



*Woodville Gardens School, B-7*



# Woodville Gardens School B-7 and Woodville Gardens School B-7 Chn Ctr

## 2020 annual report to the community

Woodville Gardens School B-7 Number: 1904

Woodville Gardens School B-7 Chn Ctr Number: 1205

Partnership: Inner West

Signature

School principal:

Ms Fiona Voigt

Governing council chair:

Tammy Fazzalari

Date of endorsement:

24 February 2021



**Government  
of South Australia**  
Department for Education

## Context and highlights for the combined site

Woodville Gardens School, Birth-7 is a Category 2 school in the western suburbs of Adelaide. In 2020 our enrollment profile consisted of; 538 students in 23 classes, 19 students in two Area Resource Classes, 80 children in the Preschool and 38 children enrolled in our Childcare. The student population includes approximately:

- 68 % school card holders,
- 73 % students with English as an Additional Dialect (EALD)
- 14 % students with disabilities and
- 12 % Aboriginal students.

Woodville Gardens School, B-7 has embraced the opportunities provided through online learning, meetings and sharing of information both with staff, students and the wider community. From our first online learning experiences of using platforms such as; Seesaw, to post tasks and instructional videos, to real time explicit teaching and discussion through Microsoft Teams to the recent whole school Arts Extravaganza. Through the change of delivery modes staff and students have been agile; staying connected and focused on rigorous learning programs.

Whole School events have always given us cause to celebrate and 2020 has been no exception. The Acquaintance Evening, our Arts Extravaganza, the music concert paired with the virtual art gallery, Sports day and Graduation have looked different but have created the energy and joy that our students thrive on. Whilst some of the value added programs such as First Lego league and Debating did not go ahead, alternatives such as the Year 6/7 Court Proceedings and school based robotics provided students with opportunities to learn, practice and refine their skills.

Students, guided by Helen Karpathakis and Liz Mitkas, have created strong messages of resilience and persistence through the design of the Bounce Back! mural. Their success has been spread across the local community using a Port Adelaide Enfield Council grant to decorate Stobie poles with messages to promote mental health & well-being. The Year 2 students have worked hard to fund raise for a Friendship bench in our gardens. The bench creates a safe place for our students who may be experiencing difficulties connecting with others, a mentor or buddy spend time supporting children to re-engage in play. Our professional learning for staff has focused on well-being and resilience for students and staff. Term 3 Student-Free day saw the staff across the entire site; childcare, preschool, school come together to learn about trauma informed practices.

Staff have navigated the year maintaining a strong focus on our improvement agenda; despite the distractions we have stayed true to the planned actions that have enabled us to strive for the SIP targets we were aiming for, and in the most have achieved. Staff meetings and professional learning has been delivered remotely to our PLTs (year level teams) and they have implemented the strategies with rigor and fidelity.

## Governing council report

Governing Council was formed early February and comprised a relatively new group of enthusiastic parents. There was significant disruption to our agenda as COVID restrictions stalled the early meetings. When we convened in Term 2 our first agenda item was to work with Paul Newman, Educational Director to review the appointment of the Principal, Ms. Fiona Voigt. Mr. Newman explained that this year changes to legislation have enabled Principals' tenures to be renewed without an application process. Mr. Newman explained the review process to collect information about Fiona's leadership and Governing Council overwhelmingly supported her re-appointment.

Governing Council have been consulted and continue to contribute to our tenth birthday celebrations, including:

- Rejuvenating the front entrance to the school.
- Supporting the naming of the Sports day Teams based on extensive consultation with our children
- Planned the 10 year anniversary celebrations that continue to be influenced by COVID -19 restrictions. These include a student drive fair, selling named pavers that will be a fundraiser to families, endorsing a range of commemorative merchandise.

We have overseen a reduced budget and ensured that there are provisions for the change in enrolments as the Year 7s transition to High School in 2022. As part of our preparation we have had Woodville High School staff speak with Governing Council to seek advice and respond to queries.

Governing Council is committed to continuing their work in 2021.

# School quality improvement planning

Our SIP Goals are responsive to the achievement and demographic data of 2018, with a focus on expressive language in written and oral forms. This year our Challenges of Practice have been refined to reflect the amplification of the goals across the site inclusive of R-7.

Goal 1 encompasses oral language inclusive of phonics, vocabulary and oral texts. The initial action has been the introduction of a synthetic phonics program with vocabulary being attended to through exposure to contextual experiences that enable children to use language purposely. In 2019 implementation of the InitialLit Program in Reception & Yr 1 classes lead to a 218 % increase in children achieving the Standard of Educational Achievement (SEA). We expanded this approach to include the Year 2 classes in 2020 to see a further increase of 140%; over the past two years an improvement of 316% of our students mastering 28 elements of the Phonics Screen. Significantly our Running Records Data has also improved, showing the transference of skills and knowledge across contexts. The number of Year 1 students achieving SEA Year has increased by 10 % over the past two years, and the number of Year 2 students has increased by 4% over the past 12 months. The schools distribution curve for both Years 1 and 2 aligns with the State curve.

We acknowledge that phonemic awareness is considered an accurate predictor of reading success in later years but we are also refining our approaches to consolidate the use of Tier 2 Vocabulary. Teaching staff have collaborated with the site based Speech Pathologist to design, trial and evaluate the use of Story Play as a strategy to promote vocabulary in context.

This is where our next steps have been identified:

- the expansion of the Oral Language strategy into the Primary Years;

- Triangulating the results through monitoring the performance of the inaugural InitialLit students in 2021 NAPLAN testing, PAT-R and the LEAP Levels.

- Re-auditing the phonemic/phonological awareness across the Primary Years.

Goal 2 picked up the focus of supporting our students in Written Language, continuing the theme of developing students' expressive language. With its focus on developing children's written language at a word, sentence and text level has required a more indirect approach, deepening the expertise of teachers. Ongoing professional learning; building teacher capacity in grammar and syntax is in response to the historical NAPLAN results. Teacher knowledge has been aligned with the precision of pedagogy described in the Guide Books' Teaching & Learning Cycle, with a commitment to trailing strategies at each of the stages; Building knowledge of the Field, Supported Reading, Learning about the Genre, Supported Writing, Independent Reading and Writing..

For our 470 EALD and 69 ATSI enrollments; by providing these cohorts with the explicit teaching of how a sentence and text is structured, supported by modeled and mentored texts to provide children an insight of what successful writing looks like.

The SIP Targets of: 75% of Students' Language & Literacy Scales increase at 2 levels each year in Years R-2 and one level for children in Years 3-7 were achieved. PAT-R was used as a supplementary data set and results affirmed that our use of the T&L Cycle has yielded improved reading results for Years 3-7.

The impact of our PL:

Whole School Commitment to literacy incorporates the findings from the past two years:

- Development of a Genre map which is implemented using the Teaching & Learning Cycle.
- R-7 use of modeled & mentor texts that highlight the literacy and language concepts being taught for each text type.
- Use of Joint Construction to support students to successfully apply new language features.
- Visible success criteria that scaffolds dialogic talk for learners and frames feedback from teachers on next steps learning.
- Teaching of grammar appropriate to the Genre develops students' grasp of meta-language

# Preschool improvement planning - review and evaluate

This year Woodville Gardens Preschool's main PQIP goal was to improve and extend oral language for a cohort of diverse learners by enhancing their vocabulary and engagement. The Preschool observed growth in children's ability to actively acquire and use English vocabulary to make meaning of their world, process information and confidently share and describe their learning. This was evidenced by:

- The increase of children using Tier 2 English vocabulary in their everyday context.
  - The increase of children using complex sentence structures to verbally express their ideas and clarify their thinking. ?
- The increase of children confidently initiating verbal communication, actively participating in group discussions and wanting to present their work to the class.
- The increase of children reflecting critically and reasoning when participating in shared sustained thinking.

Woodville Gardens Preschool achieved this by using our challenge of practice to drive our action research in the Preschool. Our challenge of practice this year was for all staff to have a common understanding of how children acquire and use language. We utilised experts in vocab development and critical thinking pedagogy to support and guide our action research. Our action research has impacted educator practice by:

- increasing educators' knowledge of selecting appropriate children's books with functional tier 2 vocabulary.
- enabling educators to engage in deeper critical reflection and analysis to inform the next programming cycle, which has changed many ways in which we document and responsively design our learning program.
- Increased meaningful conversations with children using pedagogical documentation strategies and speech pathology strategies (offering back learning and seeking children's own analysis of learning, philosophical and theoretical discussions, conversations promoting recall, reasoning, recasting and multiple back and forth dialogue (strive for 5)).

2021 will see Woodville Gardens Preschool continue to embed our explicit teaching of tier 2 vocabulary and extend our action research into engagement. The Preschool will be working collaboratively with Woodville Gardens Childcare Centre and Woodville Gardens B-7 school to support children's engagement as they transition between learning areas.

## Improvement: Aboriginal learners

The data collection for our Aboriginal Learners is aligned with the collection of Termly writing samples for EALD moderation and the Running Record monitoring. Class teachers are responsible for collection and analysis of individuals. The Aboriginal Education team analyses the outcomes for all Aboriginal children but provides monitoring for those children who are eligible primarily for APAS funding as they are below SEA. The participants of the APAS funded intervention program have their progress monitored twice termly by the Intervention Team (Special Ed Coordinator, Aboriginal Education Teacher, APAS SSO, Head of School , Early Years). This team responds to the interim progress rather than allowing children to drift along in programs that may not be having the desired impact. The ACEO collaborates with the Wellbeing Leaders to monitor attendance and cases manage those families most at risk. The Leadership team also has responsibility for monitoring the progress of Aboriginal learners annually eg noticing and responding to those who were below, at or above SEA using the following data sets:

- Running Records R-2
- NAPLAN
- PAT-R & Pat-M.
- EALD Levels.

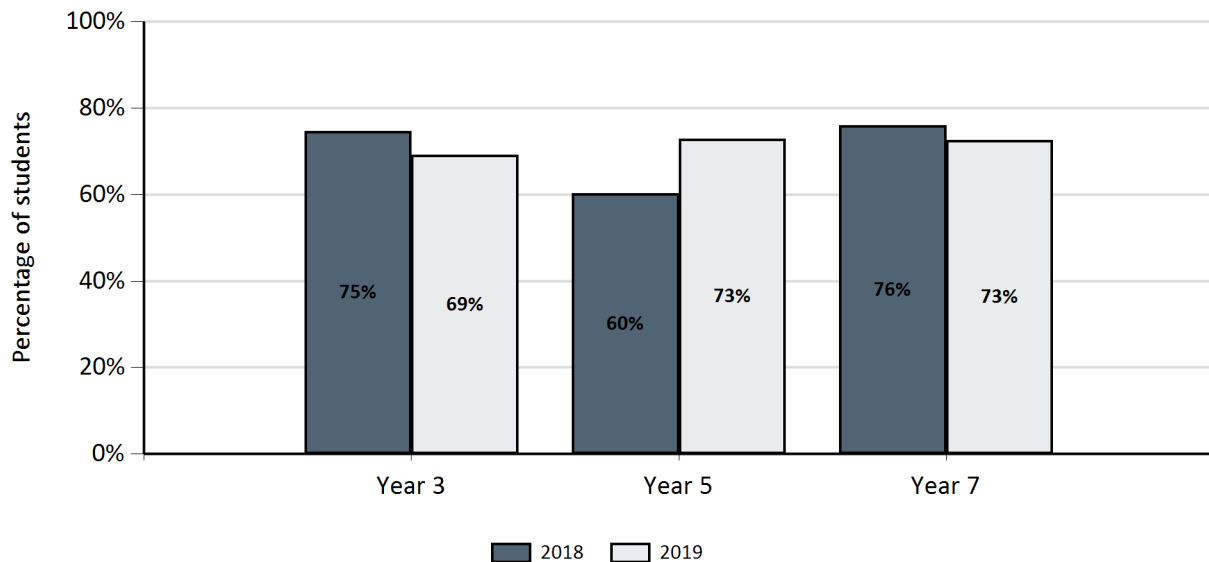
This information is shared with staff during Step 4 of the Improvement cycle. The outcomes of annual data analysis also identifies those students eligible for intervention (Waves 2 or 3). The Educational Dashboard provides trend data over time that is used to identify successful strategies and the allocation of resourcing.

# Performance Summary

## NAPLAN Proficiency

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

### Reading



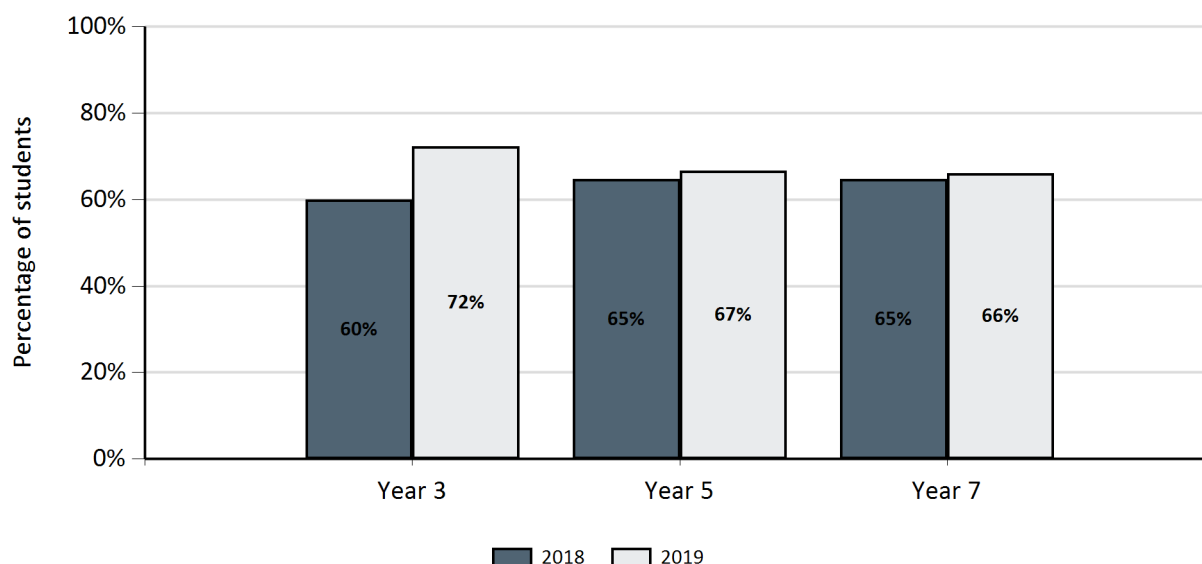
\*NOTE: No NAPLAN testing was conducted in 2020.

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

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



## Numeracy



\*NOTE: No NAPLAN testing was conducted in 2020.

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

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

## NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	27%	26%	25%
Middle progress group	50%	58%	50%
Lower progress group	23%	16%	25%

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

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	28%	33%	25%
Middle progress group	49%	52%	50%
Lower progress group	23%	14%	25%

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

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

# NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	65	65	21	10	32%	15%
Year 3 2017-2019 Average	72.0	72.0	21.0	12.0	29%	17%
Year 5 2019	81	81	18	14	22%	17%
Year 5 2017-2019 Average	67.7	67.7	13.7	7.3	20%	11%
Year 7 2019	62	62	12	13	19%	21%
Year 7 2017-2019 Average	69.0	69.0	12.0	11.7	17%	17%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

# School performance comment

The following measures were used to monitor and evaluate student achievement and progress in 2020.

Phonics: 77% of our Year 1 students achieved the Standard of Educational Achievement (SEA) compared to our 2018 results of 25%

Running Records: of the 102 children tested; 64 children achieved SEA

Year 1: 63% of children achieved SEA with an increase of 10% over the past two years.

Year 2: 71.1.% of children achieved SEA an increase from 2019 results.

PAT– Reading has yielded improvement from Years 3-6, with the Year 7 cohort declining.

Year 3 – 62% achieved SEA (no previous data)

Year 4 – 75% achieved SEA (an increase of 3%)

Year 5 – 71% achieved SEA (an increase of 5%)

Year 6 – 69% achieved SEA (stable result)

Year 7 – 56% achieved SEA (a decrease of 12%)

PAT- Maths:

Year 3 – 50% achieved SEA (no previous data)

Year 4 – 61% achieved SEA (an increase of 1%)

Year 5 – 66% achieved SEA (an increase of 9%)

Year 6 – 69% achieved SEA (stable result)

Year 7 – 55% achieved SEA (a decrease of 10%)

A trend of increases in Years 4 and 5; a stable result in Year 5 and then decline in Year 7 outcomes across both Maths and Reading has been identified. The Year 7 cohort had a significant number of children who had identified learning needs as well as low levels of attendance which could have contributed towards the decline in achievement at a Year 7 level. This will be carefully monitored each term in 2021.



## Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	89.6%	90.7%	80.8%	84.5%
2018 centre	84.5%	82.7%	82.2%	84.3%
2019 centre	80.6%	84.9%	83.8%	74.7%
2020 centre	80.7%	N/A	75.9%	68.8%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

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

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

## School attendance

Year level	2017	2018	2019	2020
Reception	87.3%	90.8%	85.9%	82.4%
Year 1	86.1%	86.5%	89.6%	84.2%
Year 2	88.4%	87.3%	88.4%	80.0%
Year 3	89.6%	88.5%	87.7%	83.4%
Year 4	86.1%	91.1%	87.3%	79.8%
Year 5	88.3%	86.4%	86.6%	82.9%
Year 6	89.7%	88.2%	86.8%	82.3%
Year 7	89.2%	89.8%	88.6%	83.7%
Primary Other	87.4%	89.1%	88.4%	81.7%
Total	88.1%	88.7%	87.6%	82.3%

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

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

## Attendance comment

2020 has seen a significant decline in attendance, averaging 5% across all year levels. The impact of COVID-19 was significant due to the diverse cultural background of families, many having international connections creating significant fear. The school struggled to remain in contact with some of our more chronic non-attenders, reverting to home visits and safety checks by SAPOL of those who had not been sighted over time. Learning at home using online platforms engaged many children but not all.

# Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	76	80	79	78
2018	71	74	74	76
2019	81	85	85	86
2020	76	N/A	78	78

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

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

## Preschool enrolment comment

Woodville Gardens Preschool's enrollment has fluctuated as a result of supporting many transient families in 2020. We welcomed 7 new students in Term 3 and an additional 3 new students in Term 4. Covid-19 has affected our enrollment as we were expecting families from overseas to return to us during the year.

## Behaviour support comment

2020 data was of course impacted on by the number of children learning from home. There were still 81 suspensions, the majority for violence and threatening good order. The three exclusions accounted for 42 of the suspensions and a significant number of Take Homes as two of the students refused to follow any teacher instruction on the most basic level of attending class. The third was a student under the Guardianship of the Minister whose violence towards adults made his presence onsite a risk to staff.

Incidents of Bully were significantly reduced, with one incident of Cyber bullying being reported by a parent. The well-being team place considerable focus on education as a means to preventing bullying, responding to the data provided by students as to when and where they feel vulnerable. National Day against bullying was a significant event, supported by every year level running focused sessions about how to address the different forms of bullying.

# Client opinion summary

## Client Opinion Survey – Preschool

26 Families responded to the survey, providing affirming feedback regarding the four areas:

- Leadership
- Quality of Teaching & Learning
- Relationships and Communication
- Support of Learning.

Similar to the school sector the 'Support of Learning' received neutral responses that may indicate families are unsure of the question or unsure of what is possible in this aspect.

The parent survey had 71 responses, providing a considerable reflection from our school community.

Areas that the community identifies as strengths include:

- People respect each other – 92% either agreeing or strongly agreeing
- Teachers and students treat each other with respect – 91% agreeing or strongly agreeing
- The school communicates effectively with me – 87% agreeing with 12% who are not satisfied.
- Teachers provide my child with useful feedback about their school work - 80%; agreeing or strongly agreeing.

The first two criteria are significant; the responses affirm that our work to bring our school values to life is gaining traction. Significant investment of time has been spent articulating and reinforcing what Respectful relationships and communication look like. The Wellbeing Leaders and staff model and highlight Respect, Responsibility and Fairness across all learning areas and aspects of school life. Play is The Way's Golden Rule; treat others as you would like to be treated is constantly referred to.

Areas for growth and improvement:

- I would like more help from the school to help with my child's learning - 40% would like the school to offer more support and 34% would like support for themselves to address their child's needs.
- The school provides an opportunity for me to have more input about my child's learning- 32% felt they disagreed or were neutral.

The first of these aspects is an awareness that has been derived from the Learning at home experience, where many parents recognised their limitations in supporting their children. Parent forums are an obvious response but given that families are already over stretched, using the online platforms that were successful in connecting with families will be explored as a vehicle to post tutorials that learners and parents can access.

The second aspect needs to be unpacked and additional consultation required to clearly define what opportunities families are requesting. The normal committees and Governing Council are in place. Communication channels between families and teachers are more effective using face to face and online.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1904 - Woodville Gardens School B-7	79.0%	91.0%	74.4%	91.9%

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), Term3 2020 collection.

## Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	25	16.3%
Other	3	2.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	9.2%
Transfer to SA Govt School	108	70.6%
Unknown	3	2.0%
Unknown (TG - Not Found)	0	NA

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

## Destination comment

Continuity of enrolment across the Preschool and School sector has rebounded from 74.4% in 2019 back to 91.9% in 2020. This is significant due to the declining enrolments across the past 5 years with the reduced cap in the preschool from 95 in 2016 back to 80 in 2020, effectively reducing a class of reception children each year.

For the Year 7s transitioning to High School, 70.6% continue in the SA Government sector with 9% transferring to Non-Government schools (predominately Catholic). A significant number, 16.3% have moved interstate. The majority of exiting students' transition to Woodville High School although there are many children seeking placement at specialist schools such as Adelaide and Henley High Schools.

## Relevant history screening

Woodville Gardens School has a comprehensive approach to ensuring that all members of our school community that work with children have the relevant clearance; "Working with Children Check".

Upon entry or taking up a role at Woodville Gardens, B-7; Governing Council members, volunteers, DfE staff, agency (AutismSA, FamiliesSA et al), contractors and service delivery personnel or staff are required to complete a Staff information sheet which requires them to provide either the WWCC clearance or their Teacher Registration, proof of identification and other details which enable school leadership to ensure that individuals do not pose a risk to students and children. Adults are not permitted to undertake work onsite until proof of clearance has been confirmed.

For ongoing staff the emails that provide staff with reminders to re-apply for clearance are noted and monitored and the Business Manager supports staff to start the screening process.

The Business Manager oversees the process on behalf of elected Governing Council members, volunteers and onsite visitors such as maintenance crews etc. as part of their induction to site.

Line Managers continue to monitor individual applications

# 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	70
Post Graduate Qualifications	16

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

## Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	42.0	1.0	22.6
Persons	1	46	1	35

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

## Financial statement

Funding Source	Amount
Grants: State	\$8,165,601
Grants: Commonwealth	\$13,620
Parent Contributions	\$171,981
Fund Raising	\$2,497
Other	\$24,138

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

## 2020 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	<ul style="list-style-type: none"> <li>Two Wellbeing Leaders were employed to provide support in implementation of the SMART Framework. All classes engaged in the Bounce Back social skills program.</li> </ul>	<ul style="list-style-type: none"> <li>Number of SEE incidents has declined.</li> </ul>
	Improved outcomes for students with an additional language or dialect	<ul style="list-style-type: none"> <li>EALD staff (3 teachers &amp; 3 BSSOs) provide support to learners through Wave 1 &amp; 2 models.</li> <li>A coaching model to support the explicit teaching of functional grammar has been implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher confidence in teaching grammar has improved.</li> <li>Increased L&amp;L levels</li> </ul>
	Inclusive Education Support Program	<ul style="list-style-type: none"> <li>All children receiving IESP funding received targeted support against their One Plan goals and Behaviour modification plans. SSO were deployed to support students in regards to accessing/engaging with the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>One Plans are implemented to provide learners with tailored support</li> </ul>
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	<ul style="list-style-type: none"> <li>APAS funding has been used to employ an SSO and AET to work with children below SEA in small groups using a withdrawal model.</li> <li>Writing support through EALD staff working with teachers to model explicit teaching and vocabulary development</li> <li>Early years literacy support is allocated to the implementation of Initialit as a mandated program R-2 to support phonological awareness and spelling.</li> <li>All classes receive SSO support (30 minutes/day) during Wave 1 to supplement explicit instruction.</li> </ul>	<ul style="list-style-type: none"> <li>APAS funding has seen improved reading outcomes for those students who continued to attend during the COVID -19 restrictions.</li> <li>PAT-R has shown increase R6.</li> </ul>
Program funding for all students	Australian Curriculum	<ul style="list-style-type: none"> <li>Professional Learning has focused on the use of the T&amp;L Cycle to teach English attending to the development of teacher knowledge re Functional Grammar.</li> </ul>	An average increase of 1.5 L&L Levels /year for children in years Reception - 2
Other discretionary funding	Aboriginal languages programs Initiatives	non applicable	non applicable
	Better schools funding	<ul style="list-style-type: none"> <li>Commissioned time with Kathryn Halyburton (Speech Pathologist) to support children's oral language development by increasing educator capacity to notice and intentionally teach oral language – responding to receptive a</li> </ul>	Oral language programs are tailored to meet individual children s needs. Childre
	Specialist school reporting (as required)	non applicable	non applicable
	Improved outcomes for gifted students	non applicable	non applicable



## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Commissioned time with Kathryn Halyburton (Speech Pathologist) to support children's oral language development by increasing educator capacity to notice and intentionally teach oral language.	Increased educator capacity to program for and extend children's oral language (functional tier 2 vocabulary, modelling, recasting)
Improved ECD and parenting outcomes (children's centres only)	Now under DHS – The CDC facilitated First aid training to increase wellbeing and safety in home environments. Community playgroup, gardening, a pop up event and a Parker event promoted engagement and upskilling in the community. The CDC facilitated Kudos visits, an understanding preschool behaviour session.	Many community events were cancelled due to Covid-19 restrictions. The CDC supported families increasing need to access the foodbank.
Inclusive Education Support Program	The Preschool used IESP funding to provide individual speech, language and behaviour support to engage children in our Preschool program. The Preschool also used the funding to implement a small language group to support children's developing language needs. The Preschool submitted IESP Extensive Adjustment packages fo	The Preschool saw improvement in individual's ability to produce sounds. Some children reached their goals.
Improved outcomes for non-English speaking children who received bilingual support	<p>The Preschool employed BSSO's to explicitly teach targeted tier 2 vocabulary through our book based literacy program and provide 1:1 language support during play to eligible bilingual children.</p> <p>The Preschool also applied for the Preschool Bilingual Playgroup grant and facilitated a bilingual playgroup during Term 4.</p>	Pedagogical documentation showed an increase in English word use and extended English phrasing of bilingual children.

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