

ANNUAL REPORT

2024



MESSAGE FROM THE PRINCIPAL

Welcome to the Southern Grove Primary School 2023 Annual Report. We are pleased to present a summary of the accomplishments of Southern Grove Primary School.

The Annual Report for 2023 furnishes parents and the broader community with insights into our school, offering evidence of our progress in attaining the goals and targets outlined in our Business Plan. This report also affords us the opportunity to acknowledge our triumphs and milestones, while outlining future actions to be undertaken in 2024 to enhance student achievement and further improve the school's effectiveness.

It's essential to recognize that the Annual Report forms just one part of the comprehensive reporting process the school undergoes. For a more comprehensive understanding of the school's purpose and operations, it is recommended to read the Annual Report alongside other documents such as the Business Plan, information booklets, and materials related to the school's curriculum and policies, all accessible on the Southern Grove Primary School website.

The onset of 2023 was marked by our Twilight Evening, signalling a sense of a refreshed normalcy post the Covid-19 pandemic. Gratitude is extended to our outstanding staff, commendable students, and supportive families for their optimistic outlook as we embraced the new year.

The Southern Grove community consistently enhanced our school's positive culture, providing support at all times. Students demonstrated commitment to our four core values, striving to reach their personal best. I feel privileged to collaborate with a dedicated staff, enthusiastic students, and a supportive community.

Presenting this Annual Report, I extend sincere gratitude to the staff, students, and community for their invaluable contributions to our school, which are genuinely appreciated.



Rebecca Burns
Principal

FROM THE BOARD CHAIR

Our School Board reflects proudly at the work we have achieved throughout 2023.

During the year our Board Members were invited to join a Play is the Way workshop with Wilson McCaskill and participate in activities that really helped to understand the pedagogy behind it.

We considered the operational budget and school funding agreement, looked at ways to include children within the parent meeting process and streamlined our parent-teacher meetings to give families time to work on support strategies before the school reports are written.

The board reviewed a number of government policies including the Concerns Management Policy, Supporting Student Behaviour in Public Schools Policy & Procedures and the Student Health in Public Schools Procedures as well as the Aboriginal Cultural Standards Framework. We spent time reviewing consolidated reports on anonymised student data including the NAPLAN and PAT testing results to get a clear insight into the teaching strategies and specialist programs at the school to support students at all levels of the curriculum. We reviewed the parent survey results and considered those factors which might be reflected in future operational planning and we considered the School Business plan which is currently under review. We considered the approved school development days for 2024 and the 2024 class booklists.

As a board we continue to grow. Members step down or move on and we gain the new insights and expertise from fresh faces. Our effectiveness strategy is showing a positive impact on the Board's role within the school with an increase in feedback and questions from the school community. And our members are working cohesively towards common goals. As Board Chair from 2018 – 2023, I would like to welcome and congratulate Mr Aaron Berghuber who was successful in nomination and election as our incoming Board Chair for 2024.

Anni Thompson
Board Chair 2018-2023

OUR CONTEXT

Southern Grove Primary School is situated in the rapidly expanding suburb of Southern River. Our local intake area is delineated by Warton Road, Gay Street, Southern River Road, and Reflections Road. For students residing within our boundaries, Southern River College or HARRISDALE Senior High School serves as the local secondary education option.

Established in 2018, Southern Grove Primary initially opened with a Stage 1 build, catering exclusively to Kindergarten and Pre-primary students. By 2019, Stage 2 was completed, and we welcomed 207 students spanning Kindergarten to Year 6. Our school community reflects diversity, with 56% of our students having English as a second language or dialect.

Known for our exceptional team of teachers and support staff, Southern Grove Primary fosters a learning environment where students find joy, face challenges, and are inspired to optimize their educational journey. Rapidly gaining popularity, we are the school of choice in Southern River, and witnessed a substantial increase in enrolments, growing from 207 in 2019 to 501 Kindergarten to Year 6 students in 2023.

OUR STAFF

As student enrolment numbers increase so do our staffing numbers. All staff at Southern Grove have been recruited through a highly competitive selection process, ensuring the recruitment of high-quality staff in all roles across the school. The table below provides a snapshot of our staff recruitment since the inception.

| Year Commencing | Administration Staff | Teaching Staff | Support Staff | Total Staff |
|-----------------|----------------------|----------------|---------------|-------------|
| 2017 | 2 | 0 | 1 | 3 |
| 2018 | 2 | 6 | 8 | 16 |
| 2019 | 2 | 17 | 20 | 39 |
| 2020 | 3 | 28 | 24 | 55 |
| 2021 | 3 | 30 | 29 | 62 |
| 2022 | 4 | 29 | 30 | 63 |
| 2023 | 4 | 31 | 30 | 65 |

OUR SCHOOL VISION

Together we grow through embedding a holistic foundation for our school community to achieve our personal best socially, emotionally, physically, and cognitively.

As our students grow, they are shaped by so many influences. They are nurtured by their teachers, parents, leaders, community members, older siblings, and other students. At Southern Grove Primary our vision 'Together we Grow' reflects our commitment to embedding a holistic foundation for our school community to achieve our personal best socially, emotionally, physically, and cognitively.

The two arcs of our logo which wrap around these icons represent the togetherness of our community as we care for and protect our students through their learning journey. The design is circular which embraces the concept of the continuous cycle of learning and depicts a sense of unity and collaboration. Our colours are strong and clean and are drawn from our natural surroundings because they are warm, calm, and natural.

OUR BELIEFS

- We believe in engaging our students in learning and helping them pursue their personal best through developing a sense of belonging, becoming and being'.
- We believe the key to successful learning at Southern Grove primary is built upon authentic and positive relationships between, students, staff, and families.
- We believe our students will learn best in a learning environment that nurtures their social, emotional, physical, and cognitive development.
- We believe our students will learn best when engaged in authentic, meaningful, and intentionally planned experiences.



OUR VALUES

Southern Grove Primary School is dedicated to cultivating an environment that promotes students' sense of respect, capability, and active engagement in the curriculum. Our core values are designed to foster a sense of safety and support, encouraging students to take responsibility for their actions, cultivate resilience, and become independent and self-motivated individuals.



| Be Kind | Be Brave | Be Caring | Be Polite |
|---|---|--|---|
| At Southern Grove we: | At Southern Grove we: | At Southern Grove we: | At Southern Grove we: |
| <ul style="list-style-type: none"> • Are inclusive of others • Are considerate of others <ul style="list-style-type: none"> • Speak respectfully to everyone • Treat all members of our community with respect and courtesy • Are friendly even to those who aren't our friends | <ul style="list-style-type: none"> • Take responsibility for your own actions and be honest about the choices made • Actively participate in all school based experiences • Try your personal best at everything you do • Give things a go even if you don't like it or find it hard <ul style="list-style-type: none"> • Speak up for ourselves and others • Ask for help | <ul style="list-style-type: none"> • Use words and actions to help people and not hurt them • Take care of property and the environment • Tell a staff member if you hear or see something that may be dangerous to others • Help people in difficulty | <ul style="list-style-type: none"> • Follow instructions given by all staff • Act in a safe manner at all times • Complete all required tasks <ul style="list-style-type: none"> • Are invested in our own learning • Only enter a classroom when a teacher is present • walk bikes and scooters on school grounds <ul style="list-style-type: none"> • Walk on all pathways • Do not play with sports or play equipment before or after school • Are punctual and organised for learning • Are accountable for our own learning • Understand there are consequences, positive and negative, for behaviour choices • Wear the Southern Grove Primary School uniform |

STUDENT ATTENDANCE

Regular school attendance is recognised as a major factor in student success. The Department of Education recognises the importance of regular attendance and measures all schools against a minimum requirement of 90% attendance. At Southern Grove our aim is to have as many students as possible above this benchmark. 2023 saw a return to average student attendance of 90% or above across all year levels.

Attendance

Primary Attendance Rates

| | Attendance Rate | |
|------|-----------------|-------------------|
| | School | WA Public Schools |
| 2021 | 93.7% | 91.0% |
| 2022 | 88.9% | 86.6% |
| 2023 | 91.0% | 88.9% |

Attendance % - Primary Year Levels

| | Attendance Rate | | | | | | |
|------------------------|-----------------|-----|-----|-----|-----|-----|-----|
| | PPR | Y01 | Y02 | Y03 | Y04 | Y05 | Y06 |
| 2021 | 93% | 94% | 95% | 93% | 95% | 95% | 94% |
| 2022 | 89% | 85% | 90% | 91% | 89% | 89% | 90% |
| 2023 | 90% | 90% | 91% | 92% | 91% | 92% | 93% |
| WA Public Schools 2023 | 88% | 89% | 89% | 89% | 89% | 89% | 89% |



STUDENT ASSESSMENT DATA

Data collection and analysis are essential at Southern Grove Primary School and play a fundamental role in enhancing the quality of education and ensuring that every student has the opportunity to reach their full potential.

At SGPS, we collect and analyse data regularly to gain insights into each student's individual learning needs and progress. By systematically collecting data on academic performance, behaviour, and other relevant factors, teachers can tailor their instruction to better support students, providing targeted interventions where necessary in order to improve student outcomes.

In 2023, the data collected at Southern Grove Primary School included:

- Screen of Oral Comprehension Skills (SOCS) Kindy
- On-entry Pre-Primary
- NAPLAN Years 3 and 5
- PAT Early Years Reading and Maths PP and Year 1
- PAT Reading and Maths Adaptive Years 2-6
- PAT Spelling Skills Years 3-6
- PAT Vocabulary Skills

SCREEN OF ORAL COMPREHENSION SKILLS (SOCS)

MARCH 2023

| Specifics | Number of students | % |
|--|--|------|
| Total student that completed the test | 60 | 100% |
| Met or exceeded average range in all areas | 26 (11 EALD, 0 SEN, 1 of which left during the year) | 43% |
| Below average in ONE area | 9 (4 EALD, 0 SEN) | 15% |
| Below average in TWO areas | 11 (3 EALD, 1 SEN) | 18% |
| Below average in MORE THAN TWO areas | 14 (12 EALD, 0 SEN) | 24% |

NOVEMBER 2023

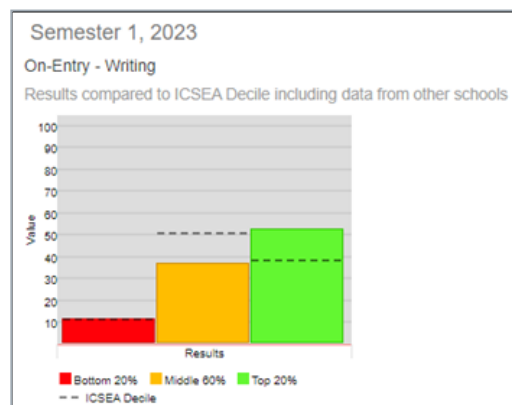
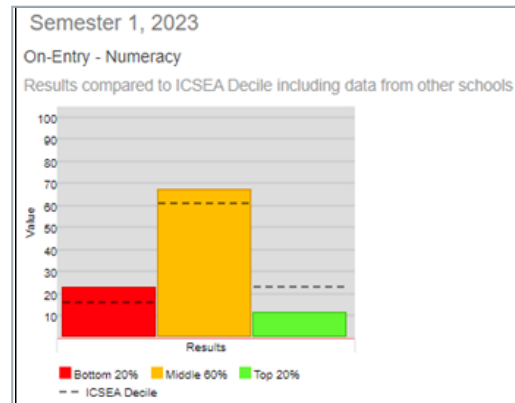
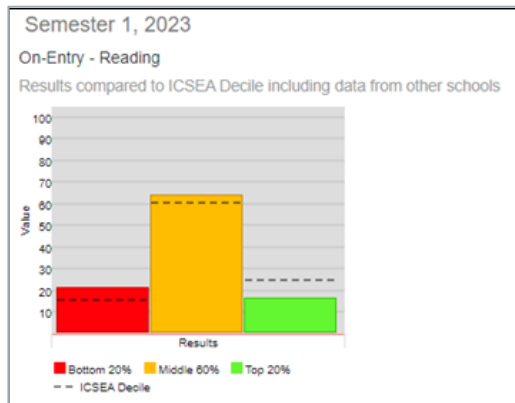
| Specifics | Number of students | % |
|--|---|------|
| Total student that completed the test | 60 | 100% |
| Met or exceeded average range in all areas | 36 (13 EALD, 0 SEN) | 60% |
| Below average in ONE area | 14 (8 EALD, 1 SEN) | 24% |
| Below average in TWO areas | 2 (1 EALD, 0 SEN) | 3% |
| Below average in MORE THAN TWO areas | 8 (8 EALD 0 SEN, 2 of which have left the school) | 13% |

By the end of Kindy, 60% of our students met or exceeded the average range in all areas. The number of students who were below average in more than 2 areas, reduced from 24% to 13% by the end of the year.

ON ENTRY ASSESSMENT

Reading, Maths and Writing are assessed.

Student achievement is measured against a 'median' score which is dependent on the school's ICSEA (Index of Community Socio-Educational Advantage).



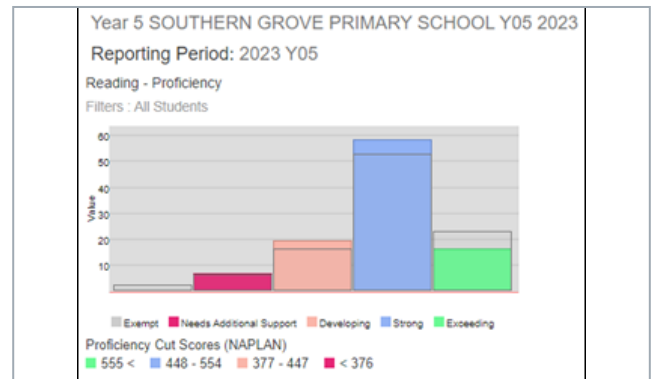
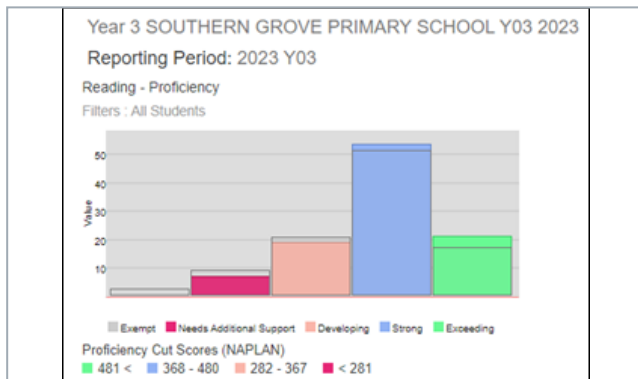
Our Target for our On Entry Assessment results is to increase the number of students in the Top 20% in Reading and Numeracy. In Writing, we are well above Like schools in our number of students in the Top 20%. Our target is to decrease the number of students in the Bottom 20%.



NAPLAN

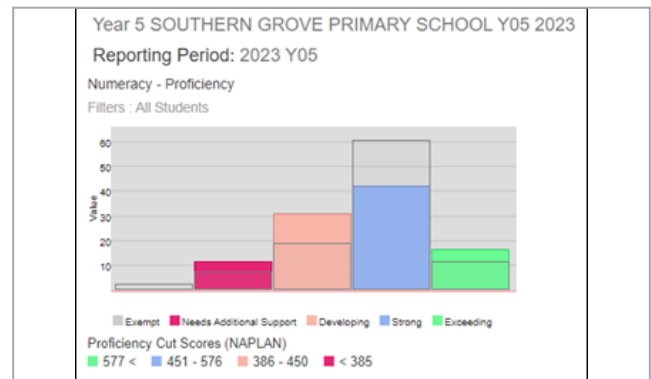
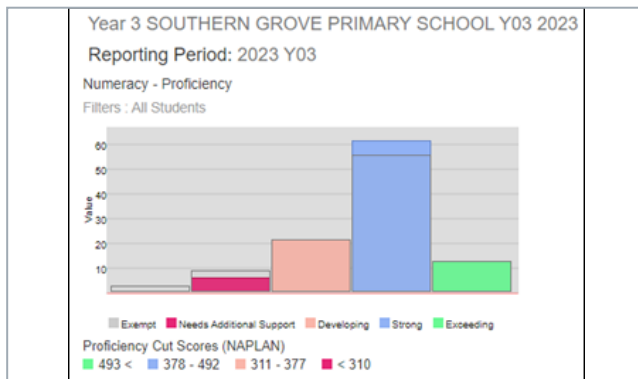
READING

Our Reading results in NAPLAN, show that we have more students than like schools achieving in the Strong and Exceeding proficiency levels in Year 3, and the Developing and Strong proficiency levels in Year 5. 74% of our students achieved Strong or Exceeding proficiency levels. Our target is to move the students from Strong to Exceeding and Developing to Strong. We will also continue offering additional support to those needing it, in order to lift those students to Developing.



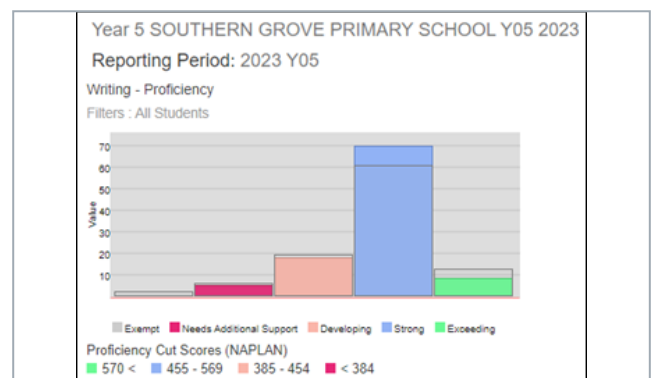
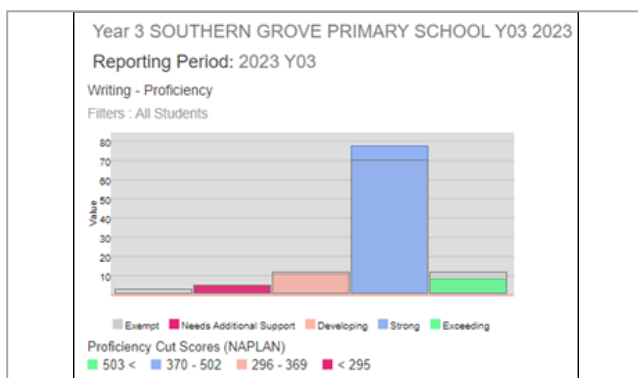
MATHEMATICS

Our Year 3 Mathematics results show that we achieved equal to or better than Like schools in the proficiency levels Developing, Strong and Exceeding, and less than Like schools in Needs Additional Support. Our Year 5 students achieved greater than Like schools in Exceeding, Developing and Needs Additional Support. Our targets are to improve achievement of students who are in the Developing and Strong proficiency levels.



WRITING

Our Writing results are very similar across Year 3 and Year 5. 86% of our Year 3 students and 77% of our Year 5 students achieved Strong or Exceeding proficiency levels. We will continue working towards lifting students to the next proficiency level.



PROGRESSIVE ACHIEVEMENT TESTING (PAT)

READING ACHIEVEMENT

| Year | % Above expected | % Expected | % Below expected |
|------|------------------|------------|------------------|
| 6 | 19 | 49 | 32 |
| 5 | 25 | 39 | 36 |
| 4 | 23 | 36 | 41 |
| 3 | 38 | 33 | 29 |
| 2 | 46 | 29 | 25 |
| 1 | 41 | 25 | 34 |

READING PROGRESS

| Year | % Above expected | % Expected | % Below expected |
|------|------------------|------------|------------------|
| 6 | 41 | 22 | 37 |
| 5 | 41 | 10 | 49 |
| 4 | 48 | 8 | 44 |
| 3 | 53 | 15 | 32 |
| 2 | 52 | 10 | 38 |
| 1 | 35 | 10 | 55 |

In PAT Reading, 59% or more (an average of 67% across all year groups) achieved at or above expected level. At least 45% (an average of 58% across all year groups) made expected or above expected progress.

Our target is to increase the number of students making at least expected progress.

MATHS ACHIEVEMENT

| Year | % Above expected | % Expected | % Below expected |
|------|------------------|------------|------------------|
| 6 | 30 | 38 | 32 |
| 5 | 33 | 34 | 33 |
| 4 | 18 | 49 | 33 |
| 3 | 32 | 37 | 31 |
| 2 | 22 | 49 | 29 |
| 1 | 42 | 36 | 22 |

MATHS PROGRESS

| Year | % Above expected | % Expected | % Below expected |
|------|------------------|------------|------------------|
| 6 | 53 | 16 | 31 |
| 5 | 62 | 9 | 29 |
| 4 | 58 | 13 | 29 |
| 3 | 78 | 14 | 8 |
| 2 | 22 | 33 | 45 |
| 1 | 65 | 14 | 21 |

In PAT Maths, 67% or more (an average of 70% across all year groups) achieved at or above expected level. At least 55% (an average of 73% across all year groups) made expected or above expected progress.

Our target is to increase the number of students making at least expected progress.

OUR PROGRAMS

CURRICULUM AREA: ENGLISH

Written by Jennifer Forster

Key Strategies:

KINDERGARTEN

- Explicit teaching of Phonemic Awareness & Phonics with Phase One Letters and Sounds and Heggerty
- Shared Reading using year level Literature Spine books
- Story Box Oral Comprehension Program utilised for Shared and Home Reading
- Explicit teaching of writing, vocabulary, syntax and grammar using the Talk 4 Writing program with 2 units per term
- Magpie books modelled by classroom teacher
- Screening of Oral Communication Skills (SOCS) administered in Term 1 and 4
- Screening of Speech, Language and Occupational Therapy
- Progress Map utilised to support and assess EAL/D students

PRE PRIMARY – YEAR TWO

- Explicit teaching of phonics with Letters and Sounds in PP-Yr2, which incorporates daily Heggerty phonemic awareness
- Focus group reading (small groups) to explicitly teach fluency, accuracy, vocabulary and comprehension
- Whole class reading with the Talk 4 Reading program to explicitly teach vocabulary, background knowledge and language comprehension
- Shared Reading using year level Literature Spine books
- Story Box Oral Comprehension Program sent home
- Home Reading books sent home weekly
- CAFÉ reading libraries established, with individual book boxes in each class and dedicated morning reading time Mon – Weds
- Explicit teaching of writing, vocabulary, syntax and grammar using the Talk 4 Writing program with 2 units per term
- Magpie Books modelled in PP-1 by classroom teacher and utilised by students from Year 2
- Mini-Lit Intervention Program implemented daily – years 1-2
- Screening of Speech, Language and Occupational Therapy
- Students' reading assessed using Little Learners Assessment of Reading and Spelling until they exit at Level 7.5) from PP until approx. Yr2

- York Assessment of Reading Comprehension (YARC) utilised to assess single word reading, accuracy, fluency and comprehension from years 1-6
- Common Assessment tasks linked to Writing Assessment Schedule
- Brightpath used for formative and summative assessment of student learning and to moderate writing for reliability across the school
- Progress Map utilised to support and assess EAL/D students

YEARS THREE – SIX

- Explicit teaching of Phonology, Orthography and Morphology using the Oxford Spelling program
- Focus group reading (small groups) to explicitly teach fluency, accuracy, vocabulary and comprehension
- Whole class reading with the Talk 4 Reading program to explicitly teach vocabulary, background knowledge and language comprehension
- Shared Reading using year level Literature Spine books
- CAFÉ reading libraries established, with individual book boxes in each class and dedicated morning reading time Mon – Weds
- Home Reading books sent home weekly
- Explicit teaching of writing, vocabulary, syntax and grammar using the Talk 4 Writing program with 1 unit per term and ERP Literacy Component to align with unit taught
- Magpie books formalised and used by students
- York Assessment of Reading Comprehension (YARC) utilised to assess single word reading, accuracy, fluency and comprehension from years 1-6
- Macq Lit Intervention Program implemented daily – years 3-6
- Common Assessment tasks linked to Writing Assessment Schedule
- Brightpath and Write Mark used for formative and summative assessment of student learning and to moderate writing for reliability across the school
- Progress Map utilised to support and assess EAL/D students

WHOLE SCHOOL

- Building and developing a reading culture across the school –Reading Ribbon Challenge, CAFÉ competition, NSS, Book Week, Southern Grove Reads and Book Fair
- Library Officer created a range of exciting book displays and cultural celebration displays to foster a love of reading and inclusivity of diversity
- Targeted PL to upskill teachers in Letters & Sounds, Oxford Spelling, Key Links Into- Connectors and Connectors, Talk 4 Reading, Talk 4 Writing & Brightpath
- Team Leaders appointed to support and mentor Literacy in the classroom
- 1.0 FTE Literacy Consultant appointed to support and mentor Literacy in the classroom

ACHIEVEMENTS:

- Talk 4 Reading programs implemented in K-6
- T4R resources purchased, eg, sets of literature and T4R Teacher Resource book
- T4R year level scope and sequence of units established
- T4W literature spine updated to include the Australian Literature as recommended by DSF.
- Targeted PL for two teachers in Language Essentials for Teachers of Reading and Spelling – Units 1-4
- Reading extension programs in Year 2 using Into-Connectors and Connectors (Reciprocal Teaching)
- The evidence based Reciprocal Teaching method (effect size 0.74) implemented in years 3-6 as an independent Small Group Reading activity

FUTURE GOALS:

- UFLI Foundations whole school PL on SDD Term 2 2024
- UFLI manuals and resources purchased
- Explicit teaching of phonics with UFLI foundations in PP-Yr2, which incorporates daily phonemic awareness
- PL for Kindy Teachers and Allied Professionals on Teaching, Screening & Tracking Pre Literacy Skills
- Explicit teaching of Phonemic Awareness & Phonics with PLD Pre Literacy Skills Program.
- Spelling Bee
- Talk 4 Writing programs implemented K-6 with fidelity
- Spell-Ex – PL for Literacy Impact Coach with view to implement in years 3 & 4 in 2024
- Write Mark utilised in Year 3-6 and used for formative and summative assessment of student learning and to moderate writing for reliability across the school
- Update Writing CAT assessment schedule to use Brightpath and Write Mark prompts



OUR PROGRAMS

CURRICULUM AREA: MATHEMATICS

Written by Krystal Coldham

Key Strategies:

- Pre-primary to Year 6 use the Stepping Stones Mathematics program based on WA curriculum
- Appointment of 0.6 Mathematics Consultant to support the teaching of Mathematics across K-6
- Mathematics lessons follow the Wistar lesson structure for K-6
- Warm-ups for Mathematics lessons from Elastik will be used at the beginning of lessons for a minimum of 3 x per week
- Fluency warm-ups conducted for the remaining 2 x per week prior to mathematics lesson
- Kindergarten use the Southern Grove Kindergarten Scope and Sequence based on WA curriculum
- PAT Maths is used for assessment data collection in Term 2 and Term 4 (Years 1-6)
- K/PP collected school-based database assessment 4 times per year
- Stepping Stones Mathematics assessments completed after each module
- Stepping Stones Mathematics quarterly assessment completed 4 times per year and data recorded in the dashboard and sent to Elastik (PP-6)
- Numero club operates every Tuesday before school
- Numero played every Friday morning for a minimum of 15 minutes
- Times Table Tuesday every Tuesday morning for a minimum of 15 minutes to practise fluency
- Each class supplied with Mathematics Kit of resources, Stepping Stones Number Case and class set of Numero cards
- Each block supplied with Origo Think Tank boxes and Problem Solving cards to extend problem solving through the use of GROVE problem solving method

ACHIEVEMENTS:

- Mathematics consultant provided professional learning on differentiating Stepping Stones Mathematics Program for split year level classes
- Mathematics consultant supported the development of planning and implementation of hands-on mathematics with the use of Stepping Stones Program
- Learning Intentions and Success Criteria written for all Mathematics lessons relating to the content of Stepping Stones in Module Overviews

- Development of Basic Fact Fluency Schedule included in Mathematics policy
- Kindy Scope & Sequence completed based on updated WA Curriculum
- Use of PAT Maths data and Elastik data to develop Case Management plans across year level teams
- Mathematic Word Walls included and utilised in all classrooms
- Celebration of Math is Magic Day
- Celebration of Basic Fact Bee
- Two teams of students competed in the Numero Interschool Competition
- Australian Maths Competition conducted (Years 3-6)

FUTURE FOCUS:

- Further embed the process of integrating more hands-on experiences in the mathematics lesson
- Further embed the process of making direct, authentic links being made between the curriculum and Investigations, Education Research Projects (ERP), and reporter/ photographer tasks as outlined in the Stepping Stones Module overviews
- Further utilise Elastik data to personalise Numeracy teaching and target the needs of students
- Provide PL to new staff on the use of Stepping Stones program, Numero and Elastik
- Development of SMART Fluency goals for students
- Maths extension through MAWA Math Talent Quest
- Numero Interschool Competition Training



OUR PROGRAMS

CURRICULUM AREA: LEARNING SUPPORT

Key Strategies:

- Learning Support Coordinator (LSC) employed full time to manage provision for K/PP SAER students and Learning Support Children
- Deputies allocated SAER caseloads to closely monitor student progress. Deputies work closely with teachers to analyse data, explore strategies, monitor progress and review the impact of teaching and learning for individual children
- Student services team meet fortnightly to discuss SAER and learning support children to ensure provision is being monitored and reviewed regularly
- Case conference meetings held termly for learning support children for planning and goal setting. LSC supports teaching team to write Individual Education Plans, Documented plans and Emotional Regulations plans for children who need them
- LSC facilitated PL through staff development days, curriculum cafes, parent workshops and 1:1 sessions to support staff with individual professional development
- Coffee mornings continued for parents who have children with additional needs to connect, share their wisdom and support one another
- Behaviour Education and Zones of Regulation taught across the whole school to support children with their social and emotional learning
- Enrichment programs used to support children who need additional support in literacy (Minilit and Macqlit)
- Impact coaching continues to be used for performance development. As part of this process, staff share best practice and upskill in meetings the needs of children with additional needs
- Social Thinking programs (We Thinkers and Superflex) implemented weekly to support children with their social skills development
- Life Skills program facilitated weekly to support children with developing their life skills
- Circle of Friends and Clubs implemented weekly to support children with social skills development and making friends
- Learning support children scaffolded through a range of strategies to support them with the holistic development – e.g. 1:1 support from special needs allied professionals, visual resources, individual work stations, TEACCH stations to develop independence and explicitly teach new skills, sensory breaks, sensory room, access to sensory resources, technology, individual behaviour charts

- Student services team worked closely with parents, outside agencies and therapists to ensure there was consistency in goals for children to maximise impact
- Support accessed through School of Special Educational Needs (disability, behaviour, medical and sensory) to upskill the team and ensure the best possible outcome for all children
- Accessing the Nicolson Network to share best practice and learn from other schools

ACHIEVEMENTS:

- Rigorous SAER processes ensure that no child is left behind
- The excellent relationships forged between staff and parents continue to be at the heart of the progress that children make. Parent partnership is promoted and highly valued and this is reflected in the progress the children make
- Excellent relationships with outside agencies continue to support the school with driving student progress as the school and therapists' programs are aligned and everyone is working towards shared goals
- Zones of Regulation continues to be embedded with staff, children and parents developing in confidence to use the language to support emotional regulation. It has been pleasing to see parents taking this program on in the home environment
- Clubs was introduced which provides children with 1:1 support with their social skills through games and projects chosen by them and shared with a friend. The SNAP team have been working closely with these children to model and scaffold their learning in this area. This strategy was not deemed successful as often the students did not want to engage and therefore will not be used in 2024

FUTURE FOCUS:

- Continue to share videos with the parent community that upskill them in school related topics
- Continue to facilitate coffee mornings and parent support sessions for parents who have children with additional needs
- LSC to develop relationships with other LSCs in the Nicholson Network to share best practice
- LSC and Lead SNAP to work closely together to develop the knowledge and skills of less experienced SNAPs
- Write a Life Skills Scope and Sequence to inform the planning of Life Skills across the years. As part of this, incorporate some community access sessions
- Upskill further SNAPs in the Social Thinking Programmes to develop the knowledge and skills within the team

OUR PROGRAMS

CURRICULUM AREA: EALD

Written by Melissa Lionnet

In the 2023 census, we had 227 EAL/D students which made up almost 50% of our school population.

Key Strategies:

To assist our EAL/D students, we implemented numerous evidence-backed approaches and initiatives that have proven exceptionally effective in offering these students optimal chances for academic, social, and emotional growth.

The programs teachers used in class to explicitly teach literacy include:

- Letters and Sounds in PP – Year 2 – a program that helps students develop their phonics and spelling skills
- Oxford Spelling in Year 3 – 6 – a program that allows students to develop their spelling skills and build their vocabulary at a pace suited to them
- Heggerty in PP – Year 2 – a program that builds students' knowledge of phonemic awareness
- Talk 4 Writing in K – Year 6 – a program that uses spoken language to develop writing skills
- Talk 4 Reading in K – Year 6 – a reading program that helps to develop vocabulary and background knowledge along with reading comprehension

These programs support all students in achieving academic success and are particularly valuable for EAL/D students who typically possess a restricted SAE vocabulary and require extra assistance in this area. In addition to these programs, various other successful strategies were implemented to support our EAL/D learners.

- Professional learning for all teaching staff on using the EAL/D Progress Maps as a planning and reporting tool
- The EAL/D Progress Map is used in the planning and reporting cycle for each EAL/D learner
- Each EAL/D learner has their own printed progress map overview to detail where they are at academically for each of the 4 areas. These are updated by staff a minimum of once a term
- Interpreting services have been used in meetings with EAL/D families to ensure communication is optimum
- Translated welcome signs in a variety of languages placed along the school to promote cultural inclusivity

- Harmony Day celebrated in class group to promote inclusivity of EAL/D learners and respect for other cultures
- Continued employment of full-time Literacy Impact Coach to aid teachers who required additional support in teaching one or more of their EAL/D learners
- Mainstream Allied Professionals ran additional literacy support programs including Minilit, Macqlit and Small Group Reading (SGR) to assist students in need, particularly EAL/D students
- Translated books placed in library available for loaning for families to read with students
- SOCS assessment performed on every Kindy student to assess their oral communication skills which provides data on the EAL/D students who may require additional support
- Enrichment and Case Management groups were formed during planning days held in Week 9 of each term, during which it was discussed how each EAL/D learner was progressing and which of them may benefit from inclusion in a case management group with a targeted focus on vocabulary
- Any EAL/D learner that is finding difficulty in making expected progress is discussed between teacher and relevant Deputy Principal during SAER meetings (once a term)

ACHIEVEMENTS:

- The SGR groups run by Mainstream Allied Professionals and overseen by Jen Forster were highly successful across the school and had a very positive impact on the academic progress of EAL/D learners
- Teachers were released to be able to work on the Progress Map for each EAL/D learner in their classroom
- After being implemented in Term 4 2022, Macqlit continued successfully and proved to be greatly beneficial to EAL/D students
- EAL/D morning tea held once a term, with interpreters to assist with sharing information and answering questions
- New translated welcome signs added to the walkways of the school to continue to promote cultural inclusivity
- Recipes collected by families to create a 'Grovia Cookbook' sharing recipes from many parts of the world

FUTURE FOCUS:

- Use of the Progress Maps can improve in SAER meetings, planning days and as a planning tool when looking to support and challenge EAL/D learners
- Build on the number of bilingual books in the library
- Build confidence in our EAL/D parents to join in our community
- Host information/morning tea/ welcome sessions for EAL/D families in their language groups to promote inclusivity and ensure their voices are heard
- Complete collecting recipes for 'Grovia Cookbook' and make the book available to families in both printed and digital formats
- Build the size and capacity of the Cultural Committee

FINANCIAL SUMMARY

| One line budget - Dec 2023 (Verified Dec Cash) | | |
|--|----------------------------|------------------------|
| | Current Budget (\$) | Actual YTD (\$) |
| Carry Forward (Cash): | 128,069 | 128,069 |
| Carry Forward (Salary): | 146,147 | 146,147 |
| INCOME | | |
| Student-Centred Funding (including Transfers & Adjustments): | 5,708,648 | 5,708,648 |
| Locally Raised Funds | 248,275 | 246,738 |
| Total Funds: | 6,231,140 | 6,229,603 |
| EXPENDITURE | | |
| Salaries: | 5,289,269 | 5,289,269 |
| Goods and Services (Cash): | 752,051 | 657,514 |
| Total Expenditure: | 6,041,320 | 5,946,783 |
| VARIANCE: | 189,820 | 282,820 |

