

# Kilkenny Primary School and Kilkenny Preschool

## 2018 annual report to the community



Government  
of South Australia

Department for Education

Kilkenny Primary School Number: 207

Kilkenny Preschool Number: 1592

Partnership: Inner West

Name of school principal:

Peter Dunstan

Name of governing council chair:

Bev O'Brien

Date of endorsement:

## Site context and highlights

2018 marked a significant change in the context of KPS. Student numbers continue to increase with a new building placed on site to cater for growing numbers within classrooms and spaces around the school.

Staff in 2018 worked through the development of P.L.C's and within the framework of developing a sprint focus for learning. Initially, this involved year level teams working collaboratively to focus on an area of improvement within the numeracy curriculum and develop a learning sprint either for the whole class, or for a specific cohort of students to work through. Results were monitored and recorded prior to and after the sprint focus and outcomes discussed and re-assessed based on results. Staff found the idea of a narrow and focused learning sprint very beneficial for student learning and shared this success with other staff through weekly staff meetings and in PLC teams.

NAPLAN and PAT data was used as the driver for improvement. In term 2 once NAPLAN had been completed, staff looked at these results and planned a specific learning focus for their students. PAT data was also analysed in September with staff then working through question analysis at staff meetings and narrowing down the focus on areas where improvement could be gained through a sprint focus in class. Several staff also attended the PAT question analysis day where they were able to work through with greater detail the linking of areas for student improvement across both standardised tests and then using this information to specifically target Australian Curriculum outcomes and student misconceptions. This information then formed the basis of PLC discussions and the driver of specific sprint foci across KPS.

Staff worked across the continuity of learning Inner West program throughout 2018. Teams of JP and MP teachers used connections formed through this work to add greater depth to their work through discussions with staff at other sites.

Learning was focused on creating a consistent pedagogy of what works and staff then implemented lessons and learning ideas across their classrooms and fed back information on success criteria linked to the program overall.

To highlight student learning for our parent community we held our Acquaintance night in Term 1. This event is always well attended by parents, with lots of positive feedback received from our community about the level of professionalism and dedication of our teaching staff. Parent/Teacher interviews were well attended and used to keep the important home/school link front and centre of our work. Our schools student showcase was also well attended with students directing parents through their learning journey and sharing with them the work they do within their classroom practice. Our Pre-School staff attended various T/D opportunities as well as having representation within the Continuity of Learning Early years program.

Staff attended various T/D days with PLC teams using budgets to pursue areas of interest or areas directly related to student learning sprints as the driver for improvement and to up-skill and promote better teaching pedagogies across our site.

In term 3/4 staff began working on the SIP for the next three years. Through the analysis of data and student work samples it was determined to pursue a literacy focus for 2019 - 21. This work began with the analysis of data.

The site offered Indonesian, Science, RBL, Dance and drama as NIT subjects throughout the year with all classes accessing these with great success.

Our staff worked hard to ensure the smooth running of Sports day along with the Colour Run fundraising activities for the site. 2 road murals were painted on the streets outside our school. This was initially planned for 2017 but bad weather meant we had to postpone the event. In 2018 the murals were completed with great success and the Kilkenny spirit of community shone through with over 100 people attending and helping to paint throughout the day. Our Night Market event was also a huge community success with over 20 stall holders setting up on our lawns. An open air cinema was erected with many families taking advantage of the night to stay and watch a movie with the KPS community.

Bike Ed was a big success with our year 3-5 students taking part in the 6 week program. Swimming in Term 2 was successful for all, and students learnt basic swimming skills throughout these sessions.

Student led Play at Lunch Time activities continue to run very successfully at KPS with over 25 students giving up 1 x lunchtime a week to help play and mentor younger students in our yard. This program is now in its 4th year at KPS and continues to provide a space for all to play safely and have fun at lunch times.

SLC also continued to develop at KPS with students meeting fortnightly to discuss planned school improvements. SLC also took on a more targeted focus, running lessons in class with teachers and discussing strengths and areas for improvement with a learning context.

## Governing council report

Kilkenny Primary School  
2018 Chairpersons Report

As chair and on behalf of the Governing Council I would like to begin by acknowledging the contribution, commitment and time given by staff, volunteers parents and children of Kilkenny Primary School creating a high quality learning environment for all children, together with a supportive and welcoming community.

2018 marked my second year as Chairperson, and I'm grateful to have had the opportunity to see more closely the work of our leadership team and staff, together with others, in continuing to develop teaching and learning which skills our children for the complex and changing world they are part of. As a Governing Council we had numerous opportunities throughout the year to learn more about this work, examine our school data, and provide a parent perspective.

There were some notable achievements during 2018, and some areas we continued to apply focus:

- We continued to monitor school enrolments and work with the leadership team to apply the school's zoned area and lobby for additional classroom space
- We advocated, unsuccessfully to date, to the State Government for a safer railway crossing adjacent the school
- We updated our uniform policy; made additions to our fundraising policy to ensure fundraising opportunities offered by third parties are in fact beneficial to our school; and introduced a Fence Advertising Policy in an effort to both raise funds and display our schools work on the fence adjoining Port Road
- We worked with the leadership team to improve communication between school and home, and ensure that parents are receiving clear and timely information across a manageable range of platforms: More on this in 2019.
- Our Out of School Hours Care (OSHC) program was audited. This recognised a range of things which a caring team of staff do well, and also identified some areas for us to improve: Again, more on this in 2019.
- Our focus on being a welcoming community culminated in a range of efforts, including painting of the roads near the school (thanks to a great group of students and Mr Taylor), a commitment from a group of parents to organise morning teas after assembly, and a fabulous community market and film night in late November. Special thanks to Ilka Walkley and those who assisted in the latter.
- Our collective fundraising efforts were amazing – the quiz night, colour fun run, community market/ film night and concert, Mother's Day and Father's Day stalls and other smaller activities together raised in excess of \$25,000. These funds are being used to support quality information technology being available to classes and class teachers.

There are volunteers in classes each week, people who come to working bees and others who help out from time to time. I would like to sincerely thank each of you for making our school a better place. I would also particularly like to thank Linda Mackay and Tracey Bald – who in a voluntary capacity have coordinated our canteen for some years. We said goodbye to Linda at the end of 2018. I would also like to acknowledge Louise Flaherty, who has ably coordinated a fabulous and active playgroup this year – and hands over the reins in 2019. Breakfast Club supervised by Hayley Walker and Belinda Phillips on Friday's was appreciated by many families. Thank you also to Kylie Hill who has undertaken the often thankless task of Secretary to Governing Council for many years. Kylie finished her term on Governing Council in 2018, and we wish her and her family well.

Our Principal, Mr Peter Dunstan, was appointed for a further five year term commencing 2019. Congratulations to Peter, and thank you for a great first five years which saw many positive changes to the learning opportunities, facilities, programs and staff team at Kilkenny Primary School.

There will be a range of areas for Governing Council to play an active role in 2019, including:

- Monitoring our Site Improvement Plan
- Implementing the recommendations of our OSHC audit
- Continuing our fundraising efforts
- Continuing our efforts to be a welcoming and inclusive community
- Growing the involvement of parent volunteers in our school
- Working to care for and enhance our scrub and outdoor areas

I take this opportunity finally to thank our 2018 members of the Governing Council for their participation and valued contributions, and encourage others to consider joining for 2019/20.

Bev O'Brien  
Chairperson

## Quality improvement planning (preschool)

### Improvement Priorities Summary

Through discussion both within the education team and more widely with the school principal and a representative of DE, we have arrived at four key improvement priorities for 2018. The first of these is for one of the lead educators to attend the Learning Design, Assessment and Reflective Practice Program for Early Years (LDARP). This is part of Stage 2 of DE's Learning Design, Assessment and Moderation strategy. This program aims to develop a stronger skills base at each site that will strengthen student's learning engagement and improvement.

The second improvement priority is for one of the lead educators to focus on the Paint the Westside REaD initiative. Paint the Westside REaD is a new community early literacy program for children 0-5 and families in the inner west of Adelaide. It has been found that children whose parents read with their child in the early years of life show markedly better performance in school. The lasting advantage is evident regardless of background.

The third improvement priority is for a lead educator to focus on the Creative & Critical Thinking: Continuity of Learning and Pedagogy program. This program has a strong numeracy focus which will allow the most current numeracy training can be obtained and fed back to the team of educators. The program also involves Kilkeny Primary School so it has the additional advantage of enhancing continuity of learning.

The fourth improvement priority is 'Deinstitutionalisation of the Learning Environment'. The philosophy behind this priority is to emphasise the 'belonging' aspect of the Early Years Learning Framework. By changing the preschool environment into a more welcoming and inviting space, it is hoped that this will increase the sense of belonging for children with commensurate improvements in wellbeing and engagement.

## Improvement planning and outcomes (school)

With a focus on STEM and Using 21st Century Pedagogies in Literacy and Numeracy our focus over the year was on the development of approaches to learning and delivery of the curriculum through a robust and rigorous classroom framework.

Staff worked with PLC time as well as in staff meeting time to discuss and learn about how to promote a growth mindset approach to learning. Staff were involved in a range of T/D directly related to this improvement plan. This included staff attending training on Solution Fluency and Thinking Math courses designed to highlight growth mindset approaches to learning in the classroom as well as introducing staff to different pedagogical framework and ideas. Staff worked to develop a math agreement that highlighted a 3 part approach to numeracy. This included a warm up part to lessons, a strategy aspect or explicit teaching component, a problem solving component and a reflection component. This idea was directly related to our improvement plan around staff and students using 21st century pedagogies to develop growth mindsets, executive functioning, critical and creative thinking in numeracy.

Staff used time in PLC to develop new ways of teaching and then trialled these approaches within the classroom context. Students achieved compared to the NMS as follows:

### Year 3

Reading - 84%

Writing - 93%

Spelling - 87%

Grammar and Punctuation - 85%

Numeracy - 90%

### Year 5

Reading - 80%

Writing - 80%

Spelling - 84%

Grammar and Punctuation - 80%

Numeracy - 88%

with 17% of students in reading achieving upper growth between 3-5 test years and 31% of students in numeracy achieving upper growth between 3-5 test years (2016 - 2018)

### Year 7

Reading - 92%

Writing - 88%

Spelling - 88%

Grammar and Punctuation - 88%

Numeracy - 94%

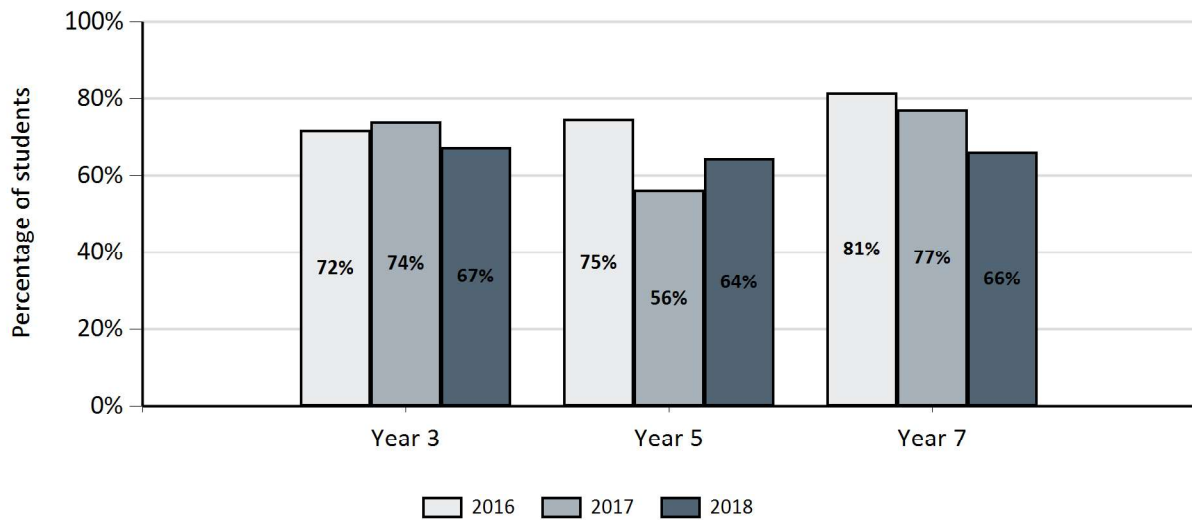
with 22% of students in reading achieving upper growth between 5-7 test years and 33% of students in numeracy achieving upper growth between 5-7 test years (2016 - 2018)

## Performance summary

### NAPLAN proficiency

The Department's 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 one 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 Department's SEA for Reading and Numeracy.

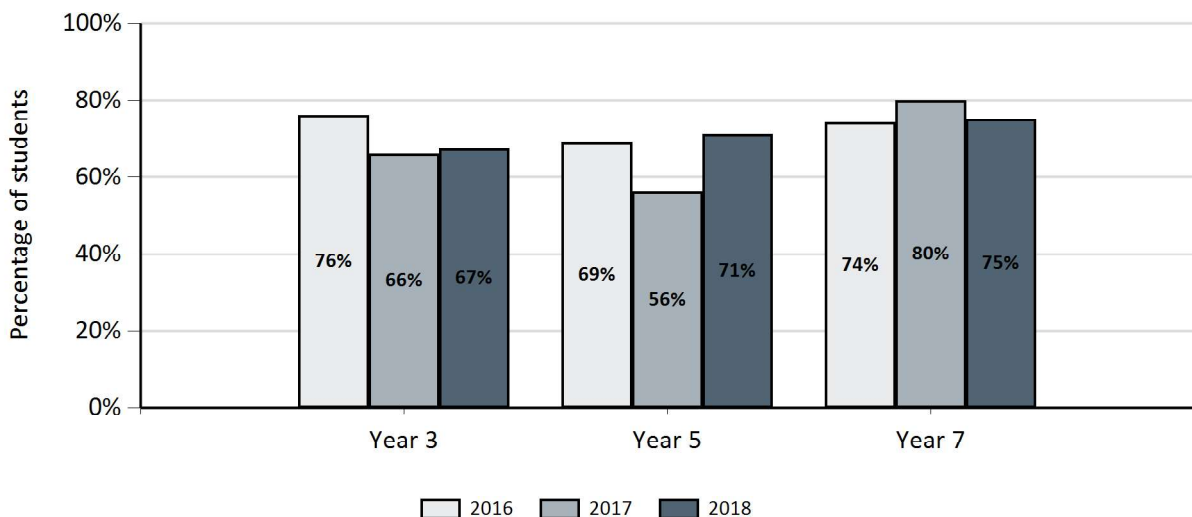
#### Reading



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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.

#### Numeracy



Data Source: Department's special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2018.

\*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 2016 to 2018 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	17%	22%	25%
Middle progress group	58%	56%	50%
Lower progress group	25%	22%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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	31%	33%	25%
Middle progress group	50%	38%	50%
Lower progress group	19%	29%	25%

Data Source: Department's special extract from Student DataWarehouse, September 2018.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2018	55	55	15	15	27%	27%
Year 3 2016-18 average	50.3	50.3	18.3	14.3	36%	28%
Year 5 2018	45	45	15	11	33%	24%
Year 5 2016-18 average	44.0	44.0	13.0	8.7	30%	20%
Year 7 2018	56	56	12	10	21%	18%
Year 7 2016-18 average	39.3	39.3	9.7	8.7	25%	22%

Data Source: Department's special extract from NAPLAN SA TAA data holdings, September 2018.

<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

In 2018 we looked at student achievement data in a range of different sets. We were particularly interested in how our sprint focus on Numeracy, and particular whole number operations, would transfer across to standardised test scores - particularly PAT maths. Although we had a focus on numeracy as a PLC and a whole of partnership approach, we also looked at how our achievement in the upper 2 bands of NAPLAN compared with our class and school performance in PAT testing. In PAT Maths data analysis of our results showed that 42.31 % of students in year 3 achieved in the band 105 - 114 (middle Band) In whole number operations students in this achievement band are typically developing fluency (making connections, thinking and working flexibly) with formulating and carrying out calculations in a wide range of contexts. They are able to use proportional reasoning and multiplicative thinking to interpret and use simple ratios, proportions and rates expressed informally. They can also interpret remainders appropriately in situations involving division in Number and Algebra. In the upper 3 bands, 20% of students in year 3 achieved in these bands in PAT math and in NAPLAN, 27% of students achieved in the higher 2 bands.

In year 5, 40% of year 5 students achieved in the middle band. Students in this achievement band are typically developing fluency (making connections, thinking and working flexibly) with formulating and carrying out calculations in a wide range of contexts. They are able to use proportional reasoning and multiplicative thinking to interpret and use simple ratios, proportions and rates expressed informally. They can also interpret remainders appropriately in situations involving division. In the middle upper band, 17.5% of students achieved at this level with no students progressing to upper bands in PAT maths. In NAPLAN, 24% of students achieved in the upper 2 bands in numeracy.

In year 7, 35% of students achieved in the middle band in PAT math testing. Students in this band typically are able to locate integers on a number line and recognise relationships among them. They can also use positive and negative numbers to carry out arithmetic operations involving two or three steps. They can use place value to recognise the structure used to say, label, write, order, round, compose and decompose very large numbers, as well as use index notation to label, write, compare, compose and decompose numbers and to evaluate and simplify expressions. In NAPLAN, 18% of students achieved in the upper 2 bands in Numeracy. In PAT Math, 30% of students achieved in the upper 2 bands when tested in 2018.

As a site with a whole of school approach and a consistent methodology across classrooms it was pleasing to see higher band attainment. Further work within the Numeracy framework will ensure we continue our growth in this area.



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	97.4%	94.5%	88.7%	90.6%
2016 centre	97.2%	87.7%	87.3%	93.7%
2017 centre	97.7%	91.2%	91.5%	91.7%
2018 centre	91.8%	83.6%	88.8%	
2015 state	92.3%	89.6%	87.7%	87.8%
2016 state	91.0%	88.9%	87.1%	87.4%
2017 state	90.4%	88.1%	85.7%	87.0%
2018 state	90.6%	88.2%	86.8%	

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.

## School attendance

Year level	2015	2016	2017	2018
Reception	94.2%	93.3%	92.9%	93.9%
Year 1	92.9%	91.9%	91.9%	95.9%
Year 2	91.8%	94.1%	93.7%	93.9%
Year 3	93.8%	90.2%	92.6%	95.0%
Year 4	92.7%	92.8%	92.7%	93.5%
Year 5	94.0%	93.6%	90.7%	94.8%
Year 6	91.1%	92.1%	92.2%	93.5%
Year 7	94.6%	92.4%	93.6%	90.9%
Primary Other	92.8%	87.3%	90.4%	92.1%
Total	93.1%	91.8%	92.2%	93.6%

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

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

## Attendance comment

Kilkenny Primary School shows strong attendance rates from Reception to year 7 with all age group cohorts averaging a greater than 90% recorded attendance rate. Our attendance rates throughout 2018 and prior have always shown to be at or above 90%. Kilkenny Primary has comprehensive policies in place to maintain, monitor and if the need arises, report attendance issues to the appropriate agencies.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	39	39	41	41
2016	36	39	39	39
2017	39	40	41	43
2018	40	45	45	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

## Preschool enrolment comment

Preschool enrolment was greater in 2018 due to a number of special needs students being enrolled across the site. The centre was staffed according to staff student ratios and successfully catered for all student needs.

## School behaviour management comment

School behaviour management is always a fluid and evolving task. In 2018 we re-worked our yard and class behaviour codes to ensure consistency is achieved across all classrooms. We use a reminder, buddy, time out system for class behaviours and a chill / focus room methodology to manage yard behaviour issues that may arise. This process was also reviewed with some minor changes made to ensure communication is maintained between leadership, class teachers and Yard Duty teachers where appropriate. Behaviour codes are displayed in all classrooms and in initial first week planning classes re-visit these codes and work with their classroom teacher to ensure understanding.

## Client opinion summary

Of the 48 families with children in attendance, completed surveys were received from 10. This year the survey was provided online via 'SurveyGizmo', and parents were given the option to reply anonymously. There were 11 questions with quantitative feedback (choose a box) and 4 with qualitative feedback (free text responses). Overall the 110 question responses were very positive. The majority of responses were "Strongly agree" or "Agree". There were 4 "Neutral" and 1 "Disagree" response.

What are the things you think are positive aspects of this preschool?

Many things! A few that stand out include: supportive, sensitive and responsive teaching, access to large outdoor space, community of families and educators, integration with primary school to enable a warm transition into reception.

Fantastic educators, and good facilities. I get kept up to date with daily activities and had the opportunity to attend excursions.

The teachers try to give the best of school to their students

Approachable staff Welcoming atmosphere Fantastic learning programs Communication of what goes on as well as individual documentation

All aspects of preschool start from teacher up to staff and methods of teaching

The staff are all so welcoming, nurturing and approachable. They have developed such positive relationships with my son and he feels safe and happy. The play-based approach and attention to social and emotional wellbeing is amazing.

Dedicated teachers are the backbone of this preschool. They are always focussed on the needs & interests of the kids and consistently provide creative & clever learning opportunities for the children.

Daily observations about child's day and positive behaviour or learning are shared at pick-up. Child's specific needs (and strengths) are discussed, supported and followed up on.

Diversity, openness and shared values, including focus on sustainability. Integration with wider school community.

The staff at Kilkenny preschool are fabulous. Ultimately, they make it the amazing place that it is. They go above and beyond and I am always impressed with their dedication and patience, especially with some of the more difficult students.

What areas do you think we need to work on to improve this preschool?

Many things! A few that stand out include: supportive, sensitive and responsive teaching, access to large outdoor space, community of families and educators,

Honestly I can't think of anything. While I know this is unhelpful for continuous improvement, I have been very impressed with the quality of this preschool.

Nothing I can think of.

Be weather wise, don't let kids get wet when it is freezing outside and change the weather/clothes motto as many kids parents don't agree and kids are sensitive to getting sick easily

Nothing much to improve. Possibly the yard? The mud kitchen, creek and veggie patches are excellent - but maybe some more nature play - or something else - in the sheltered bark chip area?

Mathematics

Communication about school-wide events sometimes feels last-minute. More notice (or more direction about where to find information) would be helpful for parents new to the school.

I really like the links that the preschool has with the kids in the bigger school. Any opportunities to continue this involvement I think should be followed up. They have the benefits of the children feeling more part of their community and the benefits to the older children in the school of being leaders and taking responsibility.

Some information comes with quite short notice. I'm not sure if this is just when events/activities get finalised though e.g. learning today that there will be a school concert in 9 days.

## Intended destination from preschool

Feeder Schools (Site number - Name)	2016	2017	2018
0207 - Kilkenny Primary School	97.0%	92.0%	97.0%
0473 - Allenby Gardens Primary School	0.0%	0.0%	2.0%
8500 - Australian Islamic College Adelaide	0.0%	2.0%	0.0%
9010 - Immaculate Heart of Mary School	2.0%	2.0%	0.0%
9089 - Whitefriars School	0.0%	2.0%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term and excludes pre-entry. Also, please note due to rounding, the total may not add up to 100%.

Source: Preschool Data Collection, Data Management and Information Systems.

## Intended destination from school

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	23	20.2%
Other	8	7.0%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	9.6%
Transfer to SA Govt School	71	62.3%
Unknown	1	0.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

## Destination comment

97% of Preschool students transferred into Kilkenny Primary School reception classes.  
This demonstrates a strong connection between both sites.  
Students transferring to a new destination showed 62.3% transferring to a SA Government School, the main cohort being Year 7 students.  
20.2% of our students who left went Interstate or Overseas

## Relevant history screening

To work with children and young people in SA government educational sites and services you must have a current relevant history screening.

- All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD) are screened through the Teachers Registration Board of SA as part of the registration process.
- All volunteers, work experience and pre-service teachers are screened through the Department for Communities and Social Inclusion (DCSI) Screening unit.

## Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	46
Post Graduate Qualifications	17

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

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.

### School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	29.0	0.5	11.2
Persons	1	31	1	19

Data Source: Department's HR Management Reporting System, extracted Term 3 2018.

## Financial Statement

Funding Source	Amount
Grants: State	50 257.94
Grants: Commonwealth	6 000.00
Parent Contributions	174 310.88
Fund Raising	47 987.89
Other	

## 2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	<p>One teacher was released to mentor the graduate teacher - focusing on the implementation of the Numeracy and Literacy Indicators.</p> <p>T &amp; D was explored and staff were engaged in a Continuity of Learning program involving the Early Years from KPS and Allenby Gardens PS</p> <p>This was part of a Partnership initiative for the Inner West</p> <p>A numeracy program was implemented in Term 2 in consultation with the Early Years P.L.C.</p>	<p>Reception staff have commented that the 2018 Reception cohort are confident and have a strong numerate foundation.</p>
Improved ECD and parenting outcomes (children's centres only)		<p>Understand and use common language significant.</p>
Improved outcomes for children with disabilities	<p>In Term 1 &amp; 2 seven children received support for Speech / Language (2) Behaviour</p> <p>This became four children in Term 3 &amp; 4</p> <p>S.S.O.'s trained in implementing speech programs which occurred across the site</p>	<p>Growth shown</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual support was provided for 5 students</p>	

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

## 2018 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 2018 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 behaviour management and engagement	students were supported in the classroom and in the yard. Extra support in class supported students with resources and strategies to achieve behaviour goals.	
	Improved outcomes for students with an additional language or dialect	EALD teacher and SSO's working collaboratively with teachers in class. EALD teacher working with small groups of students on explicit learning tasks. Mini/ Multi Lit support provided	
	Improved outcomes for students with disabilities	SSO support provided in class	
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy</li> </ul> including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	AET to support students in class in collaboration with class teacher and ACEO to achieve goals in ILP Students withdrawn for intensive work with SSO's	
	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students	Through Inquiry and extension within classrooms students are developing critical and creative thinking skills.	Students displaying critical and creative thinking skills and applying them.
	Primary school counsellor (if applicable)		