, Child Protection Curriculum is taken seriously and consequently a number of checks and balances are in place to ensure that our much valued volunteers and visitors to the site have the appropriate criminal history screening checks in place.

All of our volunteers:

- have current Criminal History Screenings (Working With Children Check)
- complete Responding to Abuse and Neglect Training, which is available online
- are inducted into site protocols and procedures for when they are on site

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	27
Post Graduate Qualifications	8

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	15.7	0.0	7.8
Persons	0	18	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$11,200
Parent Contributions	\$78,748
Fund Raising	\$5,645
Other	\$0

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

2020 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 2020 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	Individual goals within the OCOP based on social and emotional targets, focus on engagement with curriculum and schooling. Additional SSO hours to support 3 identified students.	Improved engagement. Reduced number and severity of incidents.
	Improved outcomes for students with an additional language or dialect	7 students were provided with targeted support through additional SSO hours. Brightpath x2 writing samples moderated, Oral language group.	Goals monitored and reviewed regularly.
	Inclusive Education Support Program	19 students received funding which was used to support 1:1 with an allocated SSO. All 19 students have a OCOP and goals are written and reviewed. Additional funding used to support students that with no IESP category.	All students are supported to achieve 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>8 ATSI students all have OCOP with set goals for individual achievement.</p> <p>All 8 students receive support from ACEO x1 weekly</p> <p>Students identified for targeted intervention such as; Read up, Quicksmart, What's the Buzz Social intervention and EALD support</p>	OCOP goals are monitored and reviewed. The ACEO feeds back to class teachers on progress. Increase as a learner and increase in engagement and identity.
Program funding for all students	Australian Curriculum	Australian Curriculum Funding supported professional learning through: - pupil free days on Transforming Tasks, using Australian Curriculum to plan challenging learning tasks	Strategies to support staff in curriculum design and assessment achieved
Other discretionary funding	Aboriginal languages programs Initiatives	Reading support, class support and transition support was provided via the avenue of SSO time.	Targeted student moved to a Running record level 23 and 99% word accuracy
	Better schools funding	QuickSmart for 10 identified students targeting automaticity in number facts	The results indicate a higher gain for QuickSmart students in PAT-M.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Provocations for inquiry. Immersion of oral language & vocabulary through dramatic & outdoor play (inquiry based) and Playful Literacies (small world, story tables, book making). Small group time with lit & num focuses. Reporting against EYLF & LN Indicators with goals set. PASM data used to determine intervention.	All students were tested against 2 PASM criteria and support was provided to improve their skills. EYLF showed greater sophistication
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Worked closely with Student Support Services, external Allied Health professionals and parents to identify and implement support programs to address the learning needs of individual students.	Intervention support and programs were implemented to meet the learning needs of students.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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