



Kingston Community School

2021 annual report to the community

Kingston Community School Number: 0737

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Samantha Murdock

Governing council chair:

Julie Worthley

Date of endorsement:

28 February 2022



Government
of South Australia
Department for Education

Context and highlights

Kingston Community School is a category 5 school in the upper South East of South Australia. In 2021 we had 296 students in 15 classes. The student population included approximately:

- 16 % school card holders
- 0.3 % students with English as a Second Language
- 4 % students with disability
- 5 % Aboriginal students
- 0.6 % Care Order students
- 55 % R-7 students
- 45 % 8-12 students

No year it seems occurs without the next big thing coming along or changes required for the best laid plans. Kingston Community School is no different to the rest of the world as we have found ourselves yet again dealing with sudden changes and overcoming disappointment thanks to COVID.

HIGHLIGHTS

Completion of Capital works build.

Student's efforts being acknowledged for their work with the Anzac Spirit and Eden Prize.

Overall winners of the Interschool Sports Carnival at Allendale Area School.

The wider school community came together to mark 60 years since the discovery of ancestral remains on site. A ceremony was held to draw awareness of the remains being back on site and elders worked with students on a number of activities celebrating indigenous culture.

Kingston District Council have worked closely with the school on a number of projects around resilience. Thanks to support the council have had through their Community Resilience Officer funded through the Keilira fires the school has been able to participate in a number of events, including the Beyond Words Horse Program and Youth Mental Health First Aid training.

Kingston Community School became a phone free space to improve teaching and learning and decrease issues around cyber bullying and safety. The system, whilst students would not always admit it, has allowed them to engage better with their learning and reconnect with each other in the yard, talking face to face and becoming physically active rather than just sitting still on their screens.

Our Reception – Year 2 teachers have implemented InitialLit, an evidence based whole class literacy program providing all students with the essential core knowledge and foundations they need to become successful readers and writers. The program has allowed us to closely monitor students and see clear evidence of growth.

Introduction of Industry Immersion days at Year 10 and Early Adopters program

100% sace achievement at Year 12.

TRAINING AND DEVELOPMENT OF STAFF

-Differentiation, Brightpath strategies and moderation, First Aid

Governing council report

Although Covid continues to throw the unexpected, Governing Council have been kept busy this year. Our school received funding for a \$4 million Capital Works Build in 2020. Due to delays with COVID and planning, this build was completed mid to late this year, seeing the school take ownership of a brand new, state of the art Food Tech building and a Middle School Hub consisting of 6 classrooms and 2 break out spaces. The school is now busy designing and constructing landscaping for these areas and hope to build an outdoor classroom and undercover area to complete the spaces.

Earlier this year we were yet again interrupted with a brief lockdown and return to homeschooling. On return staff and students became used to the new normal of wearing masks indoors, further preparing their remote learning setup and ICT capabilities in preparation for further lockdowns, which thankfully did not eventuate. We thank parents for their efforts with homeschooling and congratulate students on their remarkable resilience to bounce back and accept the challenges they were presented with during the pandemic.

After extensive research by the school, and many robust discussions at Governing Council it was unanimously decided Kingston Community School would become, a phone free space, it has proven to have had an almost instant positive effect in many areas and we look forward to this continued change, hence Yondr is here to stay.

We would like to thank our Canteen Manager Kylie Daniels for another successful year and wish her well as she steps back from full time to part time management, and we welcome Suzanne Drabsch as our new Canteen staff member. Many thanks to all parent volunteers who greatly assist with many hours of help throughout the year. It is greatly appreciated.

We look forward to some big changes in the New Year as we welcome our incoming Year7's to high school and know that they are well transitioned to slotting comfortably and confidently in with the senior school after successful transition programs.

And, we farewell our current Year 12's as they navigate the next exciting chapter in their lives. Whether you are moving onto University or TAFE studies or going straight into employment, we wish you well and know you are more than ready for what is next to come. Good luck with your exams, look to the future but remember your time and the valuable friends you made here at KCS with a smile.

Julie Worthley
Chair
Kingston Community School
Governing Council

Quality improvement planning

Writing goal-

9 of the students below SEA in 2019 are now operating at or above the Standard of education achievement in writing which is shown through the data obtained via NAPLAN and/or Brightpath. Targeted students in 2021 all increased a Brightpath band from Term 1 to Term 4

Some students due to exterior and extenuating circumstances (attendance, engagement and well-being issues) did not reach the desired goal but still made progress.

Reading Comprehension goal-

We have noted improvement from Year 5 results, students targeted getting closer to reaching SEA. 8 students still below SEA.

Receptions who have speech assistance, have reached success with their ability to use blends and appropriate sounds (decoding processes). Confidence has grown

Support from literacy coaches and Heggarty has seen improvements in the lower primary

Numeracy goal-

Student progress was made and documented in the areas of the Big Ideas in Number

8 students who did not meet the target in term 2 made progress in term 4, shifting one or more levels (red to amber or amber to green) in test 3.3.

5 students made progress, shifting one or more levels in test 3.4.

1 student made no progress in test 3.4.

Next steps

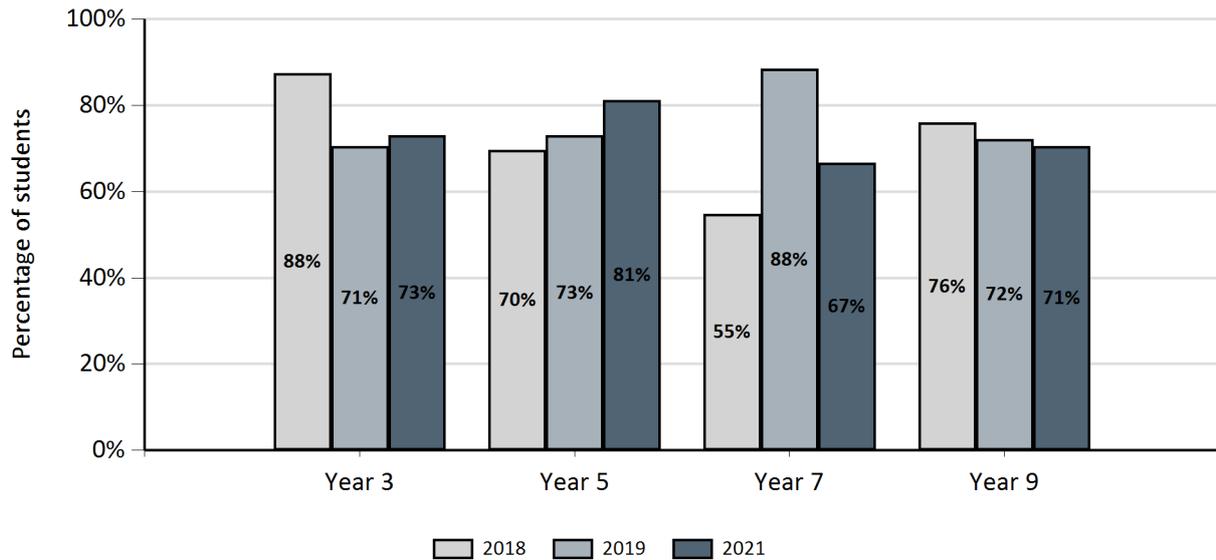
- sharing the pedagogical (Teaching Sprint) changes made to the teaching of writing and embedding those that worked.
 - refining the moderation process for our Brightpath assessment pieces to ensure that the data and teaching points are accurate. Using this data to inform students and in turn enabling them to set their own writing goals.
 - embedding the use and teaching of the consistent metalanguage across all year levels and curriculum areas
 - continue whole site moderation of Brightpath pieces
 - Need SSO support in Foundational Years to catch students who require intervention to close gaps in learning. The SIP group sees this as a critical time to ensure that gaps are closed early.
 - Share PAT results with family and students in order for ownership to be taken: goal setting to occur from there
 - Initial Lit results going home to families
 - Work with students around transferable skills and with strategies that allow them to utilise in another context
 - New target groups: set targets at students at SEA and trial strategies and track to encourage stretch and lift
 - Ensure consistency and repetition with strategies
 - Building a positive reading culture at junior secondary
 - Upskilling staff on our library digital platforms,
 - Encouraging reading for pleasure
 - Continue with T & D on Multiplicative Thinking with Margarita Breed. In 2022, 2 x 3-day sessions.
 - SIP Numeracy meetings to have a teacher pedagogy development focus - particularly targeting visualisation of multiplicative strategies and algorithms
 - Develop an assessment matrix that can be used to track student conceptual understanding
 - Access pupil free days to improve whole school pedagogy re multiplicative thinking
 - Additional funding to release teachers to conduct testing for both formative and summative assessment against the SIP SIP goals for 2022-2024
- Improve student achievement in numeracy
 - Improve student achievement in writing

Performance Summary

NAPLAN Proficiency

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

Reading

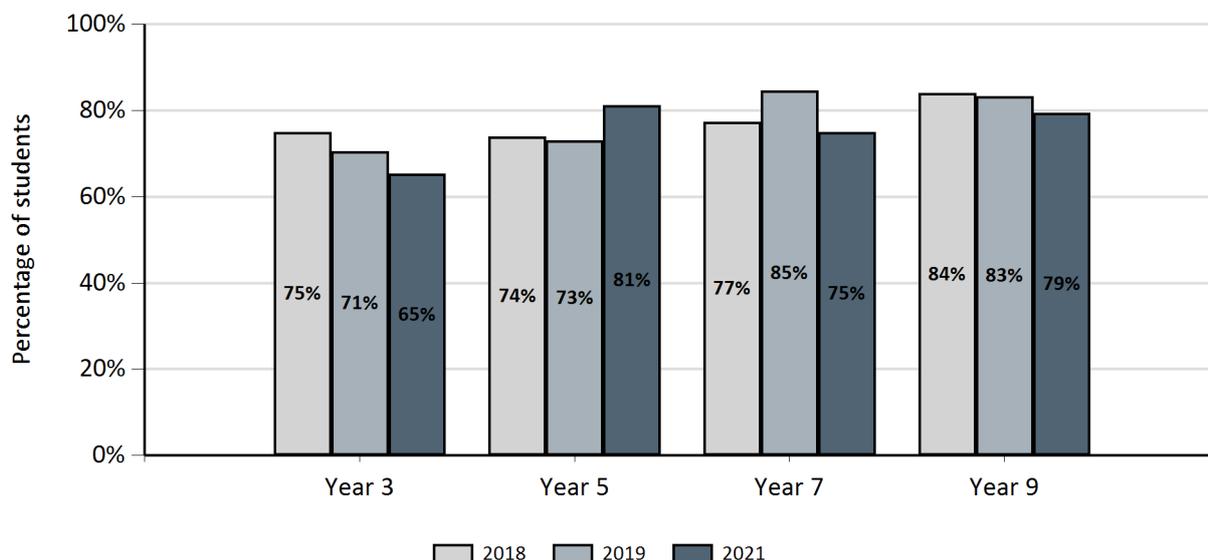


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	38%	38%	25%	34%
Middle progress group	56%	38%	59%	48%
Lower progress group	*	25%	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	50%	33%	50%	34%
Middle progress group	50%	50%	43%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	26	26	9	6	35%	23%
Year 3 2019-2021 Average	21.5	21.5	6.5	4.5	30%	21%
Year 5 2021	16	16	4	1	25%	6%
Year 5 2019-2021 Average	21.0	21.0	5.5	1.5	26%	7%
Year 7 2021	24	24	4	6	17%	25%
Year 7 2019-2021 Average	25.0	25.0	6.5	5.5	26%	22%
Year 9 2021	34	34	4	5	12%	15%
Year 9 2019-2021 Average	26.0	26.0	2.5	4.0	10%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

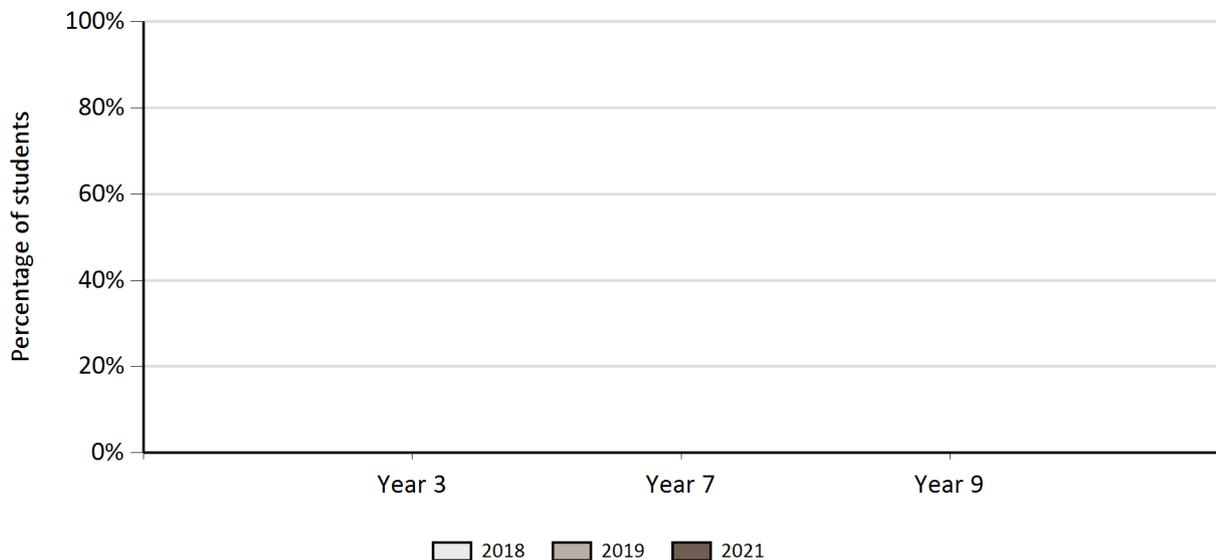
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



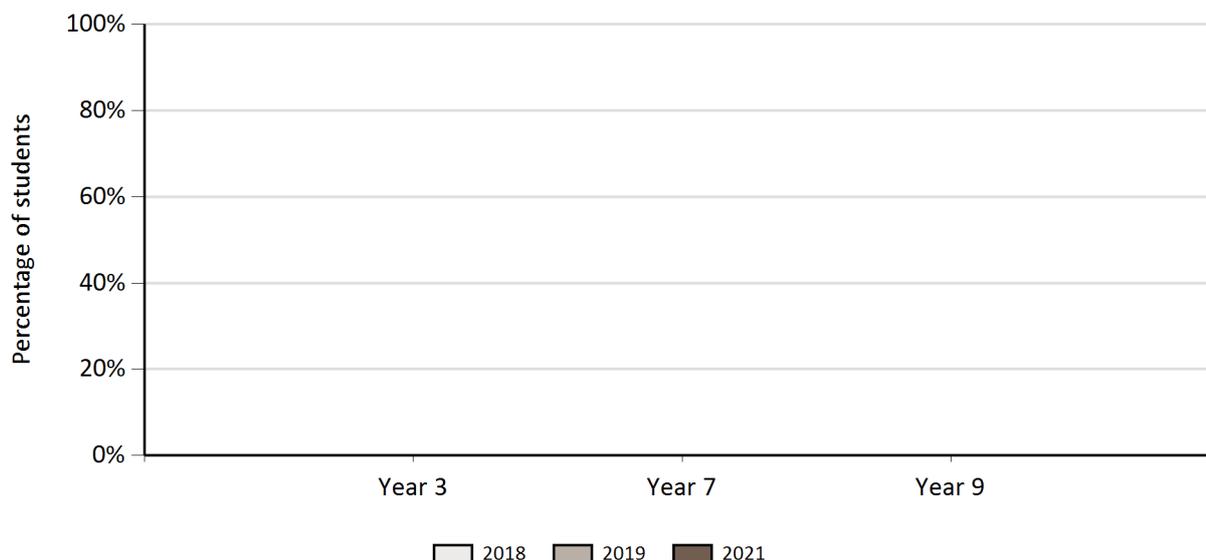
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

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

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]includes absent and withdrawn students.

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

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

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

Our school's focus for Aboriginal learner achievement in 2021 was Key Element 1 – Data Informed Planning. It was the work of the Aboriginal Reference Group to track, monitor and review the progress made by the end of 2021. Specific activities undertaken which reflect Key Element 1 in 2021 include;

- Data informed conversations with Aboriginal families about the growth, achievement and success of their child, and strategies to best support them.
- Parent-teacher interviews, term achievement reporting and one-on-one conversations with families about their child's progress are all ways we have communicated with our Aboriginal families.
- Initiating informal conversations about children's learning during opportunistic moments, both on and off site
- Involving Aboriginal families in the development of their child's One Plan goals
- Creating rigorous processes for communicating with our Aboriginal families during COVID via the class teacher, Wellbeing team and Kathy Bell and Eleanor Lisk
- Creating a data wall (a work in progress) to make the progress of our Aboriginal students more visible

- Our Aboriginal attendance rate in 2021 was 88.1% compared to 88.8% non ATSI
 - We had 13 Aboriginal students enrolled in 2021
 - Running Records, PA

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

New improvement actions implemented to raise literacy and numeracy achievement include;

- The appointment of a new ACEO – Eleanor Lisk who worked in conjunction with the Deputy Principal and classroom teachers to provide 1:1 classroom support for primary ATSI students, particularly in the Early Years
- The allocation of time given to a staff member to work on the collation of data for the new data wall (a work in progress)
- SIP focus and professional development with Margarita Breed in Numeracy strategies focussing on arrays and place value/number
- The development and rollout of new phonics program Hegarty with further support from literacy expert Kellie Burge
- Additional SSO intervention support in classrooms or in small groups

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
99%	95%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	6%	2%	3%	0%
A	11%	2%	11%	8%
A-	15%	14%	17%	4%
B+	11%	14%	17%	0%
B	15%	14%	12%	11%
B-	11%	19%	11%	6%
C+	14%	16%	14%	0%
C	10%	12%	14%	14%
C-	5%	2%	2%	3%
D+	1%	5%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	40%	26%	0%	18%

2021
100%
47%

School performance comment

Phonics Screening Year 1

Average Score of 27/40 with one student absent.

52.6% (10/19) students achieved benchmark of 28

Of the 10 students who did not achieve benchmark, 8 students received targeted intervention through MiniLit sessions. Extra Support Service Officers were also present during explicit InitialLit lessons to further support students in need.

Running Records

Year 2 – 8/18 @ SEA (Broadband Level 21 and above)

Year 1 – 8/18 @ SEA (Broadband Level 13 and above)

Phonics screening data demonstrated a consistency in results and there was growth in the reading abilities of the Year 2 cohort compared to their 2020 results with 3 more students reaching SEA.

Kellie Burge and Fiona Sullivan (Literacy Guarantee Unit) continued to support staff with the consistent implementation of the InitialLit Phonics Program R-2.

SACE

Kingston Community school once again had a 100% SACE completion rate with 100% of students achieving a C- grade or higher. (15 students)

10 students achieved an ATAR score of which 8 who wanted to enter University were offered a placement

17% of grades were in the A band and 82.9 of all grades were in the B and C band

Of the students eligible for University entrance 87.5% received their first, second or third preference in the first round.

- Bachelor Laboratory Med (HONS)
- Bachelor Exercise SCI/M CLIN EX PHYSIO
- Bachelor Creative IND (FILM & TV)
- Bachelor Engineering (MECHANICAL) (HON)
- Bachelor Law & Society
- Bachelor Agricultural Sciences
- Bachelor Engineering (Mechanical) (HON)
- Bachelor Arts (Psychology).

NAPLAN

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.

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Numeracy

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Attendance

Year level	2018	2019	2020	2021
Reception	88.7%	86.4%	92.2%	91.6%
Year 1	92.1%	90.0%	92.0%	86.0%
Year 2	91.6%	95.2%	91.2%	89.1%
Year 3	92.0%	90.7%	94.8%	85.1%
Year 4	90.6%	93.7%	90.0%	92.9%
Year 5	91.7%	92.7%	91.3%	92.0%
Year 6	93.1%	92.4%	93.5%	89.1%
Year 7	88.2%	90.5%	90.9%	91.8%
Year 8	92.1%	90.7%	92.7%	89.9%
Year 9	90.1%	87.0%	91.9%	88.1%
Year 10	90.2%	93.1%	88.3%	88.2%
Year 11	80.2%	87.5%	91.5%	81.5%
Year 12	86.6%	83.9%	91.9%	92.4%
Secondary Other	N/A	N/A	12.5%	N/A
Total	89.6%	90.5%	91.7%	89.0%

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

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

Attendance comment

- The attendance rate in 2021 was 89%.
- Class teachers made contact on the third consecutive day of unexplained absence and Front Office staff communicated unexplained absences to parents via Sentral SMS messaging.
- Cases of habitual or chronic non-attendance were followed up by the Wellbeing Leader via phone call, text message, case management meetings and home visits.
- Anxiety around attendance was alleviated with timetable modifications and "My Plans".
- Exemptions were granted for family holidays, medical reasons, apprenticeships and employment.

Behaviour support comment

Behaviour Management was implemented under the Behaviour Management Policy, with students signing a School Code of Conduct and School Values were a continued focus. Consequences for inappropriate behaviour were recorded using the DUX platform. Behaviour incidences were communicated to families via text, email or phone call. 21 internal suspensions and 3 external suspensions were recorded, 3 students were supported with the school's complexity funding and 5 received IESP funding for complex behaviour and social skills support. The school is now visited weekly by Headspace Reach Out program who see students face to face from the community library and support them with wellbeing. Staff were introduced to the Department's new Behaviour Support Toolkit.

Parent opinion survey summary

Areas where parents had the highest level of confidence included (positive or neutral response):

- I think that Education is important (65/66 = 98.48%)
- Knows the standard of work expected by their child (58/66 = 87.88%)
- Believe they receive useful feedback (59/66 = 89.39%)
- Feel equipped to plan pathways for their child (52/61 = 85.24%)

31.82% = 21/66 parents who responded to the survey would like more help with supporting their child at home with their learning.

100% of families who responded are having conversations with children at home about their learning which is a fantastic result and shows parents are interested and care about what is happening with their child's learning.

24.29% = 17/53 responses stated that they did not believe teachers and students were respectful. This is something that Kingston Community School will need to address in 2022 and clarify.

23.88% = 16/51 of families who responded are stating they are not getting enough communication from the school while others are happy with the current level of communication and the way it is delivered. This will also need clarifying in 2022 around what areas parents would like more communication on.

A majority of families indicated that the preferred method of communication in 2021 was email followed by text messages and parent teacher interviews.

We hope to get a higher level of feedback in 2022 which will allow us to continually improve in areas required and know the areas that are working well for our families.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	10.0%
OV - LEFT SA FOR OVERSEAS	1	2.5%
PE - PAID EMPLOYMENT IN SA	3	7.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	17.5%
U - UNKNOWN	23	57.5%
WA - LEFT SA FOR WA	2	5.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All relevant and mandatory screening checks kept up to date via a training matrix for teachers, SSO's, university placement students, work experience students, parent volunteers and Governing Council reps. A dedicated SSO within the school alerts those who are due to complete training prior to dates expiring. This year updates for the new RRHAN-EC and COVID vaccination status were added to the check list. All certificates are sighted by the site leader before any work or volunteering can occur by those listed. Certificates are digitally detained by the schools Business Manager.

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	50
Post Graduate Qualifications	15

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	24.7	0.0	11.0
Persons	0	30	0	16

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

Financial statement

Funding Source	Amount
Grants: State	\$4,251,776
Grants: Commonwealth	\$0
Parent Contributions	\$163,228
Fund Raising	\$3,223
Other	\$81,213

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

2021 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Remote learning resources Google Classroom One Plans Safety Plans Chicks and Blokes Yr 7 Yr 8 Wellbeing check ins with at risk students	Improved wellbeing and connectedness to school while working from home.
	Improved outcomes for students with an additional language or dialect	SSO classroom support around Reading Comprehension	Increase levels oral & written language, social confidence & class activity.
	Inclusive Education Support Program	Targeted SSO support in the classroom Alternate life skills program for Category 7 student Individual extended transition to High School program Before school regulation and check ins so students were ready to learn.	Increase classroom engagement, reduction in high level behaviour incidence.
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	ACEO worker supported Aboriginal learners in the classroom during literacy and numeracy ICT support for rural students during COVID Minilit , Multilit and Maq Lit groups Quicksmart intervention Big ideas in Number tools used to identify learning needs Heggerty program Initial lit introduced at Reception – Year 2 Cultural Ceremony held to acknowledge ancestral remains on site Transition Kindy to reception and Year 6/7 to High School Year 6/7 Transition Camp Speech intervention programs for 4 students	Improved phonological awareness Successful transitions for all ages Initial lit screening tests showed clear improvement
Program funding for all students	Australian Curriculum	T&D with new Curriculum Lead on new units of work Sprints and Brightpath SIP Moderation Differentiation T&D	Staff utilizing units of work Built confidence in accurate moderation
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support for groups of students through SSO's and Cultural Elders around engagement and understanding	Increase in connectedness of Aboriginal students to their culture.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A