



Flaxmill School P-6 and Flaxmill Preschool

2021 annual report to the community

Flaxmill School P-6 Number: 1142

Flaxmill Preschool Number: 1578

Partnership: Beach Road

Signature

School principal:

Mr Peter Cobb

Governing council chair:

Sharni Evans

Date of endorsement:

16 March 2022



Government
of South Australia

Department for Education

Context and highlights for the combined site

Flaxmill School P-6 is set on lush, green, and expansive grounds which are continually evolving and developing using Nature Play principles. We are committed to providing a vibrant, caring and stimulating learning environment that encourages all children to achieve and reach their true potential.

Our core values are responsibility, respect, honesty, learning and friendship. We strive to develop the individual, create inquisitive, competent, and capable learners and foster caring, compassionate and positive relationships.

We aim to develop a genuine passion for learning among students and staff, regularly providing all staff with training in contemporary educational practices and pedagogy. A pivotal aspect of teacher development and learning at Flaxmill School P-6 are Professional Learning Teams. 'Like year level' staff meet regularly to collaboratively plan and moderate student learning, analyse student data and share quality practices.

The excellence of our teaching staff is reflected in the school's academic results. We are proud of our students' academic results, consistently improving and achieving at higher levels. Our staff have high expectations of students and support them to negotiate assessment criteria, reflect on their learning and set goals for improvement.

We are dedicated to providing an engaging, supportive and rigorous learning environment with a strong focus on Nature Play, P.E., STEM, Robotics, French, problem solving, inquiry based learning, literacy and maths intervention. Digital learning is a priority at the school with a variety of technologies incorporated into daily classroom activities.

Our learning environments are welcoming, calm, focused and encompass a range of learning styles.

In 2021 Flaxmill School P-6 had enrolments of 401 students R-7 and 54 preschool students. The school population includes

- 10% Aboriginal students
- 27.54% students with disabilities
- 7.69 % students with English as an additional language or dialect (EALD)
- 53.5% of students eligible for School Card assistance.

We have a highly achieving preschool on site which works closely with the school to provide a quality first learning experience for our children. This also provides an excellent basis for a smooth transition from preschool to school. At Flaxmill P-6 School we value individuals, learning, success, resilience and powerful learners. We believe that if we work together as a school community we can provide the best foundation for each child's individual growth and development.

Our school highlights and events were impacted by COVID-19 restrictions.

School and Preschool Highlights in 2021

- Further development of grounds and buildings
- Reconciliation Week
- Week of Inspirational Maths
- External School Review
- Dental Van
- Science Week
- Robogals, 3D printing, STEM showcase
- PE Week / soccer clinic / table tennis clinic
- Flaxmill Book Awards – bronze, silver and gold
- Governing Council fundraising efforts
- Nature Play

Governing council report

2021 has been another year where COVID has effected many of the Governing Council activities traditionally involved in the school year.

However, 2021 was still a busy year. Although many of the school activities needed to be cancelled due to the COVID restrictions, the Governing Council was still able to meet regularly to support the school and Principal in the successful governance of the school.

An External School Review was conducted in May with the Review Panel acknowledging our strong learning community with the contributions from staff, students and parents/carers being valued. The panel also recognised the high level of student achievement and commented that the school is well placed to continue to build on a solid foundation of student achievement.

A total of 85 Year 6 and 7 students graduated to high school in 2021. The move of year 7 to high school has meant that the school has now officially had a name change to Flaxmill School P-6. Flaxmill School P-6 also has a new school logo. The school has continued to build on the academic success of its students with results in standard tests in Numeracy and Literacy such as Naplan, Running Records, PAT R and PAT M indicating the continuation of improved learning outcomes for the students.

Stage 1 of the plans to extend and renovate the preschool were started and completed by the end of Term 4. It is hoped that stage 2 of the plans can be commenced and completed in 2022.

YMCA OSHC continued to provide a high quality service to the school community. The contract renewal has been approved. The enrolments reached capacity at 45 students and enrolment capacity has now been increased to 75 students due to increasing demand for the service. OSHC has continued to offer a School Holiday Program.

Governing Council continued to recognise the outstanding achievements of graduating Year 6 and 7 students by presenting awards at the Graduation ceremony to students.

I would also like to acknowledge and thank the staff at Flaxmill School and Preschool for the great work they do in providing our children with comprehensive learning experiences in very supportive environments. The success of their efforts are evident in the outstanding academic achievements of our students. A big thank you also to volunteers and Governing Council members who have supported the school in various ways throughout what has been a difficult year.

School quality improvement planning

Our three 2021 site improvement targets were met.

Goal 1 - Increase student achievement in mathematics, particularly in the Number Strand, from R -7.

Goal 2 - Increase student achievement in reading, with a strong focus on inferential comprehension R-7.

Goal 3 - Extend all students learning and enable them to achieve at a higher level.

At Flaxmill P-6 all staff analyse and track student achievement using systemic data collections and reporting. Both leadership and staff target students for intervention and stretch by tracking student achievement and increasingly interrogate data to specifically inform differentiated classroom practice.

Staff work collaboratively to determine the most appropriate focuses and support for student learning using the following student achievement data; PAT, Lexile testing, Year 1 Phonics screener and Running Records, PASM, Back to Front Maths and Reading Doctor for continuous improvement. Leadership use Power BI Improvement Dashboard and Education Dashboard for cohort analysis and individual student reports. This is supported by our whole school assessment schedule, NAPLAN data wall and our Electronic Scorelink Management system.

Staff map their students on the PAT scale for both PAT R and PAT M, and identify class cohort achievement using NAPLAN proficiency bands.

Student achievement and growth data at a whole school level is tracked and responded to through guided analysis during PLC meetings, staff meetings and pupil free days.

Our successful 2021 External School Review occurred in term 2. The following directions will be strengthened by our school community in the next three years.

Direction 1

- Continue to build collective responsibility in school improvement planning and celebrate achievements with staff, students, parents and the wider community.

Direction 2

- Further develop whole-school understandings of formative assessment and implement consistently to effectively interpret student achievement and move learning forward.

Direction 3

- Collaboratively develop assessment tasks and frameworks that enable students to monitor and assess their learning and understand what is required to achieve a higher

STEM continues to be a strong priority for Flaxmill School P-6. Our STEM program promotes critical thinking, innovation and exploration of future careers and pathways in STEM. Some of the highlights from our 2021 program were:

Our Robogals group were invited to participate in the Inspiring Women in STEM pilot program at the University of Adelaide. The 21 young women were involved in a diverse range of hands-on creative STEM workshops run by the University of Adelaide WISTEMS team throughout the year, exposing them to the diverse opportunities available from a path in STEM. Flaxmill was selected as 1 of 3 primary schools to undertake this pilot program.

Flaxmill P-6 School was one of nine schools invited to participate in the Andy Thomas Space Foundation (ATSF) and Makers Empire Australian-first pilot program for primary schools. Students had the opportunity to use the Makers Empire App to create and print 3D designs for a rover to collect soil from the moon's surface. NASA will test for oxygen to help establish a sustainable human presence on the moon helping future missions to Mars. Students were selected to attend the showcase event at Lot Fourteen and the Space Discovery Centre to celebrate and showcase their learning in an expo style display stand.

R-2 teachers undertook a 3D Printing Project where students had the opportunity to be a creators, innovators and problem solvers developing their creative confidence and thinking skills using 3D design software. Students learnt the basics of the Makers Empire App to follow the design cycle and print 3D designs from animals, boats, toys and the Olympic Games.

Recess and Lunch clubs began for Robotics Club Thursday, Minecraft Mondays and 3D Printing Club Fridays in the drama room and robotics room.

Preschool quality improvement planning

Goal 1: Improve children's ability to use language to connect with their world.

Focus words (including nouns, verbs, adjectives and pronouns) – related to the story table have been taught to the children at group times (children have been encouraged to say the word, clap the word, read the word, act out the word (Auslan). Through this process the definition of the word is also explained and how it might be used in other contexts. We have observed the children using these words throughout the day.

Success has been made due to cross-curricular planning as educators have observed the children, taking note of their interests, use of keyword signs and play choices allowing educators to incorporate these into story table book selections. We are noticing children are using 'focus words signs' in their play and conversations. Observations are recorded in the relevant folder as children demonstrate the use of this new, explicitly taught language in play.

Our next steps include: continuing to use focus words and intentionally teaching them to the children; communicating with parents about the focus words and discuss their preference of receiving this communication – positioning of notes/important information displayed (outside, on windows) and with the use of Storypark (separate community post to highlight the focus word).

Goal 2: Support children's use and understanding of mathematical vocabulary as they quantify their world.

All staff have attended PMA Training to attain the knowledge and understanding of Base Ten as individuals. Children have learnt the terminology of digits and numerals and this is evident when completing the daily accurate count at group times. They can identify the number of digits in a numeral and are able to use this to record in numeral form on the whiteboard. Children have been using the terminology during learning experiences and in play and this has been recorded in the observation folder.

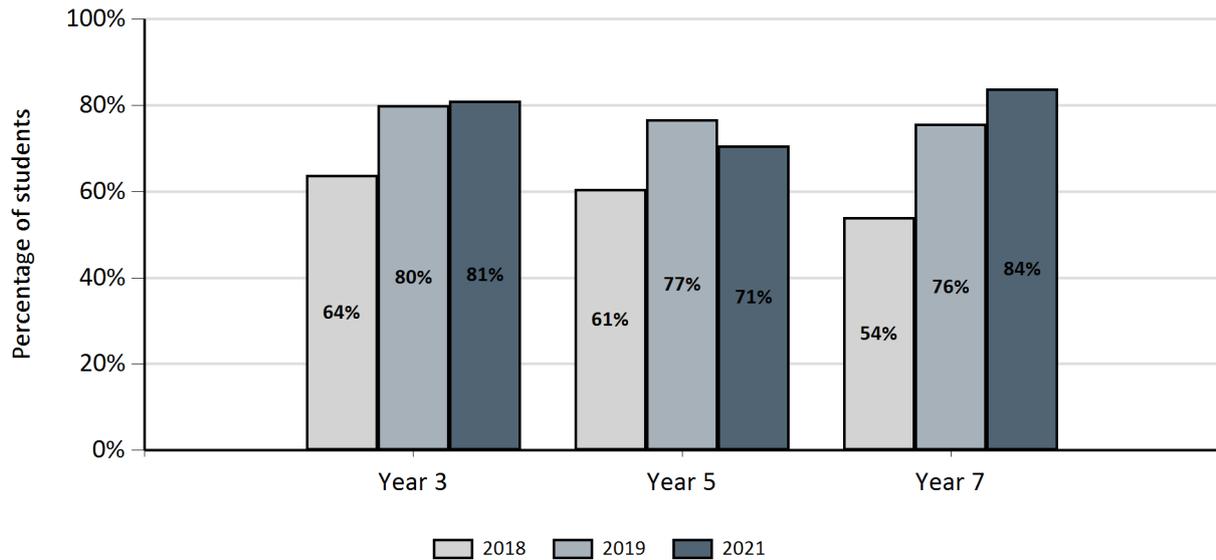
Our next steps include: continuing to use the base ten system and the terminology and intentionally teaching this to the children; communicating with parents about the base ten system and discuss their preference of receiving this communication – positioning of notes/important information displayed (outside, on windows), Storypark and a resource audit to be conducted as an ongoing practice.

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

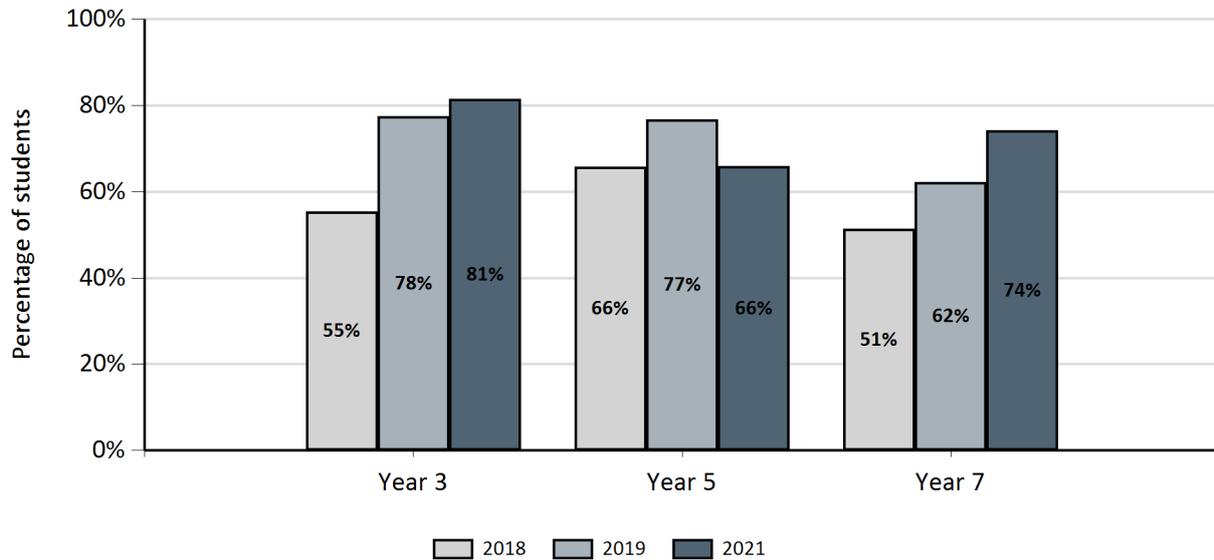


*NOTE: No NAPLAN testing was conducted in 2020.

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	32%	35%	33%
Middle progress group	53%	54%	48%
Lower progress group	16%	*	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	43%	22%	33%
Middle progress group	41%	52%	48%
Lower progress group	16%	26%	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	53	54	21	15	40%	28%
Year 3 2019-2021 Average	46.5	47.0	18.5	9.5	40%	20%
Year 5 2021	41	41	7	4	17%	10%
Year 5 2019-2021 Average	42.0	42.0	9.0	4.5	21%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

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

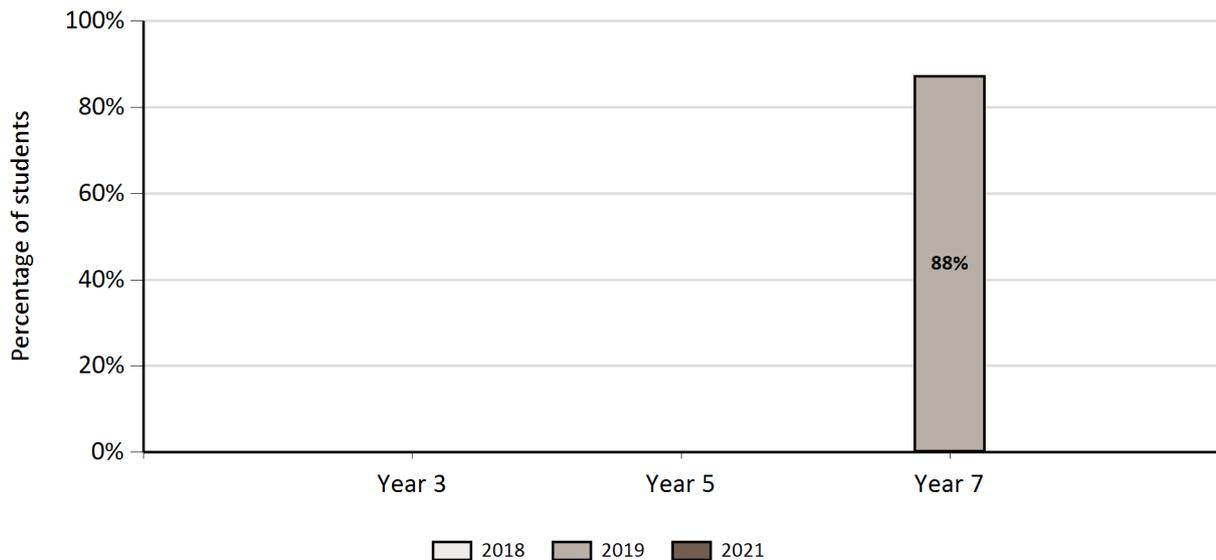
[^]includes absent and withdrawn students.

*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



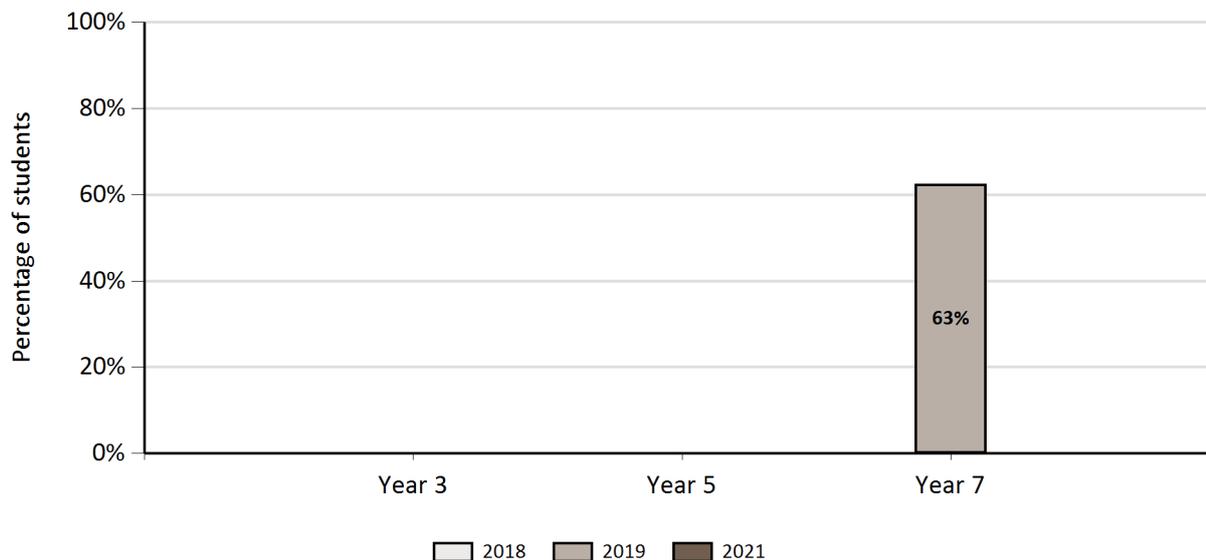
*NOTE: No NAPLAN testing was conducted in 2020.

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:

Flaxmill P-6 has had a strong focus on all 6 elements of the Aboriginal Learner Achievement for a number of years. Our data collection for Aboriginal learners is strong. PLCs, leadership and the Aboriginal Education Team analyse Aboriginal student data to identify students who are just in, just below higher bands, students at SEA and below SEA. Aboriginal students who are not achieving benchmarks are identified for intervention programs and extra learning support is provided.

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

We have a dedicated Aboriginal Education Team, who monitor all Aboriginal learners closely in literacy, numeracy and student wellbeing. We use our Learner Achievement Plan to drive evidence based discussions to ensure all Aboriginal learners have set individual learning goals, promoting intellectual stretch for all. Our team have strong data tracking and monitoring systems in place and we use numerous data sets to ensure we have the most up to date data for our Aboriginal learners which allows for early identification. We use this data to ensure our Aboriginal students are receiving rigorous, evidenced - based learning interventions in literacy and numeracy.

One Plans for Aboriginal learners are reviewed regularly and learning goals are updated when goals are achieved.

Student achievements

- 19/25 Aboriginal learners showed growth in their PAT R results.
- Year 3 - 100% of non- exempt Aboriginal students met NAPLAN SEA in Reading
- 1 Aboriginal student achieved Higher Bands status in Reading
- Year 3 -60% of non –exempt Aboriginal students met NAPLAN SEA in Numeracy
- Year 7 - 75% of non –exempt Aboriginal students met NAPLAN SEA in Numeracy

School performance comment

Reading

Year 3

- 81 % of our students achieved SEA (Standard of Educational Achievement)
- Highest result to date
- 39.6% of our year 3 students demonstrated high achievement in reading

Year 5

- 71% of our students achieved SEA
- Our second highest result to date

Year 7

- 84% of our students achieved SEA
- Highest result to date

Numeracy

Year 3

- 81 % of our students achieved SEA (Standard of Educational Achievement)
- Highest result to date
- 27.8% of our year 3 students demonstrated high achievement in numeracy

Year 5

- 66% of our students achieved SEA

Year 7

- 74% of our students achieved SEA

Running Records and Phonics Screening Test

70% of our year 1 students reached benchmark for the phonics screening assessment. This is our highest percentage since the start of the phonics screener.

71% of our year 1 students reached benchmark in Running Records

63% of our year 2 students reached benchmark in Running Records

A to E Data

Mathematics

Semester 1 – over 55% of students in each year level received a grade C or higher

Semester 2 – over 68% of students in each year level received a grade C or higher

English

Semester 1 – over 59% of students in each year level received a grade C or higher

Semester 2 – over 69% of students in each year level received a grade C or higher

Flaxmill School P-6 continues to set and reset targets and strategies to address the learning needs of all of its students. Our focus on improvement has included high quality whole staff training and development, rigorous data analysis and a key focus on investing in the early years.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	94.0%	92.3%	82.6%	92.6%
2019 centre	94.4%	93.8%	79.3%	92.5%
2020 centre	94.7%	67.4%	87.9%	80.1%
2021 centre	94.8%	90.3%	87.6%	87.4%
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	91.5%	92.0%	88.0%	89.6%
Year 1	91.1%	89.9%	91.1%	86.2%
Year 2	92.0%	90.9%	91.5%	89.4%
Year 3	90.7%	90.7%	86.1%	90.0%
Year 4	90.0%	89.9%	87.6%	87.7%
Year 5	91.7%	90.3%	86.9%	88.2%
Year 6	87.2%	89.2%	87.2%	85.0%
Year 7	86.5%	86.2%	86.6%	88.4%
Primary Other	N/A	N/A	94.5%	N/A
Year 8	72.4%	N/A	100.0%	N/A
Total	90.2%	90.0%	88.5%	88.2%

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

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

Attendance comment

Flaxmill School P-6 employs a consistent and supportive approach when supporting student attendance. A very small number of current students were identified as 'students at risk' due to non-attendance or "chronic non-attenders"; it is these children who have the main impact on our attendance data - with the majority of other students in the school attending well over the Department for Education target. The slight drop in overall attendance rate from 88.5% in 2020 to 88.2% in 2021 can be attributed to COVID 19 and the uncertainty and anxiety some of our community felt in terms of sending their children to school initially.

Support and case management (for students and for their families) is a complex and ongoing process. Flaxmill uses an SMS messaging system, regular newsletter articles, and close tracking of attendance in order to support and improve overall attendance rates.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	44	45	49	49
2019	39	39	38	38
2020	58	58	57	55
2021	54	54	50	49

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 consistent approach when managing and recording student behaviour and timely communication to parents ensures strong home-school partnerships. Extensive support was provided to individual students and their families with a focus on proactive strategies to encourage positive behaviour. During 2021, leadership monitored behaviour closely – and continued to implement a language screener for those students displaying repeated behaviour incidents with little change after behavioural intervention; resulting in speech and language assessments for some of these students. Staff continued using the Berry Street Education Model strategies, providing a whole school approach to social and emotional learning, and creating positive behavioural change.

Parent opinion survey summary

In total 91 parents responded to the 2021 Parent Survey. We were pleased to have so many parents participating in the survey.

Our school climate results were:

People respect each other at school - 86% of parents agree

Teachers and students respect each other at school = 88% of parents agree

I feel like my child is important to the school - 83% of parents agree

I receive enough communication from the school - 85% of parents agree

The school communicates effectively with me - 82% of parents agree

Wellbeing and Engagement Survey – Students

The Wellbeing and Engagement survey was conducted at Flaxmill School P-6 in term 1, 2021. It collected data from students in year 4-7 in the domains of emotional wellbeing, engagement with school, learning readiness and health and wellbeing out of school. We had a pleasing 88% students engage with the survey. The majority of students identified as being in the high and medium levels of wellbeing- and the results from 2020 to 2021 showed consistency which was pleasing- as it was predicted that the pandemic would affect students' level of wellbeing. Staff use the Wellbeing and Engagement data to target school based programs to support student social and emotional development.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1142 - Flaxmill School P-6	89.0%	86.8%	92.6%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	4.4%
QL - LEFT SA FOR QLD	2	4.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	41	91.1%

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

85 students in years 6 and 7 graduated in 2021. 80% of students transitioned to Wirreanda Secondary School and Christies Beach High School.
The remaining students transitioned to – Seaford Secondary, Reynella East College, Hallett Cove School, Brighton Secondary School, Urrbrae Agricultural School, Aberfoyle Park High School, Goolwa High School, Aldinga Payinthei College and Willunga High School.

87.8 % of Flaxmill preschool students transitioned to Flaxmill School P-6.

Relevant history screening

The school's established processes for parents to be volunteers has been implemented thoroughly and consistently. Throughout this process parents are required to apply for a Working with Children Check as well as provide evidence of completing RAN-EC training. The RAN-EC induction outlines volunteers' child protection responsibilities and provides guidelines on protective practices. A register of parents with a WWCC is maintained and recorded on EDSAS. The DfE volunteer policy is adhered to, and shared with any prospective volunteers.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	46
Post Graduate Qualifications	11

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	27.4	0.7	14.7
Persons	0	34	2	20

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

Financial statement

Funding Source	Amount
Grants: State	\$4,668,554
Grants: Commonwealth	\$10,000
Parent Contributions	\$99,156
Fund Raising	\$1,500
Other	\$2,400

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	Nature Play and garden developmental projects. STEM - Robogals, showcase and lunch clubs.	Increased student engagement - less behaviour incidents.
	Improved outcomes for students with an additional language or dialect	EALD teacher employed and staff supported in allocating Leap Levels. All teachers completed "Language and Literacy Levels to LEAP Levels on PLINK. EALD teacher attending DfE professional development.	Improvements in SEA benchmarks and individual student growth.
	Inclusive Education Support Program	One to one support, small group support. All students allocated SMARTAR goals, which are reviewed on a term basis. One Plan documents written and reviewed regularly for all students with disabilities.	Improvements in SEA benchmarks and individual student growth.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	APAS funding was allocated to Aboriginal students who did not reach the SEA benchmark in 2020. Students who were allocated funding were placed in intervention programmes - MiniLit, MultiLit, Too Smart and QuickSmart Reading Doctor Intervention accessed by all students needing further support in literacy. Heggerty implemented in all classrooms R-2.	All students showed growth in their literacy and numeracy learning. Running Records, PAT data and Year 1 Phonics Screener showed improved learning.
Program funding for all students	Australian Curriculum	STEM Coordinator appointed to improve STEM teaching and learning. Data analysis and LDAM main focus in PLC collaboration. DfE new units of work and Australian Curriculum focus for Professional Learning.	Improvements in SEA benchmarks and individual student growth.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Intervention programmes and student support in - PreLit, MiniLit, MultiLit, Too Smart, QuickSmart, Reading Doctor and Heggerty.	Improvements in SEA benchmarks and individual student growth.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Three educators attended the Primary Maths Association's training and development relating to improving numeracy outcomes. Funding was also used to purchase resources and equipment to develop additional numeracy and literacy based educational experiences. These included relevant books, props for creating story tables, educational resources and games.	Children learnt the terminology of digits and numerals Children could also identify the number of digits in a numeral Children using the correct terminology in learning
Inclusive Education Support Program	We worked closely with the Support Services team which included Department and outside agencies to best support children with special rights and needs. Staff conducted targeted preschool support around the children's needs and completed One Plans for those children that received IESP funding.	The One Plans that were published were reviewed and goals adjusted as needed. Staff liaised with families and the Support Services team to support in transition.
Improved outcomes for non-English speaking children who received bilingual support	One child received bilingual support in term 2 to support her engagement and assess her English understanding.	The child's confidence grew and her engagement and social interactions with her peers improved. Staff were also able to get a better understanding of the child's knowledge

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