McLaren Vale Primary School

RESPECT | INTEGRITY | SUCCESS

McLaren Vale Primary School

2021 annual report to the community

McLaren Vale Primary School Number: 0251

Partnership: Sea & Vines

	Signature
School principal:	Mrs Leanne Lovett
Governing council chair:	Kent Brown
Date of endorsement:	**7 March 2022**

Government of South Australia

Department for Education

Context and highlights

In 2021, there were 561 students with provision for 20 classes. Our cohort comprises: 61% of our families outside the zone, Aboriginal 4.3%, Students with Disabilities 5.3%, School Card 24.3%. Our staff team comprised 42 teachers and 24 SSOs. Specialist subjects: Performing Arts, Japanese, Science and PE. Although 2021 continued to be challenging due to Covid-19 restrictions, we were proud of the way our staff worked innovatively and collaboratively to ensure school was as normal as possible for our students. Highlights include: The smooth transition for preschool to reception for all children, families and staff, thanks to a collaborative effort between Madge Sexton Kindergarten and MVPS educators. Our Year 6 and 7 students successfully graduated and transitioned to High School as part of the Year 7 to HS plan. Staff collaborating in teams with specific emphasis on tracking, monitoring and reviewing student progress and being strategic in student goal setting in reading, writing and number. Staff continued to be aligned to action teams to embed minimum expectations across the school, ensuring continuity in teaching approaches R-7. The continuation and success of the school literacy intervention program using evidence based practices R-7, successfully supporting children to meet the standard of educational achievement (SEA). This aligned with the rigorous classroom literacy approaches implemented in classrooms. Further embedding authentic cultural perspectives and practices through a collaborative approach to developing and implementing actions on the Reconciliation Action Plan led by students, staff and ATSI team. The introduction of the Year 3 1:1 Chromebook device program has supported the school ICT plans with teachers using technology to enhance learning programs through the use of Google Classroom. Exciting events and opportunities for children to engage in including Book Week, Hutt Street, Sports Day, Kitchen Garden, ATSI, SAPSASA, Colour Run, etc. A comprehensive and carefully planned professional learning schedule and teacher collaboration through PLCs continued whole school alignment and consistency in planning, assessment and pedagogy. Social and personal capabilities were supported through the embedding of the 'Play is the Way program', mindfulness and interoception lessons supporting many children with anxiety through the continued Covid-19 situation and wrap around support from the Wellbeing team. We were fortunate to have significant upgrades to facilities across the school including DFE funded Disability Access Program project, DFE funded APA projects and site funded projects.

Governing council report

2021 once again saw the School Community face some external challenges which, while unpredictable, we were able to handle and try to ensure the day to life of the students at McLaren Vale Primary remained as normal as possible, given current circumstances.

From a Governing Council perspective, it was great to see so many community members wanting to be involved and we welcomed a number of new members this year.

OSHC took on a new look this year with the new extension providing more space and capacity for additional students as well as an additional learning space. Congratulations to Natalie and her staff for another great year in this area.

Finance: Once again Amanda and her team have provided clear reporting and structure to the school's financial position enabling us to invest more money back into school and on items that directly influence your child's wellbeing and education. A clear focus in this area has been communication with parents and it has been pleasing to see the flexibility and understanding from the school this year.

Staff and Leadership and Education: Similarly, to 2020 our staff and leadership continued to face new challenges given the current climate. As in previous years the goal was to achieve as close to 'normal 'as possible for our students and given feedback from both students, teachers and parents this was achieved, whilst face to face interaction has been somewhat reduced the leadership team continue to work on improving communication to parents and the community and we will continue to see improvements in this area going forward.

Grounds: We have continued to see improvement in our grounds with the addition of new learning and play spaces having a significant positive impact on the students as well as aesthetically improving the school grounds.

Wellbeing: Significant work has been done in the wellbeing area over the last 12 months as we understand the challenges families are facing in these mentally trying times. Leadership and staff should be congratulated on the work done in this area to recognise that our students, parents, staff and community need this support and to the wellbeing team for providing the structure to ensure we have a harmonious happy and welcoming school community.

Finally, I would like to thank each and every member of the Governing Council and its associated committees. Without the time and effort put in by our volunteers in these areas we would not have the vibrant inclusive school community we currently have. We are very fortunate to live in South Australia in what has been another challenging year and even more fortunate to be part of the community of McLaren Vale Primary School.

Quality improvement planning

Instrumental to our success are Improvement Plans that were built on from the preceding year's work. We maintained a focus on a small number of evidence-informed goals and targets, a focus on literacy and numeracy, clear involvement and ownership by teachers and school leaders, measurable targets linked to SEA and higher bands, precise actions linked to goals and built in monitoring and review processes. The collective commitment by staff has led to significant gains in achievement for our students in reading, writing and number. Our success is defined through the following actions: Building the capacity of staff through targeted PD opportunities: targeting effective practices in each domain has resulted in consistency in planning and pedagogical approaches. This is supported with whole school agreements and school based scope and sequences which has led to consistent understandings of both content and subject matter and practices that bring the most leverage. Evident in all classrooms across all subjects is the adoption of the explicit direct instruction (EDI) model through a defined process of concept development, guided practice, and independent practise of skills, reflection and feedback. This has had a profound impact on learner achievement. Collaborative work in professional learning communities (PLC) resulting in educators analysing student learning needs and reflecting on how they can continuously improve their practice e.g. being more responsive to data, adopting a case management approach, mapping the year's curriculum, strengthening planning using LDAM (connecting learning with the AC, assessing in line with achievement standards, tasks moderated for grade consistency), utilising each other's knowledge, strengths and resources, collective responsibility for each other's growth and amplifying best practices to showcase techniques. Increasing teacher performance: through ongoing reflection, feedback, observation, coaching, and planning and higher levels of accountability through a cycle of reflective practice with leaders and coaches. Coaching supports professional collaboration, working one to one with teachers to plan and deliver lessons in the 3 goal areas. Staff are effectively differentiating for learners and using authentic assessments to meet individual student needs. A daily, targeted intervention program in literacy for students well below SEA is provided by well trained SSO staff with regular tracking of progress, assessments which inform content and alignment to the class program. SSO support is put in place in classrooms to support students below SEA in numeracy. The use of formative assessment strategies: teachers check in with learners, provide ongoing learner feedback, making adjustments to learning in response to assessments, clarity around learning intentions and success criteria and students acting as a learning resource for each other. A rigorous approach to tracking and monitoring student progress: a whole school assessment schedule provides various points where staff assess and use data for targeted programming and differentiation of learner needs. Teacher-student conferences provide tangible feedback and allow for individual student goal setting. Goals are practised, measured and assessed in an authentic context. We have accessed a range of data sets to determine learner achievement. These include: teacher judgement against the AC using formative and summative processes, conversations with students about their learning, NAPLAN numeracy and literacy, Running Records, Pat M&R, attendance, Phonics Screening and One Plans.

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
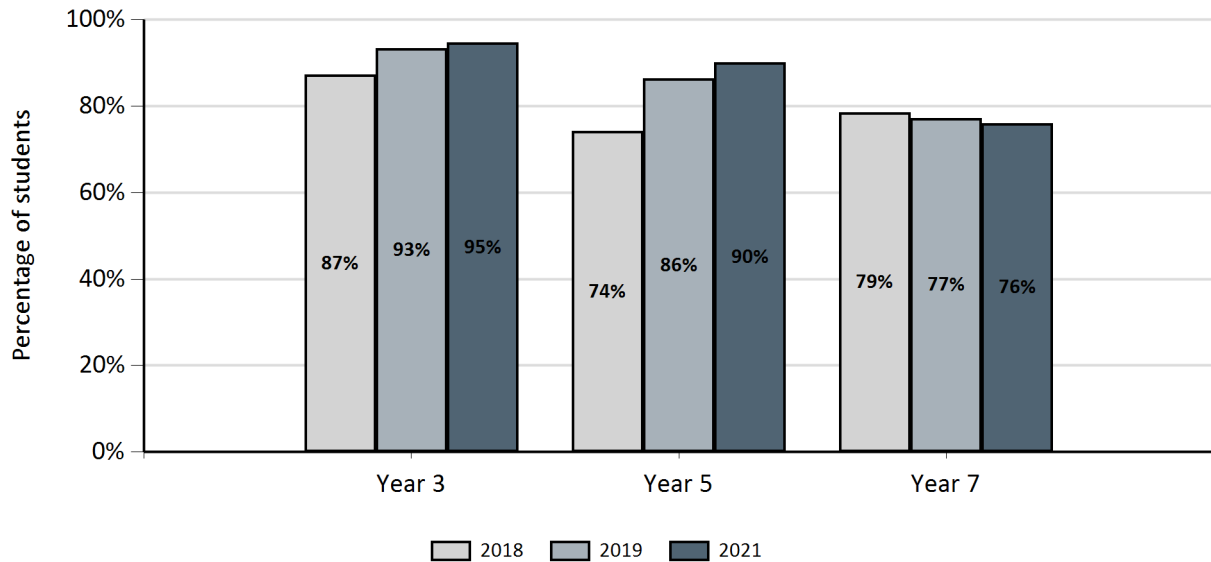
*NOTE: No NAPLAN testing was conducted in 2020.

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.
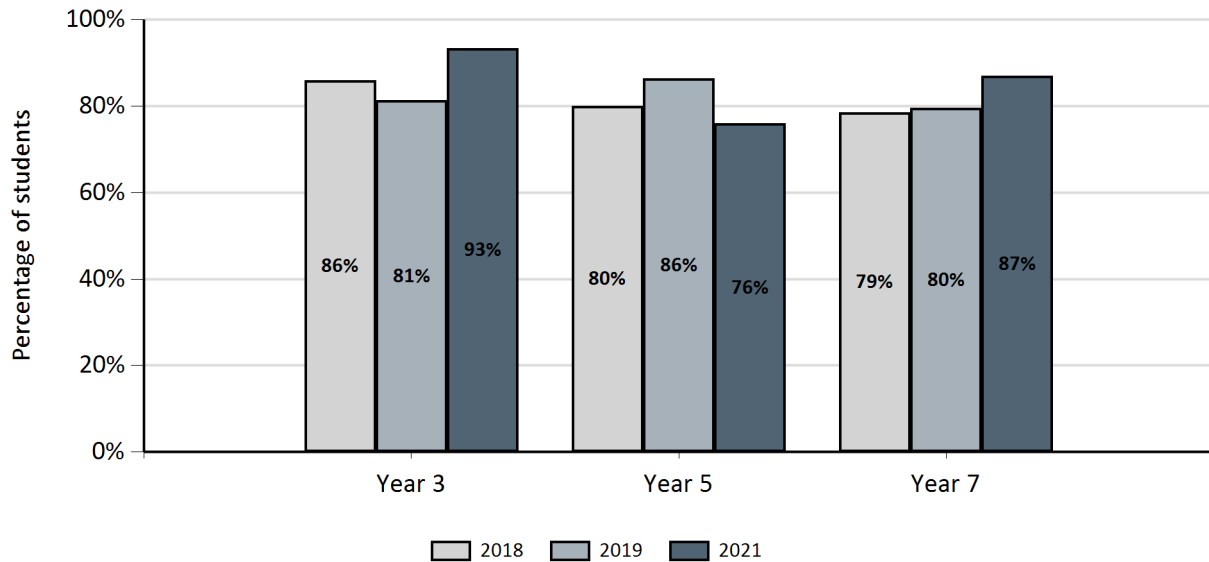
Numeracy

*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	42%	31%	33%
Middle progress group	39%	48%	48%
Lower progress group	18%	21%	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	32%	24%	33%
Middle progress group	47%	54%	48%
Lower progress group	21%	22%	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	75	75	35	17	47%	23%
Year 3 2019-2021 Average	75.0	75.0	39.5	20.5	53%	27%
Year 5 2021	71	71	30	16	42%	23%
Year 5 2019-2021 Average	68.5	68.5	26.0	13.0	38%	19%

*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.
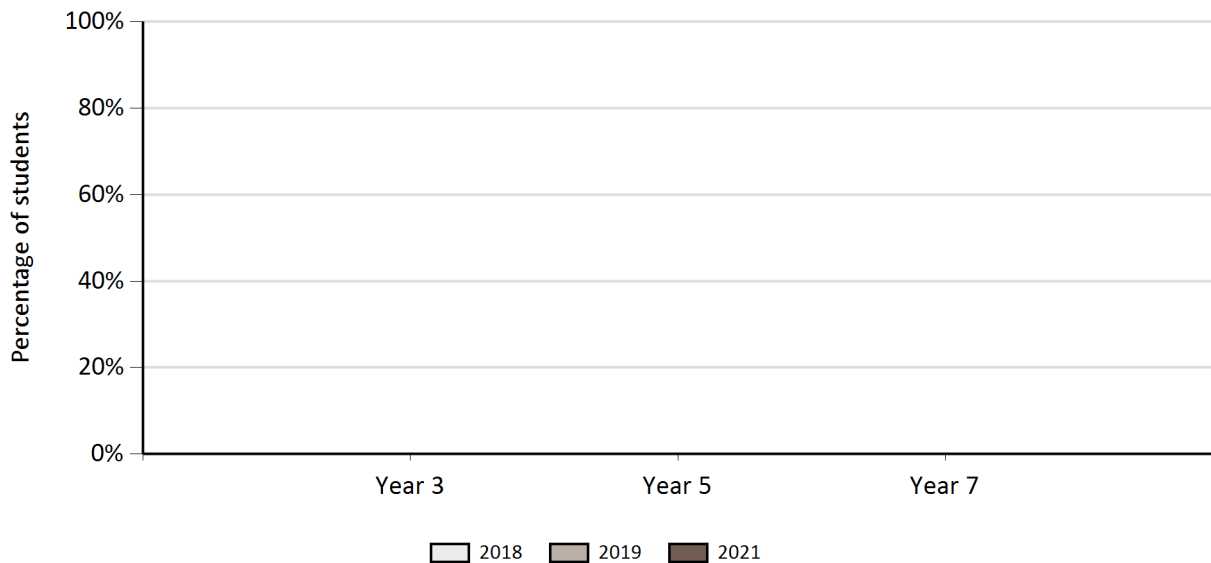Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
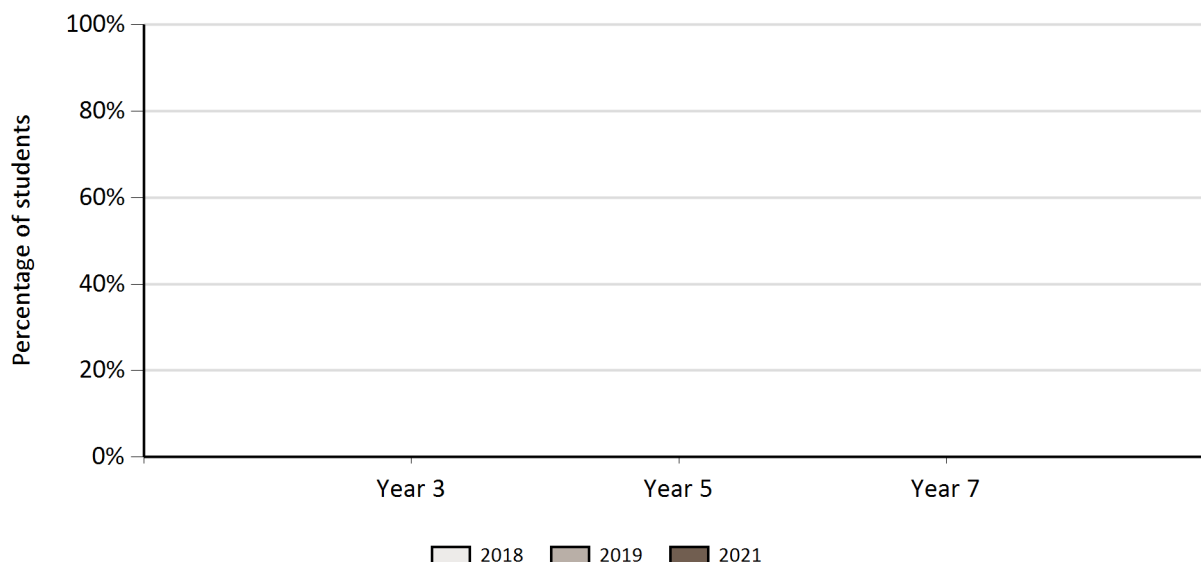Data is only shown for Aboriginal learners.

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:

> Applying evidence-based learning intentions was focused on as part of school improvement. New improvement actions were implemented by the ALALR to raise literacy and numeracy achievement included ensuring that all Aboriginal students were in the forefront of classroom teachers' planning. There were intentional targeted interventions for all Aboriginal students, including high achievers. Our goal was to stretch our high achieving Aboriginal students to their highest level of achievement possible with the aim to create Aboriginal leaders of the future. Through whole school record- keeping of the highest standard the AET, ACEO , class teachers, and the APAS tutor were able to jointly and separately conduct a deep analysis of literacy and numeracy data for our students because we all had access to baseline data for every Aboriginal student. Through discussions between all of these staff and families, targeted interventions were provided. These included small group or individual support by SSO's and the APAS tutor with a high level of alignment to classroom programmes and practices. It included weekly educational intervention by the AET in the ATSI room.

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

> All intervention programmes were underpinned by the knowledge of SMARTAR goals in the students One Plans and were constantly reviewed. All were aligned with the school's SIP and the Australian curriculum. Discussion between all staff involved was the key to a co-ordinated approach and ensured that we were "all on the same page". The Literacy and Numeracy coaches were vital in this process through discussion and advice, sharing of whole school strategies and approaches, and the provision of resources. Intervention strategies and lesson plans were documented by the staff involved in the programmes. There was an increase in communication and collaboration between the AET, ACEO, classroom teachers, families and the literacy and numeracy coaches. This was mostly in the form of professional dialogue between the appropriate parties (e.g. the Numeracy coordinator would give advice on Maths interventions to all staff working with a particular student.) Improvements achieved were significant. Examples included: Student #1 Year 2 (2021) improvements in her decoding and reading skills, Term 1 Level 7 & Term 4 Level 17; Student #2 Year 1 (2021) stretching high achievement in reading, Term 1 Level 25 and Term 4 lexile level 550

School performance comment

Term 3 Running Records Achievements 2021– Yr 1 Students achieving at SEA or above 49/75 65% and Yr 2 Students achieving at SEA or above 54/81 67%. This data was lower than 2020. It indicated the need for decodable reading materials for students. In 2022 all JP students will have access to decodable reading materials to enable them to improve their decoding and fluency skills which will improve their ability to comprehend. Phonics Screening Check 2021 - Yr 1 students achieving at SEA or above 41/73 66% . The PSC results were lower than 2020 (-9%) in 2022 we will implement an action plan for year 1s and 2s to address this. The yr 2s will use the 2021 data to inform their programming to fill the gaps and support those students who identified below SEA in 2021. The yr 1s will do this assessment in t1 to inform their planning and target the needs of the students immediately. In t3 when they are required to do this assessment they will use this data to inform them of where to next. PAT- R DATA: students at or above SEA. The data shows the same cohort of students from 2020-2021 and their achievements in SEA or above in PAT R. Number of students meeting SEA and above in: 2020 Yr 3 - 59/70 84%: Yr 4-65/70 93%: Yr 5- 46/62 74%: Yr 6- 60/66 91%: Yr 7- 28/36 78% TOTAL 3-7 258/304 85% / 2021 Yr 3 - 66/74 89%: Yr 4- 59/67 88%: Yr 5- 66/73 90%: Yr 6- 36/48 75%: Yr 7- 33/49 67% TOTAL 3-7 260/311 84% : Running Records Achievements 2021 - Students achieving at SEA or above (JP R-2 182/233 78%) (Primary 3-4 90/141 64%) (Middle Ys 5-7 141/174 81%) / Students achieving at SEA or above (WHOLE SCHOOL) - 413/548 75% Students who achieved HB in t4 (in yr 3 -7) was 135/308 44% The above data shows the same cohort of students from 2020-2021 and their achievements in SEA or above in Running records and PAT R. In 2021 the school explicitly taught the elements of reciprocal reading within the classes through dialogic talk. In 2022, we will continue to introduce decodable reading materials which will strengthen the current systematic synthetic phonics programs in classrooms. We will continue to explicitly teach the skills needed in reciprocal reading further strengthening the dialogic talk in the all years. Reading achievement across the school was good with each year level achieving between 64%-81%. Students below SEA have been identified and in class and withdrawal intervention is in place. Numeracy data: PAT-M DATA: The data shows the same cohort of students from 2020-2021 and their achievements in SEA or above in PAT-M. Number of students meeting SEA and above in: 2020 Yr 3 - 60/70 86%; Yr 4 - 63/69 91%; Yr 5- 35/70 50%; Yr 6- 52/67 78%; Yr 7- 23/34 67%; TOTAL 3-7 233/310 75% 2021 Yr 3 - 69/76 91%; Yr 4 - 56/65 86%; Yr 5 - 55/72 76%; Yr 6 - 27/51 53%; Yr 7 32/47 57%; TOTAL 3-7 239/311 77%PAT- R DATA: HB students The number of students in HB in numeracy in 2021 (in yr 3 -7) was 39/311 12.5% The data shows the same cohort of students from 2020-2021 and their achievements in SEA or above in PAT-M. In 2021, the school began working with Tierney Kennedy to address our SIP in Number. In 2022, we will continue this work with a focus on consistency with planning, assessment and use of common strategies.

Attendance

Year level	2018	2019	2020	2021
Reception	94.6%	92.3%	90.4%	92.0%
Year 1	92.8%	92.6%	90.6%	92.2%
Year 2	93.8%	92.3%	92.3%	92.6%
Year 3	91.9%	92.9%	92.2%	93.6%
Year 4	91.9%	93.0%	91.7%	92.2%
Year 5	93.8%	92.7%	88.8%	91.7%
Year 6	91.0%	93.1%	89.5%	91.4%
Year 7	91.4%	92.0%	89.4%	92.8%
Total	92.8%	92.6%	90.7%	92.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our whole school student attendance during 2021 was 92.3%, an increase from 2020 at 90.7%, and more consistent with 2019 and 2018 figures. During 2021 our year 3 cohort achieved the highest attendance with 93.6%, the same group of students who as year 2's achieved highest attendance with 92.3%.
We have a strong focus on inclusion and engagement in classrooms and across the school, building connection and culture based on school values, which then supports healthy attendance patterns. We follow processes outlined in the school's Attendance Policy, communicating with families regarding absences, and providing support to students and families who experience barriers to regular attendance.

Behaviour support comment

We have continued to consolidate our behaviour Management and Anti-Bullying policies. We use restorative practices in mediating and resolving issues around bullying and conflict. Our Wellbeing Team play an important role in supporting students around behaviour choices and incidents of bullying. Our suspension data overall has reduced from 201920:Take Home – 4 from 2 students, down from 5 (2019) and similar to 2020. Internal Suspension – 1 down from 4 (2020) 7 (2019). Suspension – 4 down from 11 in 2020. Other consequences including lunch and office timeout was 59 total instances. Higher level incidents including violence have remained lower. Our Leadership and Wellbeing Team has worked with staff to develop cohesive class communities, embed the school values, implement "Play Is The Way" program and developed with students dispositions such as care, compassion, empathy and resilience.

Parent opinion survey summary

In 2021 the Department for Education collected information through the School Parent Engagement Survey. In total 140 parents responded to the survey from McLaren Vale Primary School. Areas of strength were:
- "People respect each other at this school" with 86% (76% in 2020) either agreeing or strongly agreeing with this statement. This is significantly higher than summary results for all schools.
- "Teachers and students treat each other with respect at the school" with 87% (77% in 2020) either agreeing or strongly agreeing with this statement. This is significantly higher than summary results for all schools.
Areas of growth were:
- "I know what standard of work the school expects of my child" with only 64% agreeing or strongly agreeing (45% in 2020).
- "Receives enough communication" 78% and "School communicates effectively" 75% have shown consistent progress and have been an area of focus in the last 3 years.Areas for improvement indicated through the survey include:
. - "The school provides an opportunity for me to have input about my child's learning" with only 45% agreeing or strongly agreeing.
- "I would like more help from the school with my child's learning" with 73% indicating they would either like help or for the school to do this better.
- "The school provides me with useful tips on how to help students learn at home" with only 55% agreeing or strongly agreeing. These areas for growth indicate the positive impact that the work we did starting in the 2019 year when we surveyed the Education Committee around the school's communication methods with children's learning. We have worked on a consistent approach to the use of Seesaw as both a communication tool to families and as a way of sharing student work and are now using Skoolbag as a platform for sharing information with our school community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	41	47.7%
NS - LEFT SA FOR NSW	1	1.2%
QL - LEFT SA FOR QLD	1	1.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	43	50.0%

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.

Relevant history screening

All staff (teaching, SSOs, volunteers, contractors, cleaners etc) have a current DHS Working With Children Check while undertaking their work with the school. The administrative staff have strict and effective practices and processes in place to ensure we are compliant at all times.

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	62
Post Graduate Qualifications	13

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	29.9	0.6	12.7
Persons	0	38	2	21

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

Financial statement

Funding Source	Amount
Grants: State	$5,289,092
Grants: Commonwealth	$0
Parent Contributions	$171,407
Fund Raising	$23,288
Other	$246,986

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	Class activities include building supportive communities where treatment of each other is based around school values, support for students to self manage and be more independent. Individual counselling services provided	Data included with this report indicates a decrease in behavior incidents.
	Improved outcomes for students with an additional language or dialect	Individual assessments and the development of One Plans with SMARTA goals allow for targeted intervention by SSOs and speech therapists and supported through play based programs with a strong oral language focus.	Intervention is resulting in improved reading achievement.
	Inclusive Education Support Program	Individual assessments and One Plans with targeted SMART goals enable scaffolded programs to be provided to students.	Intervention is resulting in improved growth for all identified students.
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	Additional resourcing is provided across R-7 for increased intervention in reading, oral language, phonic development and numeracy. Children are supported in small groups for an 8 week program with pre and post testing with lessons including phonological awareness activities, sounds cards, reading strategy, alphabet work and trust the count activities. Aboriginal students are supported in an integrated literacy and numeracy, small group intervention program supported by an ACEO and AET. SMARTA goals in One Plans are used for targeted programs.	Improved aboriginal attendance 67 % of year 3 students in 2020 were above SEA in reading. Decreased numbers of students in intervention programs.
Program funding for all students	Australian Curriculum	Improved A-E reporting processes through moderation for consistent judgement, educator professional learning in formative assessment and writing and regular sessions in PLC for LDAM planning units in reading and number.	Teacher confidence in using learning design framework, increased consistency
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional SSO hours in literacy, supporting reading and spelling for students below SEA, extension program for students in high bands, purchasing decodable readers, additional educator release in PLC for planning.	Greater levels of student engagement.
	Specialist school reporting (as required)	N/A	N/A

| | Improved outcomes for gifted students | Educator professional learning to improve knowledge and application of differentiated learning through the Explicit Direct Instruction procedure. Extension program in maths for 3 - 7 students. | Maintaining students from 3-5 in higher bands |