



Mawson Lakes School

2022 annual report to the community

Mawson Lakes School Number: 987

Partnership: Hollywood Lakes & Gardens

Signature

School principal:

Tammy Lambden

Governing council chair:

Peter Richings

Date of endorsement:

20 January 2023



Government
of South Australia
Department for Education

Context and highlights

Mawson Lakes School is located in the northern suburbs of Adelaide with an enrolment of 701 students. In 2022, Mawson Lakes catered for students from Reception to Year 6, with Year 7 students commencing in high schools. 92 Year 6 students graduated from our school. 27 classes operated across the school, 14 in Junior Primary and 13 in Primary. 2022 leadership consisted of the Principal, Deputy Principal, two Assistant Principals, Student Well-being Leader and a Reading Coordinator. The school has an ICSEA score of 1063 and is classified as Category 6 on the Department for Education Index of Educational Disadvantage. The school population included 9% (61) Students with a Disability, less than 1% (4) Aboriginal students, 4% (25) Defence family students, 62% (432) students are recognised as English as a Second Language or Dialect learners (EALD) and approximately 16% were eligible for School Card assistance. Mawson Lakes School was successful in receiving funding to continue First Language Maintenance and Development Program (FLMD) for Urdu and Punjabi. FLMD support was aligned with school improvement priorities.

Linked to class learning there was a continued focus on shared ownership of values: Cooperation, Pride, Quality and Respect. Our Specialist Learning Area teachers offered The Arts, Japanese and Physical Education. Inclusive with The Arts, there was opportunity to participate in the Festival of Music Choir which performed to a state-wide audience at the Festival Theatre. The Instrumental Music Service offered students in Years 4-6 classical guitar lessons which showcased a concert in our Denison Centre in early December. Japanese was provided by 2 teachers who worked in classrooms around the school while the development of new classrooms occurred. Japanese teachers incorporated the School Improvement Plan focus of dialogic practice, encouraging students to develop their Japanese language skills simultaneously. Physical Education, also led by 2 teachers, promoted before and after school sports, lunchtime training, SAPSASA opportunities, coordinated Swimming R-5 and Sports Day, and welcomed external sports facilitators such as the Adelaide 36ers. Student voice is strongly encouraged and the Kids Council coordinated several casual clothes days, updated the Powerful Learner Certificate awards for Gatherings and reviewed the Sun Protection and School Uniform Policies. The Reconciliation Action Plan has been endorsed and enacted with Aboriginal Perspectives reflected through increased learning opportunities including Outdoor Classroom Day, National Reconciliation Week and contributions to the new mural adjacent our Aboriginal Garden on the primary side of the school. Grounds and building improvements featured strongly across the school with the refurbishment of the Junior Primary classrooms, the building of 7 new primary classrooms, finalisation of plans for a new bridge (commencing December 2022, with an expected completion date of February 2023) and upgrade of OSHC facilities to be completed early 2023.

Governing council report

What an amazing year. I am sure most people will remember their "post COVID" year when things returned to some sort of normality and travel started again. It was good to see the school also getting back to normal although compared to others Mawson Lakes School was pretty lucky during the COVID period and we put the spectre of online learning behind us.

The end of year is a time to reflect and also a time to look forward.

Work started on site west for the new classrooms, and the significant update to the classrooms on site east has been completed. For the junior primary classrooms it is a huge improvement, with teachers, students and families all reflecting positively.

The Governing Council met in person 8 times this year and discussed, reviewed, promoted, supported and approved a number of areas including:

- school policies, not always the most exciting subject, but it is good to have clear unambiguous guidelines in place.
- the school and OSHC budgets
- sports including \$300 support for a student to take part in SAPSASA football in Perth, and
- fundraising

As part of the school budget review the Governing Council proposed a \$15 rise in school fees, and a polling letter to parents returned a positive result for fees to be \$420 in 2023. The fees help the school to continue to be leading edge in such areas as the number of up to date computers held. The Governing Council approved a minor amendment to the Constitution which has since been ratified by the Department. The contract with Rory's for school lunches was also renewed.

With some incredulity, we watch the frequent rushing of water down the dry creek and it is gratifying that a new bridge has finally been approved by the local council, with regular updates provided at Governing Council meetings. The most recent update from Salisbury Council is for the Bridge to be completed early in Term 1.

OSHC moved to the gym "temporarily" earlier this year while the new west classrooms were being built, and while not ideal the team have worked hard to make it a success.

Looking ahead it will be a busy and exciting start to the year. The new west classrooms will be complete. The old transportables outside the Denison Centre should disappear, and plans are in place for OSHC to move back to the west site, with a new kitchen installed.

Quality improvement planning

Reflecting on previous year's data, Mawson Lakes School identified the opportunity for students to engage in dialogic practice to deepen understandings building collective thinking and problem solving. This was highlighted in our School Improvement Plan, embedded with our previous goals, to improve student achievement in the Standard of Educational Achievement (SEA) and higher bands in reading.

The three key actions to support this goal were:

- Each teacher will implement intentional teaching of dialogic talk R-6
- Each teacher as part of their PLC, will engage in improvement cycles to review and design improved opportunities for dialogic talk in teaching and learning plans R-6
- Each teacher will actively engage in reflecting and improving on practice around dialogic talk by participating in self and peer observations

These actions have been evidenced by:

- regular walkthroughs with qualitative data demonstrating knee to knee discussions, turn and talk, sentence stems (visually, on display, students using), anchor charts, guided reading journals) including within specialist learning areas
- teacher's planning and PLC / PD discussions (recorded in minutes), in addition to trial implementation of the English Units of Work, with careful consideration of dialogic practice opportunities
- increased opportunity for deeper talk and reflection – engaging in language beyond literal comprehension, moving into inferential comprehension
- guided reading anecdotal records (including self-correcting, decoding etc.) of growth and feedback from student and peer observations
- increased number of teachers in Year R - 2 – carefully selecting texts with increasing complexity, and teachers 3-6 utilising Units of Work text recommendations with consideration of the needs of their students
- individual PLCs e.g. year levels and Early Career teachers working collaboratively to moderate against Success Criteria and Achievement Standards
- in class peer observations between members of each PLC team
- protocols of giving/receiving feedback identified and agreed upon

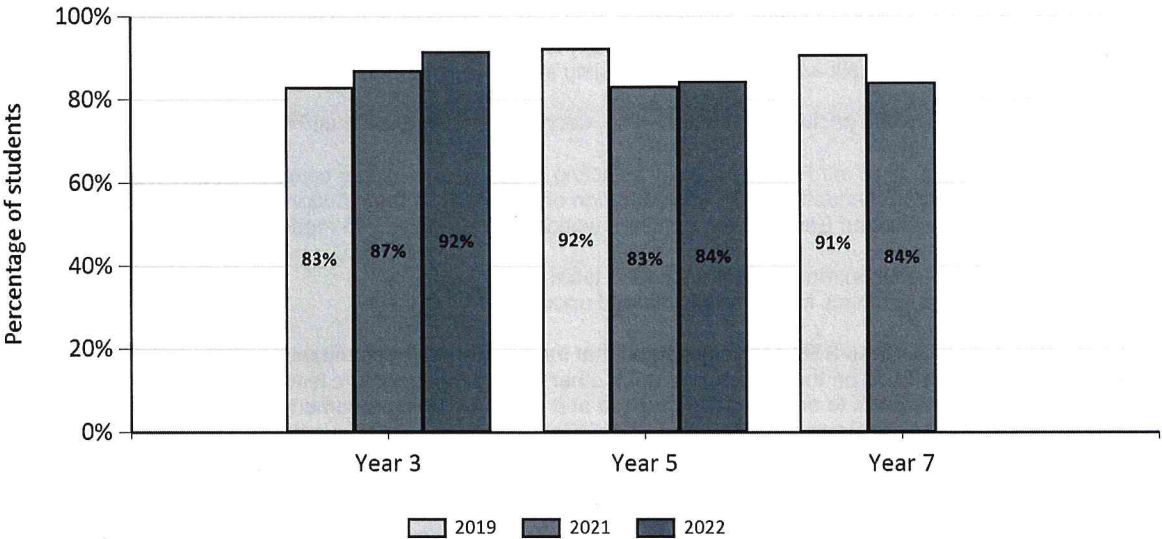
Reflection from staff during our 'Step 5 Review' highlighted that the biggest driver of impact continues to be the PLC processes, supporting staff to build on the expertise of each other through observation, feedback, sharing and collaborating. Facilitators have skills to articulate the purpose and value of our improvement work, resulting in shared understandings. The Student Free Days and other professional learning such as staff meetings, had been carefully planned and implemented (linked to best practice/evidence based) content connecting seamlessly to PLC agenda items. Professional learning feedback was consistently used to inform next steps in planning. Teachers had autonomy to co-construct their own observation tools, giving and receiving feedback protocols and resources based on research and best practice. This resulted in consistent implementation across learning areas (e.g. Science, HASS, Japanese, The Arts). The local partnership of schools invited Mawson Lakes School to present another workshop to leadership teams sharing the successful processes enacted.

Performance Summary

NAPLAN Proficiency

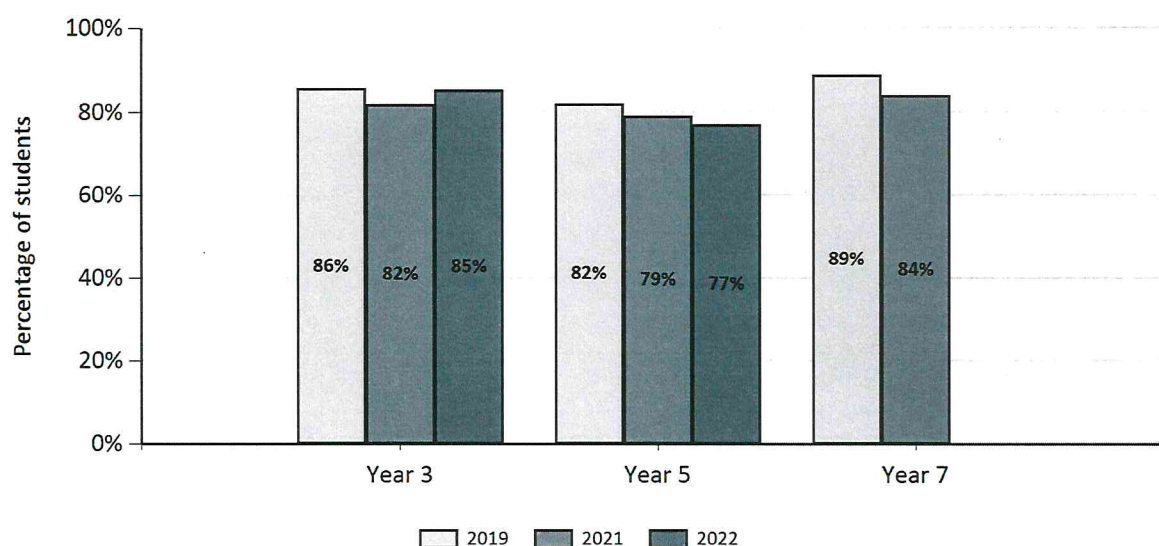
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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	96	96	58	33	60%	34%
Year 03 2021-2022 Average	98.0	98.0	53.5	29.0	55%	30%
Year 05 2022	96	96	32	20	33%	21%
Year 05 2021-2022 Average	98.5	98.5	34.5	20.0	35%	20%
Year 07 2021-2022 Average	25.0	25.0	6.0	8.0	24%	32%

*NOTE: No NAPLAN testing was conducted in 2020.

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

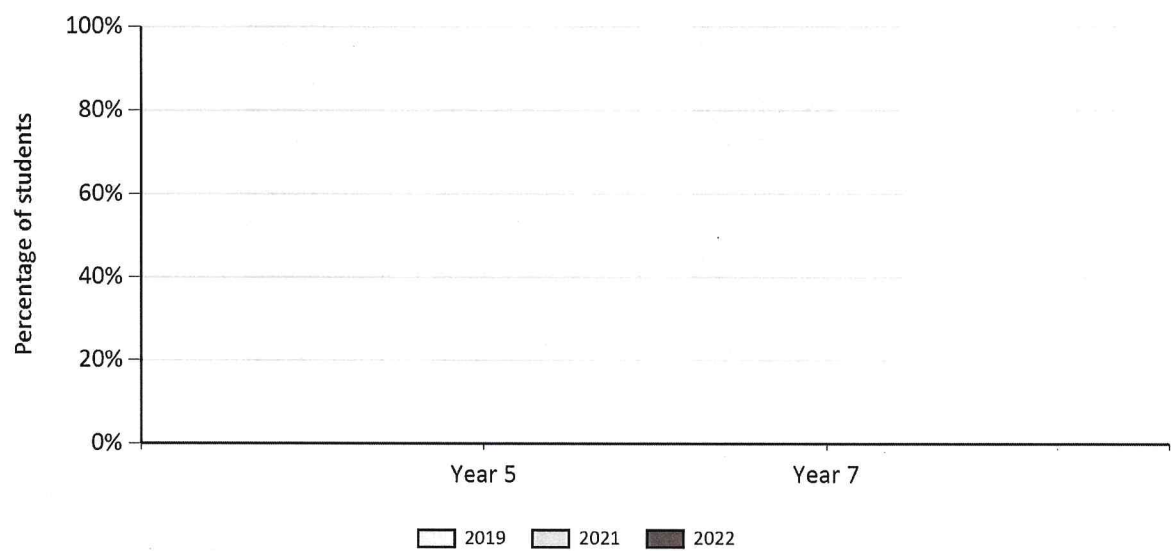
[^]includes absent and withdrawn students.

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

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

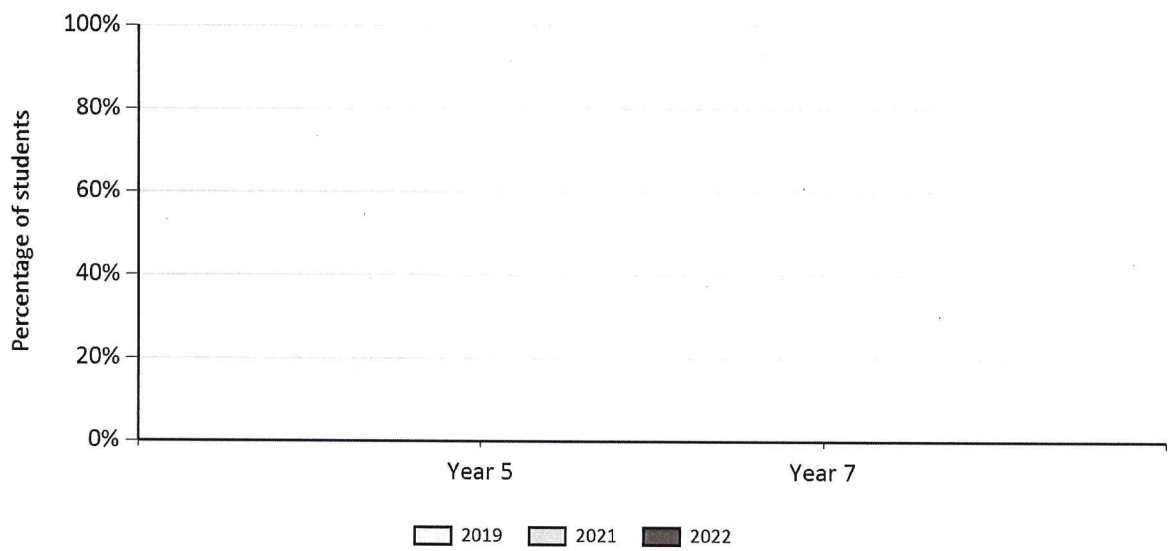
NAPLAN proficiency - Aboriginal learners

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 05 2022	*	*	*	*	*	*
Year 05 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: Engaging Families

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

With 4 Aboriginal students enrolled, representing less than 1% of our school population, there was a focus in 2022 on Key Element 5 'Engaging Aboriginal Families as Partners in Literacy and Numeracy Learning' aligned to our School Improvement Plan.

Our RAP working party encouraged all staff to complete Cultural Awareness Training and BeYou modules on family-partnerships fostering improved communication with Aboriginal and Torres Strait Islander families and extending awareness of Aboriginal perspectives into the community. Data-informed conversations through communication processes such as parent teacher interviews were conducted throughout the year about Aboriginal learners' progress, growth and achievement. Through shared communication with families successes were celebrated, and strategies to best support literacy and numeracy outcomes were communicated. 'One Plans' are in place for all our Aboriginal students, with regular review of achievement of goals and monitoring tracked in Student Support Folders. The Student Review Team reviews Aboriginal data 3 times a term as another monitoring mechanism. Collective ownership and increasing transparency is evident.

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

Data reflects our 2 Year 1 Aboriginal students both achieved at or above benchmark for their PASM and Phonics results. In Running Records, 1 exceeded benchmark and the other moved up 10 reading levels to meet benchmark. An area of focus is writing achievement in LEAP Levels, however this was not a key focus in 2022.

Our current 2 Primary Aboriginal students increased significantly in their Running Record and PAT-reading results, demonstrating proficiency with fluency and comprehension. The phonics intervention group supported these 2 students across the year to successfully improve in phonics data. Both students completed NAPLAN and were successful in achieving at or above year level bands in both NAPLAN Reading and NAPLAN Numeracy.

Tracking of achievements and identification for intervention support occurred through the RAP working party (meeting 2-3 times per term), our school Student Review Team (meeting 3 times per term), PDP processes (occurring 3 times over the year) and within leadership meetings (weekly basis). Growth in student achievement has been celebrated in all these forums.

School performance comment

2022 Results

PHONOLOGICAL AWARENESS

Target: 63/97 (65%) students in Reception achieve the Phonological Awareness Skill Mapping (PASM) benchmark of 24/32 by the end of Term 3.

Result: 94/101 (93%) students achieved 24/32 on the PASM assessment 2022. This reflects a 28% increase higher than anticipated.

PHONICS SCREENING

75/112 (70%) students in year 1 achieved the target benchmark or higher (28 or above)

68/112 (60%) students in year 2 achieved the target benchmark or higher (38 or above).

86/100 (86%) students in year 3 achieved the target benchmark or higher (39 or above).

This reflects an average of 72% of students in Years 1-3 achieving benchmark, which is a 10% increase on 2021, where on average 62% achieved benchmark.

RUNNING RECORDS

Following on from improvements in the Phonics Screen results, demonstrating embedded explicit and daily practice in Phonics for our students is improved end of year Running Record results in years Reception to Year 2.

65/104 (63%) students in Reception achieved at or above SEA (Level 5) in Running Records.

86/112 (76%) students in Year 1 achieved at or above SEA (Level 13) in Running Records.

88/112 (78%) students in Year 2 achieved at or above SEA (Level 23) in Running Records.

Our next steps are:

- Continuing to conduct walk throughs to check for fidelity of practice.
- Upskilling early career teachers in P.A. and Phonics practice to ensure students are getting their full curriculum entitlement.
- Continue to deprivatise practice in PLC's through videoing of teaching, followed by time to debrief to identify 'growth points'.
- Embedding 'dialogic practice' to engage students at a deeper level in their learning.

PAT-R

Target: increase students from 'Above Standard of Educational Achievement (SEA)' to 'Significantly Above SEA' in Years 3-6.

Results:

Year 3: 6 out of 11 increased from above SEA to SA, 4 out of 11 maintained above SEA, 1 left.

Year 4: 3 out of 9 increased from above SEA to SA, 3 out of 9 maintained above SEA, 2 out of 9 decreased, 1 left.

Year 5: 4 out of 7 increased from above SEA to SA, 2 maintained above SEA, 1 left.

Year 6: 3 out of 7 increased from above SEA to SA, 4 out of 7 maintained above SEA.

Our next steps will include a focus on embedding reading practices and improving teaching and learning of Mathematics through:

- creating professional development plans which focus on improving pedagogy through the challenge of practice, within a cycle of formal and informal professional development and formal observations to build teacher capacity
- inducting new staff and early career teachers, and
- facilitating opportunities for Task Design and Moderation within PLCs

Attendance

Year level	2019	2020	2021	2022
Reception	91.7%	85.9%	91.4%	87.9%
Year 1	91.4%	86.5%	92.6%	87.1%
Year 2	90.9%	85.7%	92.7%	88.6%
Year 3	91.7%	86.4%	92.4%	90.3%
Year 4	91.8%	87.5%	93.0%	88.2%
Year 5	92.9%	86.5%	91.7%	88.6%
Year 6	92.3%	87.6%	91.4%	87.5%
Year 7	93.1%	85.5%	92.2%	N/A
Total	91.9%	86.5%	92.2%	88.3%

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

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

Attendance comment

The school has continued to proactively monitor student attendance over the year, with an overall attendance rate of 88%. This percentage is slightly lower compared to our 2021 attendance data due to COVID health protocols throughout most of 2022 requiring positive cases to quarantine. Later in the year international travel was reinstated. Mawson Lakes School has a large number of EALD families who took this opportunity to return to their home countries for holidays/visits which resulted in higher than normal attendance exemptions implemented. A small minority of students had significant absenteeism not related to COVID or travel. The school have worked closely with the Department for Education Social Work team and other external services to support these students and their families to increase their attendance. The school's electronic roll book system sends SMS alerts to parents, assisting us to track and monitor attendance closely and ensure absences are verified and not left 'unexplained.'

Behaviour support comment

Data from 2022, confirms that Mawson Lakes School continues to be a safe school. Recent results from the annual Year 4-7 Wellbeing and Engagement Collection (WEC) data, shows that we maintained a high level of students that are happy to come to school. 78% of students have a high level of emotional engagement with teachers and 67% of students have successful friendship intimacy. In the 3rd year of the Wellbeing Leader role and with the implementation of the Wellbeing Framework in 2021, we have seen a significant decrease in reported concerning behaviours and bullying. To continue to support ongoing progress, the Self-Regulation Team (from the Department for Education) helped develop staff and student familiarisation with the Zones of Regulation. The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control for all students. A staff 'Zones Team' have undertaken intense training to become proficient in the Zones of Regulation. Together, the Zones Team begun to use the gradual release of responsibility model to support all staff and students to become familiar with the language of The Zones of Regulation.

Parent opinion survey summary

It is pleasing that the school community took the time to provide this feedback. Most of the questions were multiple choice with responses being: Strongly agree (SA), Agree (A), Don't agree or Disagree (N), Disagree (D), Strongly Disagree (SD). There were also some 'Yes/No' questions. The following were some of the questions asked and the responses by percentage:

- People respect each other at this school: 26.5% SA, 58.5% A, 8% N, 5% D, 2% SD.
- Teachers and students treat each other with respect at this school: 29% SA, 60% A, 6% N, 3% D, 2% SD.
- I feel like my child is important to the school: 25% SA, 48% A, 16% N, 8% D, 2% SD.
- I receive enough communication from the school: 29% SA, 49% A, 11% N, 8% D, 3% SD.
- The school communicates effectively with me: 26% SA, 52% A, 10% N, 9% D, 3% SD.
- I know what standard of work the school expects of my child: 13% SA, 51% A, 18% N, 12% D, 6% SD.
- Teachers at this school provide my child with useful feedback about their schoolwork: 14% SA, 51% A, 20% N, 8% D, 7% SD.
- I have useful discussions with the school about my child's learning: 14% SA, 48% A, 21% N, 10% D, 7% SD.
- The school provides an opportunity for me to have input about my child's learning: 11% SA, 41% A, 23% N, 17% D, 9% SD.
- I think that the education at school is important to my child's future: 69% SA, 26% A, 2% D, 3% SD.
- I feel equipped to help my child plan what they will do after they leave school: 26% SA, 48% A, 18% N, 6% D, 2% SD.
- The school encourages parents to help students to learn: 14% SA, 47% A, 22% N, 12% D, 5% SD.
- The school provides me with useful tips on how to help students learn at home: 9% SA, 36% A, 30% N, 18% D, 7% SD.

In 2022 the proportion of people who strongly agreed or agreed to the questions, increased in 9 out of the 14 categories. Whilst the proportion of parents who disagreed or strongly disagreed increased in only 4 out of the 14 categories. This information has been shared with our staff and leadership team. It appears that the support with learning at home and the amount of communication can vary from teacher to teacher. We are prioritising our Reading and Mathematics Co-ordinator in 2023 to increase communication with families to provide strategies of how to help at home.

Intended destination

Leave Reason	Number	%
AC - LEFT SA FOR ACT	1	1.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	16	23.9%
NS - LEFT SA FOR NSW	3	4.5%
OV - LEFT SA FOR OVERSEAS	4	6.0%
QL - LEFT SA FOR QLD	4	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	32	47.8%
U - UNKNOWN	1	1.5%
VI - LEFT SA FOR VIC	6	9.0%

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.

Relevant history screening

To work in SA government education sites and services a current working with children check (WWCC) is required. The check must be updated every 5 years with staff, volunteers and tertiary placement students encouraged to apply for their new WWCC 6 months before their current child-related employment screening expires. The WWCC is a checking process undertaken by the Department of Human Services (DHS) Screening Unit. It involves checking the person's criminal history and any other relevant information that is lawfully available to the Screening Unit. School compliance processes are managed by our front office manager ensuring accuracy. Clearances are lodged by employees and volunteers, with reminder emails generated 6 months prior to renewal. The HRS Portal is monitored (Maintain Certificates and Training link) ensuring all approvals are met. A physical copy of Registration, inclusive of WWCC is maintained in staff files. A Governing Council folder ensures compliance for those members of our community on site.

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	59
Post Graduate Qualifications	12

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	39.4	0.0	14.8
Persons	0	45	0	26

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

Financial statement

Funding Source	Amount
Grants: State	\$6,237,143
Grants: Commonwealth	\$9,600
Parent Contributions	\$287,626
Fund Raising	\$4,588
Other	\$6,190

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.

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
Targeted funding for individual students	Improved wellbeing and engagement	The Student Wellbeing Leader supported small groups and individual students targeting needs, building on whole school approaches and results of WEC data. The Wellbeing Leader with the support of the Wellbeing Committee led site wide training of Zones of Regulation in conjunction with Self-Regulation Services to support the areas of focus identified from the WEC data. The Student Review Team tracked and monitored progress of students, reviewing as required.	Six staff attended Zones of Regulation and Site Wide Implementation training with the Zones of Regulation Organisation, to champion Zones of Regulation across the site. All staff had training in Sensory Processing and Zones of Regulation with Self-Regulation Services, to support the findings from the 2022 WEC data.
	Improved outcomes for students with an additional language or dialect	Two teachers (each 0.6/0.4), 1 SSO (15 p/w) and 4 BSSOs supported in classes (whole class, small group, withdrawal, 1:1) supporting students' reading (linked with SIP) and writing (based on goals developed from LEAP Levels).	Evidence of improvement Running Records, LEAP Levels, PAT-R results and achievement. Teachers across the site developed understanding of analysing writing samples using LEAP levels and identifying goals to support planning for teaching and learning. Built capacity of year two teachers to develop a Recount writing unit using EALD strategies and grammar concepts. Implemented vocabulary and verb lessons from the LEAP levels in year one classes to support Procedure writing. Students showed improvement through dialogical discussions and through their writing.
	Inclusive Education Support Program	Aligned to establishing, implementing, monitoring and reviewing individual students' goals. SSOs, teachers and support providers worked collaboratively addressing One Plans and professional learning to support achievement. A Student Review Team met 3 times per term to review progress and update support strategies where relevant. Data was shared and recommendations made for further intervention or additional accommodations as necessary.	Anecdotal notes in Student Support Tracking Folders and student data demonstrate individual student progress. IESP packages have been successful at acquiring specific categories of support, aligning to the functional needs of identified students. Students reflect positively on the support they are provided with, often requesting for interventions/accommodations to continue as they identify growth and success in their own learning.

<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>An ACEO worked with our 4 Aboriginal students. Our RAP continued to be implemented which was endorsed by Narragunnawali, enhancing Aboriginal perspectives. SSOs supported in class, supporting One Plan goals. One Plan goals aligned to SIP focus (Jolly Phonics/Grammar, Guided Reading and Dialogic Practice).0.2 FLMD - Urdu and Punjabi programs offered rich opportunities for students to extend their language. With approximately 60 students participating, lessons were divided into semesterly focus. Students with categories of support were monitored and reviewed by our Student Review Team.</p>	<p>Consistent Dialogic Practice, Guided Reading and Phonics Implementation across school with improved PASM, Phonics Screen, Running Records, PAT-R and NAPLAN results. One Aboriginal student progressed from below SEA to significantly above SEA over a 4 year period. Numerous FLMD students received certificates of achievement for progress with sound/letter/word/grammar knowledge. Some IESP students were moved away from receiving support due to progress, while others achieved an increase in funding due to complexity of need</p> <p>Families provided positive feedback to our FLMD program, with an application request for additional time submitted for 2023.</p>
<p>Program funding for all students</p>	<p>Our School Improvement Plan supported improved student achievement of SEA and High bands in reading with the intentional use of dialogic practice, and continued planning, monitoring, implementation and review of Jolly Phonics/Grammar/Spelling and Guided Reading. Teachers were released to conduct peer observations, provide feedback and identify strategies for improvement. They met 3 times per term in PLCs to reflect and plan for teaching and learning. 3 SSOs provided Wave 2 intervention in Phonics with significant improvement in results. Units of Work for Years 3-6 were trialled with a lens of dialogic practice implementation.</p>	<p>Jolly Phonics/Grammar, Guided Reading and Dialogic Practices based on shared/co-constructed agreements have now been implemented and results demonstrate significant improvement. Students demonstrate deeper understandings and have strategies to extend, question and acknowledge others thinking. PLC feedback reflects this as a high impact strategy supporting progress in teaching and learning. Teachers will utilise effective strategies from trialling Units of Work into their planning for 2023.</p> <p>Not applicable</p>
<p>Aboriginal languages programs Initiatives</p>	<p>With continued in depth focus on our SIP priorities, staff and SSOs provided students with in class support for Guided Reading and achievement towards individual personalised student goals. Targeted intervention was introduced for groups of students not achieving SEA with regular targeted support.</p>	<p>SIP review and traffic lighting process highlighted significant growth. Students who were a part of intervention groups achieved growth enabling them to access 'at year level' curriculum and continue their learning with whole class differentiated practice.</p> <p>Not applicable</p>
<p>Other discretionary funding</p>	<p>Specialist school reporting (as required)</p>	<p>Not applicable</p>

	Improved outcomes for gifted students	<p>Combined with SIP priorities, a focus on 'stretching' student's achievements has been embedded building opportunities for students to engage in dialogic practice strategies. This has provided students with skills to build on each other's ideas, challenge thinking and question possibilities.</p>	<p>SIP review, traffic lighting process and analysis of PAT and NAPLAN data highlighted significant growth. On average between 77% and 84% of our students sit in the higher bands in either Literacy or Numeracy.</p>
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