



Tumby Bay Area School

2021 annual report to the community

Tumby Bay Area School Number: 0743

Partnership: Central Eyre 2

Signature

School principal:

Mrs Nicky Prosser

Governing council chair:

Mrs Sam Stasinowski

Date of endorsement:

29 March 2022



Government
of South Australia
Department for Education

Context and highlights

Tumby Bay Area School is a Proud Public School catering to students from R-12 & is supported by an on-site OSHC. Our enrolment of 207 derives from families living within the town & from the surrounding farming district. The school population includes 8.2% Aboriginal students, 8.2% students with disabilities & 18% of families eligible for school card assistance.

Our school has progressed with an inclusive culture and the promotion of optimum learning environments for all. While we focused on high academic results to ensure we promote quality education at upper levels, we also had many strategies, interventions and pedagogy to support our students achieving at all levels. The most significant impact was our Yr 1 Phonics, where we demonstrated a dramatic shift of 43% increase in 2021. This was a result of significant change of teaching pedagogy. Clarity, consistency and explicit teaching of phonics was delivered and results were impacted hugely. Our Yr 3 cohort maintained the high level results seen over the last 2 years with reading success in both NAPLAN and PAT R testing. We implemented Initialit and consolidated skills to ensure progress data showed both growth and gaps in learning for future teaching points. Yr 5 students again demonstrated strong NAPLAN and PAT data. The Middle School had a mandate to work on decline in results for the transition years and we entered an Accelerated Literacy trial to address this. Educators looked at data trends and how pedagogy could impact, the focus on Learning Intentions and Success Criteria (LISC) and ensuring rigor within classrooms. These aspects of quality teaching contributed to high level achievement and progress. Our Senior School used Teaching Sprints to ensure impact upon student achievement, they shared data with students, added clarity through LISC and used the SIP goals throughout to lift quality across subject specific teaching. With our Yr10 class achieving 100% achievement in PLP, their first SACE subject, all compulsory subject achievement with our Yr 11 students in Stage 1 SACE and extremely high level grades achieved within our Yr 12 group. The highlight from this group was in the result of four A grades in 2021. With academic achievement at an all time high, we also experienced many other highlights within our school community. We managed to maintain treasured traditions. Our work with the Resilience Project continued and a huge success was evident in our GEM (gratefulness, empathy and mindfulness) Festival. Our whole community enjoyed a night of activities, music, food, presentations and came together as one to celebrate the wonderful opportunities TBAS offers its students.

Governing council report

Thank you to all the School governing Council members from 2021 who contributed to the ongoing support of our school. Thanks also to Nicky and all other staff for their dedication to our students in another bumpy 'Covid' year.

With multiple changing restrictions, changes to volunteers and non-staff on site during the year and including one week of level 4 restrictions (lockdown) our site was able to cater to most of the normal activities and learning we have come to expect at TBAS. I believe staff did an excellent job of making sure students felt 'normal' and reduced possible well-being issues that some families faced in other places while striving for educational development.

The implementation of the Mobile Phone Policy, asking students to store their phones during school hours, was well received by students and families. The work done by the 2020 SGC to write this policy should be commended.

The adoption of The Resilience Project and the use of its core values of Gratitude, Empathy and Mindfulness were seen throughout the school. The GEM festival hosted by the students in Term 4 was a great way to invite families back into the school. The well-being of the students was also helped along with our resident therapy dog Kurra, now a valuable member of staff.

The final assembly showcased the wonderful array of achievements by our students, our 2021 year 12 class did us proud. Looking forward to another year of strength and achievements in 2022.

Sam Stasinowsky.

Quality improvement planning

Our school improvement journey continued to focus on lifting the reading capabilities of our students along with a particular focus of maintaining our higher band readers. NAPLAN tests returned for year 3,5,7 and 9 students after being cancelled in 2020 and the analysis of this data provided teachers with valuable information about where students were at and assisted in planning for targeted teaching and learning. Further analysis of the data showed 100% of Year 3 students, 93% of Year 5 students, 100% of Year 7 students and 86% of Year 9 students achieved at or above the National Minimal Standard for reading. Breaking this data down further we had 39% of Year 3 students achieve High Bands (HB) and 89% achieve the Standard of Education Achievement (SEA), 40% of Year 5 students achieved HB and 87% SEA, 8% of Year 7 students achieved HB and 100% SEA and 13% of Year 9 students achieved HB and 57% SEA. Overall, our results were pleasing, and this data is crucial when setting our targets for 2022 and beyond.

Within the PAT testing window our 3-10 students sat PAT/R and PAT/M tests. Analysis of these results allowed teachers to track on monitor students and again target teaching strategies to address gaps and trends in the data. 156 students across these year levels completed the reading test with 79% of students achieving SEA.

Year 1 students participated in the Phonics Screening Check with 71% of students achieving the expected achievement. This was a 43% increase from 2020. We also lifted our average word score from 23.6 to 28. This is a good indication our teaching and learning programs are having the intended impact on student outcomes. With InitialLit now implemented R-3, Spell-It 3-9 and intensive intervention programs for students who need extra support we are in a good place to continue to lift results going forward.

The PASM (phonological awareness skill mapping) testing conducted with students in their first six months at school was also positive with 13 out of 15 students achieving this. The consolidation for the 2 students was consequently undertaken and the skill set explicitly taught to ensure a good base was achieved.

At the other end of our site, our SACE results were also impressive. We achieved the most A grades in one year our school has ever had with our DUX scoring 99.6 after her bonus points were applied (93.6 raw score) we also had another student scoring a similar ATAR of whom we are very proud. All of our eligible students gained ATAR, completed SACE and have progressed to either further work or study with these results. One student is completing her SACE via a 'Year 13' and another student has returned to school to obtain an ATAR to pursue further study in her future as her plans change course. Students in Stage 1 SACE completed appropriate compulsory subjects and will begin Research Project in 2022 as the last component of this. With many of our students using VET and Traineeships/Apprenticeships to complete their SACE we also have many of our students completing school with qualifications and a head start to their chosen career. This not only contributes but maintains engagement for students while at school.

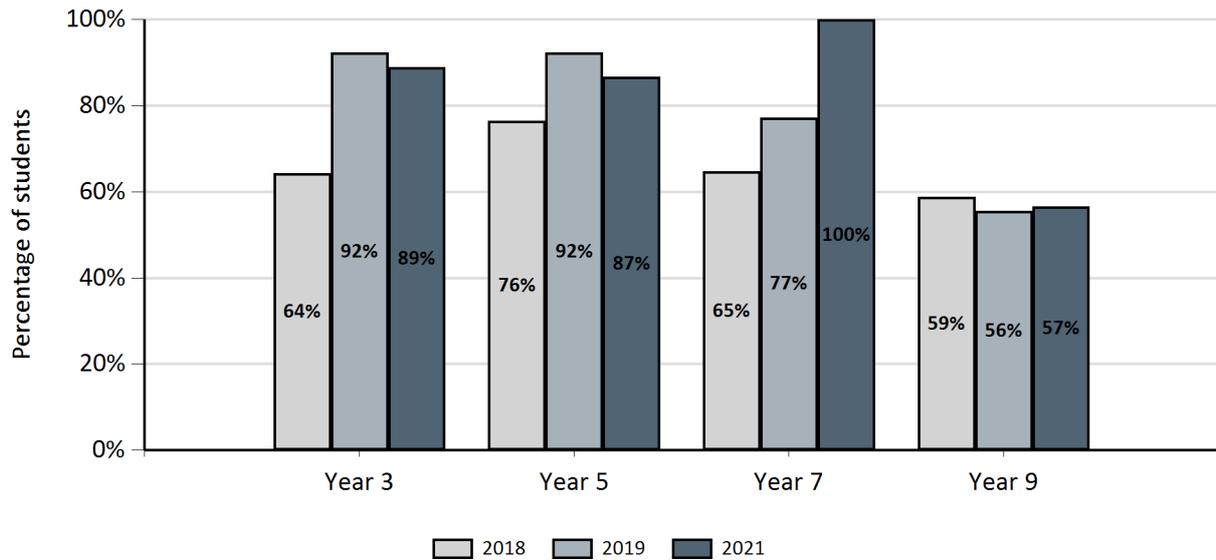
Our site also supports the model of Local Delivery with several teachers contributing to the results of students at other sites. In 2021, it became the second year in a row that a student working within this system and having two of her subjects delivered from TBAS completed her SACE with such a high ATAR that she was accepted into medicine. These results demonstrate that our improvement planning is having the impact we had strategically planned for and that students at TBAS can achieve the highest of accolades while completing their schooling with us.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

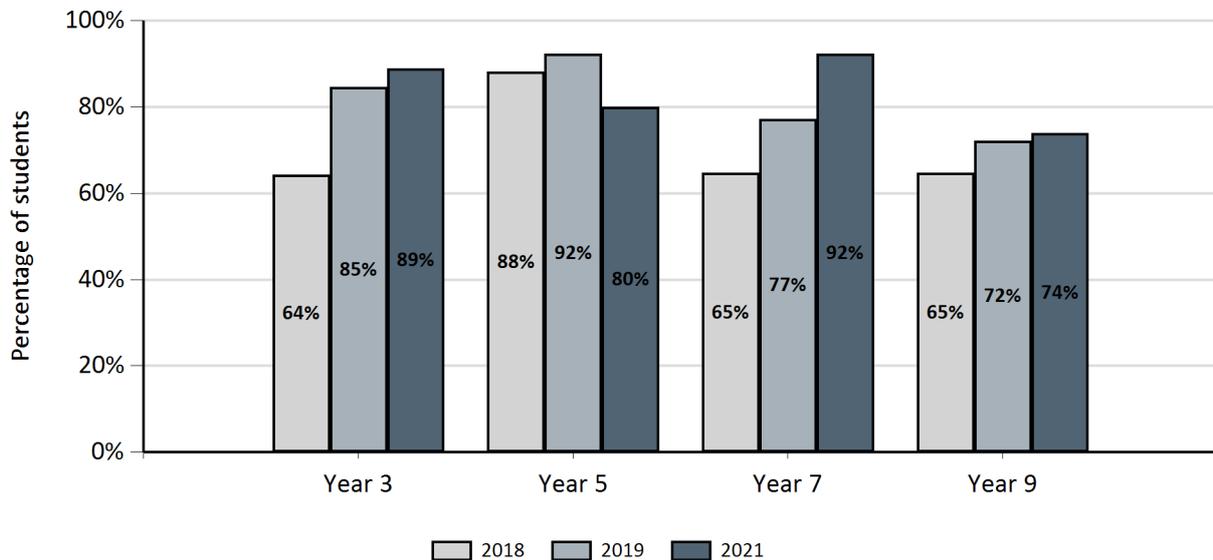


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	32%	34%
Middle progress group	54%	58%	47%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	*	44%	34%
Middle progress group	64%	67%	33%	48%
Lower progress group	*	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	18	18	7	1	39%	6%
Year 3 2019-2021 Average	15.5	15.5	7.0	3.0	45%	19%
Year 5 2021	15	15	6	4	40%	27%
Year 5 2019-2021 Average	14.0	14.0	4.5	3.5	32%	25%
Year 7 2021	13	13	1	7	8%	54%
Year 7 2019-2021 Average	17.5	17.5	3.0	7.0	17%	40%
Year 9 2021	23	23	3	7	13%	30%
Year 9 2019-2021 Average	20.5	20.5	2.0	4.5	10%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

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

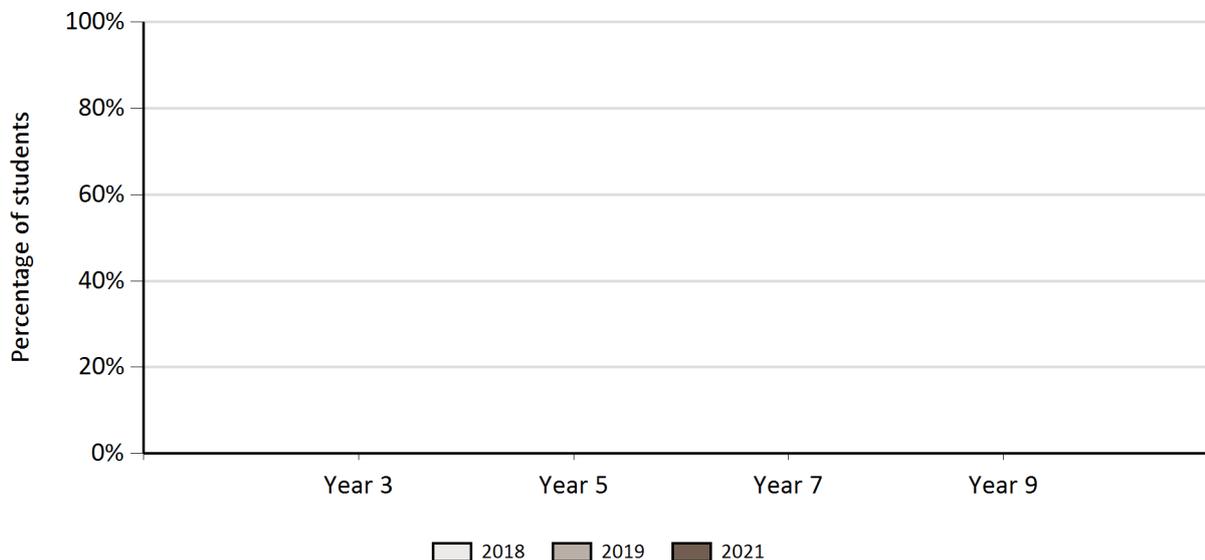
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



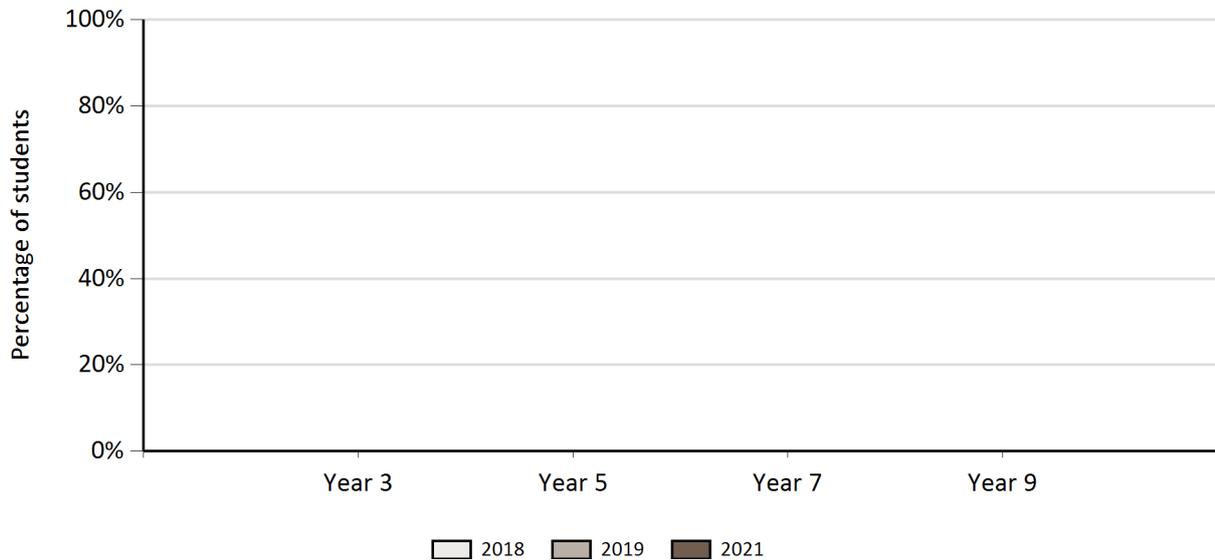
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 7-9	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	49%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 7-9	State (average)
Upper progress group	*	*	26%
Middle progress group	*	*	49%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*
Year 9 2021	*	*	*	*	*	*
Year 9 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

As a site we are delighted to have a significant number of Aboriginal Students and the most within our Partnership, thus we work hard to ensure this cohort are catered to with high quality outcomes. We began utilizing the new Aboriginal Learner Achievement Leaders' Resource resource by having the areas of focus:

- Documentation and tracking of Aboriginal learner achievement
- Raising the focus of literacy
- Connecting performance and development meetings and programming discussions to Aboriginal learners

We are also proud and excited to have partnered with an Indigenous Mentoring group to run regular Cultural Group sessions to connect to culture. This group undertook work on family connections, excursions on Country and the highlight was the production of an Acknowledgement of Country video clip which is now able to be shown at all events and proudly opened our end of year assembly in 2021. This video can be seen on our TBAS Website.

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

We achieved our goal of having all Aboriginal students with a One Plan to ensure their goals and needs were being met with targeted teaching and intervention as needed. Our conversations in PDPs were given focus to our Aboriginal learners data with conversations around achievement against big picture data, their progress is tracked and we regularly measure growth to ensure students are on track to achieve SEA (Standard of Educational Achievement) and Beyond. High quality teaching of literacy is a focus of our Disciplined Dialogue as a core component of our Site Improvement Plan. There is the expectation of high quality teaching and learning for all students explicit with success criteria and learning intentions ensuring Aboriginal learners are considered well and catered to within the process. Differentiation for Aboriginal learners is a requirement of teaching and learning programs and regular observations are undertaken by Leadership to ensure alignment. While the individual cohort is too small to report upon without identifying individuals, we are satisfied with our data of both big picture official data and little picture assessments that demonstrate growth and progress reports aligning with One Plans.

South Australian Certificate of Education - SACE

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

2018	2019	2020	2021
96%	98%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	0%	0%	0%	8%
A	2%	2%	10%	0%
A-	9%	17%	14%	10%
B+	20%	17%	16%	0%
B	11%	15%	19%	20%
B-	13%	15%	9%	20%
C+	9%	19%	7%	0%
C	28%	10%	21%	8%
C-	4%	2%	5%	2%
D+	2%	2%	0%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	2%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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

2018	2019	2020	2021
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020	2021
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	40%	67%	80%	80%	66%

School performance comment

Our NAPLAN results continue to inform our data sets and are analysed to ensure students are receiving expert teaching which is directly targeted to their needs. We aim to both fill the gaps for any missing concepts and challenge our students to extend their learning and achievement. We are pleased to report our students progression in reading shows no students in the lower progress group when compared to their last NAPLAN and either middle or upper progress for all students at TBAS. Our SIP goals are being delivered and met. Our data also follows the same trend for numeracy, demonstrating that our concentrated focus on reading also benefits numeracy outcomes.

Students reading results in SEA was again an aspect that reflected well for the work we are doing in reading comprehension. A highlight was 100% of year 7 students achieving SEA with 89% of Year 3 and 87% of Year 5 students reached this checkpoint. Our Year 9 cohort are a concern as only 57% of students obtained SEA, however we do have a significant group of students with additional needs in this class. Staff will need to address this aspect of their learning with targeted teaching strategies to ensure they meet their potential as they move through the Senior School.

In Year 3 we had 39% of our students testing in the upper bands for reading, Year 5 showed 40%, Year 7 8% and Year 9 13%. From this analysis we can see that the drop off is still occurring in our Middle School with Upper Band retainment less than in other grades, however still an improvement from previous years. Our site work with Accelerated Literacy is aiming to address this and indications and assessment so far are that it is having impact.

Our SACE data certainly indicates growth and that we are meeting our goals. This is indicated not just by our four A grades but by the shift towards academic excellence in the 70% of grades which were in the A and B grade band. We had the remainder of 30% grades falling within the C grades and 100% of passing grades for our Year 12 cohort. Our Research Project also had 100% completion rate with high grades again resulting for this area, another indicator that pursuing this subject in Year 12 brings positive and high level results.

We are proud of the growth measured in our intervention programs and the high quality SSOs who deliver them. These interventions include MiniLit, speech programs, Literacy intervention, Quick Smart Maths, One Plan intervention, classroom support for targeted students, support in practical subjects for identified students and Modified SACE intervention.

We have clear data and comprehensive knowledge of our students as learners and cater well to them as individuals. Our educators differentiate extensively within classrooms and collaborate professionally to ensure our students are accessing high quality curriculum.

Our cycle of three years with our SIP has been completed and we are proud to report we have succeeded in what we were going after – raising academic achievement at TBAS and raising our results data. In essence we give our SIP a big tick with targets met and the capacity of educators to deliver upon our challenge of practice delivered, we are now on a cycle of review to ensure it continues to do so.

Attendance

Year level	2018	2019	2020	2021
Reception	94.6%	92.9%	90.4%	89.5%
Year 1	94.6%	92.0%	91.4%	89.6%
Year 2	94.2%	92.9%	91.8%	90.8%
Year 3	93.9%	93.6%	94.3%	93.0%
Year 4	94.1%	94.1%	89.2%	92.9%
Year 5	91.3%	91.3%	90.3%	91.1%
Year 6	90.9%	88.5%	94.8%	91.2%
Year 7	91.7%	90.1%	92.2%	94.4%
Year 8	90.1%	87.1%	90.9%	89.2%
Year 9	88.5%	87.9%	85.5%	89.2%
Year 10	87.0%	87.7%	88.6%	81.1%
Year 11	87.9%	85.9%	92.9%	90.7%
Year 12	82.6%	80.8%	88.7%	90.6%
Total	90.9%	89.2%	90.9%	90.4%

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

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

Attendance comment

Our general enrolment have very good attendance but we struggle with a few individuals and families who we work with actively. We have many strategies in place and have experienced some success. One student who was not attending on-site at all was liaised with to ensure an alternative, engaging pathway and has been highly successful, now attendance has been strong. Our Wellbeing Leader and Student Engagement Practitioners worked actively on ensuring all blockers were addressed and removed as students and their families were supported. We also worked closely with the Truancy Officer and DfE Social Worker for comprehensive and wrap around service. We were however disappointed with the lack of consequences for extreme circumstances of non-attendance.

Behaviour support comment

We have been collecting and collating data on our behaviour incidences for several years and use our TRAC and Off-TRAC values to ensure students are aware of the impact of their actions. Our Wellbeing Leader actively re-engages students if they are finding it difficult to maintain the expectations and monitors their needs and other issues which are having an effect. TBAS has a positive culture for learning and our priority is in ensuring students in class are not distracted and impacted upon by poor behaviour and our educators can focus on supporting the learning. Our behaviour management policy is well documented and followed by all staff and our Leadership team are dealing with less negative behaviour. Our parents are supportive and work in partnership with us as we work through any issues with their children and the communication from our teachers via phone calls and SeeSaw has been mostly well received.

Parent opinion survey summary

We enjoy much support from our parents and community in all aspects of school operation. The impact of Covid has meant some events and volunteering from parents was halted, however we maintained further positive communication with them through a range of channels. Our Parent Opinion Survey collected opinions from 57 families and the online method ensured greater feedback than in previous years.

Analysis of our graphs demonstrated the highest responses for: 'I feel my child is important to the school', 'I receive enough communication from the school' and 'the school communicates effectively with me'. The topics relating to respect held the lowest opinion but was still highly positive. Some parents comments related to negativity about mask wearing and the length of the school day, neither of which we have any control over.

Some typical written comments included: 'Class teacher communication and sharing of learning in the classroom is outstanding' 'Our school caters for individual pathways and will support my child with his' and 'My school communicates well both on whole school matters and individual learning. Some feedback received are aspects we can certainly work on include: 'The school needs a better policy on bullying and the way they resolve the issue and punish the bully' and 'Homework rarely provided from school to ensure children can practice learning from school'. These pieces of feedback will be taken to all staff for ways to improve.

TBAS is fortunate to be working with a parent community who are on board and working with us on our improvement journey to ensure students at our school are achieving their most ambitious outcomes.

Intended destination

Leave Reason	Number
NG - ATTENDING NON-GOV SCHOOL IN SA	4
PE - PAID EMPLOYMENT IN SA	9
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12
TERTIARY/TAFE	6
INTERSTATE/OVERSEAS	3
U - UNKNOWN	0
O - OTHER	0
SEEKING EMPLOYMENT	0

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Tumby Bay Area School ensures all employees, volunteers and service providers have their Department for Education Relevant History Screening completed as per requirements.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	25
Post Graduate Qualifications	10

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.8	0.0	11.6
Persons	0	19	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$3,817,346
Grants: Commonwealth	\$14,000
Parent Contributions	\$93,612
Fund Raising	\$5,047
Other	\$35,845

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

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Funding was applied to TRT for staff T&D on our SIP area of Literacy and specifically Reading Comprehension. Staff were involved in intensive training on InitialLit, Spell It, Accelerated Literacy Project and others.	Our SEA has been significantly impacted as documented in the other areas here.
	Improved outcomes for students with an additional language or dialect	Several students with ESD have been supported to retain language and culture through this funding.	An Acknowledgement of Country adds an element of pride in language and culture.
	Inclusive Education Support Program	Students were supported by teachers and SSOs to remain in mainstream classes to achieve literacy & numeracy goals.	Students across R-12 are extremely inclusive and supportive of all students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	We funded our Wellbeing Leader, Social Workers, Therapy Dog and camps and excursions to ensure Wellbeing for Learning was applied. We utilised funds for the Resilience Project and ensured all Literacy and Numeracy trainings were well attended. VET and alternative pathways were funded in partnership with families and our Cultural Group was also an asset to Indigenous families. We applied early years intervention and support for our R-3 cohort with much success. Our SACE students were supported with a variety of alternative methodology as required.	NESB student achieved SACE, Phonics Screening success, NAPLAN achievement and SEA and SACE goals met.
Program funding for all students	Australian Curriculum	Release time for teaching staff to meet with LET and other experts in the field, targeted training and development for R-10 teachers and Corwin University training for all staff.	All staff utilising Australian Curriculum Units for quality teaching outcomes.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Targeted programs delivered by SSOs as intervention for students not yet achieving SEA	Accelerated growth for students involved beyond 1 year for 1 years learning.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

