



Brahma Lodge Primary School

2021 annual report to the community

Brahma Lodge Primary School Number: 0983

Partnership: Salisbury

Signature

School principal:

Mrs Leah Stamato

Governing council chair:

Kevin Whiteley

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Brahma Lodge Primary School is a category 2 school located in the Salisbury district of the northern suburbs of Adelaide. Enrolments are mainly drawn from the suburb of Brahma Lodge however, the area that the school draws from has expanded. We have established a reputation for providing successful wellbeing programs and social pathways for students with additional needs.

In 2021 we had 241 students in 10 mainstream classes and 1 Primary Special Class. Over 67% of our families accessed their school card entitlement. 39% of our students speak English as a language dialect. The number of Aboriginal students reached 33, making up 14% of our school population. There were 10 Students in Care, 22 Students with Disabilities in mainstream classes and 12 students in the Primary Special Class. We are a diverse community who encourage our community members to learn in partnership with us to develop the learning and social capabilities of our students. Our school worked closely with our Aboriginal Community Education Officer and First Language Maintenance Development teacher to involve our Aboriginal and non-English speaking families into the school community.

While COVID-19 continued to have an impact on planned programs in 2021, we were able to continue employing an Occupational Therapist 2 days per week and work with Flinders University, providing placements for students studying their Masters of Occupational Therapy. This additional service provided professional learning to our staff and support services to the students and families of our school with the intention of developing skills to allow more students to access their curriculum. This service has allowed us to provide early intervention to our youngest learners.

We extended our student leadership program to provide more students with the opportunity to develop leadership values, qualities, and skills. Our teachers continued to improve their practice through professional learning in Reading, Differentiation and Aboriginal Perspectives. Our site developed Statements of Practice for Guided Reading and InitialLit to ensure consistency and integrity in their delivery.

Many of our whole school events, particularly opportunities for parental involvement, were impacted by COVID-19 restrictions in 2021. However, our students were able to participate in assemblies, Sports Day, Reconciliation Week activities, House Colours, an End of Year Concert, an Awards Assembly, Literacy, Numeracy and Science Week activities, cultural afternoon teas, a Year 6 and a Year 7 Graduation which were all planned and often led by students.

Governing council report

Kevin Whiteley led the council with the support of Melisa Cavallaro. Brahma Lodge Primary School would like to recognise and thank the members of Governing Council for their willingness to serve and guide our community in 2021 which was another busy and challenging year for the school, who along with schools everywhere, had to continue to evolve and adapt. The dedicated staff and volunteers were instrumental in the following highlights:

- successful participation in SAPSASA netball, soccer, athletic and football competitions
- successful fundraising activities led by Governing Council members
- participation in Premier's Reading and Be Active Challenges
- successful House led events including Sports Day and BLPS Marathon
- Farewelling our Year 6's and 7's who have shown such leadership, positivity, and resilience during a turbulent year with a fitting graduation celebration at The Watershed in Mawson Lakes

Governing Council acknowledges the place of wellbeing at Brahma Lodge. Councillors expressed their satisfaction at the wellbeing programs provided at the school. The priority of the learning team is to connect students to their school, and this was evident during COVID-19 when staff contacted all students in their classes to remain connected. Student Wellbeing Coordinator, Maddy Deegan, provided the Governing Council with data from wellbeing and bullying surveys and explained the programs that the school offers to ensure that all students feel connected to their school as well as knowing how to access resources in the community if needed.

The Governing Council continued to oversee the development of Brahma Lodge Primary School in 2021. The school community is proud of the facilities and the environment and were pleased to maintain the services provided by their experienced landscape gardener as the Groundsperson for 2021. Governing Council continued to communicate with our local members of parliament to secure infrastructure funding. Governing Councillors keenly discussed a plan to access funding to build a gym which will allow the school community to have a place where they can develop healthy habits and routines during inclement weather as well as having a meeting place large enough to cater for the staff, students, and wider community when there are whole school events.

Quality improvement planning

The Site Improvement Plan (SIP) was developed for 2021 through site self-review processes which included analysis of data sets and department school improvement resources. The 2021 Site Improvement Plan is the final part of a 3-year cycle which was modified at the end of 2020 to have a stronger focus on Reading. Professional learning through staff meetings and two half day release opportunities across each term focused on implementing high impact strategies with more consistency. This enabled staff to work together in teams to analyse data, plan actions for improvement and provide feedback to each other when sharing practice. The leadership staff have led professional learning at staff meetings to unpack data and what it means for differentiated teaching. Professional Learning Teams have a clear focus on improvement conversations and colleagues sharing practice with feedback for further development on the line of inquiry that individual staff have identified against the SIP. This provided opportunities for staff to deliver consistent and rigorous reading programs R-7.

Primary Years staff focused on developing a Statement of Practice and lesson plans for Guided Reading. Early Years staff developed a Statement of Practice in InitialLit which has been implemented as a wave 1 approach with regular assessments to ensure learning gaps are identified early. Students are delivered a systematic synthetic phonics program with consistency and individual results of growth have been positive. MiniLit and Reading Tutor programs have been implemented as wave 2 approaches. This approach in literacy ensures that each quadrant of the simple view of reading is targeted for students to be supported with both decoding and comprehension.

System data sets of NAPLAN, Phonics Screening Check and PAT along with school data sets of InitialLit screening, Misconceptions in Maths and formative assessments are used for teachers to analyse individually and in teams, to plan next steps of learning for students and to track and monitor progress against our SIP goals and targets. A regular review of actions takes place to measure impact on student learning outcomes. A review of the site assessment schedule was undertaken and continues to be a work in progress to align with a Statement of Practice in both literacy and numeracy.

Even with current intervention practices NAPLAN reading results indicate that 35% of year 3 students, 28% of year 5 students and 42% of year 7 students are below the expected SEA. 65% of year 3 students, 72% of year 5 students and 58% of year 7 students demonstrated the expected achievement against the SEA. 25% of year 3, 31% of year 5 and 21% of year 7 students achieved in the high bands for reading during NAPLAN testing.

NAPLAN numeracy results indicate that 38% of year 3 students, 28% of year 5 students and 50% of year 7 students are below the expected SEA. 62% of year 3 students, 72% of year 5 students and 50% of year 7 students demonstrated the expected achievement against the SEA. 10% of year 3, 17% of year 5 and 21% of year 7 students achieved in the high bands for numeracy during NAPLAN testing.

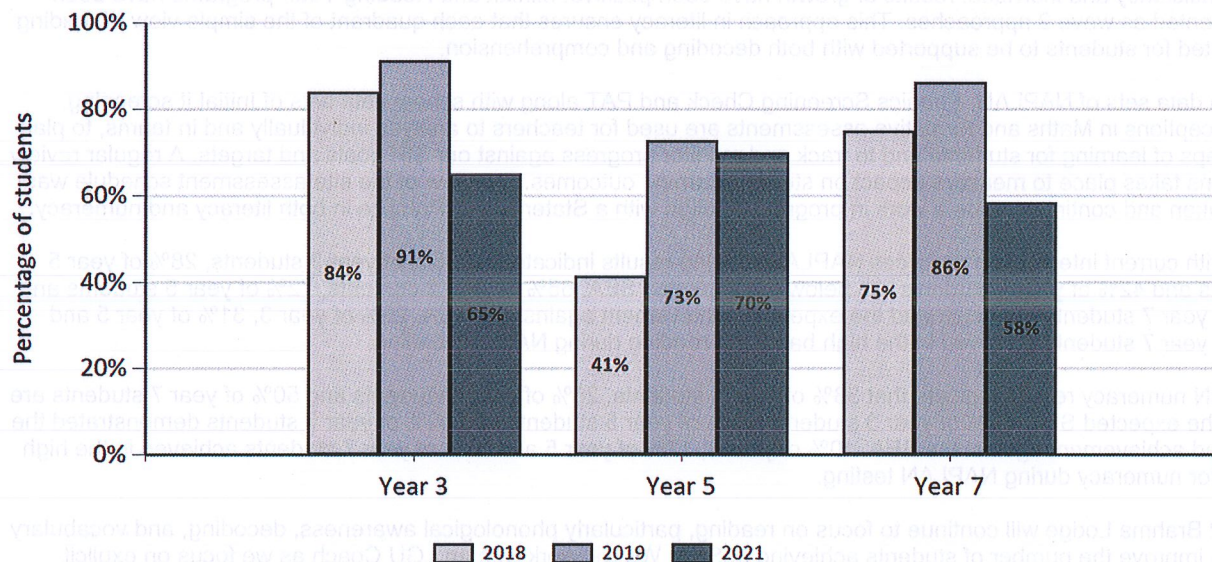
In 2022 Brahma Lodge will continue to focus on reading, particularly phonological awareness, decoding, and vocabulary skills to improve the number of students achieving at SEA. We will work with an LGU Coach as we focus on explicit teaching practices and implementing instructional routines. Staff will participate in Building Foundation Reading Skills, Orbis Literacy R-2 & 3-6 professional learning. Leaders will investigate DIBELS training to track student achievement.

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

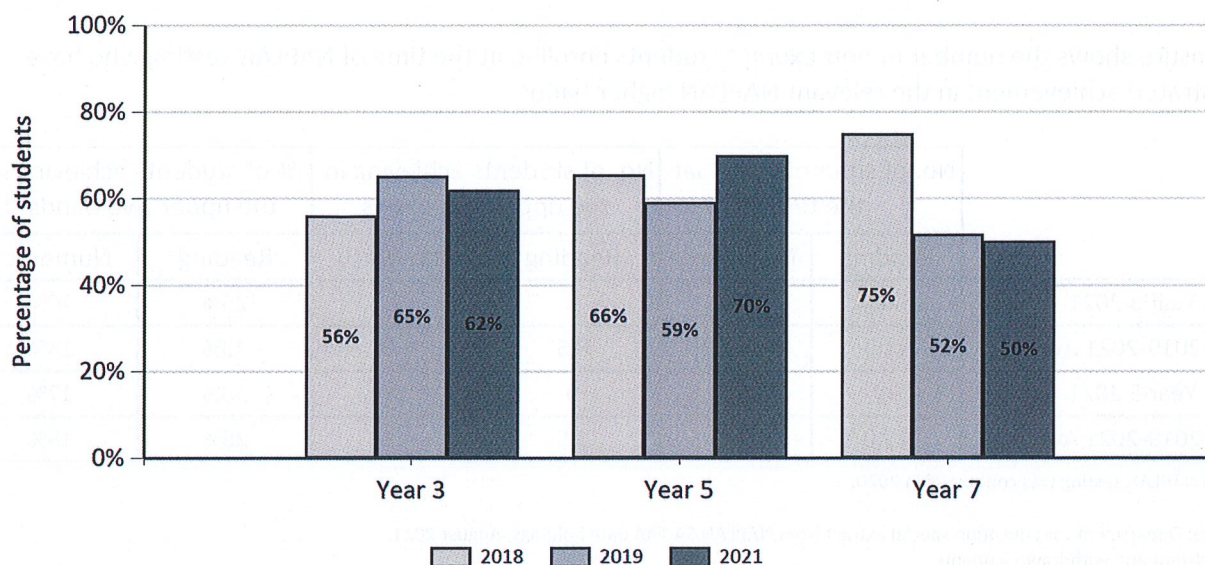


*NOTE: No NAPLAN testing was conducted in 2020.

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	*	32%	33%
Middle progress group	38%	42%	48%
Lower progress group	43%	*	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	35%	56%	33%
Middle progress group	*	*	48%
Lower progress group	45%	*	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	20	21	5	2	25%	10%
Year 3 2019-2021 Average	21.5	22.0	8.5	4.0	40%	18%
Year 5 2021	30	30	9	5	30%	17%
Year 5 2019-2021 Average	26.0	26.0	6.5	4.0	25%	15%

*NOTE: No NAPLAN testing was conducted in 2020.

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

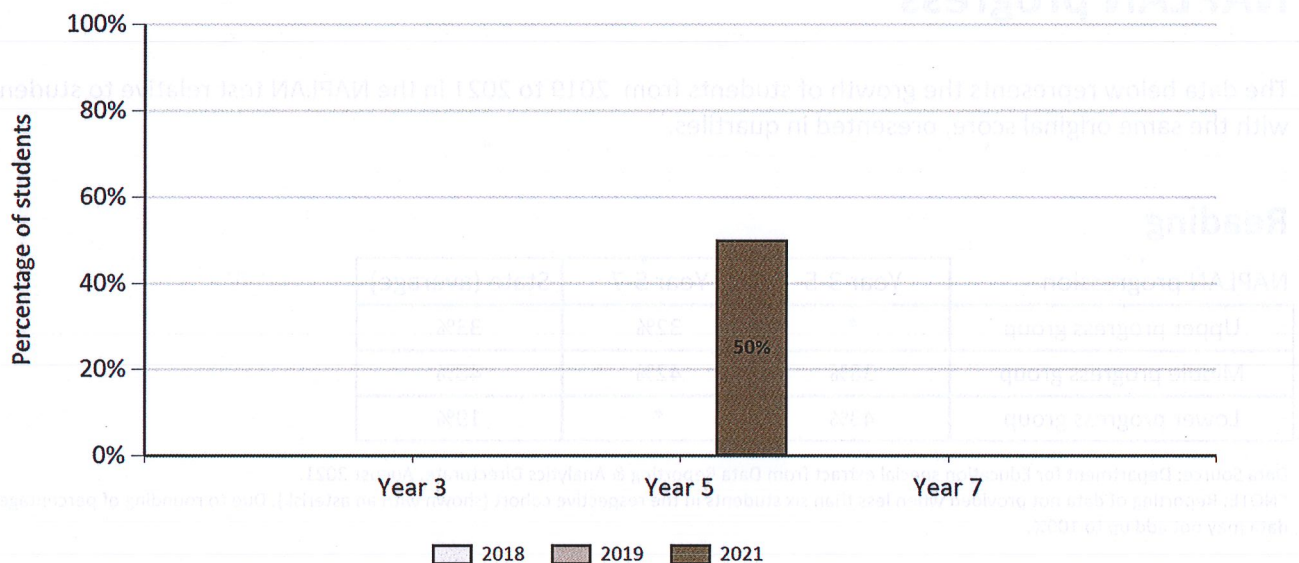
[^]includes absent and withdrawn students.

*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



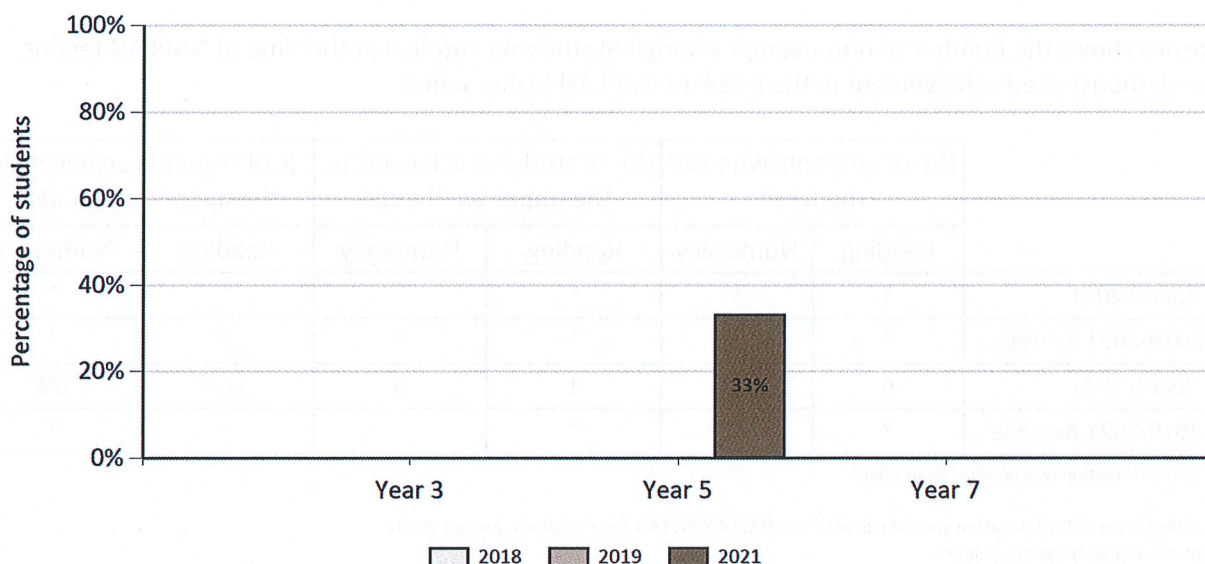
*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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	6	6	1	0	17%	0%
Year 5 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.

*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: Intervention & Support

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

In 2021 Brahma Lodge Primary School focused on ALALR Key Elements 3 and 4 to raise the literacy and numeracy achievements of our Aboriginal learners and ensure intervention practices used are evidence based. We began by gaining a deeper understanding of our Site Improvement Goals and considered what this would look like in practice for our Aboriginal learners. Staff participated in professional development with an explicit focus on reading and Aboriginal perspectives with the intention of building teacher capacity. Like year level teachers were released to work in professional communities to design learning and classroom routines that catered for our Aboriginal students as lifelong learners. As a school we developed Statements of Practice linked to Reading and Intervention which are being implemented, monitored, and regularly evaluated in staff meetings and year level meetings. The Statement of Practice includes the use of high impact strategies. Learning that focused on Aboriginal Perspectives was led by our ACEO with the support of our AET, allowing our site to hear an Aboriginal voice. It focused on the 8 ways of learning for Aboriginal students and integrating Aboriginal perspectives into the classroom.

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

Data collected from InitialLit screeners, MultiLit words, PAT, Fixing Misconceptions, NAPLAN, Beyond Preliminary Phonics testing and reading record assessments were analysed to make decisions about differentiating learning to improve outcomes. Students were placed into intervention programs based on their learning needs. Each intervention program had a targeted goal that students worked towards. These programs identified areas that students required additional support in so that we could close the gaps. 21% of our Aboriginal community have verified disabilities, 29% are Students in Care and 19% are in the custody of family. 92% of our Aboriginal learners participated in evidence based intervention programs based on data collected from InitialLit, PSC, Fixing Misconceptions assessment, PAT and NAPLAN. 33% of students achieved SEA in the PSC; 31% of Aboriginal students met SEA in NAPLAN Reading, a decrease of 36% from 2019. 39% of students met SEA in NAPLAN Maths, a decrease of 6% from 2019. PAT-R data shows an increase in trend in years 4-6; PAT-M data shows an increase in trend for the majority of the cohort. 2022 will see us focus on developing decoding and PA skills. 51% of Aboriginal students have an attendance rate above 95%.

School performance comment

AEDC data shows an improvement of students on track in the areas of social competence from 40% in 2018 to 76.2% in 2021, physical health and wellbeing from 53% in 2018 to 71% in 2021 and the communication skills of our students from 47% in 2018 to 71% in 2021. There has been a decline in the percentage of vulnerable students in their social competence from 20% in 2018 to 5% in 2021.

Reading

In 2021, Reception InitialLit Cumulative review data demonstrates that 90% of Reception students achieved 80% or higher in their term 4 assessment.

Year 1 Phonics Screening Check – 44% of year 1 students met the SEA benchmark in 2021 compared to 39% in 2020. The students who did not meet benchmark have been screened for intervention or referred to Student Support Services. An improvement in phonics data is a target for 2022.

Running Records

Year 1 – 29% of year 1 students achieved the SEA with 10% of students achieving level 13 or higher.

Year 2 – 44% of year 2 students achieved the SEA with 4% of students achieving level 21 or higher.

PAT-R

In Years 3-7 68% (94/139) of tested students achieved SEA or above. 61% (14/23) of Year 3 tested students achieved SEA or above. 67% (22/33) of Year 4 tested students achieved SEA or above. 79% (22/28) of Year 5 tested students achieved SEA or above. 78% (21/27) of Year 6 tested students achieved SEA or above. 54% (15/28) of Year 7 tested students achieved SEA or above.

NAPLAN

In Year 3, 65% of students achieved SEA a significant decrease of 26% compared to 2019. A further 25% of Year 3 students achieved in the higher bands a decrease of 27% from 2019. In Year 5, 70% of students achieved SEA, a decrease of 2% compared to 2019. A further 30% of Year 5 students achieved the higher bands, an increase of 12% compared to 2019. In Year 7, 58% of students achieved SEA, a decrease of 28% compared to 2019. A further 21% of Year 7 students achieved in the higher bands which was on par with 2019.

Maths

PAT-M

In Years 3-7 (90/139) 65% of tested students achieved SEA or above. 39% (9/23) of Year 3 tested students achieved SEA or above. 76% (25/33) of Year 4 tested students achieved SEA or above. 75% (21/28) of Year 5 tested students achieved SEA or above. 78% (21/27) of Year 6 tested students achieved SEA or above. 50% (14/28) of Year 7 tested students achieved SEA or above.

NAPLAN

In Year 3, 62% of students achieved SEA a decrease of 3% compared to 2019. A further 9% of Year 3 students achieved in the higher bands, a decrease of 16% from 2019. In Year 5, 70% of students achieved SEA, an increase of 11% compared to 2019. A further 16% of Year 5 students achieved the higher bands, a decrease of 3% compared to 2019. In Year 7, 50% of students achieved SEA, a decrease of 1% compared to 2019. A further 21% of Year 7 students achieved in the higher bands, an increase of 7% compared to 2019.

45% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in English. This is the Department of Education Achievement.

45% of R-7 students achieved a satisfactory 'C' grade or above (A-E grades) in Maths. This is the Department of Education Achievement.

Students who have not met DfE benchmarks are identified to participate in evidence based intervention programs.

Attendance

Year level	2018	2019	2020	2021
Reception	85.5%	87.3%	88.4%	91.1%
Year 1	89.6%	85.1%	86.9%	92.5%
Year 2	90.3%	91.9%	87.0%	88.5%
Year 3	90.4%	86.1%	91.8%	93.7%
Year 4	91.6%	90.5%	86.6%	93.1%
Year 5	89.4%	89.6%	88.4%	91.4%
Year 6	89.0%	87.6%	86.2%	89.1%
Year 7	91.3%	86.5%	85.5%	87.6%
Primary Other	89.7%	90.2%	79.9%	83.5%
Secondary Other	N/A	100.0%	N/A	N/A
Total	89.8%	88.3%	87.3%	90.5%

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

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

Attendance comment

Attendance practices at Brahma Lodge align with the DfE's Attendance Policy. We support student attendance by promoting the importance of education by actively engaging students and the wider school community in our learning and wellbeing programs. We assess patterns of non-attendance and have a proactive approach to reengage students. Habitual non-attendance has declined from 26% to 17% and chronic non-attendance has declined from 20% down to 15% with 85% of students attending more than 80% of school in 2021. Non-attendance is monitored by the classroom teacher, front office staff and leadership team. Students are sent a text message each day they are absent, Patterns of non attendance are followed up by the leadership team; chronic and habitual absences may be referred to the SWISS Team.

Behaviour support comment

Brahma Lodge values respect, relationships and responsibility and refers to these values when working with students to encourage ownership and reflection of their behaviour and choices. Restorative justice and trauma informed practices with a focus on emotional regulation, are used to support students to participate in conversations that encourage them to identify their choices and take responsibility for their actions. The WEC survey indicates that a positive school climate with less issues of physical, verbal, social and cyber bullying than comparative schools. Our consistent approach and understanding of the functions of behaviour, student triggers and quality differentiated teaching practice allow us to implement proactive strategies to decrease challenging behaviour. In 2021, 6 students were suspended compared to 16 students in 2020 and 11 suspensions compared with 15 in 2020. 2022 will see us focus on self-regulation and play.

Parent opinion survey summary

The Parent Opinion Survey provided us with information regarding our school climate, preferred communication channels, learning at school and future plans and pathways for students. The data indicates that Brahma Lodge Primary School is an inclusive and respectful school that values student wellbeing and ensures that families are well informed and supported to ensure their child's learning goals are being achieved.

Our parent community indicated that they valued the learning program and believe education to be important. The survey showed that parents understand and know the standard of work being delivered at Brahma Lodge Primary School, receive useful feedback regarding their child's development and learning program and support their child by talking within them and establishing home learning routines.

Additional to the information regarding learning the parent survey provided us with information regarding the preferred communication mediums for parents. Parents indicated that their preferred communication is email with text messages, phone calls and parent teacher interviews being close in preference. As a school we have used this information to deliver information to families.

Findings from the survey are as follows:

- 83% of parents agreed or strongly agreed that people respect each other at this school
- 86% of parents agreed or strongly agreed that teachers and students treat each other with respect at this school
- 79% of parents agreed or strongly agreed that the school communicates effectively with them
- 84% of parents agreed or strongly agreed that teachers at Brahma Lodge provide their child with useful feedback about their schoolwork
- 88% of parents agreed or strongly agreed that the school encouraged them to help their child learn
- 87% of parents agreed or strongly agreed that they felt their child was important to the school
- 84% of parents agreed or strongly agreed that they know what standard of work the schools expects of their child.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	15.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	33	82.5%
U - UNKNOWN	1	2.5%

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

Consistent practices are in place for collecting relevant history screens. Child Protection is taken seriously, and the screening process is required for employees, volunteers, tertiary students, and outside providers who are required to provide relevant documentation upon arrival. All volunteers have current Working With Children Checks, have completed Responding to Abuse and Neglect training online and are inducted with site protocols and procedures. Volunteers register through administration and teachers receive information of registered volunteers who can provide classroom support or attend excursions and camps.

Teachers and Support Staff are screened through the Teacher's Registration Board and the Working With Children Check.

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	25
Post Graduate Qualifications	5

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	16.8	0.0	11.2
Persons	0	20	0	15

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

Financial statement

Funding Source	Amount
Grants: State	\$3,600,150
Grants: Commonwealth	\$8,138
Parent Contributions	\$69,950
Fund Raising	\$2,946
Other	\$70,582

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

	Improved outcomes for gifted students	employed an SSO to work with students in higher NAPLAN bands	Students achieving in higher bands in NAPLAN and PAT
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<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
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<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>
<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>	<p>2023-2024</p>

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	development of social skills programs employment of an Occupational Therapist 0.4 targeted behaviour plans for students that are difficult to engage trauma informed practices implemented	Sensory Garden OT screens, Reception students more engagement in learning progs
	Improved outcomes for students with an additional language or dialect	employed SSO's to scaffold learning tasks for EALD students released teachers to develop learning plans and goals aligned with LEAP levels employed an FLMD teacher 0.4	LEAP levels assessments improvement in oral language skills community engagement
	Inclusive Education Support Program	employed an Intervention Teacher identified students were supported through developed processes: IESP funding enabled 1:1 support for 5 students released teachers to develop One Plans	IESP packages completed more students accessing and engaging curriculum
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	professional learning provided to staff resourcing of leadership and intervention staff who have a focus on literacy support program for newly graduated teachers support programs for ATSI students, including visits with Mercedes College students students below SEA placed in intervention groups support groups for Urdu, Dari , Iranian, Farsi, Hazaraghi & Arabic parents and students interpreters used during parent/teacher interviews and reconnection meetings	literacy initiatives implemented improved learning outcomes and student engagement improved level of EALD & Aboriginal parents engaging in school events
Program funding for all students	Australian Curriculum	professional learning for staff linked to the SIP analysis of data collected	curriculum design/implementation strategies whole school practices implemented
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal student leadership group developed weekly Nunga Club meetings	Aboriginal student voice and Kaurna language used BLPS Welcome to Country
	Better schools funding	employment of additional staff to further support required intervention programs	improved outcomes & engagement intervention groups based on data SMARTER goals
	Specialist school reporting (as required)	N/A	N/A