



Kilkenny Primary School and Kilkenny Preschool

2021 annual report to the community

Kilkenny Primary School Number: 0207

Kilkenny Preschool Number: 1592

Partnership: Inner West

Signature

School principal:

Mr Alexander Narcys

Governing council chair:

Trudy Carter

Date of endorsement:

15 March 2022



Government
of South Australia
Department for Education

Context and highlights for the combined site

Kilkenny Primary School caters for children Preschool to Year 7 and includes an Out of School Hours Care (OSHC) facility and program. The school is situated in West Croydon and is approximately 6km from the Adelaide Central Business District (CBD). The school is a dynamic and future focused inner-city school with the vision to Challenge Powerful Learners. Our Vision: Working collaboratively to ensure that each student is prepared for our ever-changing world. Promoting the skills of problem solving, innovation, creativity, critical thinking, collaboration, imagination and inquiry. Kilkenny Primary School has a strong community ethos and a rich and diverse student and family cohort. In 2021, our school had a total enrollment of 491 which consisted of the following learning and schooling programs:

- Mainstream students (16 classes – predominantly single year level)
- Intensive English Learning Centre (2 classes – Reception to Year 2 and Year 3-7).
- Special Education Classrooms (2 classes – Reception to Year 2 and Year 3-7)
- Preschool (two groups across the week)

The school published and launched our whole school pedagogical agreement titled “Challenging Powerful Learners” which outlines our commitment to student learning and curriculum delivery at Kilkenny Primary School. The charter document outlines six evidence based strategies that will be applied consistently across the school to lift and accelerate student learning. The strategies are the culmination of work across 2020 that included garnering the voices and perspectives of students, staff, families and our governing council. The school is immensely proud of this publication which is freely available on our website.

Student Wellbeing and Student Voice

Student and learner wellbeing remained an important focus across the school year with our school Caring Agreements being taught and implemented in every classroom supporting student wellbeing, relationships and pastoral care. Several staff completed mental health first aid training and all staff undertook professional training in supporting student wellbeing. The school provides an in school psychology service fortnightly for students & families to access through a mental health care plan and our Pastoral Care Worker and Wellbeing Leader provide many proactive wellbeing programs across each week including drumming program, Breakfast clubs, a chill out space and remedial work with specific students. Kilkenny Primary School continued to provide meaningful and purposeful ways for students to have agency and voice in their learning and schooling. Students designed and created our Caring Agreement Mascots, set learning goals with their teachers, involved themselves in various clubs and committees, led whole school special days and extracurricular events, provided parent tours, were ambassadors for our scrub and STEM areas amongst others.

Stephanie Alexander Kitchen Garden Program

The school welcomed Jessica Liebich as our Stephanie Alexander Kitchen Specialist in 2021 which saw the kitchen learning program thrive with students involved in fortnightly cooking lessons using our garden’s fresh produce. Many parents and volunteers continued to support this program across 2021.

Extra Curricular Event – School Sport and The Arts

Kilkenny Primary School continued to provide a wide range of opportunities for students to participate in Sporting teams and performing arts events across the year.

Governing council report

Kilkenny Primary School has had an amazing year of growth in many key areas in 2021. This is largely due to a strong, cohesive and inspired leadership team with the ongoing support of Governing Council.

Peter, Alex, and Brenton in conjunction with the wider leadership team have implemented a solid Site Improvement Plan and continue to encourage and support and develop the student's self-awareness, and overall wellbeing through an array of initiatives such as the caring agreements. The school has been recognised and celebrated for its many achievements despite the uncertainties and restrictions that 2021 has brought with it.

The grounds and gardens are looking spectacular and have produced bumper crops to be utilised in the fabulous kitchen program. Even though a fruit fly outbreak occurred across SA the KPS school community rose to the challenge by picking, pickling and preserving much of the abundant fruit in the orchard. A toilet upgrade has been completed using grant money and a new design for a nature play inspire playground for the area near the small oval is underway.

Governing Council has endorsed and organised many wonderful events over the year which continue to raise funds and bring our school community together ie: Quiz night, Colour Run, Disco/Picnic, Second hand uniform sales and market days.

Tracey Bald continues to work tirelessly in the canteen and has increased opening times from two to three days a week, with the assistance of amazing volunteers. Tracey continues to deliver an outstanding and valuable service year-round, making sure the special days are a huge success, such as Sports day, Harmony Day etc. A grant of \$7500 has been won to pilot a new school canteen program in 2022.

GC has seen a few new members come on board this year Kimberley, Eliana, Warren with the resignation of a few, most notably long-standing member such as Bev, Ryan and Lachie.

AGM: Has been postponed until the start of Term 2 this year with face-to-face meetings not currently advised by the Department and SA Health. It would be great to get some new nominations from parents across to ensure that our whole school community is represented. KPS are focused on diversity and inclusion, this extends to the GC.

Being a Member of the GC, you get to help guide and improve many fundamental elements within the school such as being involved in creating a RAP (Reconciliation Action Plan), being part of steering committees for fundraising, OSHC, Gardens/Grounds etc.

Whilst Peter is on some well-deserved leave for Term 1 of 2022, we look forward to Alex, Brenton and Meg inspiring and driving KPS Site Improvement Plan as well as it's staff, students, parents and volunteers into what will be another great year.

School quality improvement planning

The School Improvement Plan for 2021 had a whole of school focus on improving students reading achievement with a particular focus on synthetic phonics in the Early Years (Preschool – Year 2) and reading comprehension in the primary years (Years 3-7). In 2021, it was the school's third year of a site wide focus on reading which has provided evidence of consistently improving reading achievement results across this three-year period.

Teaching staff at Kilkenny Primary School work in Professional Learning Teams (PLTs) to drive much of this work ensuring a shared and consistent approach to the teaching of reading is being implemented. Teachers track and monitor student progress through ongoing assessment processes, enabling identified support to occur for students not making expected achievement progress.

Reception to Year 2

Explicit daily phonics instruction in the Early Years classrooms (F-2) using the Read Write Inc Program continued to occur across 2021. Data from across the year provided clear evidence of positive impact on reading achievement in the early years with a high percentage of Junior Primary students at or above state level benchmarks. Phonics instruction occurs 50 minutes a day across Lesson 3, with students grouped and taught based on their level of mastery and learning need. The program remained heavily resourced in 2021 with ancillary staff and intervention teachers/leadership supporting daily delivery of the program. The school employs a Literacy Lead Teacher who works closely with all teachers and staff provide quality assurance and to ensure all students are making progress. Students that were not making expected progress were quickly identified and supported through this process.

Year 3 to Year 7

The site improvement goal for students in the primary years across 2021 was to improve all students reading comprehension skills with fiction and non-fiction texts. Data collection and assessment records at the end of 2021 indicate improved reading comprehension skills for all year level cohorts with students now comprehending texts at deeper and more sophisticated levels. The following classroom learning actions were critical to this improvement:

- All students undertaking comprehension diagnostic testing to provide evidence of individual strength and growth
- Regular and ongoing assessments to ensure ongoing student growth and improvement
- Reciprocal Reading and Guided Reading practices refined and implemented in English lessons
- Students receiving their diagnostic reading results and setting learning targets/goals accordingly with their teacher
- Read Write Inc and Fresh-Start intervention provided to supplement classroom instruction for individual students
- Teaching staff engaging with the latest research and the latest reading cognitive science approaches
- Ancillary staff receiving training and development to better support struggling learners

2022 and moving forward

Analysis of end of year student data indicates that in 2022 the Site Improvement Plan will focus on improving student achievement in Mathematics whilst continuing to maintain current high levels of achievement in reading.

Preschool quality improvement planning

Kilkenny Preschool is a Department for Education preschool located on the Kilkenny Primary School campus. The preschool has developed strong relationships with the school community and children are involved in an extensive transition process to school, attend assemblies, special days such as sports day, are assigned buddies, and access school resources such as the library. This relationship enables children and their families to be members of the school community right from their preschool year to Year 6. Within the past 5 years, over 90% of students have gone on to attend Kilkenny Primary School. Together with the school we work towards our students being Powerful Learners and children are encouraged to contribute to key attributes of what makes a Powerful Learner.

Preschool QIP 2021

Goal: Children will be encouraged to develop communication skills to support their development of learning dispositions to enrich their identity as a powerful learner

Challenge of practice: If educators engage in collaborative analysis of pedagogical documentation as a way of working, we can identify displayed learning dispositions and build upon teaching strategies for naming these for children.

Success Criteria: In analysis of pedagogical documentation we will see growth in children's identity as a powerful learner through the language the children are demonstrating and using in their approach to their learning.

Progress reflection

- Analysis of documentation has shown the language growth in children's disposition for learning and theories. For example children have been noted starting their sentence with "I think", it wasn't nice when....,
- When educators have clear intent and work collaboratively this has been successful in supporting common language for children to express their ideas
- Children have been heard using questions to extend their thinking. Children have been introduced and can recognise the ? symbol

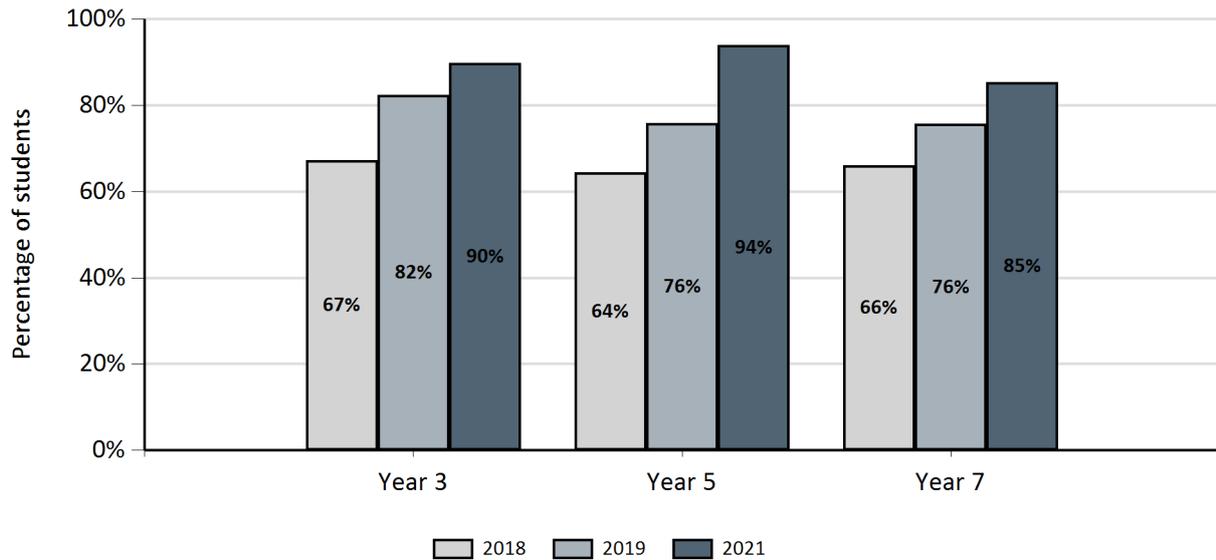
Kilkenny Preschool is a proud partner of the Paint the Westside REaD program. This program is a joint initiative of the Department of Education preschools, children's centres and schools in the Inner West Partnership, The City of Charles Sturt and Uniting SA. This literacy program aims to promote the importance of reading, talking, singing, rhyming and playing with children every day from birth. The mascot, Lizzie the Literacy Lizard, shares a monthly message about ways families and educators can support children's literacy development and we use these messages within our program. We also promote Paint the Westside REaD events and holiday programs that Lizzie is involved in. Every child will receive a Lizzie Library Bag when they begin preschool and will be able to borrow from our swap box daily, as well as the school library fortnightly.

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

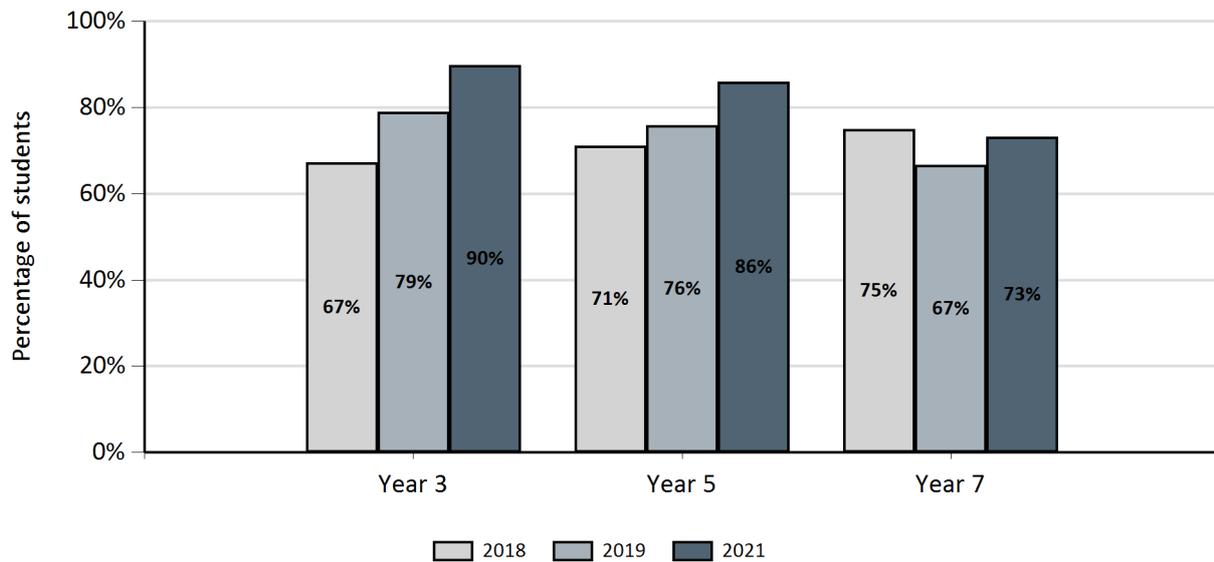


*NOTE: No NAPLAN testing was conducted in 2020.

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	40%	39%	33%
Middle progress group	48%	52%	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	30%	33%
Middle progress group	44%	50%	48%
Lower progress group	27%	20%	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	49	49	27	21	55%	43%
Year 3 2019-2021 Average	53.0	53.0	27.5	21.0	52%	40%
Year 5 2021	50	50	24	17	48%	34%
Year 5 2019-2021 Average	52.0	52.0	19.5	17.0	38%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

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

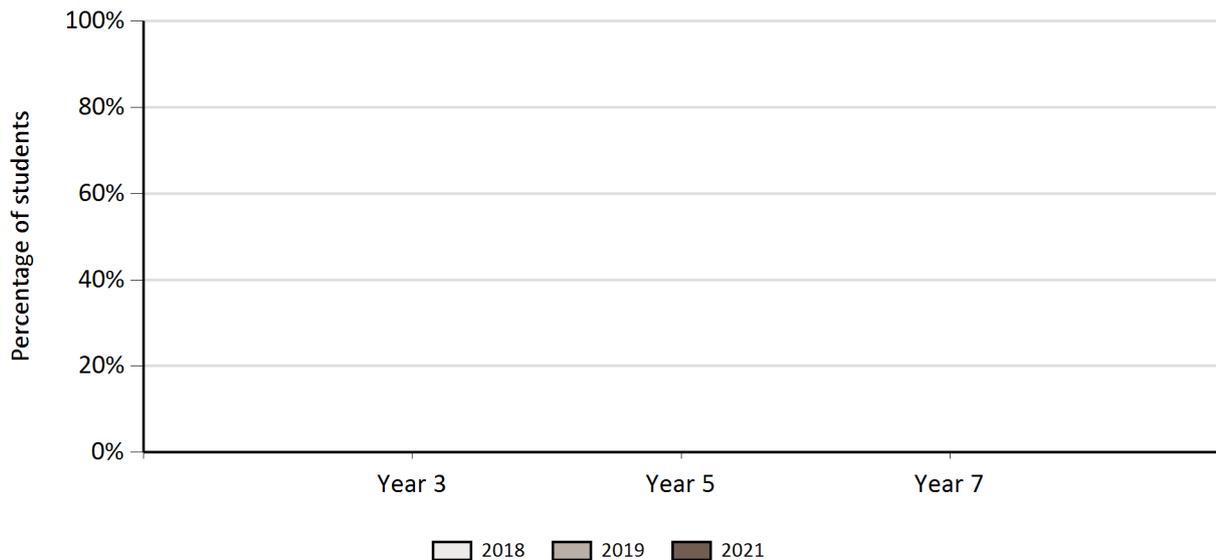
[^]includes absent and withdrawn students.

*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



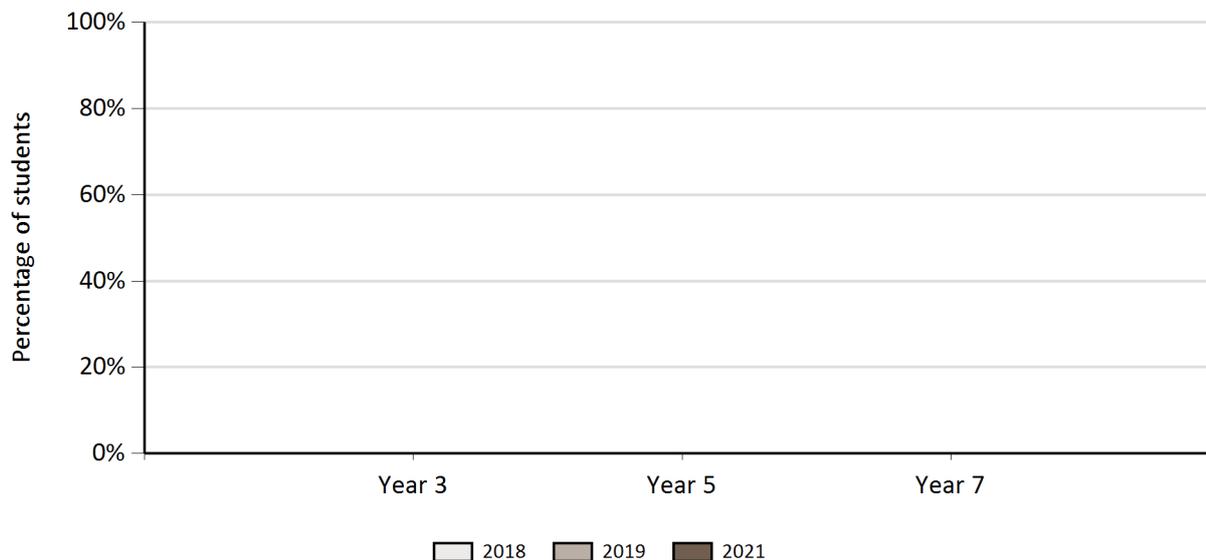
*NOTE: No NAPLAN testing was conducted in 2020.

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	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*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: Intervention & Support

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

In 2021, Kilkenny Primary School had an Aboriginal Education Teacher (1 day per week) and an Aboriginal Community Education Worker (ACEO – 3 days a week) to support the 22 Aboriginal children enrolled at our school. The actions that were implemented included one on one or small group academic intervention and learning support, culture and identity initiatives, activities and excursions and ensuring all students and families remained connected and engaged to the school.

In 2021, this support included acquiring through donation a 7 seater vehicle for a family with transportation issues, food parcels, attending cultural immersion opportunities within Adelaide, the design and manufacturing of a school top amongst others.

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

Learner progress was achieved for all Aboriginal students across 2021. All students were supported through the development of an individual learning plan with clear learning goals documented and reported against. In 2022, the school plans to develop a Reconciliation Action Plan ensuring we are a forward thinking community in regards to reconciliation and demonstrating our commitment to making positive change. Families, students and staff will work collaboratively to develop this plan.

School performance comment

NAPLAN Achievement 2021

Kilkenny Primary School student achievement results continued to trend upwards in 2021 with the school recording a NAPLAN Performance Score of 0.65 which demonstrates consistently increasing levels of achievement from 2018 onwards when a performance score of 0.47 was recorded. This has elevated Kilkenny Primary School into the “Inspire” stage of the Department for Education’s stages of school improvement/performance framework.

NAPLAN Reading Achievement 2021

Kilkenny Primary School achieved our highest ever achievement scores in NAPLAN Reading in 2021 with a high percentage of all students reading at benchmark and a significant percentage of students reading above year level standard. NAPLAN Achievement in Reading has been consistently increasing over the last 4 years.

- 90% of Year 3 students achieved benchmark in NAPLAN Reading 2021 of which 55% of students obtained a high band score.
- 94% of Year 5 students achieved benchmark in NAPLAN Reading 2021 of which 48% of students obtained a high band score.
- 85% of Year 7 students achieved benchmark in NAPLAN Reading 2021 of which 44% of students obtained a high band score.

NAPLAN Numeracy Achievement 2021

Kilkenny Primary School achieved strong achievement scores in NAPLAN Numeracy 2021, with a high percentage of all students demonstrating numeracy achievement at benchmark and a significant percentage of students learning above year level standard. NAPLAN Numeracy achievement in Grade 3 and Grade 5 has been consistently increasing over the last four years with invariable results in Grade 7.

- 90% of Year 3 students achieved benchmark in NAPLAN Numeracy 2021 of which 43% of students obtained a high band score.
- 86% of Year 5 students achieved benchmark in NAPLAN Numeracy 2021 of which 34% of students obtained a high band score.
- 73% of Year 7 students achieved benchmark in NAPLAN Numeracy 2021 of which 34% of students obtained a high band score.

Achievement Grades

School Achievement Grades in English and Mathematics demonstrated improvement across the year with higher numbers of students achieving an A or B grade in Semester 2 than Semester 1. Very few students are achieving below standard in English and Mathematics, with those individual students supported through the school’s intervention programs and learning assistance programs.

Early Years Reading

The Read Write Inc synthetic phonics program in our Early Years classrooms (R-2) ensures all students receive explicit instruction and targeted teaching in phonics daily. The program continues to have a significant impact on reading achievement and growth across the school. Achievement results in the Department for Education’s Year 1 Phonics Screen indicate consistently increasing achievement results over the last three years with 56% of Year 1s in 2021 at or above benchmark.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	92.0%	83.9%	89.2%	91.6%
2019 centre	89.7%	89.7%	83.0%	88.7%
2020 centre	92.2%		95.2%	88.3%
2021 centre	93.1%	93.5%	90.2%	91%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

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

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

School attendance

Year level	2018	2019	2020	2021
Reception	93.8%	90.6%	83.4%	94.2%
Year 1	95.8%	94.2%	85.0%	90.3%
Year 2	93.8%	95.2%	86.7%	92.2%
Year 3	94.8%	92.7%	88.8%	93.0%
Year 4	93.5%	94.7%	87.4%	90.1%
Year 5	94.7%	92.6%	90.0%	91.7%
Year 6	93.4%	92.3%	85.8%	93.8%
Year 7	90.7%	93.0%	84.5%	91.6%
Primary Other	92.0%	91.7%	86.8%	84.9%
Total	93.5%	93.0%	86.5%	91.6%

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

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

Attendance comment

Overall attendance for 2021 improved from 89.1% in 2020 to 91.9% in 2021. Unexplained absences fell 0.1% in 2021. Chronic non-attendance remains of minimal concern with individual students and families case managed and supported at site level by our Wellbeing staff.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	40	45	46	46
2019	39	40	39	39
2020	50	N/A	50	49
2021	49	50	50	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

A significant improvement was noticed in behaviour due to specific actionable processes in place to educate students on positive behaviours, through our focus on our school's caring agreements, bully zero program, and restorative justice processes. A 50% reduction in suspensions, number of students suspended, unidentified consequences, and number of students with unidentified consequences show the school is actioning positive and successful student behaviour management procedures. A high proportion of our behaviour data was influenced by a small percentage of students.

Parent opinion survey summary

Based on data from 2020 Parent Engagement Survey for Kilkenny Primary School:

Overall very positive results from this survey. Top ranking results were as follows:

- People are respectful
- Teachers and students are respectful
- Education is important
- My child is important at this school

Areas to further develop:

- Parents would like more input into the learning
- Parents want more help and receive tips on learning

We will endeavour to do this more in 2022 through our Class DOJO forum, and by keeping our parents informed on our site improvement planning goals and challenge of practices through the school newsletter, website and social media platforms.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
207 - Kilkenny Primary School	97.0%	97.4%	98.0%	98.0%

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	%
DE - DECEASED	1	1.2%
NG - ATTENDING NON-GOV SCHOOL IN SA	21	25.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	61	73.5%

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

Kilkenny Preschool continues to have a large percentage of its enrolment transition into the school setting. Within the past 5 years, over 90% of students have gone on to attend Kilkenny Primary School. The preschool has developed strong relationships with the school community and children are involved in an extensive transition process to school, attend assemblies, special days such as sports day, are assigned buddies, and access school resources such as the library. This relationship enables children and their families to be members of the school community right from their preschool year to Year 6.

The majority of graduating students from Kilkenny Primary School attend government high schools in the local area (Woodville HS, Underdale HS and Seaton HS). Many of our students were successful in receiving out of zone offers for different high schools offering specialization pathways for students. A small percentage of students attend Catholic and Independent High School sites.

Relevant history screening

Kilkenny Primary School and Preschool is fortunate to receive the support of many parents and volunteers that provide valuable assistance in a variety of ways. This includes coaching sporting teams, providing support in Kitchen and Garden lessons, library assistance, fundraising and whole school community events, Governing Council, attending excursions and listening to students read.

To work with children and young people in Government Schools, volunteers are required to comply with the screening and training requirements outlined by the Department for Education prior to voluntary work commencing.

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	45
Post Graduate Qualifications	12

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	1.0	31.2	0.9	10.1
Persons	1	34	1	16

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

Financial statement

Funding Source	Amount
Grants: State	\$1,650
Grants: Commonwealth	\$6,300
Parent Contributions	\$196,177
Fund Raising	\$27,619
Other	\$30,229

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	Identified students attended small group intervention sessions with Wellbeing Leader to develop social skills, self-regulation skills and mindfulness learning.	Increased engagement in the classroom and decreased behavior in the yard.
	Improved outcomes for students with an additional language or dialect	EALD Teacher and SSOs supporting remedial reading intervention through Read Write Inc, Fresh Start learning programs.	Increased data in phonics mastery and reading comprehension.
	Inclusive Education Support Program	To support students with a verified disability/learning plan through targeted intervention programs that support individual needs.	Increased student engagement and learner achievement.
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 Students taking alternative pathways IESP support</p>	1:1 and small group intervention in RWI and Maths Intervention AET working 1:1 with students on Literacy and Numeracy providing additional support to classroom teacher and differentiation of tasks to support individual learners.	Increased engagement in lessons and development of identified skills.
Program funding for all students	Australian Curriculum	Providing teacher training and development for all staff on Student Free Days. Provision of Site Improvement Plan training for teaching and ancillary staff	Meeting site improvement challenge of practice and success criteria.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Education Teacher (AET) timetabled to work with Aboriginal students 1 day per week to support high achievement and cultural/identity development.	Positive outcomes in literacy, numeracy and attendance.
	Better schools funding	Better Schools funding was targeted for a group of Upper Primary Aboriginal students to support and incorporated more hours for ACEO.	Targeted students more engaged in schooling and learning.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Learning plans developed with teacher, student, parent.	Classroom teachers provides reasonable adjustments.

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	Literacy funding was used to purchase new Big Books to support learning on topics of interest. These books were used in small group and large group learning opportunities to extend on the vocab used to describe items and objects of learning. Numeracy funding was used to purchase number blocks which provided opportunity for children to explore mathematical concepts such as number, digits, size, addition and weight.	Literacy indicators showed better engagement with texts, making meaning and representing aspects symbolically.
Inclusive Education Support Program	Six children received support over the course of the year through IESP funding. Two children had individual funding whilst the other four received support using the centre's funding bucket. Due to the level of support an increase in funding was sourced. Children were supported to learn and follow routines successfully through task analysis support helping them to develop their independence. Children were given support to be able to engage in larger group times, which facilitated their inclusion within the group and over the course of the year the length of time they were successful with this increased.	Outcomes for children saw them being able to safely engage with their peers in learning. Children's level of play skills increased as they were able to successfully engage wit
Improved outcomes for non-English speaking children who received bilingual support	Over the course of 2021 a total of three children were provided bicultural support. This support gave children the opportunity to build basic language skills to engage in learning and play with peers. The intentional strategy of the bicultural support person using visuals with individual children, assisted with the learning of familiar words.	Children were able to develop basic language skills to engage in learning, peer to peer socialization and foster a sense of belonging.

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