



Cummins Area School and Cummins Child Parent Centre



Government
of South Australia

Department for Education

2019 annual report to the community

Cummins Area School Number: 754

Cummins Child Parent Centre Number: 1569

Partnership: Central Eyre 1

Name of school principal:

Mel Degner

Name of governing council chairperson:

Kris Speed

Date of endorsement:

04/03/2020

Site context and highlights

Cummins Area School began 2019 still under the leadership of an Acting Principal for the first six months of the year with the intention that it be advertised ready for a mid-year start. Whilst the school had in place a solid Leadership team with experience and commitment to the site, the Principal, Deputy Principal and Assistant Principal were all working in a six-month role again creating a sense of instability across the school community. Early in 2019 ED, Rowena Fox suggested a shift in time lines with GC and it was decided that the current team be extended for all of 2019 to allow stability across the year and within the improvement cycle, with the Principal position still to be advertised and finalised early in term 2 to allow for longer term planning around staffing etc. in 2020. Mel Degner, who had filled the acting role, won the 5 yr. tenured position to begin in 2020. This allowed the PAC and school community to advertise for and appoint two other tenured leader positions for 3 yrs, allowing for consistent leadership moving forward for the school.

Cummins Area School began the year with 410 students across F- 12. The site-based preschool began the year with 30 students, but enrolments grew throughout the year to see a group of 34 students, allowing the appointment of a second SSO to support the staff. The Yr. 12 cohort of 23 was the smallest group to have completed Yr. 12 for a number of years and it is interesting to note that 3 of these completed Yr. 12 early utilising VET and ASBA opportunities an indication of the way that we are meeting the needs of all students whilst still gaining and valuing SACE completion.

Rural Care continues to provide a significant service in the town for families. A working party was established by the school and includes a variety of stakeholders within the community to explore ways in which childcare facilities could be expanded within the town. Rural Care gained permission to run a Three Worker program on non-preschool days during 2019 to assist with the shortage of care in the town whilst a review of Rural Care services was conducted by the Department for Education. The School made the decision to run their Yr. 7 cohort on a secondary timetable in 2019 and to align them with the secondary area of the school as preparation for the official movement of Yr. 7 students into high school in 2022. . Throughout the year the feedback from students, staff and parents reinforced the positive impact of the move, with access to curriculum specialists, a range of subjects and the structure of the timetable being the most frequently noted items. As such this move will continue in 2020.

All students from F - 10 access their AC/DECD allocated entitlement with Languages being the one area that we have found most difficult to deliver. In 2019 we offered French, Auslan and Spanish as face to face options across a range of year levels and we believe this will continue to grow moving forwards. As a result, we will be running a Yr. 12 Auslan class in 2020 which is a great outcome for our site.

Our Agriculture program continues to be a significant area of focus for our site and in 2019 we organised a community meeting with the Agriculture stakeholders in our community to look at how we can further develop the course to meet the needs of the industry and thus our students who will enter it post schooling. This has led to us redeveloping our Scope and Sequence and creating opportunities for businesses to work with us to ensure our students are involved in state-of-the-art technology and practices. We look forward to this playing out in 2020.

Throughout 2019 we settled into the new spaces created by our STEM build in 2018. This has allowed for more flexible teaching and learning opportunities and as teachers adapt their pedagogy there will be even more changes to come. A significant amount of time and money was spent in ensuring the technology infrastructure was up to specifications and during the year we were able to fit out a Design and Technology Lab with new computers able to run a range of design programs. CAD was introduced as a face to face subject for the first time as a result of this and has set the stage for further development in the area of design and technology.

Our Yr. 12 Agriculture students once again attended the National Merino Challenge and experienced success, with Jed Murnane winning the secondary wool section and placing third overall.

Due to our strong community partnerships we were able to refurbish our Home Economics centre in 2019. Thanks to the Cummins and District Community Bank Branch for their support in this project.

Our Science and Engineering Challenge Team were regional and State Champions and travelled to Bunbury WA to compete in the National final where they came a very credible third against some tough competition.

Governing council report

Cummins Area School has had another big year in 2019. We've enjoyed our "new" facilities and made the most of the clean, neat and functional spaces. We've had success with another engaged and motivated Year 12 group and we're continuing to excel in many areas across all grades. Our focus on Science, Technology, Engineering and Maths (STEM) appears to have paid off already with our group winning the SA competition and competing in the Nationals with a close 3rd place. Our Ag program has had some community members involved and looking for opportunities to innovate, as well as many parents and helpers assisting to keep the wheels turning in our school. Thank you to all of our parents, school and community members on the Governing Council, your willingness to help & contribute is appreciated. Please continue to engage with school management and teachers so we can continue to make this great place even better. Thanks to the Cummins & District Financial Services (Bendigo Bank) for their generous support of our Home Economics/Food Science Space; it will be amazing! There's another renovation happening soon so watch this space. Well done to Mel Degner on securing the Principal Role we look forward to working with you in this position in the years to come. Stay safe everyone & make the most of your opportunities. Kris Speed

Quality improvement planning (Preschool)

2019 began with clear goals to achieve through the QIP and strong connections to the literacy and numeracy goals of the school's SIP. New leadership and teaching staff came into the site creating a less settled beginning to the year as these positions took time to fill. As a result, the preschool was staffed with a completely new team from previous years and this added some complexity as routines and expectations took a little longer to be established.

Whilst the year commenced with 30 students, numerous families moving in saw the preschool run with an extra SSO in semester two as numbers pushed into the next staffing bracket.

Staff continued to implement the indicators for literacy and numeracy for teaching, planning and assessment and as a format for reporting to parents about the progress of their children. Literacy learning was a focus and considerable work was placed into the area of phonemic awareness as indicated by the needs of students in initial PASM testing. Children engaged in games and stories around rhyme and other elements of phonemic awareness throughout the year and this was reflected in final PASM testing where there was significant growth for most students.

Preschool staff also initiated exposure to LOTE through the introduction of German as a way for students to experience the language of other cultures.

AECD data affirmed a belief that students were coming with greater complexity, particularly in the areas of Speech and Language and physical activity so staff constructed activities to target these skills in all students. Speech programs were developed for identified students in conjunction with the DfE Speech Pathologist.

The Preschool leader attended Berry Street Training for Trauma affected students and recognised the need to implement strategies to increase a sense of belonging in the Centre. These quickly showed impact with students learning each other's names and building a sense of each other's likes / dislikes beyond their immediate friendship groups.

Performance Development was run utilising DfE processes and templates and the Principal assisted the preschool leader in leading staff meetings / training for the Rural Care staff to align them with the overall priorities of the site.

Transition policies between the school and preschool and for new students to the centre in 2020 were updated to ensure all students felt comfortable beginning the year in 2020.

Staff at the preschool continued to develop the points raised in the 2018 review of the centre.

Improvement planning - review and evaluate (School)

In 2019 Cummins Area School had three goals listed on the SIP.

1. Increase numeracy achievement by students for developing deeper understanding of Mathematical processes and concepts.
2. Increase number of students meeting SEA in F - 3 Reading.
3. Improve Student Achievement in Writing, years 4 - 12.

As per the Department for Education Improvement Cycle these were established after staff underwent a significant unpacking of site data and identified the areas of greatest need. It is clear that CAS students generally have strong basic skills but are not achieving higher band achievement to the expected level. It was also established that the greatest difference between the students achieving C/B grades in SACE and those gaining A's was in the area of writing proficiency rather than knowledge so it was felt that this drive to improve writing needed to begin earlier. This was backed up by NAPLAN data which indicated that writing was where we showed greatest deficit across all cohorts tested.

To assist in meeting our goals and targets, the following strategies were implemented:

Staff Meetings continued to focus solely on professional learning rather than administration work. This allowed 90 minutes each week to focus on various aspects of our Improvement agenda.

Staff worked in teams aligned to areas of schooling as well as whole school development

PDP protocols and systems were developed by leadership to ensure these were intrinsically linked to SIP priorities

Leadership collected programming and planning and participated in classroom observations - formal and "walkthroughs".

Staff received feedback on all PDP meetings / expectations

Whole school participated in Brightpath program and moderation activities, ensuring common understanding of language and student levels

JP staff explored alternatives to current synthetic phonics program to support reading acquisition.

Members of Maths faculty attended Thinking Maths program / Master Classes to engage in curriculum deeper than textbooks and assist students to develop greater understanding.

When reflecting and evaluating this process as we moved into developing the SIP for 2020 there were some patterns of belief that have influenced our next steps:

Whilst Brightpath has had influence on some components of writing development there is a need to supplement this with a more structured teaching and learning cycle to ensure writing is being taught consistently

Staff require further upskilling in the teaching of writing

Work in genre mapping is beneficial and in areas where this is taking place and being followed e.g. Science there is a significant indication of improved outcomes

Students are conscious of the staff drive to improve writing and self-report that more opportunities to write have been beneficial

JP staff believe that the goal on JP reading is not work for the SIP but something they can manage within their overall work on improving consistency in literacy delivery

That the work on numeracy development has had less focus in 2019 and should hold a greater profile moving forward.

As a result, the 2020 SIP retains the goals on writing and numeracy improvement with slightly modified challenges of practice.

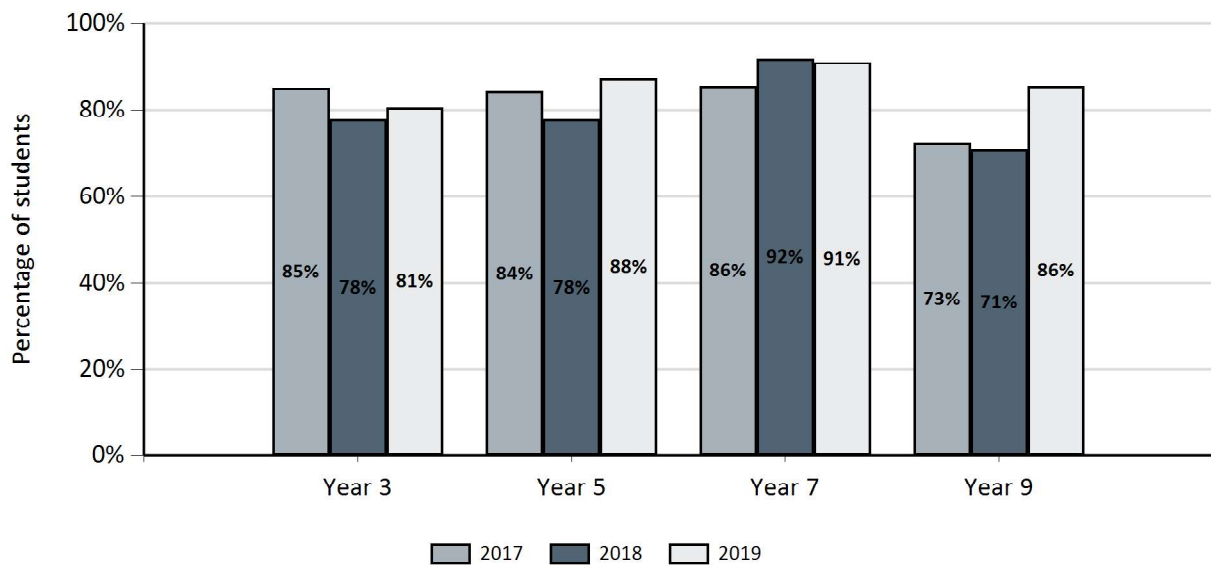
Staff used the guidebook writing improvement continuum to identify where we are at and what the next step should be, with significant agreement being the missing component of a teaching and learning cycle to drive it.

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.

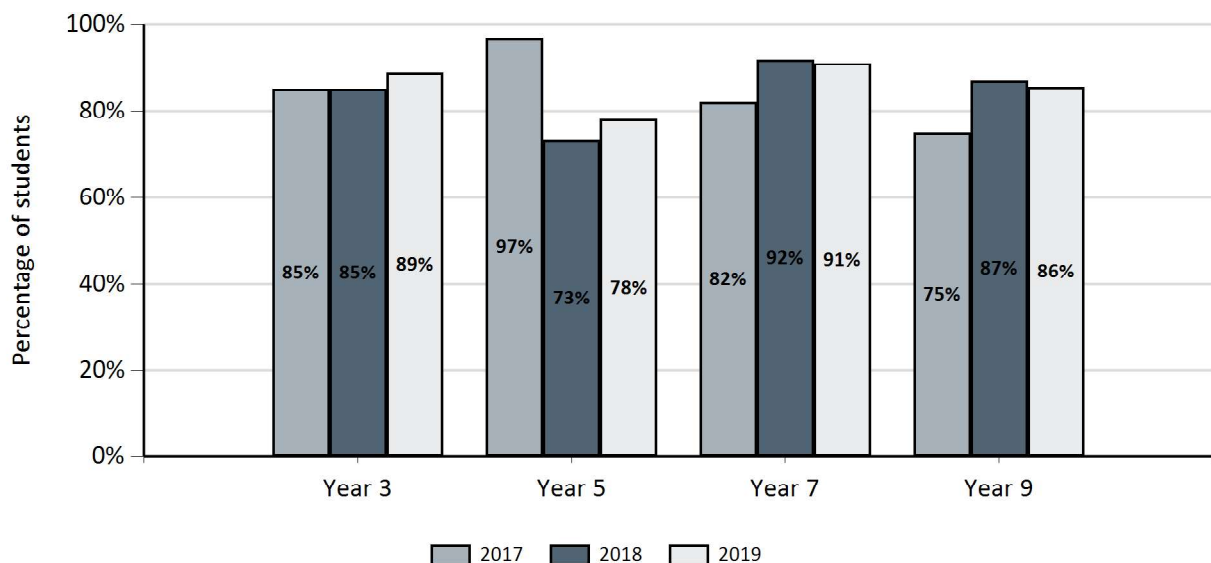
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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.

Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	12%	25%	19%	25%
Middle progress group	46%	38%	52%	50%
Lower progress group	42%	38%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	12%	31%	27%	25%
Middle progress group	44%	44%	38%	50%
Lower progress group	44%	25%	35%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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 2019	36	36	16	16	44%	44%
Year 3 2014-16 Average	30.0	30.0	14.7	12.3	49%	41%
Year 5 2019	32	32	10	3	31%	9%
Year 5 2014-16 Average	36.3	36.3	13.3	5.3	37%	15%
Year 7 2019	34	34	11	10	32%	29%
Year 7 2014-16 Average	29.0	29.0	9.0	10.0	31%	34%
Year 9 2019	28	28	4	3	14%	11%
Year 9 2014-16 Average	33.0	33.0	5.7	3.3	17%	10%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

South Australian Certificate of Education - SACE

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

2016	2017	2018	2019
99%	99%	98%	99%

Data Source: SACE Schools Data reports, extracted February 2019.

*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	2016	2017	2018	2019
A+	0%	2%	1%	0%
A	2%	8%	11%	3%
A-	12%	20%	8%	7%
B+	19%	10%	13%	12%
B	24%	18%	18%	18%
B-	19%	12%	24%	18%
C+	11%	16%	12%	18%
C	11%	8%	9%	20%
C-	1%	4%	1%	5%
D+	0%	1%	2%	0%
D	1%	0%	0%	1%
D-	0%	0%	0%	0%
E+	0%	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 2019.

*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

2016	2017	2018	2019
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2019.

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

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training			73.91%	86.96%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification			100%	100%

School performance comment

Cummins Area School continues to achieve consistently "good" results but there are still concerns around the lack of high band achievement in standardised testing opportunities.

NAPLAN data shows that there was an overall increase in students meeting SEA in Reading in all but Yr. 7 students who maintained similar results to previous cohorts. When tracking the same cohort from 2017 - 2019 there was improvement in all but the Yr. 7-9 cohort which maintained the previous level.

NAPLAN data shows that Numeracy continues to be an issue, with only the Yr. 7-9 cohort showing growth in meeting SEA and some concerning trends from Yr. 3-5.

In addition to this there is over representation compared to state averages in lower growth groupings across most cohorts, indicating that there is need for stretch to be built into classroom practice with greater consistency.

Writing data, whilst not included in this report, showed growth across all cohorts in 2019 but this will need to continue beyond 2019 to prove statistically relevant given the increased focus applied to writing across the site.

Upper band achievement is also indicative of the need to increase complexity of tasks to stretch students as it indicates a number of areas that are down compared to the 2014-2016 average. The greatest area of deficit sits in the numbers from Yr.3 to Yr. 5 which potentially illustrates the shift from the more explicit teaching of reading and numeracy strategies in JP as opposed to Primary pedagogy, again highlighting the staff drive for a teaching and learning cycle.

SACE data indicates a maintenance of the percentage of A's and B's as opposed to previous cohorts ;however, it is fair to admit there were fewer A's across the cohort and more B band grades allocated. That said, across a relatively small cohort the results were indicative of the student skillset and their choices of subjects. The dux gained an ATAR of 90.5 before bonus points and students achieved scores to gain them entry into a range of university courses including Nutrition and architecture. All eligible students completed their SACE and three of them did so using ASBA / VET options which saw them not taking any Yr. 12 subjects in 2019.

Site Leadership have established a range of learning opportunities for staff moving into 2020 to address the need to stretch and support higher band achievement for our students. With significant support structures in place for our SWD students we are seeing significant improvement in SEA achievement however the ability to differentiate for stretch is the next step for our staff as well as looking at the drop in performance from Yr. 3- Yr. 5.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	94.3%	92.1%	92.9%	92.9%
2018 centre	95.4%	93.4%	93.4%	96.1%
2019 centre	91.6%	86.5%	85.7%	81.79%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

School attendance

Year level	2016	2017	2018	2019
Reception	86.6%	88.4%	91.5%	92.1%
Year 1	94.1%	92.4%	92.3%	93.4%
Year 2	91.8%	93.0%	93.8%	90.6%
Year 3	93.3%	91.7%	94.2%	94.6%
Year 4	94.8%	91.0%	92.4%	94.1%
Year 5	92.5%	96.0%	92.2%	92.6%
Year 6	93.0%	91.8%	95.0%	92.1%
Year 7	93.6%	91.5%	93.3%	93.3%
Year 8	92.7%	90.4%	89.9%	92.5%
Year 9	94.5%	91.5%	93.8%	90.5%
Year 10	87.1%	93.0%	88.7%	93.5%
Year 11	93.4%	88.8%	94.6%	90.8%
Year 12	89.9%	93.2%	89.5%	94.6%
Total	92.2%	91.7%	92.4%	92.6%

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

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

Attendance comment

At Cummins Area School we continue to drive our attendance expectations, particularly with those families that have students sitting in the chronic and habitual absence areas. Home Group teachers maintain consistent contact with those families and during 2019 we sent home an attendance report card to highlight to families the impact missing days of school has on a year of schooling.

We find that whilst there are a small percentage of families with problematic attendance there are some contributing factors to our data overall:

Due to the lack of facilities in Cummins students often are required to miss half / whole days of school to attend specialist / dental / orthodontic appointments in Pt Lincoln.

We do have a number of students requiring support around Mental Health and again these resources often require the students to miss school.

We continue to set ourselves the goal of rising above the healthy 92.6% attendance we hold overall as a site and to focus on the habitual / chronic.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	32	33	31	33
2017	28	28	28	28
2018	31	31	31	32
2019	31	34	35	34

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Preschool enrolment comment

Preschool enrolment climbed to 35 during the year with a number of families moving into the district. Of these students it is projected that 34 will attend Cummins Area School in 2020. Rural Care numbers and the need for childcare in Cummins would suggest that whilst there are only 23 students looking at attending preschool in 2020 that the numbers will rise to around 30 for the foreseeable future.

Behaviour support comment

The number of incidents of behaviour management at Cummins Area School are relatively static and are dealt with under the guidance of our Student Behaviour Management policy as developed by staff in 2016. The majority of suspensions (5) were as a result of physical interactions with other students. Two students received suspensions on the basis of repeated flouting of rules and the majority of issues were able to be addressed using internal suspension or removal from lessons followed by loss of playtime. All suspensions are followed up with re-entry meetings and reminders about school expectations. Leadership are working with staff to apply more restorative practices and included in this is the release of staff by leadership to follow up incidents themselves at early points rather than immediately hand-balling them to leadership to manage and potentially escalating them. Contact with parents is essential when staff have behaviour concerns.

Client opinion summary

Approximately one third of respondents came from each of the JP, Primary and Middle school, with no responses from Yr. 11 and 12 families. . Family engagement is an area that will be focused on in 2020. Cummins Area School does have high engagement through virtue of the fact that they are families that hold high expectations for their children and value education and therefore we need to harness this support more effectively.

Quality of Teaching and Learning

Responses in this area ranged from 3.6 to 4.3, suggesting overall satisfaction. There is a concern that the question receiving the lowest score was the perception that teachers are enthusiastic in their teaching, particularly given that 4 parents cited disagree / strongly disagree as a response. This may be linked to the union action that was occurring at the end of 2019 and an overall belief that enthusiasm for the job was waning. The rest of the questions saw high percentages of parents citing strongly agree and agree as their preferred response indicating overall satisfaction with the quality of teaching and learning being offered.

"Teachers are supportive and easy to communicate with"

"Teachers need to know what special needs each student has and adjust their teaching accordingly".

Support of Learning.

Scores ranged from 3.9 to 4.5 in this area, with the outlier being that the school changes its program and activities to improve student achievement. This will be addressed in 2020 through the development of differentiation strategies with teaching staff and more life related curriculum options such as the modernising of Agriculture.

Parents strongly supported the school around access to good quality materials and resources, student expectations around behaviour and the fact that the school encourages students to have a sense of pride in their achievement, something which staff have worked hard on supporting through talking about the school values with the children.

Relationships and Communication

This has consistently been an area of concern for the site and there has been some improvement through 2019.

Scores range from 3.5 to 4.1 and indicate there is still work to do. The use of a text messaging system has enabled greater access straight to parents but there is a need for increased timeliness of communication.

"I believe there needs to be an increase in the level of communication at the school."

"A parent teacher interview in the second semester would provide a greater understanding of my child's progress in the second half of the year."

Leadership and Decision Making

This data reflects the instability of leadership over the past few years and shows a need to again increase family engagement. Scores range from 3.2 to 4.0 and the areas of concern tend to be around parent involvement in decision making. This is in itself interesting due to low numbers of families engaging at Governing Council level so a concerted effort will need to be pursued moving into 2020. The telling point in this section is the high numbers of parents responding neither agree nor disagree - potentially reflecting a lack of knowledge of how to best be involved.

Unfortunately there are no written comments to expand upon these responses so the response by the leadership team will need to broadly address this issue.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
754 - Cummins Area School	100.0%	100.0%	96.0%	97.1%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2019 collection.

Intended destination from School

Leave Reason	Number	%
Employment	12	25.5%
Interstate/Overseas	0	NA
Other	1	2.1%
Seeking Employment	5	10.6%
Tertiary/TAFE/Training	10	21.3%
Transfer to Non-Govt School	12	25.5%
Transfer to SA Govt School	7	14.9%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Destination comment

We are seeing a growth in transient families within our school and as such there has been a number of families move in and out of our school in 2019. We are aware that we will lose a number of students to Private schools in Adelaide at the end of 2019. These are families who have traditionally sent their children to college and also some families taking opportunities for their children around sport.

In regards to our Yr. 12 cohort from 2019 all but one of them were either engaged in full-time employment or intending to pursue tertiary study options with the majority receiving their first preference.

Relevant history screening

Our site ensures all employees and volunteers present their relevant history screening before working with children.

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	50
Post Graduate Qualifications	17

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	32.7	0.7	14.0
Persons	0	39	2	19

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$5739286
Grants: Commonwealth	\$90846
Parent Contributions	\$375197
Fund Raising	\$20902
Other	\$99958

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

2019 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 2019 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 behaviour management and engagement	Observations and strategies through work with Behaviour support and private OT (funded by site). Support in yard for individual students to allow engagement and interactions with peers.	Greater engagement with lessons. Less yard incidents. Dramatic decrease in take
	Improved outcomes for students with an additional language or dialect	Targeted students in area of literacy development. one to one support strategies.	Movement in EALD level, particularly oral.
	Improved outcomes for students with disabilities	Time directly allocated to support these students. 4 students receiving significant one to one support from SSO's and teachers given time for planning alternative / highly modified curriculum. Staff trained in Minilit	PAT data - growth and achievement. Modified SACE units completed.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Converted to Inclusion Leader and SSO time to ensure all students are being catered for appropriately. A range of intervention programs such as MaqLit and Minilit. OT hours funded to assist staff and students to understand sensory needs and work on social skilling. Compilation of ILPs and NEPs and moving them into Oneplans to ensure targeted teaching for these students. AEW to assist with supporting aboriginal students and to enable constant monitoring of data. Following up with absences where required. Staff working with Special Education team from PL office.	PAT Data - growth and achievement. Running records data. PASM / SPAT-r where applicable - all showing growth - both personal and overall in meeting SEA.
Program funding for all students	Australian Curriculum	Staff working on moderation across sites - using Teams. Learning Design focus to assist in differentiation of work to enable all students to experience success and stretch.	Richer task development. Increase in A and B Australian Curriculum data.
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	The Better Schools Funding was converted into improving numeracy outcomes for years 3,5,7 and 9 using the QUICKSMART program.	Student achievement data in numeracy has improved for these individual students.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	This money was used to release a team of teachers to conduct both proactive and reactive strategies to support children with well-being for learning challenges.	Student engagement and well-being data continues to grow.

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	This money was targeted for students requiring speech and language and sensory, emotional and social development. This included small group work, targeted teaching of strategies, support for students to enter social opportunities with their peers.	Improved readiness for schools. Transitional opportunities for school. Data supplied to school
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	This money was targeted for students requiring speech and language and sensory, emotional and social development. Implementation of Speech Pathologist programs and support from Private OT (funded by site) to assist with social skill development. Suggestions to assist students to meet sensory needs	Increased PASM results for these students throughout the year. Greater verbal interaction with peers.
Improved outcomes for non-English speaking children who received bilingual support		

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.