



Memorial Oval Primary School

2022 annual report to the community

Memorial Oval Primary School Number: 479

Partnership: Whyalla

Signature

School principal:

Mrs Linda Weetra

Governing council chair:

Jo Borda

Date of endorsement:

10 February 2023



Government
of South Australia
Department for Education

Context and highlights

Memorial Oval Primary School maintained an enrolment of 306 students for most of the year. A teaching staff of 15 with 16 SSOs and a leadership team of 4: Wellbeing leader, Curriculum leader, Deputy Principal and Principal. The school has a level 3 Index of Disadvantage Middle School in Whyalla, with a diverse student population, including 7% Students with Disabilities, 11% Aboriginal Learners and 3% Students in Care. We aim to develop self-motivated, resilient, life-long learners, who can be successful in life, through the delivery of quality teaching practices and programs.

Our students had quality access to the Australian Curriculum and we offered Auslan to our Junior Primary students as an additional language. Our Site Improvement Plan prioritised growth in Literacy and Numeracy skills and guided our school's direction for 2022. We continued the use of Multi-Lit, Heggarty, Brightpath, and Big Idea in Number programs and introduced Spelling Mastery to the Primary classes to support student Literacy and Numeracy development. We also embraced Zones of Regulation as a whole school program, to support students with emotional literacy and regulation.

Despite the complexities of COVID-19, Memorial Oval Primary School has had a wide range of highlights that deserve to be celebrated. Our site developed a whole school Acknowledgement to Country video and had a bright new mural painted, led by our Aboriginal Education Team. We proudly raised the Australian, Aboriginal and Torres Strait Islander flags at a ceremony held in Term 2. We supported a number of students to engage in extra-curricular sporting opportunities such as cricket, basketball and tennis. 22 of our students joined students in the partnership to rehearse and perform as the Whyalla Primary Schools' Combined Choir, showcasing their learning with the community at the Middleback Theatre. 48 students engaged with Children's University over the year, with 22 graduating in Term 4. We were fortunate enough to be able to welcome families back into the school for events such as our Book Week parade, and Science and Reconciliation Week expos. We also had families join us onsite for our first Presentation Night, where we celebrated the academic growth and achievements of our students for the school year. We welcomed back school camps and excursions with our students having off-site learning opportunities that enriched their application of skills and their social development. There have been continued upgrades to school facilities, including the completion of work in our staff and meeting room spaces and an investment in resources to support our culture of learning. We look forward to the opening of our new gym at the start of 2023.

Governing council report

This year has been both challenging and rewarding as we've navigated another year of COVID and all that goes with it, including home-learning to start the year. The Governing Council welcomed new members and continued to oversee the direction of the school, ratify policies and monitor and review the Site Improvement Plan. We have supported the new Principal, Linda Weetra and Deputy Principal, Emma Castle as they have led the school this year. Seven new teachers and several SSOs joined the team and settled in well.

Debbie Adamson ran the Canteen successfully, once again, although there were issues acquiring stock after the floods in the eastern states. The increased use of the QKR app by families has kept Debbie extremely busy each day and has meant that she has been unable to continue doing catering this year. Inflation costs and no catering has resulted in a decreased profit margin compared to 2021.

We employed a new Director for the Out of School Hours service as a result of the resignation of the previous Director, Roxanne Davis. Kelsi Eldridge shared the role for a few weeks with Amelia Clayton and has now taken over completely. The service has been running at a significant loss this year for various reasons, however, is now consistently reducing the deficit as accounts are regularly sent out and paid as required. The activities are stimulating and engaging and, as the numbers of attendees have grown, Kelsi has been able to increase the number of staff available to work after school and during vacation periods. We thank her for the positive changes she has introduced.

We have seen the construction of a new gymnasium which has been a few years in the making. The original hand-over day was in late October, however, material and transport delays (because of COVID and floods) has meant that we won't take occupancy until January 2023. It will be a great asset for our school.

I'd like to thank my team of councilors this year; Nikita Sims, Ash Jaritz, Peta Sutton, Rebecca Laurie, Rachel Barlow, Maureen Henneker, Emma Mariu, Bronwyn Vlachoulis, Skye Scarman as well as staff representative, Jess Botchen and several student reps over the course of the year. They have willingly given up their time in the hectic nature of life to meet after hours either face to face or via Teams. 2022 is my final year with the Memorial Oval Governing Council. I know that the school is well placed to continue making a positive difference in the lives of students and their families.

Jo Borda

Quality improvement planning

READING: Following are the percentages of students who achieved SEA in PAT-R, or NMS in NAPLAN, in their respective year level.

PAT-R Testing

2021 % of students achieving SEA 2022 % of students achieving SEA % increase or decrease achieving SEA

Year 2 Year 3 57.4%

Year 3 62.5% Year 4 59.46% Decrease of 3.04%

Year 4 75% Year 5 68.42% Decrease of 6.58%

Year 5 59% Year 6 71.42% Increase of 12.42

NAPLAN Reading

2022 % of students above NMS. % of students in the Higher Bands.

Year 3 50% 18%

Year 5 61.9% 7.2%

Using the PAT-R data, it is evident that there has been minimal change in Reading across the school, with a small increase of student achievement against SEA in Year 6. This supports the NAPLAN results, where a relatively low level of students achieved the NMS. In 2022 Reading has not been a focus at the site, as it is no longer a part of the SIP, however it is important that this is continued to be reviewed and monitored to ensure learning improvement across the school.

The Phonics Screening Check has been implemented with Year 1 enrolments in September each year since 2018. This year, we had 58% of students meet or exceed the expected achievement by correctly decoding 28 words or more out of 40. This is a small increase (8%) from our 2021 check. The number of students unable to decode any of the words in the check has also decreased for the fourth year running.

MATHEMATICS: Following are the percentages of students who achieved SEA in PAT-M, and NMS in NAPLAN, in their respective year level.

PAT-M Testing

2021 % of students achieving SEA Year Level % of students achieving SEA % increase or decrease achieving SEA

Year 2 N/A Year 3 72.91%

Year 3 62.5% Year 4 61.5% Decrease of 1%

Year 4 75% Year 5 71.4% Decrease of 3.6%

Year 5 59% Year 6 69.4% Increase of 10.4%

NAPLAN Mathematics

2022 % of students above NMS. % of students in the Higher Bands.

Year 3 60% 12%

Year 5 43% 7%

Using the PAT-M data, it is evident that we have maintained student achievement in Mathematics across the school, with a minimal increase in students in Year 6. This is in contrast to the NAPLAN results, where high percentages of students achieved the NMS in Year 3, however in Year 5 the students demonstrated lower levels of achievement. Despite these changes, there has been a substantial improvement in high levels of student achievement in HB and an increase of student engagement in mathematics lessons due to initiatives introduced in 2022.

WRITING: Following are the percentages of students who achieved NMS in their respective year level in NAPLAN writing.

NAPLAN Writing

2022 Year Level % of students above NMS. % of students in the Higher Bands.

Year 3 74% 4%

Year 5 55% 9.5%

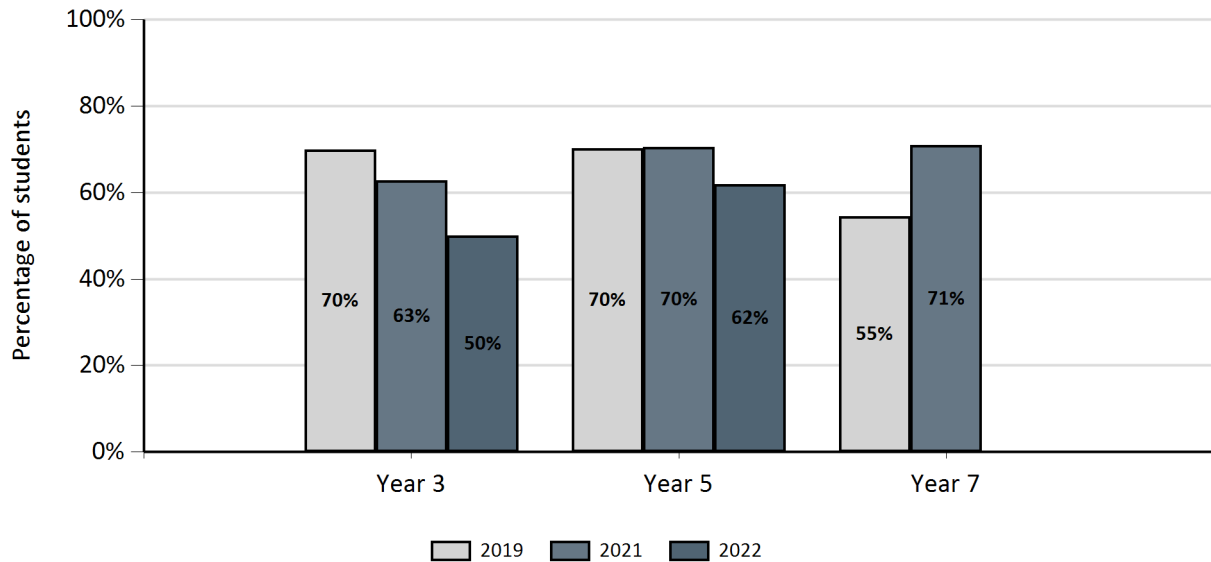
Using our NAPLAN writing data, we have seen an improvement in writing achievement through NAPLAN, despite the drop off from Year 3 to Year 5. In 2022, Writing improvement has been an area of emphasis through the SIP and the effective analysis of writing through Brightpath, along side writing conferences as a form of developing effective writing, has resulted in improved writing across the board. This will continue to be a focus in 2023.

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

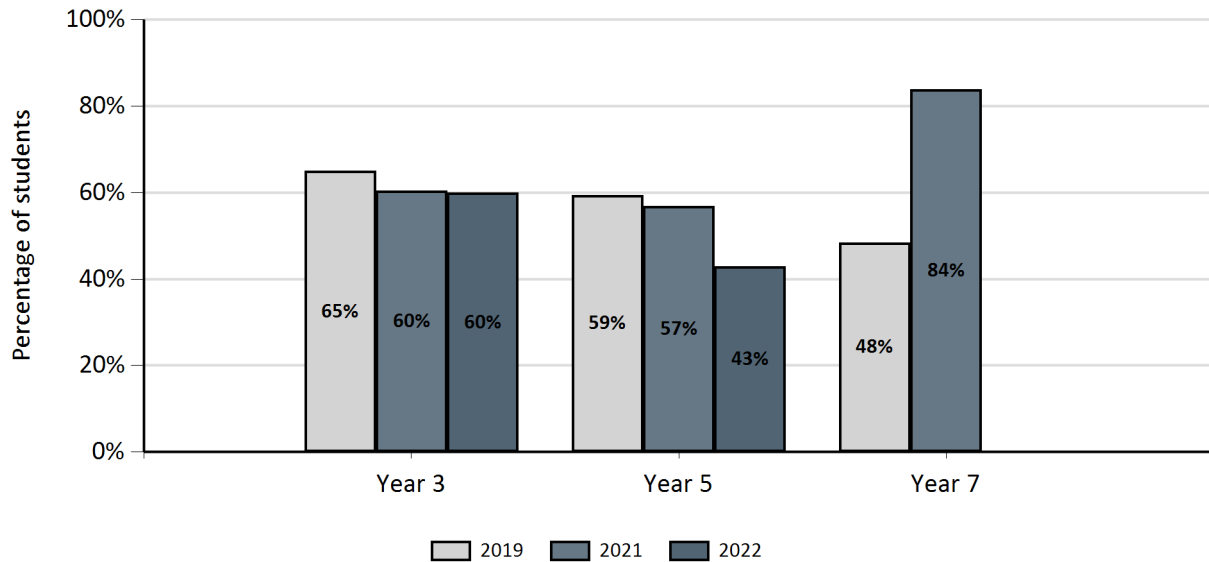


*NOTE: No NAPLAN testing was conducted in 2020.

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	50	50	13	6	26%	12%
Year 03 2021-2022 Average	46.5	46.5	11.0	5.5	24%	12%
Year 05 2022	42	42	7	4	17%	10%
Year 05 2021-2022 Average	43.0	43.0	7.0	4.0	16%	9%
Year 07 2021-2022 Average	31.0	31.0	4.0	2.0	13%	6%

*NOTE: No NAPLAN testing was conducted in 2020.

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

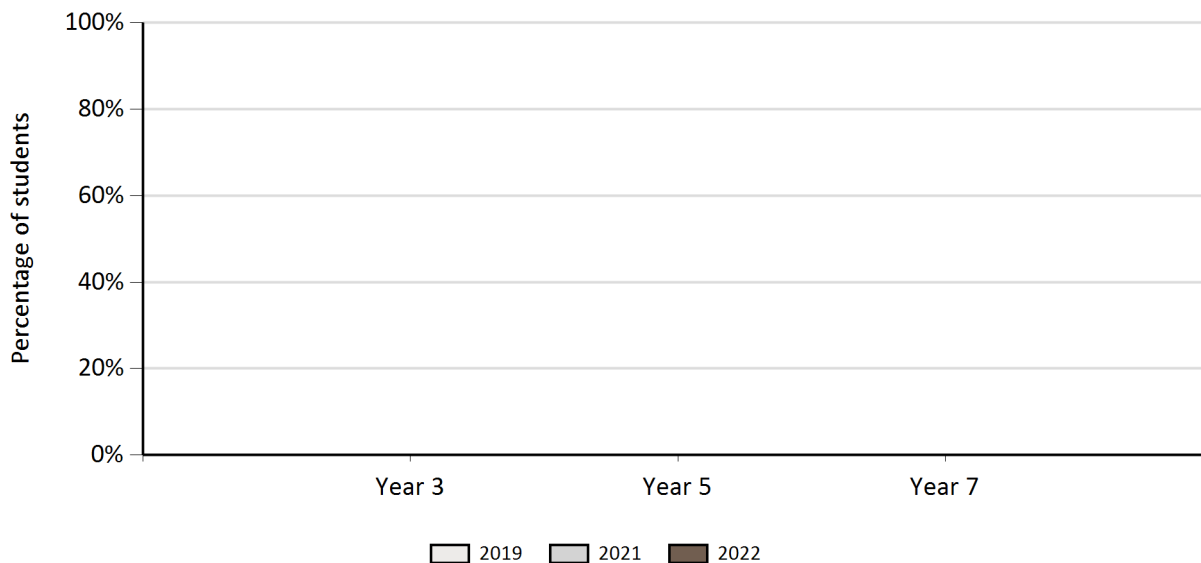
[^]includes absent and withdrawn students.

*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



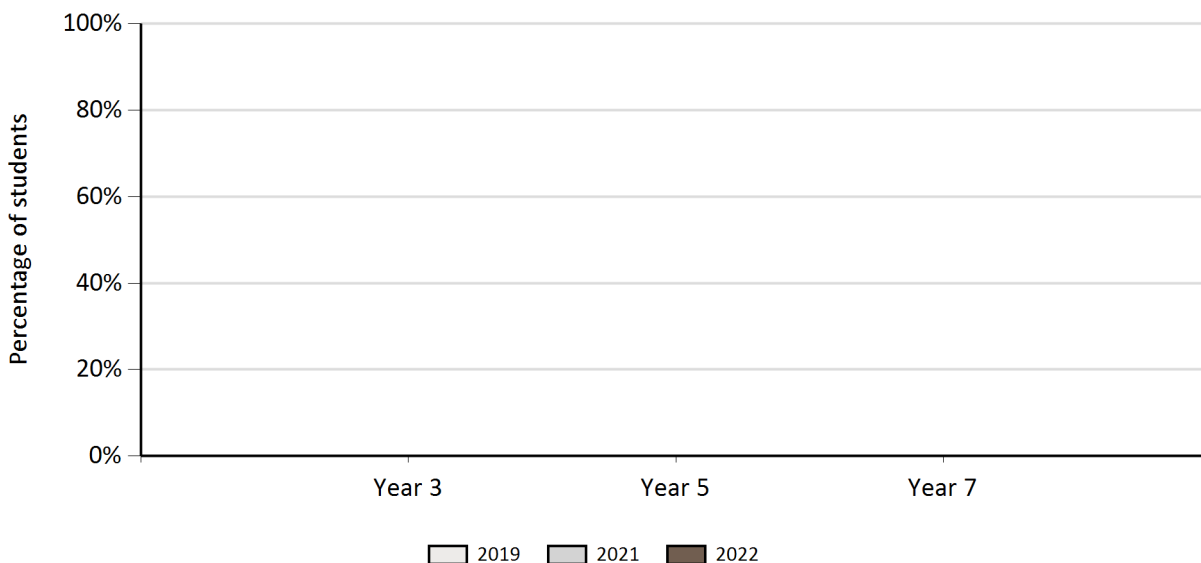
*NOTE: No NAPLAN testing was conducted in 2020.

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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
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: Intervention & Support

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

This year we created a new intervention system offering scaffolded intervention to those who required it. The students were tested in Term 1 and allocated support on a needs basis as dictated by our site intervention plan created by our Literacy and Numeracy Leader. We were able to offer three levels of literacy intervention to best support our Aboriginal learners using the research-based Pre-Lit, Mini-Lit and Macq-Lit intervention programs.

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

We began the year with twelve Aboriginal learners accessing Pre-Lit in Reception and Year One. Of these twelve students, ten learners no longer need to access this level of support and have passed the program. Teachers of these learners reported improvements in the students' Initial-Lit class reviews and also mentioned that the students had progressed past phonological awareness and into beginning writing. Mini-Lit is an evidence based, explicit early literacy program for teaching reading skills to children in the bottom 25% of the expected range for their year level. Two Aboriginal learners began the program. One student showed significant growth and the teacher reported that she is now approaching standard.

School performance comment

*NOTE: No NAPLAN testing was conducted in 2020. The following data is analysed at a school level to measure growth and identify students for additional support. In 2022 the focus for our SIP has continued to be English and Mathematics improvement. The Curriculum Leader in Literacy and Numeracy was allocated as part of our leadership team in 2022. The role has ensured that we have maintained our priority of improving achievement in Writing with a focus on the development of students' knowledge and skills using accurate punctuation, being able to accurately spell, use paragraphs to separate ideas and make deliberate language choices. The focus in Mathematics has been to ensure that students are able to Trust the Count, understand and use Place value, use Multiplicative Thinking and Partitioning. The Curriculum leader has worked with teachers by providing professional development throughout the year on how to look at and analyse relevant data sets to define the next teaching points for students.

According to student data collected, there has been an improvement in student learning across the school. To continually check in on student understanding, we have used Big Ideas in Number in Mathematics, then triangulated this data with PAT-M and NAPLAN assessments. By using these tools, we have been able to monitor student achievement and create targeted learning experiences based on students understanding.

When exploring our data, we found that BIIN was effective to continually monitor students as it was completed 5 weekly. To support this data, we were able to identify growth in PAT and NAPLAN testing as a result of our school initiatives. We were also able to identify an improvement in classroom assessments, allowing a breadth of student achievement which has been a result of improved task design.

According to student data collected, there has been an improvement in student learning across the school. To continually check in on student understanding, we have used Brightpath in Writing. By using this tool, we have been able to monitor student achievement and create targeted learning experiences based on students understanding. To do this, we have implemented Writing Conferences based on Brightpath Teaching Points, as this has provided the opportunity for our teachers to work closely with students, who are working on a common area of concern.

Running Records

The Standard of Educational Achievement for Reception = Reading Level 5 or above Year 1 = 13 or above Year 2 = 21 or above

34% of Yr 1s are At or Above SEA, 37% of Yr 2s are At or Above SEA

Year 1 Phonics Screening Check - Standard of Educational Achievement = 28 or above

57% of Yr 1s are At or Above SEA compared to 59% in 2021

Progressive Achievement Tests (PAT-M) - Mathematics

Year 3 - 77% At or Above SEA

Year 4 - 70% At or Above SEA

Year 5 - 85% At or Above SEA

Year 6 - 69% At or Above SEA

Progressive Achievement Tests (PAT-R) - Reading

Year 3 At or Above SEA 56%

Year 4 At or Above SEA 58%

Year 5 At or Above SEA 68%

Year 6 At or Above SEA 74%

A-E Grades Years 1-6

English A – 6%, B – 19%, C – 56%, D – 19%, E – 0%

Maths A – 6%, B – 22%, C – 59%, D – 13%, E – 0%

Attendance

Year level	2019	2020	2021	2022
Reception	88.8%	90.8%	89.9%	84.1%
Year 1	90.0%	88.3%	93.0%	82.1%
Year 2	92.8%	89.8%	91.7%	83.0%
Year 3	89.3%	89.1%	89.6%	82.1%
Year 4	91.0%	89.5%	91.4%	82.5%
Year 5	90.6%	86.7%	90.3%	86.2%
Year 6	92.1%	88.6%	88.0%	87.9%
Year 7	88.7%	88.1%	90.2%	N/A
Total	90.4%	88.9%	90.6%	83.9%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Our Year to date average attendance rate is 85%. The Student Wellbeing Leader, (SWL) developed a Microsoft Teams Attendance Data Channel with the Literacy and Numeracy Co-ordinator. The Attendance Data Channel is a 'one stop shop' for all documents required for attendance. A Microsoft Form was created to collate data including which family member was contacted and when, whether a home visit occurred and what actions are required. Student Support Services are able to access the channel at their leisure. The Aboriginal Education Teacher also follows up attendance for our Aboriginal Learners and works collaboratively with teachers and the SWL

The SWL worked with the Social Work/Truancy Officer at the Whyalla Education Office to refine our Attendance Policy and processes. Our Attendance Improvement Plan was updated and was utilised in attendance meetings where the attendance rate was below 60%. As a result of this, students have returned to school with an improved attendance rate, are more engaged in their learning and better outcomes have occurred.

Behaviour support comment

The Student Wellbeing Leader has met regularly with the local Behaviour Coach to implement strategies with challenging students in Positive Behaviour Support (PBS). The PBS approaches are based on inclusion, choice, participation and correction of behaviour. The Behaviour Coach and Wellbeing Leader have developed an online behaviour data collection program that assists in recording current data easily and makes behaviour data analysis easy and up to the minute. The school's Behaviour Management Policy was reviewed and renamed "the Behaviour Support Policy" to reflect our culture of restorative practices and supporting children to manage and regulate their emotions and resulting behaviours.

Suspensions (to home) decreased from 8 in 2021 to 5 in 2022, however Internal Suspensions increased from 2 in 2021 to 8 this year.

An intentional focus on recording behaviour data this year which has resulted in a marked increase in all areas of behaviour data. This has given us a more authentic picture of what is really happening in classrooms and in the yard. We have collected evidence that has contributed to successful applications for Country In Lieu funding for identified students.

Parent opinion survey summary

The Parent Engagement Survey is an annual, voluntary survey that gathers feedback from parents and carers of school-aged children and young people. It aims to measure the level of parent engagement with our school. The results help us understand: what we are doing well, where we can improve and what is important to parents and carers.

64 parents/carers responded to the survey this year. The results demonstrate improvement in all areas of school climate, communication channels and learning at school.

73% agree and strongly agree that teachers and students are respectful

70% agree and strongly agree that they receive enough communication from the school

72% agree and strongly agree that the school communicates effectively

Comments in the survey overwhelmingly support our move to a consistent communication app with use of Class Dojo in every class. However, the frequent use by teachers has not been consistent from class to class with parents/carers expressing "I like class dojo but it's only as good as the user, whilst one of my children's teacher uses it well the other doesn't".

Despite the improvement in survey results for 'knows the standard of work, receives useful feedback and has useful discussions' it is clear from comments made that there is disparity between class teachers in providing information about learning. Endeavouring to make this more consistent will be a priority in 2023.

63% of respondents have a good home learning routine

97% of respondents believe that their child thinks education is important

59% of respondents believe they are equipped to help their child plan what they will do after leaving school compared to 79% in 2021. "I am unsure about where my child's future will lead at this point but will be good if the school can support with their transition to what comes next for them... as kids who will go through another change. They have had to adapt well to change over the last few years but how will this impact them in coming years?" This comment reflects the general feel of our parent community.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	18.2%
QL - LEFT SA FOR QLD	3	13.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	68.2%

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

In 2022, Memorial Oval Primary School continued to obtain Working with Children checks for volunteers. This ensured that the relevant clearances were already in place when volunteering opportunities such as excursions and camps

arose. Again, opportunities for volunteers were limited due to COVID-19 restrictions. New staff to the school submitted copies of their screening clearance, as well as First Aid certificate and RRHAN-EC training, as a part of their induction. Staff with updated certificates also submitted these at the beginning of the year, or as completed. These screening processes also applied to Out of School Hours Care staff and Governing Council members.

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	28
Post Graduate Qualifications	5

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	18.8	1.2	9.4
Persons	0	20	2	17

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

Financial statement

Funding Source	Amount
Grants: State	\$3,856,911
Grants: Commonwealth	\$0
Parent Contributions	\$79,561
Fund Raising	\$1,670
Other	\$17,335

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	<p>A Check In-Check Out program was delivered to students working towards individualised wellbeing and engagement goals, overseen by the Wellbeing Coordinator. The Wellbeing Coordinator facilitated regular meetings with the students to track their progress and review their goals and strategies.</p> <p>1:1 SSO support was provided to students with disabilities and Aboriginal or Torres Strait Islander students with social/emotional goals in their One Plans. The support was tailored to their needs and accommodations and reviewed throughout the year.</p>	<p>11 students accessed personalised check in check out programs with data collection across the semester showing growth in engagement.</p> <p>Students with One Plan social/emotional goals made growth in their social skills and self-regulation as documented in their plans.</p>
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	<p>1:1 SSO support was provided in support of students with disabilities achieving their personalised One Plan Literacy/Numeracy/Social goals, as overseen by the Deputy Principal. The SSOs who work with students were also supported to be a part of Team Around the Child meetings, in order to be an active voice in the reviewing of goals and strategies to increase their effectiveness.</p> <p>SSO support was also provided to students with disabilities to support their transition to the school and the collection of data to support their growth and development.</p>	<p>Students with One Plans made growth in their Literacy/Numeracy/social goals, as documented in their plans.</p> <p>SSOs were active participants in a number of Team Around the Child meetings for students they worked closely with and were able to share their observations and records firsthand with the Team.</p> <p>Student transition to schooling was supported and data collected to document current achievement levels in order to set goals for growth in their One Plans.</p>
Targeted funding for groups of students	<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 IESP support</p>	<p>Several group-based intervention programs were implemented at the site and overseen by the leadership team.</p> <ul style="list-style-type: none"> - Multi-Lit sessions were implemented for students who required additional support with Literacy and Numeracy. - Speech intervention program were provided by a 1:1 SSO for students with a program developed by the DfE Speech Pathologist. <p>Two SSOs were employed using APAS funding to support Aboriginal students with Literacy, Numeracy, social and wellbeing skills based on their One Plan goals, working closely with the Aboriginal Education Teacher.</p>	<p>Student data was tracked on the Multi-Lit programs and analysed by leadership with the delivery being reviewed to support growth.</p> <p>Students in speech intervention showed growth in their programs, which were reviewed regularly by the DfE Speech Pathologist based on data collected during the sessions.</p> <p>Achievement data was tracked termly by the Aboriginal Education Team and analysed with the leadership team in support of growth for all Aboriginal Learners.</p>

Program funding for all students	Australian Curriculum	<p>InitialLit and Heggarty programs were run in the Junior Primary classes, and Spelling Mastery in the Primary classes, to support students with their Literacy development. The Big Ideas in Number program was continued into 2023, with ongoing data collection and implementation strategies.</p> <p>Zones of Regulation was implemented at a whole school level and overseen by the Wellbeing team to support students' emotional literacy and regulation. New resources and tools for regulation were purchased and accessible to students through their classrooms and the Wellbeing Room.</p>	<p>All students engaged in Literacy programs that tracked data on in their development in the program to be reviewed for 2023.</p> <p>Teacher competency and student engagement in Big Idea in Number increased, with regular data collection overseen by the Literacy & Numeracy coordinator.</p> <p>Teacher competency in the Zones of Regulation increased through multiple professional development sessions with the Zones of Regulation team. Zones of Regulation check ins present in every classroom and student familiarity with the colour-based language has shown significant growth.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Additional in-class SSO support for students with learning difficulties and behavioural needs was provided as well as to run intervention using the MultiLit program.	Students continued to improve significantly in their learning.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	<p>Students had the opportunity to engage in extra-curricular activities including Children's University of Australia through the University of Adelaide.</p> <p>Opportunities for extension were also provided through the Spelling Mastery program, based on student data. Ten Spelling Mastery groups were ran by staff in order to ensure all students could be extended at their level.</p> <p>Students participated in the Prime Ministers Spelling Bee, as overseen by the principal.</p>	<p>48 students engaged in the Children's University program with 22 students graduating at the end of 2022.</p> <p>Spelling Mastery data collected at the start and end of the program with progress tracked every 5 lessons through the program's data collection process.</p>