

Clifton Hills Primary School

Annual Report 2024



Principal Comments



This annual review is the formal reporting process to communicate the achievements of the school to the community. Please read the report, celebrate our many successes and work with us to achieve our future goals.



2024 has been a year of celebrations on many fronts, we participated in an international Lego League in Sydney, engaged with the Department of Transport to encourage students to ride, walk or scoot to school, and embarked on a partnership with Camp Australia to provide on site before and after school care. We worked closely with our P&C and Oz Harvest to ensure the needs of families who were struggling were supported and we are immensely proud of how our learning community has responded to ensure the needs of the children come first.

Our students have acted as excellent ambassadors in the community; whether on excursions, community events or here on site, I am very proud of both Choirs, Sporting teams and Individual competitors, Lego League teams and individual students who participated in the Kelmscott Show. This year we were highly competitive in the Eagles Cup, participated in the Massed Choir Festival and again our Lego League Team was invited back to Curtin Uni to compete State-wide. These successes are due to the hard work and dedication of our wonderful staff, commitment from the students and the support of their families. I congratulate you all.

To the many parents and carers who have volunteered in our school this year, thank you. Your input creates a village assisting us in our goal to develop the whole child.



We have provided the best possible education programs for all children, encouraging them to achieve academic excellence and become responsible citizens. Our focus to provide an education that caters for the requirements of each individual child has continued as a result of our vision and commitment.

Patricia Loss

► Ratified by the School Board:
25/02/2025

This document addresses the following NATIONAL QUALITY STANDARDS

QA 1	Educational Program and Practice
QA 2	Children's Health and Safety
QA 3	Physical Environment
QA 4	Staffing Arrangements
QA 5	Relationships With Children
QA 6	Collaborative Partnerships with Families and Communities
QA 7	Leadership and Service Management

School Vision and Contextual Information



VISION STATEMENT: *At Clifton Hills we aim to provide an education that caters for the requirements of each individual child.*

KEY POINTS

- Experienced staff made up of fulltime and part time workers: 30 teaching staff and 30 allied professional staff
- Administrative team: Principal, 2.0 FTE Deputies shared between 3 people, Manager Corporate Services and 3 Learning Support Coordinators.
- 2024 Priorities
Literacy – Reading, Spelling & Maths

Clifton Hills Independent Public School was first opened in 1972 and is located on the slopes of the Darling Escarpment, approximately 25km Southeast of Perth. Our ICSEA fluctuates between 1009 – 1020. In 2023 our ICSEA was 1015. In 2024 our ICSEA was 1009, this is the lowest it has ever been.

The school population in 2023 was:

- 433 students Kindergarten to Year 6, our student numbers trends are steady, and we are unable to physically accommodate more students. Since 2015 our numbers have increased by an average of 18 students per year. This year our number were 442, 9 more than 2023,
- 7.6% Transiency, an increase of 0.4%,
- 5.3% identify as Aboriginal, an increase of 0.6%,
- 3.0% of our students have English as a Second language,
- 7.5% of our students have a learning difficulty or an imputed diagnosis, and
- 7.8% of our students have a funded diagnosed disability. This is an increase of 3.2% from 2023

School Organisation and Structure

- Kindergarten – 61
- Pre-primary – 63
- Year 1 – 43
- Year 2 – 50
- Year 3 – 52
- Year 4 – 53
- Year 5 – 62
- Year 6 – 51



These students were distributed across 18 classes K - 6

Workforce Profile - *FTE= Full time Equivalent

64 Total staff equating to 42.6 FTE; this is a decrease of 0.8 FTE from 2023.

Teaching Staff

- Absenteeism – at expected levels, based on workforce data for Like Schools;
- Nil resignations.
- Nil retirement.

Allied Professionals

Absenteeism – at expected levels, based on workforce data for Like Schools;

- one resignation.
- Nil retirement.
- Two staff have moved to other Public Sectors in higher paid positions.

Specialist Programs

Specialist programs are in place to support and enhance the curriculum provided by the classroom teacher.

- Japanese Language Program is taught years 3 – 6
- Music: PP-6, includes School Instrumental Music Program, Junior and Senior Choir and stringed instruments through School of Instrumental Music.
- Digital Technologies: K-3
- Physical Education: PP-6
- Science: PP - 6
- Extension and Support Program: Lego Club for Years 4 – 6 students and Numero 3 -6



Celebrations and Events



- Camp Australia began an out of school hours care program, held in the school's new undercover area.
- All classes participated in the You Can Do It! social-emotional learning program.
- Student group 'Clifton Movers' began a campaign alongside the Department of Transport to get more kids biking, scooting, rolling and walking to school. The Clifton Movers supported National Ride 2 School Day as well as a Dress-up your bike competition. Senior students also participated in Bike education, safety, maintenance and skills.
- The whole school participated in the Active Transport Festival organised by Mr. Fletcher. Kindergarten to Year 2 students had a visit from Constable Care and a road safety presentation. Year 3 to 6 students learned how to use a Transperth Bus, how to ride a skateboard and bike safety education. A banner design competition was held for students in years 3-6, with two designs chosen to be printed for future active travel days.
- Students participated in Cross Country running, Faction Athletics Carnival, Book Week, tree planting, swimming lessons, Open Night, National Simultaneous Storytime and the deadly doors competition during NAIDOC week.
- Students also participated in a First Aid incursion provided by St John and a storytelling incursion from Dion Drummond. Students from Canning Vale College entertained the school with their performance of "I'm in the Jungle, Get Me Out of Here!"
- The Clifton Hills Talent Show made a comeback after a five-year break.
- The Kindergarten classes and Animal Warriors club visited Hillside Farm in Martin. They collected chicken eggs, planted seedlings, learned about sheep and helped look after cattle.
- Pre-primary students in Room 2 visited Raeburn Orchards in Roleystone to learn about fruit trees, how, and when they grow as well as farm machinery used to look after the trees.
- Year 3 students were visited by the Roleystone Karragullen Volunteer Fire Brigade, learning how to make their houses safe and what to do if there is a fire.
- Year 3 students also participated in a cooking and food awareness program provided by Foodbank.
- Year 5 and 6 girls competed for the first time in the AFL Dockers Cup Carnival at Atwell Reserve.
- Year 6 students participated in Big Days Out to Lane Poole Trees Adventure in Dwellingup, Hoyts Movie and Laser Tag and Rottnest Island.
- The Animal Warriors Club members were visited by many beloved pets and animals, learning about their unique characteristics and needs. They also held a movie afternoon to support the Animal Protection Society.
- The Junior Choir performed at the Kelmscott Show and sang 'Sunshine Feel Fine' at the Dale Fest.
- The Senior Choir performed at the Dale Fest singing 'You've Got a Friend', Massed Choir Festival and the City of Armadale's Carols by Candlelight. The senior choir were also involved in filming the Guy Sebastian song 'Choir' for Telethon at Elizabeth Quay.
- Clifton Chaos' team of 5 students travelled to Sydney in July with Mr. Fletcher and Mrs. Kemp to participate in the First Lego League Asia Pacific Open Championship 2024. The event featured intense robotic games against 52 teams of students from around the globe, such as New Zealand and Kazakhstan. Clifton Chaos joined forces with a team from Chile for an Alliance Challenge, received valuable tips from Brazilian students, learned the art of making ddakji with students from South Korea and were taught a traditional folk dance by the Estonian team. While in Sydney, the team explored Taronga Zoo, took in the city sights and triumphed over zombies in an escape room challenge.
- Two teams (Clifton Chaos and Submerged Sea Monkeys) participated in the First Lego League Competition held at Aquinas College. Clifton Chaos received the Core Values award and advanced to the state tournament at Curtin University. Mr. Fletcher won the Coach/Mentor award.
- Morning tea events were held at the end of the year to thank mentors and parent helpers for their contribution to the school.
- The school's peer mediators continued the always popular Pixie Post, delivering Christmas cards to students and teachers.
- The annual Faction Athletics Carnival was won by **Ellis. Ellis** was the overall winning faction in 2024.
- Clifton Hills won the Interschool Cross Country event, competing against Kingsley, Willandra, Gwynne Park and Grovelands Primary Schools at Willandra Primary School.

Data analysis- how do we compare with Like Schools (NAPLAN)

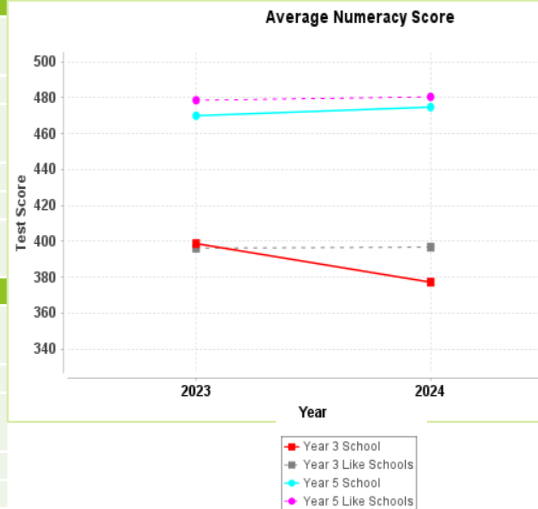
1 student equates to approximately 3%.

NUMERACY

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	493 and above	10%	6%	8%	8%	11%	8%
Strong Developing	378 - 492	60%	44%	55%	53%	50%	50%
NAS	310 and below	22%	30%	24%	30%	24%	27%
		8%	20%	13%	9%	14%	13%

Proficiency Level	NAPLAN Score Range	Year 5 Numeracy					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	577 and above	10%	11%	8%	9%	11%	11%
Strong Developing	451 - 576	48%	47%	56%	55%	53%	53%
NAS	385 and below	30%	33%	25%	28%	23%	23%
		12%	9%	10%	8%	12%	12%



Comparative Performance for Numeracy

Numeracy	Performance		Students	
	2023	2024	2023	2024
Year 3	0.1	-0.9	50	50
Year 5	-0.5	-0.1	50	64

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

Year 3 – results are comparable to Like Schools except in the top Band, we have one student more in the Exceeding Proficiency Level, 3 students less in the Strong Proficiency Level, the same as Like Schools in Developing Proficiency Level and 4 more students who were not assessed.

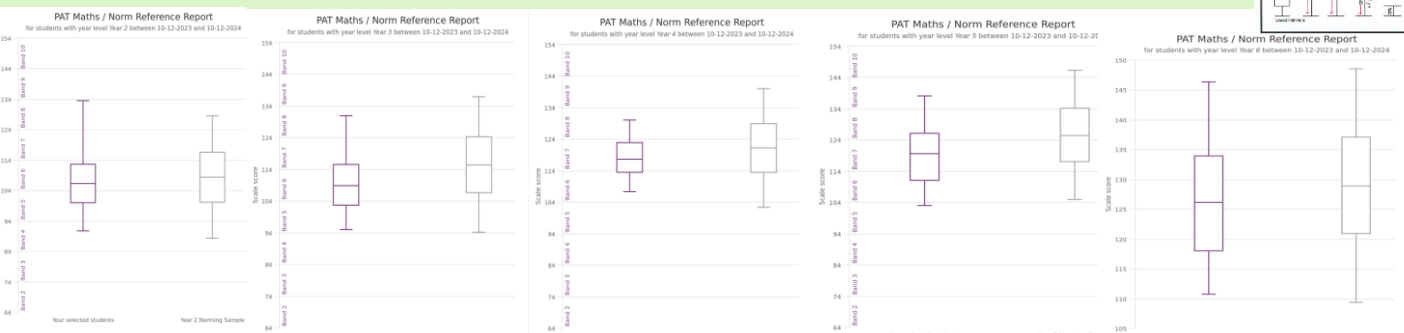
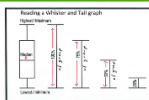
Year 5 – results are comparable to Like Schools, we had one more student in the Exceeding Proficiency Level, three students less in the Strong Proficiency Level, 2 more in the Developing Proficiency Level and the same number as Like School were not assessed.

Longitudinal data indicates we are comparable with Like Schools in both year levels, although we have a slight dip in Year 3.

Comparative Performance: our school is performing within one standard deviation of the predicted school mean.

Comparison with Normed Samples National Means in PAT - N

1 student equates to approximately 3%.



Year 2: Our students performed comparatively with the Normed sample. We have a shorter bottom quartile tail; the mean differs by less than 5 points and our upper quartile is more than 5 points higher than the normed sample.

Year 3: Our Mean is slightly lower than the Normed sample, we have the shorter bottom quartile tail. We have more students in the upper Quartile. This cohort has increased the number of students in the 75% range compared to their results in 2023.

Year 4: Our Mean is the 3 points lower than the Normed sample; we have smaller numbers in the lower and upper quartiles than the normed sample.

Year 5: Our mean is 5 score points lower than the normed sample. This cohort has improved on the number of children in the upper Quartile and thus reduced the number in the lower Quartile compared to 2023 results.

Year 6: Our mean is less than 5 points lower than the normed sample. Our lower Quartile tail and upper Quartile results are slightly shorter than the normed sample.

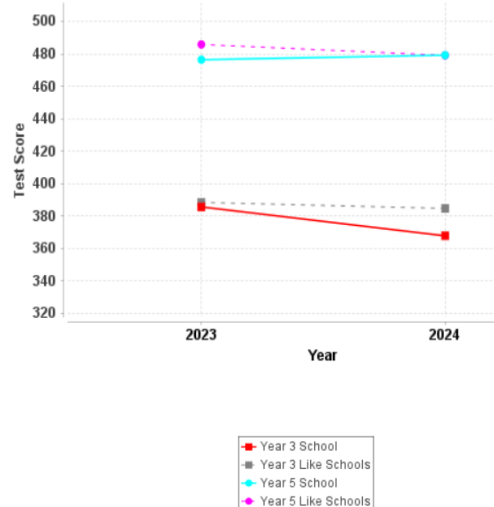
Data analysis- how do we compare with Like Schools (NAPLAN)

1 student equates to approximately 3%.

READING

Percentage of students in each Proficiency Level

Average Reading Score



Proficiency Level	NAPLAN Score Range	Year 3 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	481 and above	6%	14%	12%	14%	16%	16%
Strong	368 - 480	54%	39%	50%	47%	45%	44%
Developing	282 - 367	30%	27%	26%	23%	24%	22%
NAS	281 and below	10%	20%	12%	16%	14%	16%

Proficiency Level	NAPLAN Score Range	Year 5 Reading					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	555 and above	10%	19%	16%	17%	18%	17%
Strong	448 - 554	58%	45%	58%	51%	51%	48%
Developing	377 - 447	22%	22%	18%	22%	18%	21%
NAS	376 and below	10%	14%	8%	11%	11%	13%

NAPLAN Comparative Performance for Reading

Reading	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.1	-0.7	50	51
Year 5	-0.4	0.2	50	64

- Above Expected - more than one standard deviation above the predicted school mean
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean

Year 3 – results are comparable to Like Schools. All proficiency levels apart from Exceeding vary from Like Schools by one student.

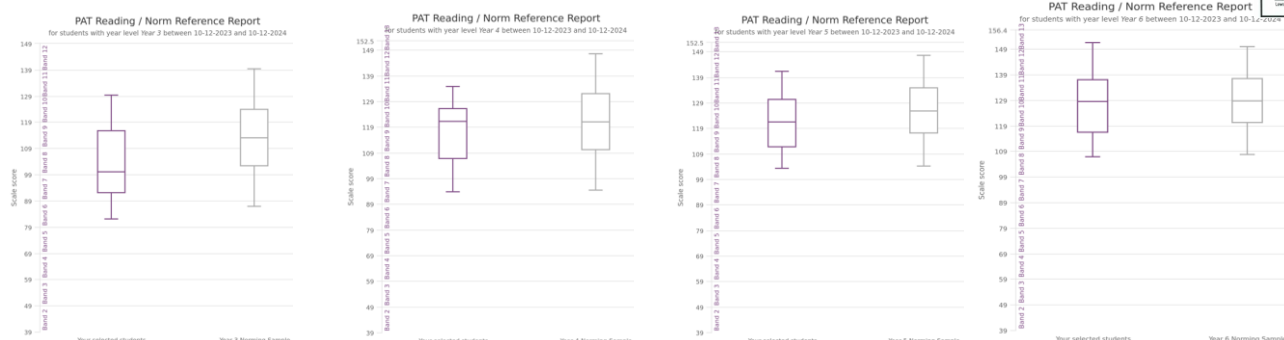
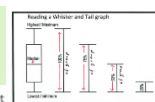
Year 5 – results are comparable to Like Schools, we had one more student in the Exceeding Proficiency Level, two students less in the Strong Proficiency Level and 2 more in the Developing Proficiency Level. We had one student more than Like Schools who were not assessed.

Longitudinal data indicates we are comparable with Like Schools in both year levels, although we have a slight dip in Year 3.

Comparative Performance: our school is performing within one standard deviation of the predicted school mean.

Comparison with Normed Samples National Means in PAT - R

1 student equates to approximately 3%.



Year 3: Our Mean is 13 score points lower than the Normed sample, we have a comparable lower quartile tail. We have less students in the upper Quartile.

Year 4: Our Mean is the 3 points higher than the Normed sample; we have smaller numbers in the lower and upper quartiles than the normed sample. We have the same number of students in between the upper and lower Quartile as the normed sample.

Year 5: Our mean is 3 score points lower than the normed sample. This cohort has maintained the number of children in the upper Quartile and reduced the number in the lower Quartile compared to 2023 results.

Year 6: Our mean is equal to the normed sample. Our lower Quartile tail is shorter and our upper Quartile results are slightly longer than the normed sample.

Data analysis- how do we compare with Like Schools (NAPLAN)

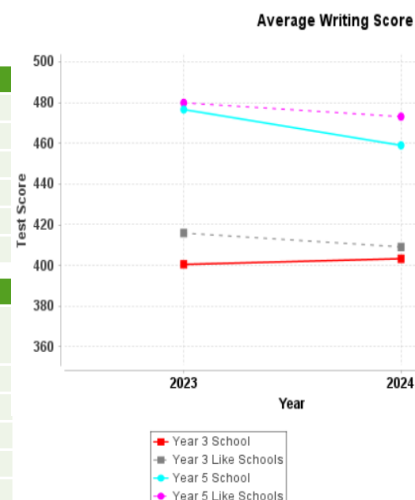
1 student equates to approximately 3%.

WRITING

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	503 and above	2%	7%	9%	6%	9%	7%
Strong	370 - 502	69%	67%	70%	72%	65%	66%
Developing	296 - 369	19%	20%	14%	15%	14%	17%
NAS	295 and below	10%	7%	6%	6%	10%	9%

Proficiency Level	NAPLAN Score Range	Year 5 Writing					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	570 and above	8%	5%	10%	7%	10%	9%
Strong	455 - 569	64%	52%	59%	59%	54%	53%
Developing	385 - 454	18%	33%	23%	25%	22%	25%
NAS	384 and below	10%	10%	9%	9%	12%	11%



NAPLAN Comparative Performance for Writing

Writing	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.2	-0.0	48	45
Year 5	0.2	-0.4	50	63

Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Below Expected - more than one standard deviation below the predicted school mean

Year 3 – results are comparable to Like Schools. We have two less students attaining Strong and Developing Proficiencies.

Year 5 – results are comparable to Like Schools, we had two students less in the Strong Proficiency Level and 2 more in the Developing Proficiency Level.

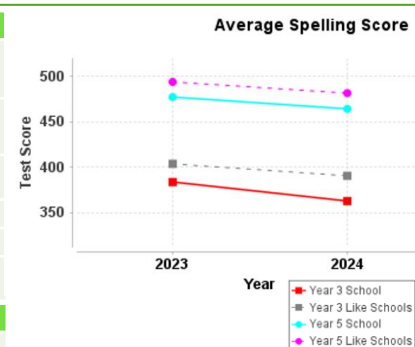
Longitudinal data indicates we are comparable with Like Schools in both year levels, although we have some improvement in Year 3 and a small dip in Year 5.

Comparative Performance: our school is performing within one standard deviation of the predicted school mean.

Percentage of students in each Proficiency Level

Proficiency Level	NAPLAN Score Range	Year 3 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	489 and above	16%	4%	15%	13%	15%	14%
Strong	380 - 488	31%	39%	46%	42%	42%	44%
Developing	294 - 379	47%	37%	29%	35%	28%	27%
NAS	293 and below	6%	20%	10%	10%	13%	14%

Proficiency Level	NAPLAN Score Range	Year 5 Spelling					
		School		Like Schools		WA Public Schools	
		2023	2024	2023	2024	2023	2024
Exceeding	553 and above	16%	17%	21%	18%	20%	19%
Strong	451 - 552	46%	38%	52%	49%	48%	46%
Developing	378 - 450	32%	28%	21%	24%	20%	21%
NAS	377 and below	6%	17%	6%	9%	11%	11%



Comparative Performance for Spelling

Spelling	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.3	-1.0	49	49
Year 5	-0.2	-0.6	50	64

Year 3 - Results are comparable to Like Schools in the strong proficiency. We have 3 less students than Like Schools in the Exceeding Proficiency one more in the Developing Proficiency and 5 more were not assessed. Our average spelling score is below Like Schools.

Year 5 - Results are comparable to Like Schools in the Exceeding Proficiency. We have 3 less students achieving in the Strong Proficiency and two more in the Developing Proficiency. We has 3 more students more than Like Schools who were not assessed.

Longitudinal data indicates we are comparable with Like Schools in Year 5 but still have work to do for our results to improve the trajectory.

Comparative Data: our school is performing within one standard deviation of the predicted school mean.

GRAMMAR and PUNCTUATION

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

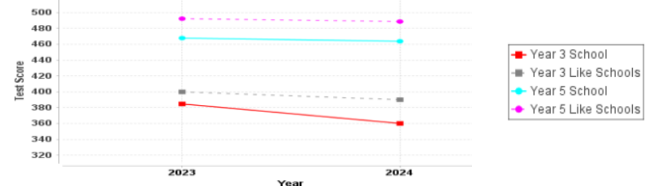
WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	8%	6%	16%	15%	18%	22%
Middle 60%	60%	73%	43%	65%	65%	51%
Bottom 20%	32%	20%	41%	19%	17%	27%

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2022	2023	2024	2022	2023	2024
Top 20%	12%	8%	13%	19%	20%	18%
Middle 60%	71%	68%	59%	61%	64%	65%
Bottom 20%	16%	24%	28%	21%	16%	18%

Comparative Performance for Grammar & Punctuation

Grammar & Punctuation	Performance		Students	
	2023	2024	2023	2024
Year 3	-0.3	-0.9	49	49
Year 5	-0.7	-0.7	50	64

Above Expected - more than one standard deviation above the predicted school mean
Expected - within one standard deviation of the predicted school mean
Average Grammar & Punctuation Score - deviation below the predicted school mean



Year 3 - We have two less students than Like Schools in the top % and 4 less in the middle%. We also have 5 more student in the bottom %.

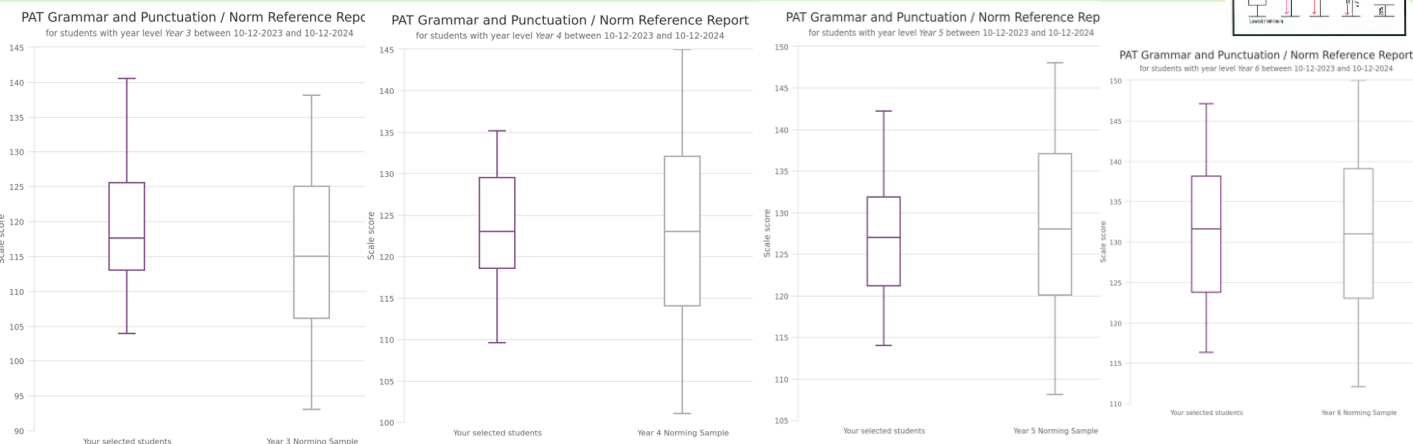
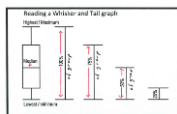
Year 5 - We have four students less in the top% and middle% than Like Schools and 3 more student in the bottom %.

Longitudinal data indicates we are comparable with Like Schools in both year levels, although we have need of some improvement as the gap and trajectory is not changing for the positive.

Comparative Performance: our school is performing within one standard deviation of the predicted school mean.

Comparison with Normed Samples National Means in PAT - GP

1 student equates to approximately 3%.



Year 3: Our Mean is 5 score points higher than the normed sample, we have a shorter quartile tail and a longer top quartile whisker. We outperformed the normed sample.

Year 4: Our Mean is the same as the normed sample. We have a much shorter tail and shorter whisker. This cohort has made significant gains compared to last year.

Year 5: Our mean is 2 score points lower than the normed sample. This cohort has maintained the number of children in the upper Quartile and reduced the number in the lower Quartile compared to 2023 results.

Year 6: Our mean is one score point higher than the normed sample. Our lower and top Quartile tails are shorter and than the normed sample.

Data analysis- how do we compare with Normed Samples National Means in (PAT- V)

VOCABULARY



Year 3 – Our Mean is 15 points above the normed sample, our top quartile reaches 10 points above the normed sample and our tail is 8 points shorter than the normed sample.

Year 4 – Our Mean is 9 points higher than the normed sample and the number of students between the upper and lower quartile is higher than the normed sample. Our top whisker is shorter by two points and our tail is shorter by 8 points.

Year 5 – Our Mean is 5 points higher than the normed sample. Our tail is 6 points shorter than the normed sample and our whisker is 3 points shorter.

Year 6 – Our Mean is 4 points higher than the normed sample. Our tail is 10 points shorter than the normed sample and our whisker is 3 points shorter.



National Simultaneous Story Time



2024 Organisation to support achievement of goals:

**** Please see glossary for acronyms**

- 3 x Learning Support Coordinators with a total 0.6FTE.
- Classroom observation and feedback: focus on high teacher consistency and low variance in the implementation of whole school approaches.
- Provide training and support for staff using Instructional Coaching
- Collaboration: DOTT timetable to allow for collaborative DOTT.
- Implement 2024- 2026 School Business Plan and Statement of Expectations in partnership with the School Board.
- Weekly POLT meetings to ensure collaboration of teaching staff on whole school approaches and processes after Industrial action ceased.
- POLT meetings revisited with processes and expectations agreed upon.
- Implementation of WA PBS Keys for Success.
- Consolidation of PLD K-6
- Whole staff participate Autism Awareness Training.
- Whole staff participate in Team TEACH Training
- Attendance follow up procedures adhered to including the engagement of an Attendance panel.
- Provide access to a Speech Therapist one day a week to students identified in Kindy through a testing regime.



2024 Focus

Successful Students: *We will*

- S1. Support the development of the whole child through an integrated, evidence-based approach underpinned by a focus on wellbeing and utilising a variety of mediums to learn.
- Explicitly teach WA Curriculum content, expected behavioural and social emotional concepts
 - Employ evidence-based teaching strategies.
 - Identify and target children who are educationally, physically, socially, and / or emotionally at risk.
 - Respond to and Implement key DoE documents.
 - Align planning with individual and cohort needs
- S2 Analyse data to inform planning and reporting;
- to provide a differentiated curriculum that includes targeted teaching, ongoing observations, appropriate interventions and targeted resourcing to meet student needs and characteristics and data.
 - Measure progress to inform planning and accelerate achievement.
 - Attain expected proficiency levels in NAPLAN. Moderate grades and assessments.
- S3 Employ flexible use of physical, human and financial resources.
- Support all learning programs and School Improvement Planning.
 - Maximise the learning opportunities for all students.
 - Comply with Funding Agreement for Schools.

Excellence in Teaching: *We will*

- T1 Embed whole school, evidence - based approach to strengthen teaching, learning and leadership.
- Develop “Clifton Hills Way” pedagogical document based on Teaching For Impact.
 - Maintain collaborative meetings for POLT, Curriculum and WAPBS.
 - Development of School Improvement plans.
- T2 High expectations and standards of staff performance based on AITSL, key school and system documents.
- Induct and support new staff.
 - Provide leadership opportunities.
 - Provide opportunities for professional learning based on individual, school and system needs.
 - Utilise the Future Leaders Framework to identify, support and develop Leadership opportunities.
- T3 Facilitate organisational change and growth to meet the needs of our students.
- Develop, Monitor, and Review School Improvement Plans.
 - Strategically implement Change Management.
 - Provide Instructional support. Engage in Professional reviews.
 - Use Data analysis to determine areas of strength and growth.
 - Implement SAER policy

Safe, supportive and sustainable environment: *We will*

- E1 Enhance the learning, health and wellbeing of staff and students through strategies that target:
- Positive student behaviour and engagement.
 - Regular Attendance.
 - Cultural diversity.
 - Learning spaces are aesthetically pleasing, functional and safe.
 - Active and authentic student leadership.
 - Establishment of a Workplace Advisory / Safety Committee.
- E2 Effective processes are in place to meet the needs of students at educational risk.
- Use best practice to support SAER.
 - Strategically allocate resourcing to support staff and students.
 - Annually revise SAER policies and processes.
 - Implement SAER Policy.

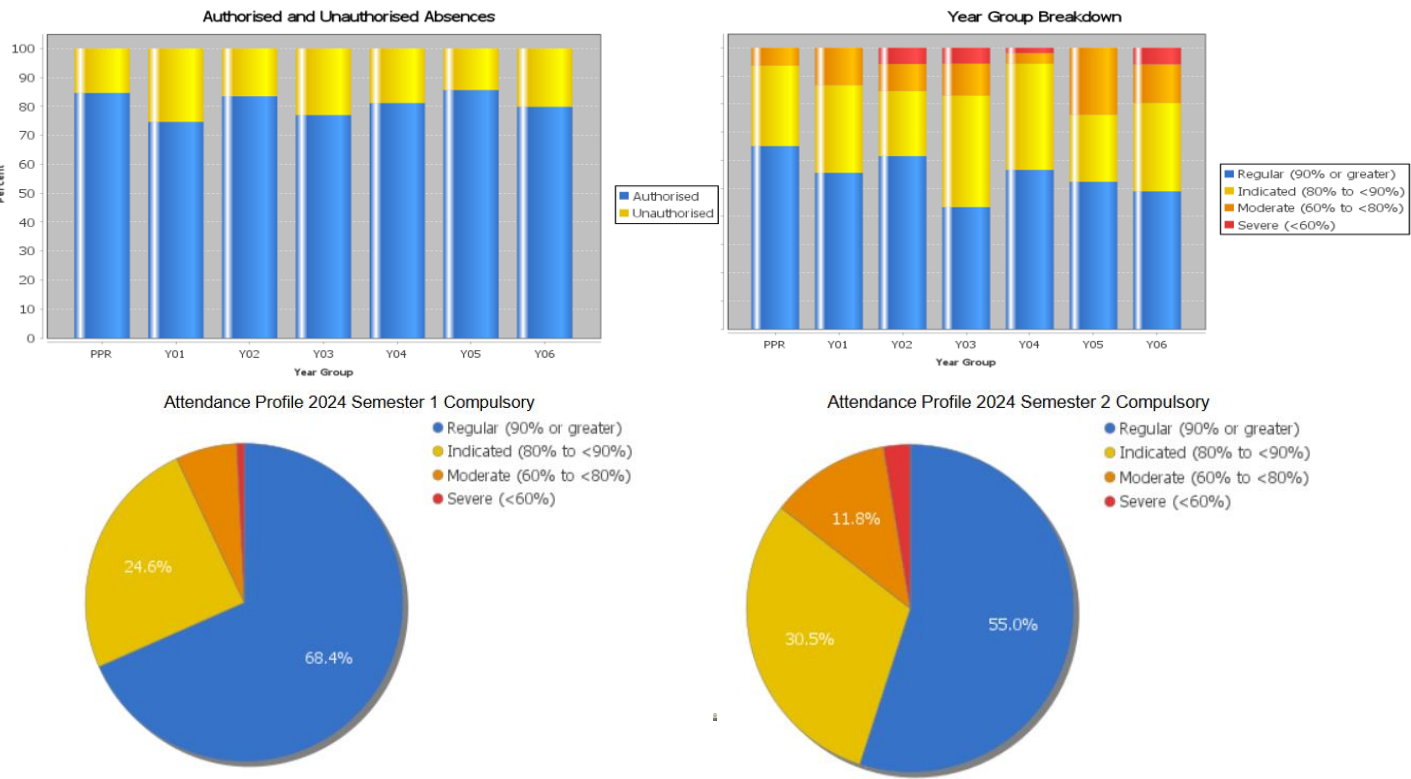
Strong sustainable partnerships: *We will*

- P1 Enhance opportunities for our students through new and existing community partnerships and allied professionals that enhance the following areas:
- Cultural responsiveness.
 - Sustainability.
 - Supporting students with complex needs.
 - Incursions / Excursions to support curriculum.
 - Professional relationships with other educational institutions.
 - Maintaining effective Governance.
 - Provision of parent workshops on curriculum areas.
 - School based events for parents to attend.
- P2 Foster positive, respectful relationships and partnerships to enhance school performance.
- Support Staff collaboration with staff, students, parents and the wider community.
 - Maintain high standards of Communication within and beyond our community.
 - Seek and act on community feedback.
 - Maintain and enhance positive partnerships.
 - Work with the School Board and P&C.
 - Engage in the Social and Emotional Learning matrix.
 - Provide opportunities for parents to be informed and effective partners.
 - Implement Reconciliation Action Plan and Aboriginal Cultural Standards Framework.



ATTENDANCE

Our attendance has increased to 91.7% an increase of 0.6% since 2023. Like Schools and WA Public Schools are attaining 0.7% below our attendance. The Year 1 & 3 Cohorts are equal to WA Public Schools, where as all other cohorts have better attendance than WA Public Schools. There is a pleasing improvement in the percentage of students attaining Regular and Indicated attendance from semester 1 to semester 2. All data for the year 1 and year 3 cohort reflects more work needs to be done as they have the highest numbers of unauthorised absences, and the lowest percentage of students in Regular attendance. We are on track to achieve our Business Plan target in this area. Planned vacations during term is problematic for our data.



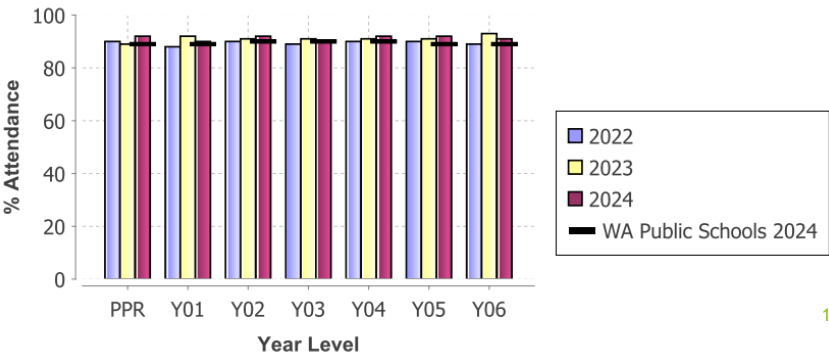
Attendance Overall Primary

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2022	56.4%	33.9%	8.9%	0.7%
2023	65.8%	27.4%	5.2%	1.6%
2024	68.4%	24.6%	6.2%	0.8%
Like Schools 2024	66.1%	24.5%	7.6%	1.8%
WA Public Schools	65.0%	23.0%	9.0%	4.0%

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2022	89.6%	87.9%	88.3%	84.5%	77.1%	69.5%	89.4%	87.4%	86.6%
2023	91.1%	90.6%	90.3%	87.2%	83.7%	74.3%	91%	90.2%	88.9%
2024	91.7%	91%	91%	86.5%	85.3%	74.3%	91.4%	90.7%	89.4%

Attendance % - Primary Year Levels



Financial Summary as of December 2024

ONE LINE BUDGET - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	130,681	130,681
Carry Forward (Salary):	304,278	304,278
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	5,031,174	5,031,174
Locally Raised Funds:	194,362	194,363
Total Funds:	5,660,494	5,660,496
EXPENDITURE		
Salaries:	4,763,267	4,763,267
Goods and Services (Cash):	614,748	573,277
Total Expenditure:	5,378,015	5,336,544
VARIANCE:	282,479	323,952
INCOME - Dec 2024 (Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash)	130,681	130,681
Carry Forward (Salary)	304,278	304,278
STUDENT-CENTRED FUNDING		
Per Student	3,681,006	3,681,006
School and Student Characteristics	1,072,234	1,072,234
Disability Adjustments	52,452	52,452
Targeted Initiatives	216,092	216,092
Operational Response Allocation	2,046	2,046
Total Funds:	5,023,830	5,023,830
TRANSFERS AND ADJUSTMENTS		
Regional Allocation	0	0
School Transfers – Salary	(303,536)	(303,536)
School Transfers - Cash	310,881	310,881
Department Adjustments	0	0
Total Funds:	7,345	7,345
LOCALLY RAISED FUNDS (REVENUE)		
Voluntary Contributions	14,649	14,649
Charges and Fees	49,002	49,002
Fees from Facilities Hire	54,545	54,545
Fundraising/Donations/Sponsorships	12,153	12,153
Commonwealth Govt Revenues	2,671	2,671
Other State Govt/Local Govt Revenues	11,054	11,054
Revenue from CO, Regional Office and Other school	961	961
Other Revenues	19,325	19,326
Transfer from Reserve or DGR	30,000	30,000
Residential Accommodation	0	0
Farm Revenue (Ag and Farm Schools only)	0	0
Camp School Fees (Camp Schools only)	0	0
Total Funds:	194,360	194,361
TOTAL	5,660,494	5,660,495

12

EXPENDITURE - Dec 2024 (Verified Dec Cash)

	Current Budget (\$)	Actual YTD (\$)
SALARIES		
Appointed Staff	4,275,255	4,275,255
New Appointments	0	0
Casual Payments	487,955	487,955
Other Salary Expenditure	56	56
Total Funds:	4,763,266	4,763,266
GOODS AND SERVICES (CASH EXPENDITURE)		
Administration	34,207	16,386
Lease Payments	0	0
Utilities, Facilities and Maintenance	147,730	141,569
Buildings, Property and Equipment	66,328	64,224
Curriculum and Student Services	187,397	174,996
Professional Development	15,480	13,823
Transfer to Reserve	159,075	159,075
Other Expenditure	4,305	2,979
Payment to CO, Regional Office and Other schools	225	225
Residential Operations	0	0
Residential Boarding Fees to CO (Ag Colleges only)	0	0
Farm Operations (Ag and Farm Schools only)	0	0
Farm Revenue to CO (Ag and Farm Schools only)	0	0
Camp School Fees to CO (Camp Schools only)	0	0
Total Funds:	614,747	573,277
TOTAL	5,378,013	5,336,543



Successful Students	TARGETS	PROGRESS	Comments																		
S1. Support the development of the whole child through an integrated, evidence-based approach underpinned by a focus on wellbeing and utilising a variety of mediums to learn.	National Opinion Survey data maintains an average response from parents of above 4.0. in statements Numbers 1, 2, 11, 12 13 and 14.		Av Scores for NSOS: 1 = 4.6 2 = 4.5 11 = 4.5 12 = 4.5 13 = 4.4 14 = 4.5																		
	Regular Attendance data on SAR is at or above like schools.		We are above Like Schools and all WA Public Schools																		
S2 Analyse data to inform planning and reporting; to provide a differentiated curriculum that includes targeted teaching, ongoing observations, appropriate interventions and targeted resourcing to meet student needs and characteristics and data.	NAPLAN, PAT and On Entry data closely align with teacher judgements on SAIS data.		Student Academic Achievement Teacher Judgement <table><tr><th>Grade Allocation (A - E)</th><th>2023 (1)</th><th>2024 (1)</th></tr><tr><td>Overall Relative Judgement</td><td>-0.27</td><td>-0.24</td></tr><tr><td>- English</td><td>0.01</td><td>-0.21</td></tr><tr><td>- Mathematics</td><td>-0.42</td><td>-0.09</td></tr><tr><td>- Science</td><td>-0.31</td><td>-0.42</td></tr><tr><td>- Humanities & Social Sciences</td><td>-0.36</td><td>-0.24</td></tr></table> Expected - within one standard deviation of the predicted school mean	Grade Allocation (A - E)	2023 (1)	2024 (1)	Overall Relative Judgement	-0.27	-0.24	- English	0.01	-0.21	- Mathematics	-0.42	-0.09	- Science	-0.31	-0.42	- Humanities & Social Sciences	-0.36	-0.24
	Grade Allocation (A - E)	2023 (1)	2024 (1)																		
	Overall Relative Judgement	-0.27	-0.24																		
- English	0.01	-0.21																			
- Mathematics	-0.42	-0.09																			
- Science	-0.31	-0.42																			
- Humanities & Social Sciences	-0.36	-0.24																			
Student achievement in NAPLAN Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy is at or above the expected range relative to ICSEA.																					
In PAT, cohorts will achieve at or above the expected range.		We achieved comparatively to the normed sample in all tests.																			
S3 Employ flexible use of physical, human and financial resources.	Compliance with Funding Agreement For Schools																				
Excellence in Teaching	TARGETS	PROGRESS	Comments																		
T1 Embed whole school, evidence – based approached to strengthen teaching, learning and leadership.	Increased number of staff taking on formal / informal Leadership roles and obtaining Snr Teacher / L3CT status	#	We have four staff undertaking mentoring through the Future Leaders Framework program with the SouthEast Corridor Network. We have also re started POLT leaderships and strengthened aspirant leaders' support.																		
T2 High expectations and standards of staff performance based on AITSL, key school and system documents.	Clifton Hills Way Pedagogical document is utilised by staff and admin to reflect and determine areas of strengths and development.	#	This Pedagogical documents is being developed consultatively with staff; it should be complete by the conclusion of 2025.																		
T3 Facilitate organisational change and growth to meet the needs of our students.																					

14

Sustainable Partnerships	TARGETS	PROGRESS	Comments																																		
P1 Enhance opportunities for our students through new and existing community partnerships and allied professionals that enhance the following areas: Cultural responsiveness. Sustainability. Supporting students with complex needs. Incursions / Excursions to support curriculum. Professional relationships with other educational institutions. Maintaining effective Governance. Provision of parent workshops on curriculum areas. School based events for parents to attend.	Aboriginal Cultural Standards Framework reflections show movement from emerging.	#	In most areas staff are now: CULTURAL UNDERSTANDING (DEVELOPING)																																		
	Average score results for NSOS have a ranking of 4.0 or higher.	✓	Range of ratings is 4.3 – 4.7																																		
	School Board Effectiveness survey maintains ratings at 3.8 or above in all areas.	✓																																			
P2 Foster positive, respectful relationships and partnerships to enhance school performance.	School satisfaction rating (NSOS) is at or above 4.0 across all survey items	✓	Range of ratings is 4.3 – 4.7																																		
Safe, Supportive, Sustainable Learning Environment	TARGETS	PROGRESS	Comments																																		
E1 Enhance the learning, health and wellbeing of staff and students through strategies that target: Positive student behaviour and engagement . Regular Attendance. Cultural diversity. Learning spaces are aesthetically pleasing, functional and safe. Active and authentic student leadership. Establishment of a Workplace Advisory / Safety Committee	Regular attendance rates are equal or above like schools.	✓	<table><tr><th rowspan="2"></th><th colspan="4">Attendance Category</th></tr><tr><th>Regular</th><th>Indicated</th><th>Moderate</th><th>Severe</th></tr><tr><td>2022</td><td>56.4%</td><td>33.9%</td><td>8.9%</td><td>0.7%</td></tr><tr><td>2023</td><td>65.8%</td><td>27.4%</td><td>5.2%</td><td>1.6%</td></tr><tr><td>2024</td><td>68.4%</td><td>24.6%</td><td>6.2%</td><td>0.8%</td></tr><tr><td>Like Schools 2024</td><td>66.1%</td><td>24.5%</td><td>7.6%</td><td>1.8%</td></tr><tr><td>WA Public Schools 2024</td><td>65.0%</td><td>23.0%</td><td>9.0%</td><td>4.0%</td></tr></table>		Attendance Category				Regular	Indicated	Moderate	Severe	2022	56.4%	33.9%	8.9%	0.7%	2023	65.8%	27.4%	5.2%	1.6%	2024	68.4%	24.6%	6.2%	0.8%	Like Schools 2024	66.1%	24.5%	7.6%	1.8%	WA Public Schools 2024	65.0%	23.0%	9.0%	4.0%
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	NSOS ratings are at or above 4.	✓	Range of ratings is 4.3 – 4.7																																		
	Behaviour Management Data shows a decline in breaches of expectations.	#	Incidences in the Early Childhood have increased in term 1, however after explicit instruction this has reduced.																																		
E2 Effective processes are in place to meet the needs of students at educational risk.	NSOS ratings are at or above 4.	✓	Range of ratings is 4.3 – 4.7																																		

Words parents used to describe our school during NSOS 2024





ACSF- Aboriginal Cultural Standards Framework - The framework sets expected standards for staff when working with Aboriginal students, their families and communities. It guides staff to incorporate culturally responsive attitudes, values and behaviours into their everyday work.

AIEO - Aboriginal Islander Education Officer. The role of the AIEO is to assist teachers with the delivery of planned education programs and encouraging a supportive and inclusive learning environment. The AIEO act as a liaison between the community and the school to develop education programs relevant to education and cultural needs and support Aboriginal and Torres Strait Islander students, particularly those at risk, through mentoring and pastoral care to encourage participation and achievement.

AITSL - Australian Professional Standards for Teachers and Leaders. AITSL provides national leadership for the Australian State and Territories in promoting excellence in the profession of teaching and school leadership.

BrightPath - formative assessment software based on over a decade of pioneering research enabling reliable teacher judgements in writing

BMIS – Behaviour Management Information Systems- software system that helps analyse and interpret Behaviour management data

Bullying - Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational, and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

Connect- Department of Education communication platform

CMS – Classroom Management Systems. Classroom management refers to the strategies teachers use to support and facilitate learning in the classroom.

CMIS – Classroom Management Instructional Strategies. CMIS refers to the strategies teachers use to support and facilitate learning in the classroom. Effective classroom management is important for student achievement because it creates an environment that minimises disruptions, maximises instruction time, and encourages students to engage in learning.

DoE – Department of Education

Digital Technologies - Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Well known examples include social media, online games, multimedia, and mobile phones. Digital learning is any type of learning that uses technology. It can happen across all curriculum learning areas.

Direct Instruction (DI) – is a general term of the explicit teaching of a skill set using lectures or demonstrations of the concept to students

Documented Plans - An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes. Documented plans may take a variety of forms, including Individual Education Plans (IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Toileting Plans; Group Education Plans (GEP); Risk Management Plans (RMP), Attendance Improvement Plans and student Health Care Plans

DOTT – Duties Other Than Teaching- noncontact time for teachers to undertake other tasks including parent meetings, collegial meetings, planning and review

EA - Education Assistant (paraprofessionals) employed in schools to work with students in small groups or one-on-one under teacher directions.

EAL/D – English as an Additional Language / Dialect

EBI - Even Better IF - a term used to get people to consider constructive feedback

ESAT – Electronic Self-Assessment Tool- an online tool used by the school to upload our self-assessment in preparation for the Public-School Review

EYLF- Early Years Learning Framework- describes the principles, practices and outcomes that support and enhance young children's learning from birth to five years of age, as well as their transition to school

Explicit Teaching – clear articulation of learning intentions and goals to the students with a plenary/review process at the conclusion of the lesson



Future Leaders Framework - The WA Future Leaders Framework adopts a dynamic approach to identify, develop and support individuals with high potential for leadership at all levels. It is supported by simple tools and process guidelines, which provide principals with a clear and sequenced approach they can use in their school to lead a school-wide culture of leadership

FTE – Full Time Equivalent- The calculation of full-time equivalent (FTE) is an employee's scheduled hours divided by the employer's hours for a full-time workweek

GATE - Gifted and Talented (GATE) programs provide opportunities for gifted and talented secondary students to participate in elite academic, arts or languages programs

Good Standing - Good Standing is restored after ten (school) weeks of 'good' behaviour, or by meeting goals set in an Individual Behaviour Plan. Children in leadership roles may also lose their position as a result of their poor choices and/or behaviour. The status of 'Good Standing' can be altered for any student, at any time, at the discretion of the Principal or their delegate.

'Good standing' status can also be gained or revoked based on a student's attendance. This will be negotiated between students, their families, and the attendance officer (85% is the base line).

HASS - Humanities and Social Sciences. This area of the curriculum comprises of four strands: History, Geography, Civics and Citizenship, and Economics and Business.

Heggerty- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans

IBP – Individualised Behaviour Plan - a documented plan targeting an individual student's behavioural needs

ICT (Information and Communication Technology) – in education is the mode of education that use information and communications technology to support, enhance, and optimise the delivery of information. Worldwide research has shown that ICT can lead to improved student learning and better teaching methods.

ICSEA - (Index of Community Socio Educational Advantage) - ICSEA provides an indication of the socio-educational backgrounds of students; it has nothing to do with the staff, school facilities or teaching programs at the school. ICSEA is not a school rating.

Imputed Disability- 'imputed' disability is something that someone believes another person has. To impute a disability the school team must have reasonable grounds to make such a judgement.

Integris - a world-class suite of data analysis and reporting tools to schools used to store pertinent contact information about students

IT - Information Technologies.

LBOTE – Language Background Other Than English.

Loss of Privilege - is the term used for the withdrawal of students from recess or lunch play. Students are given the opportunity to eat during this time

LSC – Learning Support Coordinator - liaison for student services team and teachers for all SAER students.

Macq Lit - an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

MOA- Memorandum of Agreement - An MOA is a document written between parties to cooperatively work together on an agreed upon project or meet an agreed upon objective. The purpose of an **MOA** is to have a written formal understanding of the agreement between parties.

Multi Lit / Mini Lit – Mini Lit is a Tier 2 small group reading intervention program (up to four students per session)

Multi Lit is a Tier 3 program (1:1 instruction).



NAIDOC – National Aborigines and Islanders Observance Committee held across Australia each July to celebrate the history, culture, and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all levels of society.

NAPLAN - National Assessment Program Literacy and Numeracy, standardised testing undertaken in years 3, 5, 7 and 10

National Schools Opinion Survey (NSOP) - a data collection tool designed specifically for Australian schools. This flexible system allows users to gather valuable feedback from their school community.

NQS – National Quality Standards- national benchmark for early childhood education and care outside school hours services in Australia.

On Entry – all students in Pre-primary in WA Schools are assessed on their skills and understanding in Literacy and Numeracy

Orange Slip- An orange slip is issued by staff for breaches of the Code of Conduct and behaviour that is usually more serious than the low-key classroom behaviours.

PAT testing – Progressive Achievement Tests – a series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-N- Progressive Achievement Tests for Numeracy are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-R - Progressive Achievement Tests for Reading Comprehension are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT-S - Progressive Achievement Tests for Science Understandings are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PAT -V - Progressive Achievement Tests for Vocab are series of tests designed to provide objective, norm-referenced information to teachers about their students’ skills and understandings in a range of key areas.

PEAC - (Primary Extension and Challenge) – a part time withdrawal program for upper primary school Year 5 and Year 6 students in public schools. Students are tested in year four to determine if they are suitable.

PL (Professional Learning) – Professional Learning can be in the form of online learning, face to face workshops and professional reading.

PLD (Promoting Literacy Development) - provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP) for primary school educators. Aligned with the Science of Reading, PLD’s SSP approach extends from the junior primary years through to upper primary years and thereby facilitating a whole school approach.

POLT- Phase of Learning Teams – collaborative teams of staff based around a phase of learning

Qkr (pronounced - Quicker) is a free app to enable mobile payment for **school**-based accounts

RAP (Reconciliation Action Plan) Committee: A Reconciliation Action Plan provides organisations with a structured approach to advance reconciliation.

Red Slip – A red slip is issued for serious breaches of the Behaviour and Engagement Policy. It also means the students automatically has lost their “Good Standing” status for the next 10 weeks.

RTP – Reporting to Parents. Schools provide reports to parents/guardians/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement each semester (conclusion of terms 2 and four)

SAER - Students at Educational Risk - those students who may be at risk of not achieving the major learning outcomes of schooling which enable them to achieve their potential

SAIS – Student Achievement Information System.

18

SDD - School Development Day- Schools are permitted 6 SDD per year. They are used for planning, professional development and review of planning.



SOCS - Screen of Communication Skills - The Screen of Communication Skills is a language assessment developed by speech pathologists for children aged 3;6 to 6;6.
SEC Network – Southeast Corridor Network. A network of 14 schools that our school engages with professionally
SEL (Social and Emotional Learning) Matrix – Social and Emotional Learning is the process through which children manage emotions, set and achieve positive goals, feel and show empathy for others, establish, and maintain positive relationships, and make responsible decisions. Our school has a matrix for staff to follow.
SIP (School Improvement Plan) - School Improvement Plan. The School Improvement Plan makes explicit the changes in practice a school intends to make. The plan also identifies what will be required to implement the strategy.
SIS – Schools Information System- this is stored on Integris
SCSA School Curriculum and Standards Authority – responsible for the kindergarten – Year 12 curriculum, assessment, and reporting for all WA schools
SMART Goals - is an acronym whereby goals are strategic and specific; Specific, Measurable, Achievable, Relevant and Realistic and Time bound.
SNEA - Special Needs Education Assistant (Paraprofessionals) are employed in schools to work with special needs students in small groups or one on one under teacher directions.
SOLAR - Science of Reading and Literacy - The term “science of reading” refers to the research that reading experts, especially cognitive scientists, have conducted on how we learn to read. This body of knowledge, over twenty years in the making, has helped debunk older methods of reading instruction that were based on tradition and observation, not evidence.
Stakeholders - A person, group or organisation that has an interest or concern in an individual student
Stanines - Stanine scores are derived from percentile ranks. Percentile ranks are divided into nine categories called stanines (short for 'standard nine') .
STEM - Science, Technology, Engineering and Mathematics
Suspension - cases of repeated, ongoing, dangerous, or highly inappropriate behaviour in the classroom, playground or our school community, students may be suspended from attending school
SWIVL : Swivl is an innovative video collaboration system that allows educators to record a variety of videos for professional development, flipped classrooms, and teacher or student observations. The Teams by Swivl platform offers secured sharing, video analysis tools such as time-stamped commenting, bookmarking, and rubrics, and editing capabilities that help educators to build best practice video libraries.
TAC-K – Teacher Assessment Communication – Kindergarten. The TAC-K assesses the essential and basic oral language concepts a child should present with in early kindergarten entry. This test investigates how easily a child has established their oral language system in terms of concepts and ability to express themselves.
Teacher Variance - Recent studies in educational research are looking at variance as a significant factor in teacher performance. In their comparison of effective versus ineffective schools, Teddlie, Kirby, and Stringfield (1989) pointed out the small variability in teacher behaviour within effective schools.
TIB – This Is Because; provides structure for cause-and-effect discussion
Tracking Sheet – classroom recording / monitoring system for low level classroom behaviours (see Behaviour and Engagement Policy)
Transiency - This measure includes all students recognised as moving school
T4W - Talk For Writing; the process of “Imitation – Innovation – Invention” is explored. Students learn to orally recite and act out popular stories through listening and reading. Students are then taught to use the underlying structure of the original text to create their own version on a different ¹⁹ topic.
WALT - We Are Learning To- explicit highlighting of the learning intention for a lesson

GLOSSARY

WA PBS - WA PBS provides an operational framework aligned to Department policy. It builds a continuum of supports for staff and students with an emphasis on building relationships. WA PBS is a decision making framework that guides selection, integration and implementation of the best evidence-based practices for improving academic and behaviour outcomes for all students. Schools implementing PBS build on existing strengths, complementing and organising current programming and strategies.

Withdrawal - Withdrawal of students means that they have been removed from class to work in administration or with another teacher. This is completely at the discretion of the administration staff and may also be called in school suspension.

WILF – What I'm looking For - explicit highlighting of the success criteria

Zones of Regulation: The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life.

How does WA PBS provide support for all students?

WA PBS interventions are research-based, proven to significantly reduce the occurrence of problem behaviours in schools and supported by a three-tiered model. The image below illustrates the continuum of support for WA PBS and its academic counterpart. The three-tiered model organises practices and systems along a continuum of increasing intensity and/or complexity. Although the continuum is dynamic and blended the three tiers are generally described as follows:

Tier 3:	Intensive practices and systems for students whose behaviours have been documented as not responsive at tiers 1 and 2. Individualised to the specific needs and strengths of the student
Tier 2:	Specialised practices and systems for students whose behaviours have been documented as not responsive at tier 1. Generally provided in a standardised manner in small student groupings.
Tier 1:	Practices and systems for all students and staff implemented across all school settings.

