



# Keithcot Farm Primary School

## 2021 annual report to the community

Keithcot Farm Primary School Number: 1847

Partnership: Golden Way

Signature

School principal:

Carol Farnworth

Governing council chair:

Darren Walker

Date of endorsement:

17 December 2021



Government  
of South Australia  
Department for Education



## Context and highlights

Keithcot Farm Primary School is a category 6 school located 16kms north-east of the Adelaide CBD. The February census stated 431 students in 16 classes. The student population includes approximately 26% School Card Holders, 12.1% students with English as an Additional Dialect, 5.7% students with disabilities, and 2.4% Aboriginal students. The school's ICSEA score is 1025. Our school is co-located with Kings Baptist Grammar School and some facilities are shared across the campus. Well-being is a strong focus at our site with our visiting social worker able to offer wellbeing and practical support for our students and their families. We were able to provide some continued stability to the leadership team this year with Kym Dinedios being successful in continuing her role as Assistant Principal of Student Support and Well-being for 3 more years. We farewellled Lou Hanna and Catherine Clark who have both been teaching at Keithcot for a significant number of years and are moving on to new schools. There were some changes in our School Support Staff with Brad Vowles gaining a permanent position in curriculum and admin support. While Covid restrictions were greatly reduced this year, it still impacted on parents attending and volunteering in our site and resulted in one period of home learning. Despite this, we were still able to host some successful and well-attended community events including;

- Sports Day
- Disco
- Year 6 and Year 7 Graduations
- Assemblies
- Mother's and Father's Day stalls
- End of Year Concert.

It was also a special year in that it was our school's 30th anniversary. This was celebrated with a special plaque ceremony and time capsule burial which was attended by local politicians and the first teacher at KFPS. We also had two cohorts graduating due to it being the last year that Year 7's will be in primary school in SA. We worked with our whole school community to develop new values that are reflective of what we expect from our school community. Our new values are Respectful, Collaborative and Powerful Learners.

We would like to acknowledge and thank the leadership provided by our Governing Council Chairperson, Darren Walker. He has led the Governing Council through some important discussions this year, including our External School Review Report where we have been given some clear directions for improvement. We would also like to acknowledge and thank our school volunteers and especially the recipients of the Volunteer Awards; Nicole McKenna, Susan Toonen and Kelly McDonald. We look forward to 2022, the challenges it may bring and continuing our improvement journey.

## Governing council report

The 2021 school year was commenced at Keithcot Farm Primary with approximately 417 students, 40 staff, and with Carol Farnworth as the Principal.

Our Governing Council, in partnership with the Principal and the leadership team, assists in managing the non-teaching areas of the school, including the provision of facilities and overseeing our OSHC program. During the 2021 year, the Governing Council members were involved in various areas of school management and also attended school events as follows:

- Finance Committee
- OSHC Committee
- Fundraising Committee
- 30th anniversary celebration
- Year 6 & 7 Graduation Nights
- Xmas concert / Credit Union SA cheque presentation

An important part of any school community, is the engagement and involvement of parents. One of the ways to become involved is to be a volunteer at the school. The volunteers work in various areas of the school and enable the successful running of our school programs. There were three volunteer awards this year. Blair Boyer MP presented the Wright Volunteer Award to Nicole McKenna. The Keithcot Farm Volunteer Award is normally issued to one individual, however, this year awards were given to both Kelly McDonald and Susan Toonen. All of these awards were well deserved and we thank them for their support.

We should all thank our Principal, Carol Farnworth, the leadership team, our teachers, and support staff for continuing to provide a high standard of teaching and learning. This is by no means a simple task when recognising the number of students, staff and parents involved. I can speak from personal experience too that on the days when things go wrong, the caring and support provided is reassuring.

I would also like to take this opportunity to personally thank all of our 2021 Governing Council members for their hard work and support. Our team is a great group of people that work well together, making effective decisions for the benefit of the whole school community. Finally, thanks for the opportunity to be Chairperson. Having been a parent of Keithcot Farm Primary now for the last eight and a half years, I can say it's an absolute pleasure to be involved.

Darren Walker

KFPS Governing Council Chairperson 2021

# Quality improvement planning

Goal 1: We did not achieve our NAPLAN targets for our goal 'To increase the number of students achieving in the higher bands of NAPLAN Numeracy.'

We aimed to achieve 35% of Year 5 and 7 students in High Bands in NAPLAN.

Year 5 we achieved 23% in HB and Year 7 achieved 25% in HB.

In PAT we aimed to achieve over 40% in HB in Year 5 & 7

39.6% (23/58) of year 5 students placed in the HB in Numeracy this year in PAT M

48.71% (19/39) of year 7 students placed in the HB in Numeracy this year in PAT M

We achieved our target for Year 7's and were only 0.4% below target for Year 5's.

We have learnt that;

- identifying and addressing misconceptions supports growth of students in Maths
- collaboratively planning curriculum overviews using the Curriculum resources, has developed more consistency in year levels

- implementation of learning intentions and success criteria which supports student achievement, is becoming embedded in most classes

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning being:

- teachers designing and implementing tasks that focus on the proficiencies of maths and are differentiated to provide stretch for all students

- identifying and addressing student misconceptions .

We know this had impact because;

- We collected clear evidence of increased growth for students where misconceptions were identified and addressed.
- Our greatest growth for students in the high bands, was in classes where teachers designed differentiated, challenging tasks focusing on the proficiencies.

Following our Step 5 review our next steps are:

1. Collaboratively develop a clear KFPS Maths agreement
2. Provide support for staff to identify and address misconceptions
3. Provide PD and time for teachers to collaboratively design challenging and differentiated maths tasks focusing on the proficiency of problem solving
4. Teachers are resourced and supported to implement the department's new maths units, as they become available

Goal 2: We partially achieved our goal of; "If we teach writing with a focus on vocabulary, sentence structure and punctuation, we will increase student achievement in writing."

We had growth in vocabulary, sentence structure and punctuation in most, but not for all year levels.

Our target was also to increase our HB achievement in Years 5 and 7 which we have, with scope for continued improvement. The year 5 HB achievement increased from 2% in 2019 to 19% in 2021. The Year 7 HB achievement increased from 5% in 2019 to 10% in 2021. Our aim now is to maintain and increase the number of Year 3 HB achievers in writing throughout Year 5 and Year 7.

Our step 4 review process and documentation identifies the action for improvement with the biggest impact on student learning being;; Implementing and explicitly teaching the Seven Steps program.

We know this had impact because; students want to write, students use precise (exact and specific) words to enhance their writing (vocabulary achievement shows a big improvement in Years 3 & 5) and students are able to identify and use the Seven Steps of Writing.

Following our Step 5 review our next steps are:

- Provide PD and resources to enable teachers to consistently and explicitly teach sentence structure and punctuation to increase student achievement in writing.
- Support teachers to implement and embed our KFPS writing agreement
- Build teacher capacity to support students to write their own goals.
- Provide support for teachers to develop Bump It Up walls
- Teachers implement the English units of work and curriculum resources to provide consistency of learning, particularly in writing.

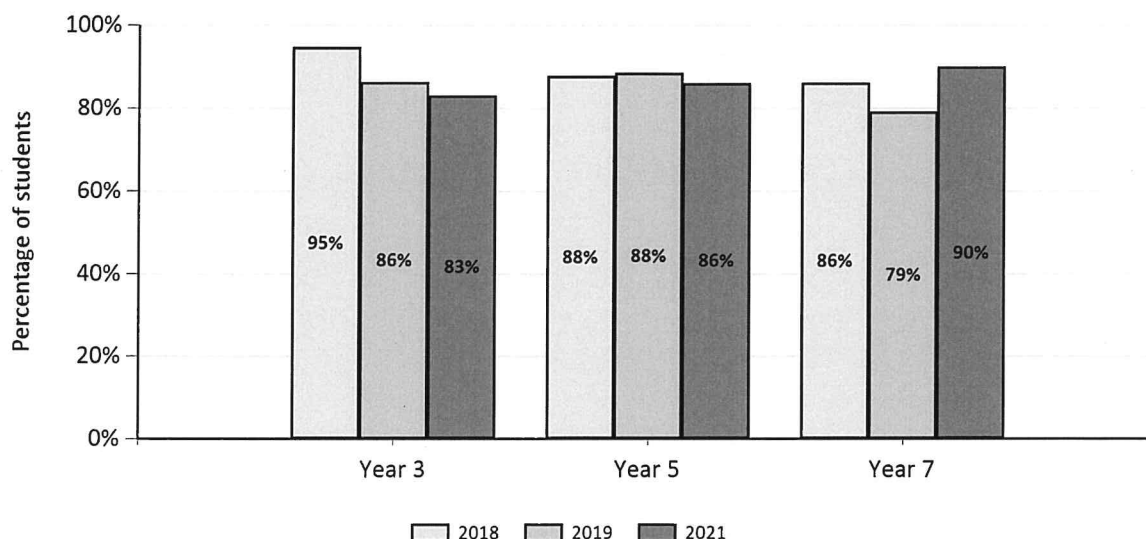
Continue our phonics improvement journey, by embedding our F-2 Phonics Instructional Advice, including making links to improved writing outcomes.

# 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

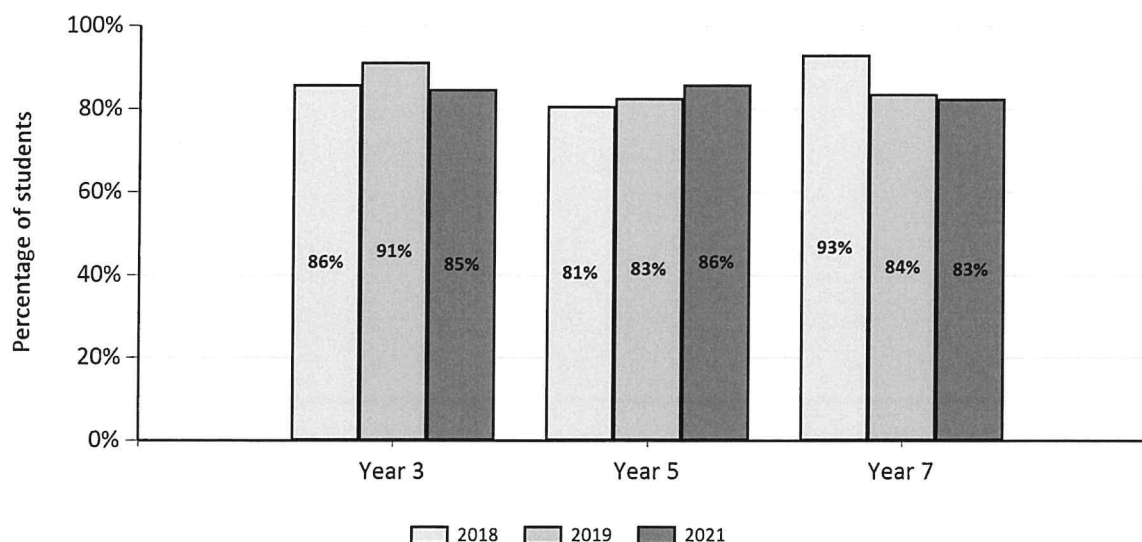


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

\*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 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	State (average)
Upper progress group	16%	34%	33%
Middle progress group	53%	46%	48%
Lower progress group	31%	20%	19%

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	State (average)
Upper progress group	23%	24%	33%
Middle progress group	52%	52%	48%
Lower progress group	25%	24%	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 <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 2021	59	59	21	21	36%	36%
Year 3 2019-2021 Average	58.5	58.5	26.0	23.0	44%	39%
Year 5 2021	57	57	17	13	30%	23%
Year 5 2019-2021 Average	54.5	54.5	16.0	12.0	29%	22%
Year 7 2021	40	40	12	10	30%	25%
Year 7 2019-2021 Average	41.5	41.5	10.5	11.0	25%	27%

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

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

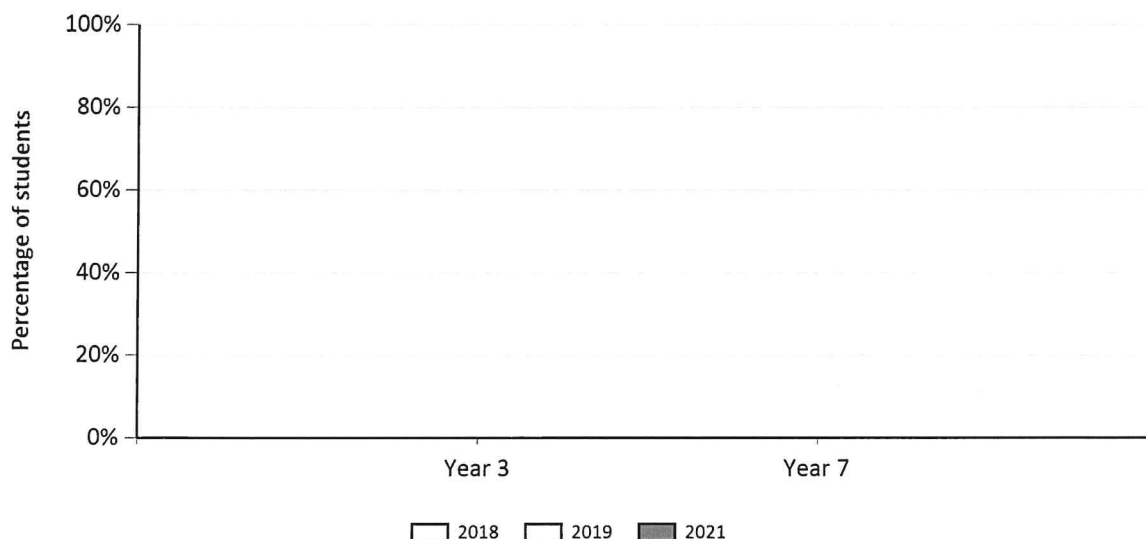
<sup>^</sup>includes absent and withdrawn students.

\*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



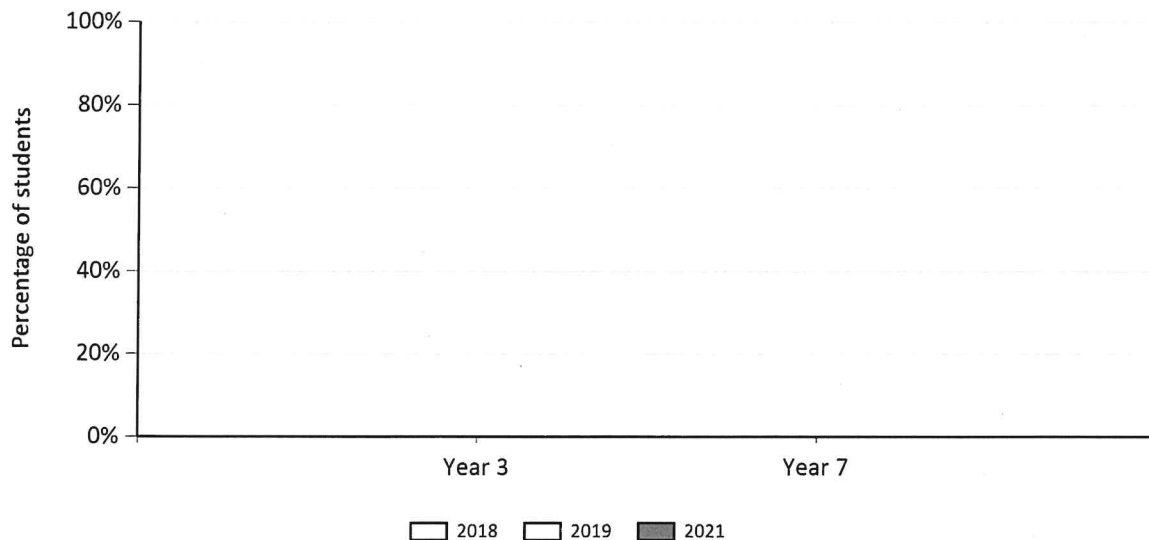
\*NOTE: No NAPLAN testing was conducted in 2020.

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

State (average)

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

State (average)

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 <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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 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.

<sup>^</sup>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 2021: Data Informed Planning

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

Staff as a whole were made aware of the Aboriginal Education strategy and it's aims and goals.  
 Staff given input into and a copy of the Aboriginal Learner Achievement Matrix and information about our Aboriginal learners and their achievement data.  
 Teachers encouraged to complete the 'Working Together' Cultural Awareness training on Plink. We had a 100% completion rate. Expectation of new staff in first year at Keithcot/induction they are to complete.  
 Leadership highlight ATSI student achievement in PDPs and conversations about class data to keep the focus on our Aboriginal learners. How are you catering specifically for the individual aboriginal learners in your class – what evidence do you have?  
 One Plan goals set using formal and informal testing/data for each Aboriginal child and reviewed twice a year.  
 Processes in place to facilitate conversations at entry and exit points and between classes to maintain a consistency of strategies and information from one environment to the next. This is built into our practice through scheduled meetings with high schools. When students change schools there are follow up phone calls to ensure personal file information is understood for best outcomes for child.

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

Raising the profile and prominence of our Aboriginal learners  
 100% staff completion of 'Working together – Cultural Awareness' training in 2021. Teacher capacity built through knowledge of Aboriginal cultural awareness and identity to increase focus on student engagement in their learning.  
 Individual goals for achievement tracked and monitored for each Aboriginal child documented in One Plans.  
 Teachers include Aboriginal student voice in planning goals for One Plans.  
 One Plan goals shared with families ensuring families have knowledge and input into their child's learning and support.  
 Expectation is now that teachers make every effort to accommodate Aboriginal families in reverse interviews/ interviews/'optional' interviews and One Plan reviews. Understanding that for some families this may need to be facilitated in another way.  
 Successful transition to high school for our 2 Aboriginal leavers.  
 New ACEO appointed to Keithcot Farm. Relationships built with families, students and staff.



# School performance comment

Our A-E GRADES from Year 1-7 are showing a typical bell curve in both English and Maths with very little change between 2020 and 2021.

There is also not a significant change between mid-year and end of year grade achievement. In 2021 in Maths:

12% of our students achieved A's

27% achieved B's, 44% achieved C's

14% achieved D's

3% achieved E's.

In 2021 in English:

8% of our students achieved A's

32% achieved B's

45% achieved C's

13% achieved D's

2% achieved E's.

Using our PAT MATHS results we compared the same cohorts achievement between 2020 and 2021:

Year 4 68% achieved above SEA which is an increase of 6 % from the same cohort in 2020

Year 5 78% achieved above SEA which is a decrease of 9 % from the same cohort in 2020

Year 6 49 % achieved above SEA which is an decrease of 6 % from the same cohort in 2020

Year 7 62% achieved above SEA which is a decrease of 3 % from the same cohort in 2020

This trend of decreasing our percentage of students achieving above SEA in PAT Maths will be addressed in 2022 by tracking and monitoring of students and targeted intervention.

Using our PAT READING results we compared the same cohorts achievement between 2020 and 2021:

Year 4: 61% achieved above SEA which is an increase of 21 % from the same cohort in 2020

Year 5: 57% achieved above SEA which is a decrease of 14 % from the same cohort in 2020

Year 6: 71 % achieved above SEA which is an increase of 16 % from the same cohort in 2020

Year 7: 57% achieved above SEA which is a decrease of 3 % from the same cohort in 2020

Overall, our students showed greater improvement in our Reading Results.

Our Year 1 Phonics Results show a significant improvement in 2021 with 71% of our students achieving SEA compared with 49% in 2020 and 45% in 2019. This is due to a strategic focus on collaboratively developing consistent practice F-2 in teaching phonics using; Jolly Grammar, Heggerty, Decodables and the Phonics Scope and Sequence.

## READING LEVELS – RUNNING RECORDS

65% of our Foundation students are at or above SEA benchmark (level 5 or above)

85% of our Year 1 students are at or above SEA benchmark (level 13 or above)

89% of our Year 2 students are at or above SEA benchmark (level 21 or above)

70% of our Year 3 students are at or above SEA benchmark (level 30 or above)

98% of our Year 4 students are at or above SEA benchmark (level 30 or above)

Those students who achieved below benchmark in Running Records and ACER-PAT R assessments, were identified for our intervention programs (Levelled Literacy Intervention and Reading Doctor).

We are monitoring students' progress between successive tests. A high priority is to ensure every student demonstrates significant growth each year. We will continue to put faces on data, address student achievement data and how teachers are supporting students through performance conversations and Learning Team work.

## Attendance

Year level	2018	2019	2020	2021
Reception	93.7%	93.0%	95.0%	93.5%
Year 1	94.9%	93.0%	90.4%	93.8%
Year 2	93.4%	91.1%	90.3%	90.9%
Year 3	93.2%	94.9%	93.8%	92.4%
Year 4	93.4%	93.0%	93.3%	92.8%
Year 5	94.0%	94.3%	91.4%	93.8%
Year 6	91.6%	92.4%	92.1%	90.6%
Year 7	93.0%	93.1%	90.4%	92.8%
Total	93.5%	93.1%	92.1%	92.6%

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

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

## Attendance comment

Attendance % has remained similar for last 3 yrs. Non-attendance is managed by following our site Attendance Policy. Teachers work with Wellbeing Leader Includes the use of school attendance letters and meetings with families. We had an increase in chronic and habitual non-attenders who we worked with Support Services to support. 2021 saw an increase in Children in Care with high needs. This along with rise in students experiencing anxiety meant our focus on improving overall percentage was not successful this year.

## Behaviour support comment

Data shows a rising trend over the last three years and a significant increase in suspensions and take-homes in comparison to 2020. They are a response to student behavior that affects the safety and learning of others. This data reflects the rising complexity of our student cohort and our close work with teachers and families to send a message that violence at school is not accepted. They have been used when other strategies have not helped students behave positively, as a reset and to support students to behave safely and positively in the future. The suspensions and exclusion are in-line with the DfE's Behaviour Policy and Support Toolkit. A school-wide anti-bullying strategy has continued to be implemented over the 2021 school year, which included regular bullying surveys and intervention with families. This work significantly reduced the number of bullying incidences over the 2021 school year

## Parent opinion survey summary

The Parent Satisfaction Survey was conducted centrally and asked parents 14 questions; asking for a response on a scale of 1 (strongly disagree) to 5 (strongly agree). 142 survey responses were received with response averages as follows:

81% believe that people are respectful (decrease of 3% from last year)  
 83% believe that teachers and students are respectful (decrease of 1% from last year)  
 65% believe that their child is important to the school (decrease of 10% from last year)  
 74% believe that they receive enough communication (decrease of 7% from last year)  
 69% believe that the school communicates effectively (decrease of 4% from last year)  
 66% believe that they know what standard of work the school expects from their child (increase of 2% from last year)  
 61% believe that their child receives useful feedback (decrease of 4% from last year)  
 57% believe that they have useful discussions with their child's teacher (increase of 7% from last year)  
 43% believe that they are able to have input into their child's learning (4% decrease from last year)  
 78% believe that they have a good home learning routine (decrease of 5% from last year)  
 99% believe that education is important (decrease of 1% from last year)  
 68% believe that they are equipped to plan pathways (decrease of 5% from last year)  
 67% believe that people are respectful (increase of 8% from last year)  
 49% believe that they receive useful learning tips (increase of 9% from last year).

193 Year 4-7 students participated the Wellbeing and Engagement Collection of Data. The results show that Wellbeing has shown a steady upward trend in all forms of bullying, happiness and satisfaction with life. There has been a downward trend in wellbeing in the areas of; worries, having an important adult at school and perseverance. This will be a focus in 2022.

38% of staff participated in the My Wellbeing Survey. Results show that Workplace Respect, Colleague Support and Role Clarity is high. Whereas there is low well-being around Sleep and Emotional Management.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	30	34.9%
PA - PARENTING/CARER	1	1.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	52	60.5%
U - UNKNOWN	2	2.3%
VI - LEFT SA FOR VIC	1	1.2%

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

Keithcot Farm Primary School has sound processes in place to ensure that all adults on site within school hours, including; staff, volunteers and third party providers, have complied with relevant history screening requirements. This also applies to all Covid DfE directions which are strictly adhered to. Parents and the community are regularly informed of school requirements and RAN training is provided online with school support. All volunteers attend a volunteer training session to provide relevant induction.

# 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	41
Post Graduate Qualifications	3

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	24.2	1.1	6.7
Persons	0	29	2	10

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,082,554
Grants: Commonwealth	\$7,734
Parent Contributions	\$186,409
Fund Raising	\$12,087
Other	\$102,402

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	Resources to support learning difficulties (Special Ed budget) 0.6 Wellbeing Leader managing Grow Wellbeing program, liaising with local organizations for uniform and extra curricula support, attendance support, skilling.	Maintain educational entitlement for all. Positive play at break times. Students
	Improved outcomes for students with an additional language or dialect	Identified students supported by 0.2 EALD teacher in collaboration with class teachers.	Improved student achievement in writing for EALD students.
	Inclusive Education Support Program	IESP grant used for reading intervention programs targeting to student need based on reading (Running Record) level data. Review of intervention programs.	OnePlans for ATSI, CIC and SWD written and reviewed. Targeted support provided.
	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	ATSI students supported individually through OnePlans. SSO targeted support for an identified at-risk Aboriginal learner. ACEO funding to employ 0.4 ACEO for 2021- attendance, engagement, parent relationships and wellbeing of our ATSI students. Early Years team supported by Literacy Guarantee Unit coach. Coaching included the Phonics Instructional Routine. Resources (Heggerty books and Key to Reading success) purchased, training provided (speech path at Children's Centre) and coaching in phonological awareness.	ATSI learners connected to school. ATSI individual learners achievement highlighted, tracked and monitored. Significant improvement in Phonics Screening data.
Program funding for all students	Australian Curriculum	0.8 Curriculum leader lead staff through new scope and sequence, units of work, and consistent planning F-7. Ensured students accessing a guaranteed and viable curriculum at every level.	Units of work have been implemented. Collaborative year level team planning.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Building capacity of staff through Professional learning and increased leadership time.	Target students increased reading and phonics skills with leadership support.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

