

Allenby Gardens Primary School and Allenby Gardens Child Parent Centre

2022 annual report to the community

Allenby Gardens Primary School Number: 473

Allenby Gardens Child Parent Centre Number: 1647

Partnership: Inner West

Signature

School principal:

Mrs Vicky Bitzios

Governing council chair:

Alasdair McLean

Date of endorsement:

11 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Allenby Gardens Primary School is a Preschool to Year 6 School set in the inner western suburbs of Adelaide. Enrolments at Allenby Gardens Primary School have decreased in the primary school (from the previous year), with 434 students and 55 students in the Preschool, a total of 489 students/children.

Allenby Gardens Primary School is a school of choice in the Inner West Partnership. We continue to receive interest for enrolments outside of our school zone.

The Preschool has begun the new school year, operating five days each week, making it a full-time centre. Children will access their 30 hours over two weeks by attending two full days of six and a half hours each week with an addition four hours on alternate Wednesdays. The sites enrolment cap for 2023 has been lowered to 55 with an expectation that this will be raised to accommodate the new midyear intake.

The school is currently classified as Category 5 on the DfE Index of Disadvantage. The school's population includes 6 (1%) Aboriginal Students, 34 (8%) Students with disabilities, 119 (29%) English as an Additional Language or Dialect, EALD (English as an Additional Language or Dialect) and 5 (1%) of Children in Care. There are 52 (12%) of students eligible for School Care assistance.

There were 4 out of 5 new leadership appointments in 2022 (Principal, AP – Literacy, AP – Special Ed, Intervention, AP – Early Years).

There is an intentional focus operating as one site between the Preschool and Primary School.

The new improvement goal focus is Mathematics (2022-2024 School Improvement Plan). Positioning students as partners in the learning, is a key component of the school improvement key actions. There has been increased complexities of students with behavioural needs and or complexities across the Early Years. Behavior incidences during class time have increased from 9% in 2021 to 26% in 2022.

School highlights for 2022;

Despite the unusual start to the year with COVID-19, students and staff were amazing. The parent community were supportive.

Culminating a greater alignment between the School Improvement Plan goals, Challenge of Practice, Success Criteria and the Key actions.

Teachers and leaders analysing data, both at school, class and cohort level to determine goals and targets that are aspirational and provide further stretch and challenge.

Class placement processes provided opportunity for all staff to share information about students and be part of the decision making process.

The Professional Learning Team processes as part of staff meeting have been strengthened using Teacher Pillars.

Teachers work closely with their colleagues to support implementation of agreed SIP actions, reflect on student targets, planning units of work and trailing the maths units, DfE.

As part of PLT improvement work, teachers have actively engaged in sprint cycles where new curriculum initiatives are trialed, feedback is sought, and teacher practice adjusted to implement change in pedagogy where appropriate.

Teaching practice is being deprivatised through the commencement of learning walk-throughs, where leadership spend time in classrooms, and speak to students. This is also closely aligned with rigorous PDP processes that have a clear focus on building capability of staff and collective responsibility for the SIP. Students are having greater opportunities to have their voices heard, through opportunities including being videoed, to capture their insights into how they best learn. 6-month consultation process with families in the Preschool and DfE to ascertain full-time in 2023. The process was successful, and approval was given.

The Twilight Disco Preschool transition was successful.

Intervention and support models continued in 2022, including Quick Smart, MiniLit, MacqLit, Coordination.

Established the 'reconnect' space for all students to access. Aligns to the Berry Street Model and the Wellbeing for Learning Framework.

Governing council report

Governing Council, Chairman's report - 2022

2022 has seen the start of a new chapter at Allenby Gardens with our new Principal, Ms Vicky Bitzios, taking over the reins. It has also seen life starting to return to normal as we have (gradually) moved past the worst of the COVID-19 Pandemic. Below are some of the key highlights and challenges for 2022.

The schools financial position form much of the early conversation in 2022 with the council seeking to clarify our school's position and outlook for 2022. Upon investigation and clarification, it was determined that the school's finances were in a strong position and the school is well placed to consider improvement opportunities in 2023. The school's debt management processes were also review, and some pragmatic steps to improve these processes were recommended.

Traffic management has, as always, presented a challenge for the school. Additional communication via Seesaw and staff manning the boundary has helped to reduce problems, but there are still ongoing challenges in this space. Unfortunately, the council also lost its community representative and City of Charles Sturt Councillor, Matt Mitchell during the year. Matt has been a strong supporter of the school over the past few years, helping us with local council support where possible. I would personally like to recognize Matt for his efforts.

The standard of the toilets at the school was brought to the attention of the council early in 2022, with need for improvement being highlighted. School leadership responded promptly with additional cleaning being provided and later in, once quotes were sought, the council was able to endorse expenditure to repair and refresh the facilities.

Whilst Sports day 2022 was conducted with in good spirits, the council did express the interest of some in the community in returning the event to it previous, pre-COVID, format. The previous use of the Allenby Gardens Reserve provided an opportunity for a larger, more inclusive event which was enjoyed by many parents and students alike. Undoubtedly this will be discussed further in 2023.

The Allenby Gardens OSHC has once again had a successful year with high levels of both utilisation and student satisfaction. It was great to see the return of director Carol Sheehan during the year, bringing with her renewed vigour for the service. Groundwork during the latter part of the year has allowed the service to implement a new, electronic check-in / check-out system in 2023, streamlining operations, and freeing up the staff to focus on the children.

During the year, a survey was conducted to gauge parent interest in the OSHC providing a Vacation Care (VacCare) service. Based on the feedback, the governing council endorsed a motion for the OSHC to start preparing to provide VacCare. It is expected that this service will become available for parents to access during the mid-year break in 2023. On a personal note, I have decided to step down from both the Chairman's role and the Governing Council in 2023. I have greatly enjoyed my time working with the council and look forward to continuing to support AGPS in the future, albeit in a different capacity. I would like to thank all those I have worked with over the past 6 years and wish the council and school leadership all the best for the future.

Alasdair McLean
Chairman, Allenby Gardens Primary School Governing Council

School quality improvement planning

Writing and Mathematics have remained a large focus in 2022, with teachers involved in a range of professional learning throughout the year to help develop and strengthen teaching pedagogy for improved student outcomes.

Through the support of the partnership professional learning and leadership, teachers have engaged deeply in Maths Sprints, moderating samples of work, and using the DfE Units of work as a resource to further support in their planning and task design.

Leadership worked collaboratively with staff to connect the work of the 2022 Site Improvement Plan.

The Initial Lit programme has been successfully introduced across Foundation -2 and this has led to shared understandings and pedagogy amongst the teachers, which has resulted in high level teaching practice and learning outcomes for the students.

As part of PLT's (professional learning teams) teachers have engaged in sprint cycles across different subject areas where new pedagogy is introduced, trialed and feedback provided to each other for improved student learning outcomes.

WRITING

An early years focus to embed the InitialLit Literacy program across Foundation - Year 2 saw large increases of individual student sound knowledge.

Mostly all Foundation students, 86% (63 out of 74) students in foundation meeting Initialit benchmark on their assessments, which includes a focus on phonics, phonological awareness, spelling, writing and passage reading.

Mostly all year 1 students, 84% (59 out of 71) achieving above Initialit benchmark

Mostly all year 2 students 85% (39 out of 46) achieving above Initialit benchmark. The focus being on fluency, spelling and comprehension.

This strategy has been extremely worthwhile as teachers find it's a practical and targeted approach to teaching phonics and phonological awareness.

Data shows a steady increase in Phonics Screening results over past 3 years (from 48-71%). Our monitoring and tracking data of Year 1's and Year 2's showed that 71% of Year 1 students met Phonics Screen Check benchmark. An increase of 7% from the previous year. Of those who didn't achieve the benchmark, attendance, English as a second language or learning difficulties were present.

In 2021 AGPS spent time undertaking professional development on the skills that underpin writing.

For example, formative grammar teaching was investigated with Bronwyn Custance and Seven Steps Writing was also introduced.

This year at AGPS all teachers had the opportunity to put this knowledge into practice by designing learning sprints for students around sentence construction and vocabulary.

READING & NUMERACY - NAPLAN

HB NAPLAN Reading increased over last 2 years in Yr. 3 (35-59%), Yr.5 (26-37%) and 7 (23-32%) as to has HB Numeracy in Yr. 3 (28-32%), Yr. 5 (18-26%) and Yr. 7 (21-32%), proving that the current implementation of the site improvement planning strategies (e.g. InitialLit program and Maths sprints) is contributing to the improved results.

The NAPLAN performance score increased overall from 0.53 to 0.59 between 2021-22 and has been slowly trending up over a number of years.

This is still an area of work that the staff and students at Allenby Gardens Primary School continue to focus on and implement new pedagogy and interventions.

Preschool quality improvement planning

Allenby Gardens Preschool is a school-based preschool. As a school-based preschool, the site is managed by the leadership of the school.

The enrolment capacity in 2022 was 66 with a floor capacity of 44.

Allenby Gardens is a diverse cultural community. Most adults are in full or part time employment. Approximately 20% of the families have English as an additional language, the largest group being of Indian background speaking Urdu or Punjabi. Many more children have extended family members who have English as an additional language.

The centre has been a part time centre, operating 4 days per week since it was established many years ago. Families were offered two and a half days per week or a 2 day/3 day alternating booking pattern. To manage this complexity, children were grouped within sessions for continuity of learning with an educator. There were systems for monitoring and tracking assessment and documentation and collaborative reflective processes also supported continuity of learning for each child.

In 2021, the centre had a significant change to the preschool staffing. A new Assistant Principal in Early Years began leading the team in Term 3. In 2022, 2 permanent preschool-based School Service Officers, returned to work in the preschool after having worked in the school for two years. Another School Service Officer was employed after a successful application for funds due to a child's special rights and a bilingual SSO was employed three hours per week in term 4 with funds from the Preschool Bilingual Program to support a child who spoke only Amharic.

In 2022 the centre had an active and enthusiastic Preschool Parent Committee. Seven parents met regularly to discuss issues related to the running of the centre and implications for future directions of early childhood services as presented in the Department for Education's Early Learning Strategy.

In 2022, the site's improvement goal focussed on children's oral language development. This was chosen due to the high numbers of children who were identified by parents as experiencing difficulties with their speech and language. A review of at the end of 2022 showed that all children's oral language progressed, with most children demonstrating significant growth over the year. In 2023 the focus will be to improve inquiry learning with children and strengthen children's abilities to be co-researchers and build on each other's ideas and learning.

After a consultation process, the centre received approval to operate over five days each week from the beginning of 2023, making it a full-time centre. Children will access their 30 hours over two weeks by attending two full days of six and a half hours each week with an addition four hours on alternate Wednesdays. These new service hours will be reviewed in term 3, 2023. The sites enrolment cap for 2023 has been lowered to 55 with an expectation that this will be raised to accommodate the new midyear intake.

In Term 1, 2023 the preschool team will include:

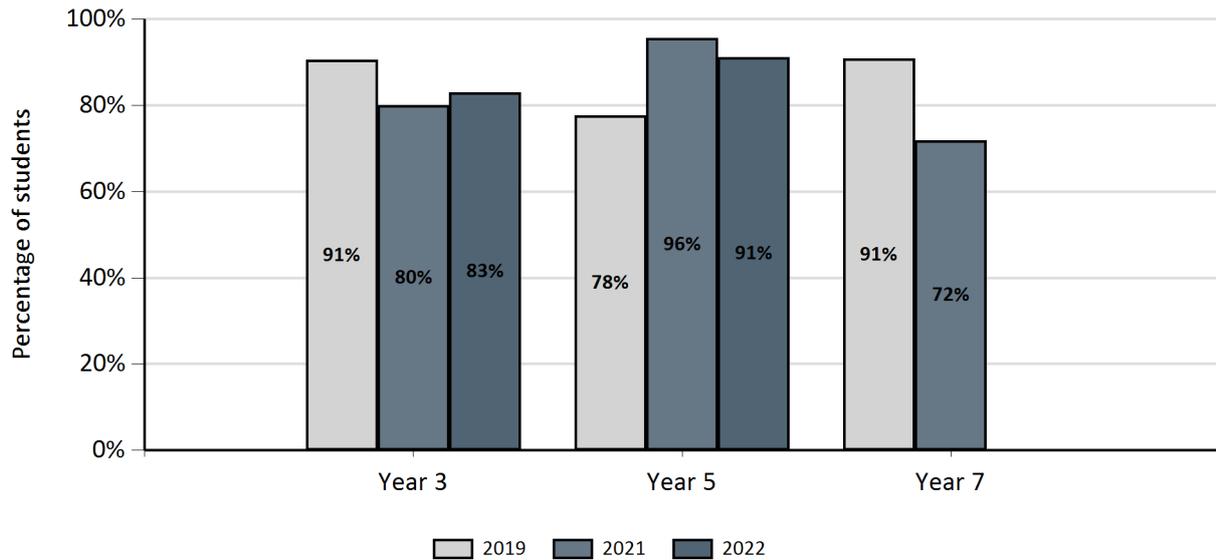
- Teachers; one full time, one working at .6 and a third teacher at .4,
- SSOs; one full time, with the potential to employ additional SSOs as funding is approved.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

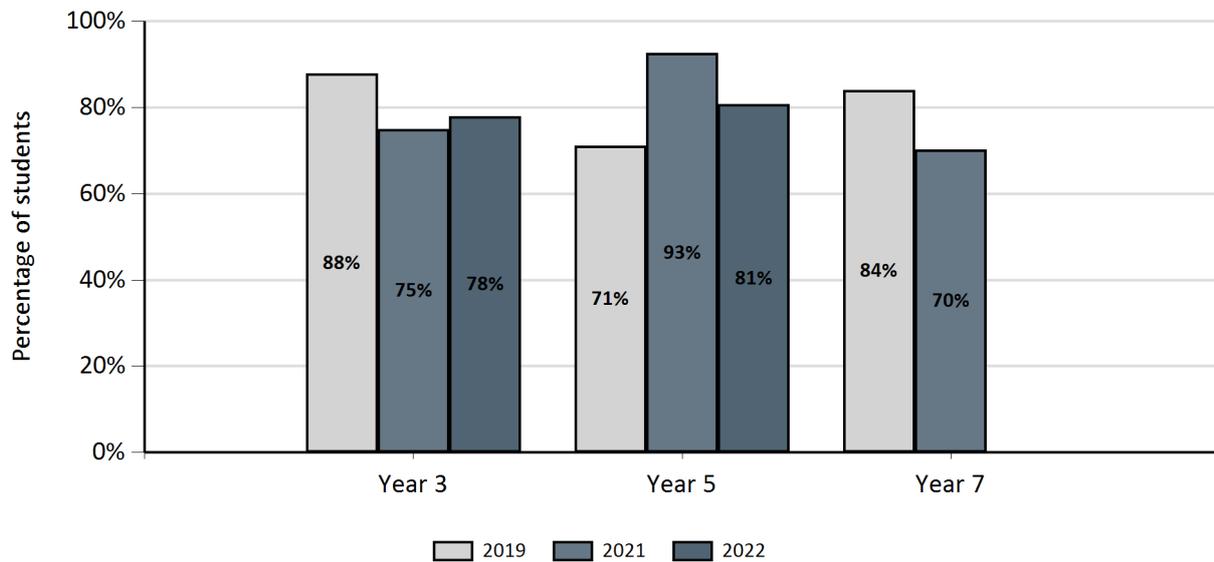


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	59	59	35	19	59%	32%
Year 03 2021-2022 Average	59.5	59.5	28.0	18.0	47%	30%
Year 05 2022	57	57	21	15	37%	26%
Year 05 2021-2022 Average	62.5	62.5	19.5	13.5	31%	22%
Year 07 2021-2022 Average	57.0	57.0	13.0	12.0	23%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

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

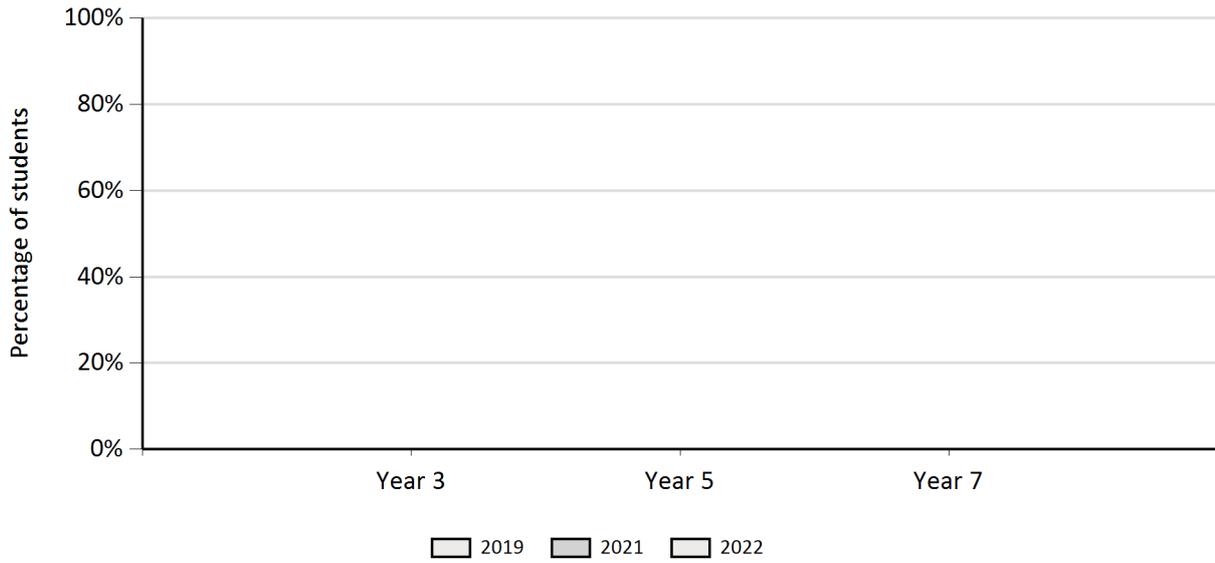
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



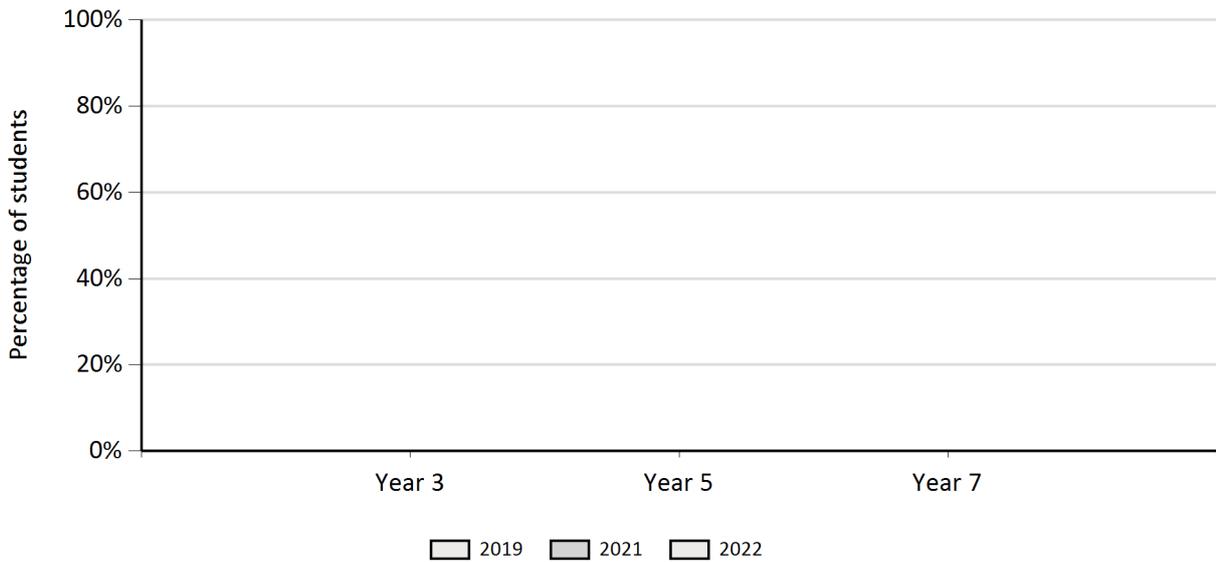
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Intervention & Support

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

External APAS (Aboriginal Programs Assistance Scheme) funding was provided this year (for year 2 to 4 students who are identified as below benchmark from NAPLAN and Running Record data). This funding has enabled identified Aboriginal Learners to access additional support focused on addressing literacy and numeracy learning gaps. A new improvement action carried out this year was that our Aboriginal Education Teacher planned and implemented a learning program for this group of students with the support of an SSO to implement which directly aligns with the students' One Plan goals. The AET and SSO also communicated regularly with families about their goals and progress towards these. This has created a stronger connection between home and school, by engaging Aboriginal families as partners in learning.

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

In 2022 we have ten Aboriginal Learners ranging from Foundation to Year 6. Our Aboriginal Learners have had access to literacy interventions such as MiniLit and Maqlit and Quicksmart numeracy fluency as well as speech and language through student support services. We have seen literacy growth among several of our students. There has been a number of student successes among this group. This has been demonstrated through the analysis of data and using this to address specific gaps. Using Initial Lit data we found that one of our year 2 students has progressed from 'well below benchmark', to 'below benchmark', showing demonstrated growth in 2022. 20% of our primary Aboriginal Learners are at a 'C' standard for both English and Mathematics and in our junior primary 10% are at a 'C' standard for English.

School performance comment

READING & NUMERACY - PROGRESSIVE ACHIEVEMENT TEST (PAT)

The Progressive Achievement Test data for both reading and numeracy showed many improvements across Year 3-6.

The analysis of the PAT Maths data is telling us ...

5.2% increase of students from 2021 met benchmark in Year 3.

4.2% decrease of students met benchmark in Year 4.

2.3% increase of students met benchmark in Year 5.

2.4% increase of students met benchmark in Year 6.

The analysis of the PAT Reading data is telling us ...

5.1% increase of students met benchmark in Year 3.

5.3% increase of students met benchmark in Year 4.

6.9% increase of students met benchmark in Year 5.

1.2% slight increase of students met benchmark in Year 6.

Teachers triangulate the data with NAPLAN to gain a clear picture of individual misconceptions and areas of development.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	91.4%	88.3%	83.4%	92.7%
2020 centre	92.6%	82.1%	87.4%	94.1%
2021 centre	91.0%	88.3%	92.0%	78.2%
2022 centre	78.4%	77.0%	80.8%	76%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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	2019	2020	2021	2022
Reception	90.7%	90.0%	90.8%	88.5%
Year 1	90.6%	91.4%	93.6%	86.0%
Year 2	90.7%	90.5%	92.2%	90.4%
Year 3	93.0%	88.0%	92.5%	88.4%
Year 4	93.8%	91.2%	92.1%	88.2%
Year 5	91.9%	91.1%	91.3%	83.9%
Year 6	92.2%	90.3%	90.4%	88.3%
Year 7	92.1%	90.8%	88.4%	N/A
Total	91.9%	90.4%	91.5%	87.7%

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

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

Attendance comment

Allenby Gardens Primary School follows DfE processes that provides staff with clear instructions about their responsibilities in supporting student attendance.

The average daily attendance rate derived from the Education Dashboard is 89%.

This is slightly down from last year's percentage of 92%.

This is due to the impacts of COVID-19, mainly at the beginning of the school year as well as habitual and chronic non-attenders. Families where habitual or chronic non-attendance is evident are being supported through meetings including working through the DfE attendance action plans, these are created, tracked and monitored throughout the year. We are also supporting identified families with phone calls made after 3 days of non-attendance, home visits, truancy referrals through the social work duty line and Aboriginal liaison officer (Flinders Park) referrals.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	55	56	56	62
2020	63	62	64	65
2022	59	61	60	58
2021	61	63	60	64

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

In 2022, staff have used both proactive and responsive strategies to support student behaviour. We have introduced the Reconnection Space this year in May. This room proactively focuses on regulation. To date, the room has been used 356 times by students from Foundation to Year 6 as a tool to reengage in their learning. We have also engaged in a number of documented restorative conversations both during class time and during play times. We have currently supported 603 restorative conversations during class and 231 due to yard issues, 834 in total. Our responsive strategies have included 34 take homes, 4 internal suspensions, 15 suspensions and 1 exclusion to Cowandilla Learning Centre. In the 2022 Wellbeing & Engagement survey included 155 students in Years 4 – 6. 86% of students said they had high or medium levels of emotional literacy, a 10% increase from 2021. We believe this is due to our strong focus on the Berry Street Education Model and Zones of Regulation. There was also a 2% increase in both connectedness to the school and an important adult on site.

Parent opinion survey summary

Wellbeing and Engagement Student Survey:

- 12% increase in students' emotional regulation since the previous year
- 5% Increase in student's emotional connectedness with teachers from the previous year
- 8% increase in the school climate that improves students' wellbeing at school
- 5% increase in student's overall cognitive engagement at school

Student parent Engagement Survey indicated that:

- 34% of parents would like more feedback about their child's learning. This is an increase from previous year of 25%.
- 74% of parents indicated that the school communicates effectively. This is a slight increase from previous years of 72%

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
473 - Allenby Gardens Primary School	94.3%	95.2%	98.3%	98.2%

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 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	11	37.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	17	58.6%
U - UNKNOWN	1	3.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

2022 Year 6 students:

62% attended government high schools both in and out of the zone

This includes:

16 students Adelaide/Botanic High School

12 Underdale High School

8 Henley High School

4 Woodville High School

4 Findon High School

38% of students attended a non-government school, Nazareth College with the remainder of students attending other non-government schools in the state.

Relevant history screening

Volunteers are required to undertake a Working with Children screening and Responding to Abuse training, Work health and Safety and general information pertaining to the roles and responsibilities of being a volunteer at Allenby Gardens Primary School. Records of volunteers who have completed the workshop and Working with Children checks are updated and recorded by the work Health and Safety Officer regularly. Volunteers were restricted for part of the year due to COVID-19. COVID-19 has significantly impacted our numbers this year, with volunteers unable to enter the site for part of the year.

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	56
Post Graduate Qualifications	13

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	29.1	0.0	12.9
Persons	0	33	0	25

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

Financial statement

Funding Source	Amount
Grants: State	\$4,936,560
Grants: Commonwealth	\$5,600
Parent Contributions	\$213,180
Fund Raising	\$27,690
Other	\$66,140

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	Funding was used for 1:1 support for students individually and in small groups mainly around coordination and setting up the 'reconnect space'. We actively embed behavior toolkit and the Berry Street Education Model.	Teachers collaboratively reviewed and designed the Behavior Support for Learning document. The document
Improved outcomes for numeracy and literacy	The introduction of weekly team meetings ensured that children's literacy and numeracy needs were discussed with the whole team more frequently. Numeracy learning was promoted and recorded through targeted team planning and pedagogical documentation with a focus on numeracy which demonstrated children's emerging understanding of number.	The preschool team used the Berry Street Model and the children's literacy and numeracy needs. The data showed that all students both in and out of the classroom had improved by 1 developmental stage and 20 children who began the year at a lower level stayed at the same level. Children remained engaged and supported their learning.	The preschool team used the Berry Street Model and the children's literacy and numeracy needs. The data showed that all students both in and out of the classroom had improved by 1 developmental stage and 20 children who began the year at a lower level stayed at the same level. Children remained engaged and supported their learning.
Targeted funding for individual students	Improved outcomes for an additional 14 children with specific additional needs. Support were given Category 1 and 2.	Funding was used to employ an EALD teacher to work with identified students to improve their literacy and numeracy outcomes. The teaching and learning cycle guide with learning design incorporating oral language, writing and reading. Wellbeing whole school activities i.e. cultural events. 0.1 FLMD allocation to support Punjabi language (mother tongue) is taught 1 R-6.	EALD teacher worked individually and in small groups as assessed by a psychologist and no longer met the requirement. Home work group facilitated by three teachers once a week after school hours in mainstream Foundation class at Allenby Gardens PS.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support funds were received for a child and in term 4 a bilingual SSO was employed 3 hours/week for 10 weeks. EALD children were all targeted in small group planning. In a small group they were supported to engage in two-way conversations to support their oral language development.	The child successfully participated in the writing, reading and speaking in Punjabi. transition visits to school. All EALD showed a significant improvement in their understanding and use of English and	Students developed their language by writing, reading and speaking in Punjabi. ATSI and IESP funded students worked towards individual one plan goals. Majority of students demonstrated growth in primary school.
	Inclusive Education Support Program	IESP funds were used to employ SSO staff to support students with additional needs and deliver intervention programs. These include Literacy – MiniLit, MacqLit, math and Quick Start, Smart, Coordination program.	
		* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	
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	English and Mathematics were SIP priorities a d a focus for our partnership work. Literacy and Numeracy grant was used to employ SSOs to deliver intervention programs such as QuickStart, MiniLit and MacQLit. The AET funding and Students with Learning Difficulties grant was used to employ ATSI Teacher to support 10 students across the school and SSOs to work with identified students.	Targeted teaching towards learning goals for students with a learning difficulty. Training and Development provided for Literacy, Numeracy and Aboriginal Learners.

Program funding for all students	Australian Curriculum	AC funding was used to support the Training and Development program as well as site led PLTs, for teachers and the purchase of associated resources to accompany the training. PLT weekly release Targeted SIP goals.	Training and Development provided for Literacy and Numeracy. Meeting SIP year level targets and success criteria.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	The Better Schools Funding was used to employ SSOs to support students with low Literacy and Numeracy levels i.e. in classes during Initial Lit learning. Extra SSO in lesson during literacy learning across Foundation – 2. Foundation 5 lesson per week. Years 1-2 4 lessons per week.	Students identified and supported in small group explicit instruction to support student learning.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA