Open Access College

2022 annual report to the community

Open Access College Number: 0849

Partnership: Central East

	Signature
School principal:	Ms Julie Taylor
Governing council chair:	Tracy-Lee Maslin
Date of endorsement:	**24 March 2023**

Government of South Australia

Department for Education

Context and highlights

Open Access College is a Category 4 index of disadvantage school. The college consists of 2 campuses (Marden and Port Augusta School of the Air - SOTA). In 2022 our enrolments remained stable with 1460 FTE. Our student population includes approximately 40% school card holders; 21% of students with a verified disability and 6 % Aboriginal students. As the state's only distance education provider, OAC continues to cater for students who are unable to access their learning from conventional schools.

The complexity of our college-based student cohort continues to grow, with significant numbers of students presenting with medical and psychological issues. Having completed the 4 day Berry Street Education Model in 2021/22, staff continued to embed trauma informed practices in their day to day teaching and in their interactions with the college community. As new staff join the college in 2023 further training, mentoring and modelling will be implemented to support their work. To further support the work of teachers and direct support for students, we were successful in December in adding to our team of Allied Health Professionals. In 2023 we will have 2 psychologists, 2 youth workers, a social worker, a speech pathologist and hopefully also an occupational therapist.

Our second Wellbeing Week was held in October with an increase in both student and parent participation. Feedback from staff, students and parents has confirmed that this will become an annual event at the college. We are also seeing an increase in the number of online and F2F social groups available for our students, including a craft Circle, T (transgender support group) Being Me (Acceptance and Commitment therapy) and Pobody's Nerfect (Cognitive Behaviour Therapy based group for perfectionistic tendencies) These groups support our students to make social connections, build confidence and self-esteem and in some cases has resulted in students returning to F2F schools.

The long-awaited refurbishment of our main teaching area at the Marden campus got underway mid year with completion occurring during January 2023. An important feature of the new space included high level acoustics for up to 70 teachers teaching online at the same time.

OAC hosted the Australasian Association of Distance Education Schools bi-annual conference in August. Almost 300 delegates came together to learn from keynote speakers and to participate in a range of practitioner led workshops. A special highlight was when our very own Serena Hirchausen-Vahlis was presented with the Excellence in Teaching Award.

In December it was wonderful to return to our face to face Annual Awards Ceremony after 2 years of hosting a virtual ceremony, whilst our SOTA campus continued to host their end of year Get Together event. Both events were well attended by students and their families and it was a joy to see our students step up and receive their awards often having overcome several obstacles to their learning.

Governing council report

Following the resignation of long serving Governing Council Chair, Lynn Kelly, I was accepted as the new Chair for 2023. Regular Council meetings continued through the year including items of general business and regular tabling of finance, principal and student leader reports. ICPA (Isolated Children's Parents' Association) and Autism SA were again invited and provided representatives to fill our Community representative positions.

The College held its second annual Wellbeing Week in September this year, which was even more successful than the last. Given the relaxing of COVID-19 restrictions and the success of recent come-in events, additional funding has been budgeted for face-to-face events and student engagement in 2023.

The annual financial audit was completed in April, which involved the inspection of the College's financial reports and performance for the prior year. The final report was tabled with Governing Council and, for the first time in a number of years, no adverse findings were made regarding the College's financial duties and requirements. Governing Council acknowledged the excellent work of the Finance Manager and his team.

Governing Council received an updated Resources Plan this year, which forecasted the use of the school's resources for future projects. Following the refurbishments completed at the Marden campus this year, future investments will be made to refurbish the Library, Student Services and SOTA buildings over the coming years.

Council endorsed two key changes for the 2023 school year;

1) Due to the changing nature of student technology devices in SA schools, the OAC laptop loan program was revamped to a BYOD model.

2) Implementation of a Team around the Learner model to enhance the current case management model. This also involved a change to the leadership structure.

The Initial Budget for 2023 was presented to Governing Council at the last meeting for the year. Governing Council was pleased with the reduction of college-based school fees and noted the changed funding arrangements negotiated with the Department. With additional support staff and Allied Health Professionals for 2023, the College is set to offer more services and targeted support to students in the new year.

Quality improvement planning

An extensive review in 2021 identified Gradual Release of Responsibility (GRR) as our common pedagogical framework for teaching in the online context as this framework recognizes the transition in responsibility for learning from the teacher to the student, a significant factor in the success of students learning at OAC.

GRR was originally developed as a structure that supports the development of reading skills in young people. Improving literacy and specifically reading for our primary students was also identified through analysing our literacy data as the focus of our SIP(Site Improvement Plan) work in the Primary years.

Targets – all targets were exceeded for 2023.
70% of R-2 students will meet or exceed SEA (Standard of Educational Achievement) in Running Record levels: 2022 Actual (Marden): 76% (16/21 students); SOTA: 71.4% (10/14 students)
93% of Marden Years 3-6 students will achieve at or above the PAT-R scale score for their level: 2022 Actual (Marden): 96% (48/50 students)
70% of SOTA students achieve SEA standard or above in NAPLAN Reading: 2022 Actual: 83% (6/7 participants)
80% years 7-9 students achieve C grade or higher in English: 2022 term 4: 82%
78% years 7-9 students achieve C grade or higher in Mathematics: 2022 term 4: 81%
76% years 10-11 students achieve C grade or higher: 2022 term 4: 81%

Actions implemented:
Each SIP goal is aligned to a specific group of teachers (teachers of primary or teachers of secondary) which enabled structures, processes, and professional learning to be established in support of that group of teachers and their specific focus.
Clear links were established between the SIP goal, the work of teaching teams, PLCs (Professional Learning Community) and individual PDP (Professional Development Plan) goals to provide cohesion to a single improvement focus.
The year started with targeted professional learning early on Sheena Cameron's Reading Comprehension Strategies for teachers of Primary and GRR teaching strategies for secondary teachers. PLCs were then created, with teachers identifying their main focus. A Microsoft team site was set up for PLC groups to use as a resource for their work and a repository for records of their actions, and evidence of outcomes. Each member of EL was assigned a group of PLCs to support and observe. Learning from 2022, the way PLC groups are formed in 2023 will be led by the teaching team to ensure strategic focus and leadership. Protocols for the recording of actions and evidence will be reviewed, seeking to establish routines earlier in the school year.
The quality and validity of the data collected throughout the improvement process and also by PLCs was variable. Primary Marden established a perception survey of students as well as collected specific reading data regularly throughout the year.
A snapshot of the student perception data: Skill (reading more sophisticated texts):
• R-2: Increase in students reading novels from 6.7% to 30% over the year
• 2-4: Increase in students reading novels from 7% to 41% over the year
Literacy Pro was used to measure skill: There was an improvement seen across all year levels in aspects of reading for example, through the R-2 PLC the student group improved their ability to predict from 73% to 81%.
Primary teachers of languages used observational records to track improvement with a general sense that students are improving their use of metalanguage.

The STEAM team developed and implemented an observation tool to specifically measure changes in students' contribution during lessons and a tracking process of students continued learning in the asynchronous space. Both measures showed marginal improvements. These tools were also adopted by the HUMS team late in the year. Strengthening the data literacy and evidence collection process and establishing robust strategies early in 2023 will be a major focus.

Using a challenge of practice protocol in term four where selected PLCs shared their journey and specifically a challenge they experienced in their PLC work, highlighted what were strengths for some groups and areas of improvement for others eg clarity, shared goals, group norms, staying on track, peer observation. Teachers were positive about the process and request more opportunities to share PLC work across teaching teams.

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
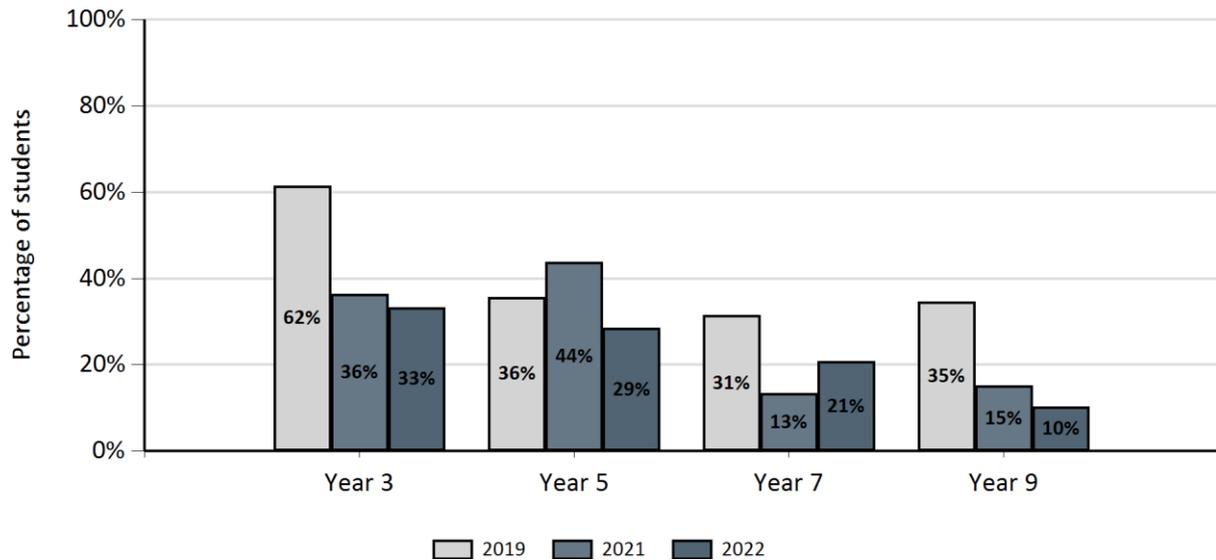
*NOTE: No NAPLAN testing was conducted in 2020.

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.
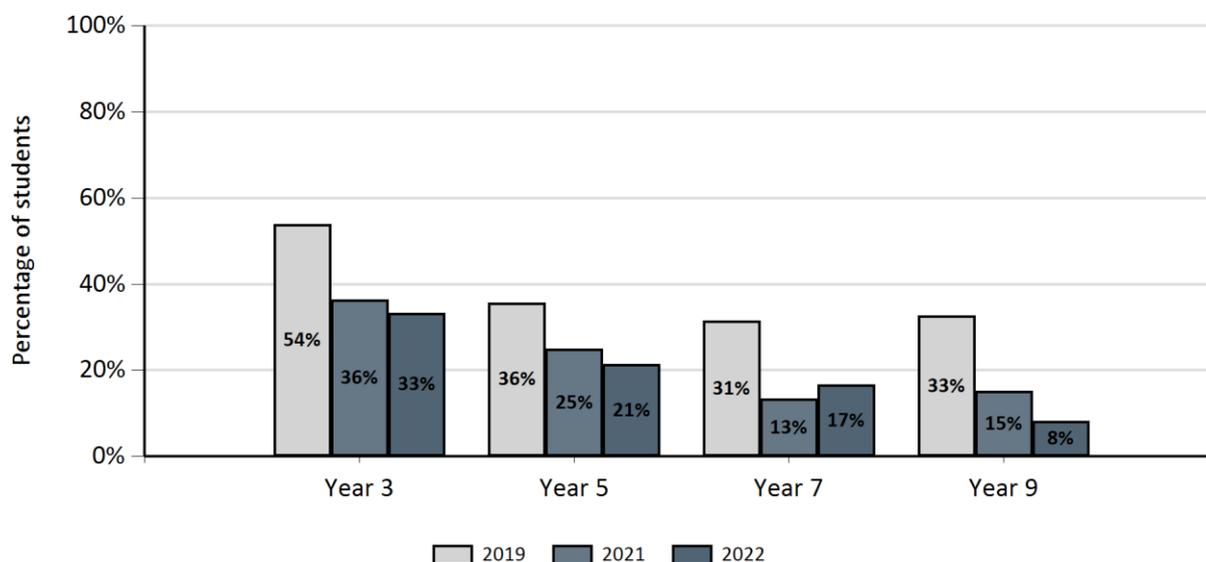
Numeracy

*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	6	6	1	0	17%	0%
Year 03 2021-2022 Average	8.5	8.5	2.0	1.0	24%	12%
Year 05 2022	14	14	2	2	14%	14%
Year 05 2021-2022 Average	15.0	15.0	2.0	1.5	13%	10%
Year 07 2022	24	24	4	1	17%	4%
Year 07 2021-2022 Average	19.5	19.5	2.5	0.5	13%	3%
Year 09 2022	49	49	3	1	6%	2%
Year 09 2021-2022 Average	41.0	41.0	2.5	0.5	6%	1%

*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.
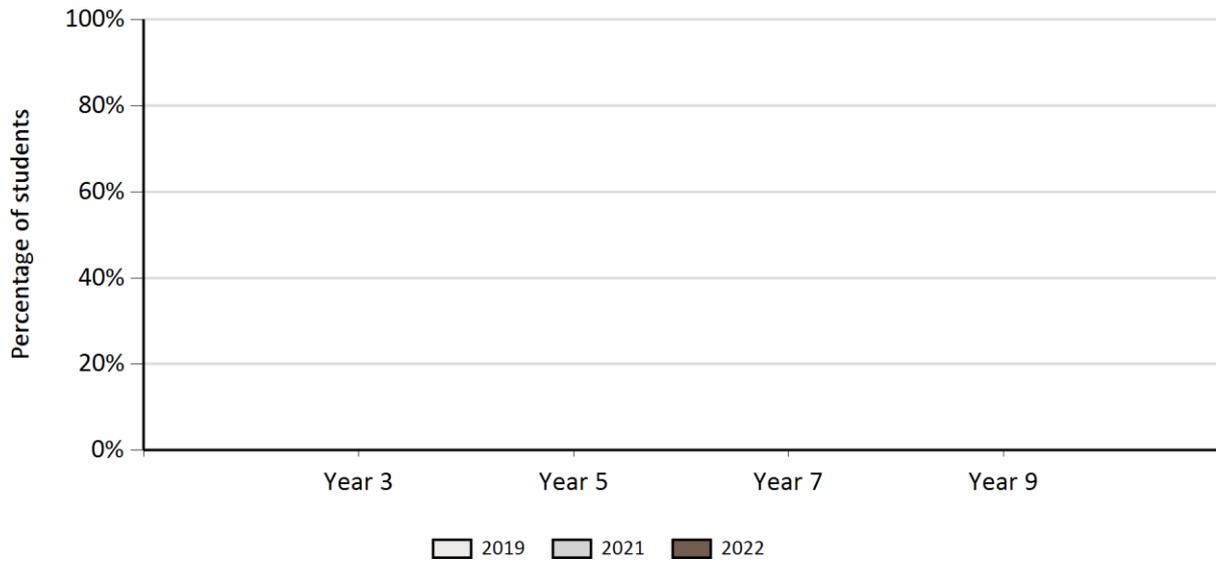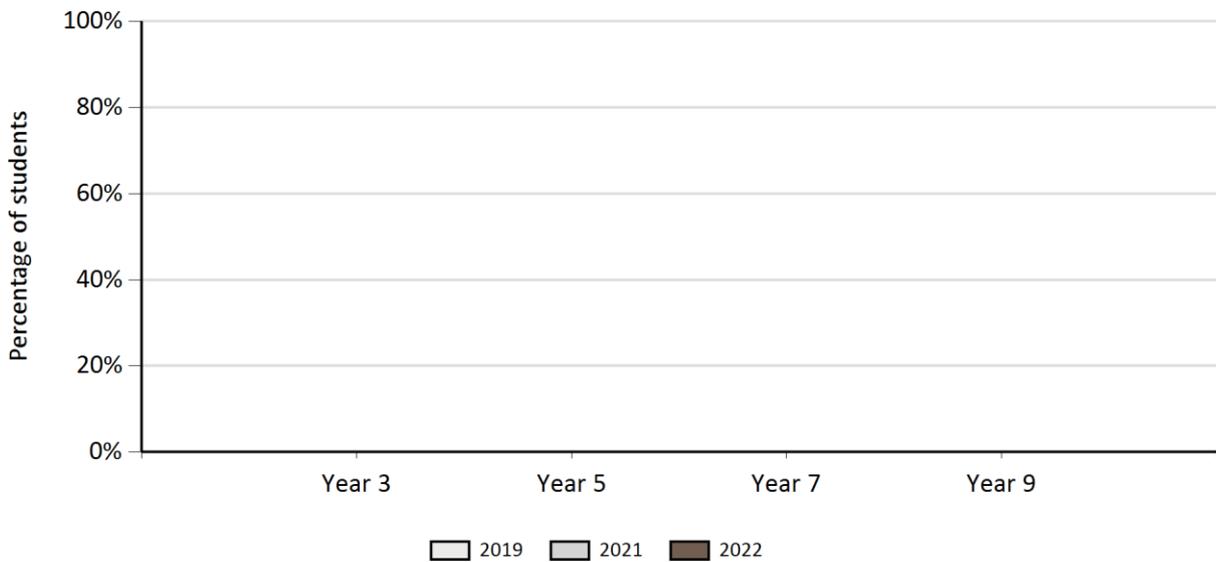Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

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	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 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: Tracking & Monitoring

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

We have established a "team around the learner" approach for tracking, monitoring student progress.
All Indigenous students in years 10-12 have an AET (Aboriginal Education Teacher) as an advisory teacher.
Identified students for whom OAC is not the appropriate learning environment and supported transition to other programs.
Introduced SSO support at both primary and middle years to support individual learning needs.

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

We have improved our management of data. We have regular meeting to monitor and track student progress.
Used universal screening and diagnostic assessment data to determine if a student would benefit from intervention.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
95%	94%	93%	93%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2019	2020	2021	2022
A+	2%	4%	2%	2%
A	10%	11%	10%	8%
A-	12%	15%	13%	15%
B+	16%	12%	15%	11%
B	15%	16%	12%	14%
B-	13%	11%	14%	17%
C+	13%	10%	12%	13%
C	9%	9%	10%	9%
C-	5%	6%	4%	4%
D+	2%	3%	2%	3%
D	1%	2%	2%	1%
D-	1%	0%	1%	1%
E+	1%	1%	2%	1%
E	1%	0%	0%	1%
E-	0%	0%	0%	0%
SACE No Result	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2019	2020	2021	2022
99%	99%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2020	2021	2022
Percentage of year 12 students undertaking vocational training or trade training	52%	46%	44%	35%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	42%	44%	40%	27%

Adult Education Provision (AEP)

Number of students enrolled under the Adult Education Provision

2018	2019	2020	2021	2022
28	21	7	5	10

*NOTE: Students in scope are 21 years and older, have not achieved their SACE and have not been enrolled and attending a school for more than 6 months.

Number of Adult Education Provision students who completed their SACE

2018	2019	2020	2021	2022
4	12	3	1	2

School performance comment

SACE completion was 98.6% of potential completer's slightly up from 96% completion in 2021. There was a 3% increase in the number of students achieving in the A band for stage 2, and the overall percentage of passing grades improved by approximately 1.5% from 2021. Three merits were awarded to students: 1 in Nutrition, 1 in Japanese Continuers and 1 in Child Studies. Fifty-four students received an ATAR, up from forty-five students in 2021. For the compulsory SACE elements: 75.5% of students achieved a C grade or above in Stage 1 Personal Learning Plan, 77% of students achieved a C grade or above in Stage 1 Literacy, 63.1% of students achieved a C grade or above in Stage 1 Numeracy, and 97.3% of students successfully completed Stage 2 Research Project.

27% of students who completed the SACE would not have done so without VET. This reduction from previous years can be attributed to a significant reduction in courses offered through the Marden RTO and the overall changes to VET provision for school students.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous year's graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Similarly, as a school with transient enrolments and increasing enrolments during the year this also means that the data used is based on an ever-changing cohort of students, making it difficult to draw reliable conclusions about changes in performance.

NAPLAN: In years 3 and 5 there was zero participation in NAPLAN at Marden, while at SOTA the number of students at each year level is less than 5. In years 7 and 9 participation is also low (less than 40%) thus making the data useful for tracking individual students rather than school wide trends.

Phonics Screening: 12 students tested, 5 at SEA.

Running Records: Of the students assessed in Reception, Year 1 and Year 2; 75%, 92%, 79% were at SEA or above.

PAT: Participation in PAT is variable, ranging from 90% in year 3 to 34% in year 10. Improving participation will be a focus in 2023. Primary PAT results have 89% or more of students demonstrating SEA in years 3-6 which is an improvement from 86% in 2021.

Passing Grades years 1 -11

Passing Grades across year levels has been consistent, with an average of 83%.

Passing grades at Primary have improved in English (82% to 84%), Mathematics (from 90% to 96%) and The Arts (from 84% to 92%). There is no perceivable trend in Middle Years, although there have been improvements across a range of subjects. English and the Arts/technology have passing grades of 84% and 80% respectively. A significant improvement in mathematics for the year from 63% in 2020, 59% in 2021 to 79% in 2022.

The introduction of Universal Screening for newly enrolled students in years 3-10 has identified that the majority of students at each year level are at or above SEA in Literacy and most students are more than one year behind in Mathematics, with the gap increasing at higher year levels. From this data we have identified some specific and some general teaching points such as: the need to teach inferencing in middle years to all students. In 2022 we trialed a differentiated approach to the planning and teaching of Mathematics in years 7 and 9. The trial saw improvements in students' understanding and motivation in their learning, but as yet not quantifiable. The trial will be expanded into 2023 with middle years and SACE Essential Maths teachers.

The appointment of a Speech Pathologist late term 4 has provided time to look at school context and student need. A number of strategies have been identified for teachers to employ in their teaching and professional learning and support to teachers in Junior Primary and Middle Years will be provided in the first instance.

Attendance
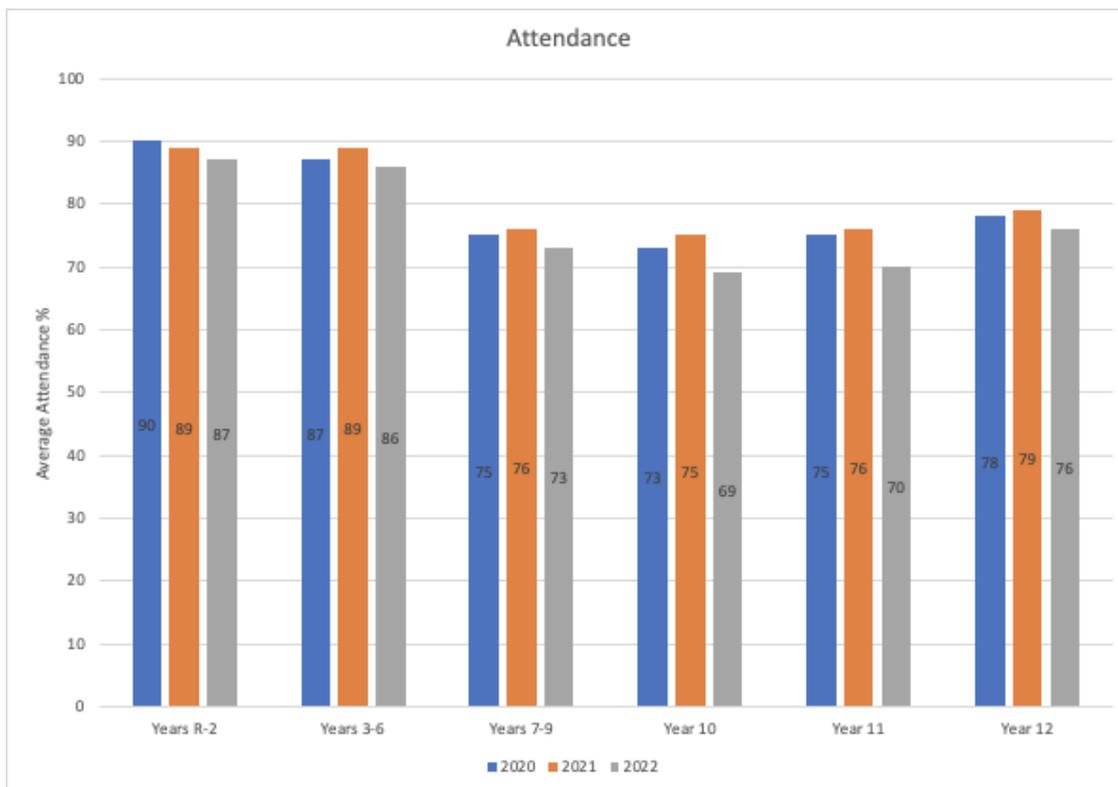
Data Source: School-supplied data.

Attendance comment

Open Access College's attendance is recorded as individual lesson attendance due to the nature of student timetables. In 2022, Year 7 attendance was included in the Year 8-9 cohort rather than Year 3-7 as in previous years. This accounts for the shift in both cohorts for 2022. Students enrolled under the medical/psychological criteria constitute more than 70% of college-based enrolments. The conditions faced by these students result in increased absences through illness. Travellers also contribute to the increased absence rate due to their inability to connect to lessons because of varying time zones and connectivity issues. Overall, there has been a slight decrease in Average Attendance across all year levels (2-3%) that can be attributed to the COVID 19 outbreak and consequent physical and mental illnesses including fatigue. The Year 10 cohort had the greatest decrease from 75% in 2021 to 69% in 2022. This shift is reflective of the challenges this cohort faces in terms of emerging mental health diagnoses and identity crises compounded by the COVID 19 pandemic.

Behaviour support comment

Open Access College uses the Berry Street Education Model to provide a trauma informed approach to support positive student behaviour. The Student Wellbeing Team accesses Student Support Services on a case by case basis as deemed necessary through the case management process. At OAC, respectful relationships and cyber safety are modelled to students and explicitly taught in the delivery of the Keeping Safe: Child Protection Curriculum. As a result, a number of students have felt comfortable to discuss with teachers and/or student wellbeing leaders incidents where they may not have felt safe in the community and this has allowed teachers to provide support and guidance. There have been two reported cases in 2022 of bullying amongst the student cohort and in both cases the students were supported by the Student Wellbeing Team (SWL and psychologist) along with the Principal and Assistant Principals to engage in psychological services and/or restorative conversations to ensure the physical and psychological safety of all students involved. The student wellbeing team worked closely with students, families and teachers to effectively case manage students with complex needs.

Parent opinion survey summary

151 parents completed the survey this year, an increase from the 103 responses last year. Approximately 92% of parent responses indicated neutral to positive satisfaction with their children's education at Open Access College. This represents a decrease from the 96% of neutral/positive responses shown last year but still represents an upward trend in parent satisfaction levels across the past three to five years. The top three positive responses remain the same as last year; Teachers having high expectations, Students feeling safe at school and Students being treated fairly by teachers.

The student survey was completed by 202 students, up from the 157 responses last year. On average there was a 93% positive response from the students in the categories surveyed. A 3% decrease from the overall positive responses last year. The average responses for all questions asked rated 4.1 (out of 5), slightly down from the 4.2 in 2021. Two categories that represented a slight increase in positive student perception were: Teachers at my school treat students fairly (2% increase) and I can talk to my teacher about my concerns (1% increase). Despite a 1% decrease in positive responses from 2021 the category of students feeling safe at school remains the most positive group of responses from students (98% positive responses). This has been the most positive category of responses across the past six years.

49 staff completed the survey this year, a decrease from the 72 completed last year. On average there was an 82% positive agreement from the respondents in the categories surveyed, an increase from 78% in 2021. The average responses for all questions asked rated 4.1 (out of 5), slightly up from the 4.0 average rating last year. In the category of Quality of Teaching and Learning there was a 4% increase in positive agreement from teachers that learning programs respond to a range of student abilities. There has also been a 6% increase in the category of Relationships and Communication which corresponds with the College focus on wellbeing, especially incorporating Berry Street strategies into teaching programs.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	7	0.9%
EX - EXEMPTION	17	2.1%
IL - ILLNESS	12	1.5%
NG - ATTENDING NON-GOV SCHOOL IN SA	53	6.7%
NS - LEFT SA FOR NSW	1	0.1%
NT - LEFT SA FOR NT	2	0.3%
OV - LEFT SA FOR OVERSEAS	12	1.5%
PA - PARENTING/CARER	2	0.3%
PE - PAID EMPLOYMENT IN SA	15	1.9%
PT - ATTENDING PRIVATE TRAINING INSTITUTE IN SA	12	1.5%
QL - LEFT SA FOR QLD	2	0.3%
SM - SEEKING EMPLOYMENT IN SA	24	3.0%
TA - LEFT SA FOR TAS	2	0.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	214	27.0%
U - UNKNOWN	407	51.4%
VE - ATTENDING VOCATIONAL EDUCATION in SA e.g (TAFE)	7	0.9%
VI - LEFT SA FOR VIC	1	0.1%
WA - LEFT SA FOR WA	2	0.3%

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

OAC follows all DfE Child Related Employment Screenings policies and procedures. OAC also has its own internal policy to support staff managing the process ensuring compliance with DfE policies.
OAC maintains all records related to DfE employees on the Human Resource System on the Eduportal. OAC ensures all DfE employees, third party providers (as indicated in the policy) and volunteers hold appropriate clearances.

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	199
Post Graduate Qualifications	126

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	2.0	113.6	1.0	31.1
Persons	2	131	1	35

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

Financial statement

Funding Source	Amount
Grants: State	$19,183,322
Grants: Commonwealth	$184,108
Parent Contributions	$1,029,672
Fund Raising	$74,136
Other	$160,205

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	Employed AHPs and 3 SW teachers with 0.4 release time each. Activities for Wellbeing Week	Intensive case management of 150 students. Increased student and parent engagement with 150 students and parents attending Wellbeing Week
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Targeted learning programs – Sounds Write, MacLit, MiniLit. 72 hours per week of SSO learning support	21 students accessed these programs, with most students achieving 15-24 months growth
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	Sounds Write training for SOTA teachers and SSO. 1:1 learning support for identified Aboriginal students. MiniLit and MacqLit intervention Jolly Phonics training; purchase of decodable, levelled readers. Provision of SACE Launch Integrated and the Transition Program.	Improvement for all students in RR levels NAPLAN Years 3 and 5: 85.7% (6) at or above standard (Reading) 83.3% (5) for Numeracy There has been variable uptake with some students not attending the support sessions and some finding the support useful for completing assignment tasks. All 10 students increased their WCPM score from Terms 1-4. Students progressed towards their identified goals in their One Plans.
Program funding for all students	Australian Curriculum	Literacy and Numeracy Coach release time at 0.2 FTE. Professional learning (DIBELS)	Scope and sequence for DfE units, purchase and catalogue of texts for Units of Work
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Advisory teacher Program	Improved student connectedness to school

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