

# Coober Pedy Area School and Coober Pedy Child Parent Centre



Government  
of South Australia

Department for Education

## 2019 annual report to the community

Coober Pedy Area School Number: 920

Coober Pedy Child Parent Centre Number: 1566

Partnership: Far North

**Name of school principal:**

Karen Cornelius

**Name of governing council chairperson:**

Lisa McClure

**Date of endorsement:**

4th March 2020

## Site context and highlights

Coober Pedy Area School is a Category 1 school in the remote Far North. The school serves approximately 260 students in the area, and its nearest neighbours are 2, 5 and 6 hours away in the north and east.

This year we have continued our focus on consolidating effective literacy and numeracy practices across the school and have initiated changes to the ways we teach across upper primary and middle school students, to improve our SACE outcomes.

Some of the highlights of 2019 include:

- **READING:** 2019 was another year of intense focus on our motto "Everybody Reads". We began with a Partnership professional learning about a new to South Australia, synthetic phonics approach to teaching reading, Read Write Inc (RWInc) in the first week of Term 1. As is reported in the following data, across Reception to Year 6 we have seen a 500% increase in the number of independent readers after 3 terms of using RWInc, and we are excited about the potential for 2020.
- **SCHOOL CULTURE:** Our whole school approach to behaviour support practices, having at least one school leader on 'classroom visits' at all times, Success Lunches, Exhibitions of Learning and support for students to better self-regulate with interoception has seen further improvements in student behaviour and learning engagement. Students are more settled and focused on learning and critical behaviour incidents were even further reduced after the dramatic improvements we achieved in 2018.
- **EXPERIENCES:** Our students were involved in a range of exciting, out of classroom, learning experiences again this year. Favourites included: Swimming Carnival, Choir performances, Harmony Day, the Opal Festival (we won best float again!), NAIDOC Week, gymnastics clinics, Sports Day, a number of camps and A Very Coober Christmas. Our second whole school production this year was the musical – Seussical Jr - thank you to Jason Home and all of the staff and students involved in this great performance.
- **GRADUATES:** We had students graduate from Year 6 and 12, SACE, SAATA Certificate III, Read Write Inc, Phonological Awareness intervention, every level of the Premier's Reading Challenge, Certificate I in Horticulture, Certificate II and partial III in Construction, Operation Flinders and more. These successes and many more were celebrated at our successful end of year Presentation Day with great family support.
- **STAFF LEARNING:** Staff engaged in professional learning about cultural awareness, interoception strategies, the latest in the teaching of reading with partnership schools, Positive Partnerships, numeracy work with Ann Baker/Natural Maths and Dr Mellony Graven, formative assessment and teaching practices that increase students' opportunities to talk about their learning and using technology to support literacy and oral language development.
- **COMMUNICATION:** We've worked hard to share our successes and news with school families and the broader Coober Pedy community this year. Class/Subject newsletters were sent home at the beginning of terms describing core learning. School newsletters were posted to all post office box holders with great feedback. Interviews and casual catch-ups continue and we added positive phone calls home with good news and Seesaw in preschool, which we intend to extend in 2020. With 1,200 followers on our school Facebook page, we are seeing a great deal of engagement with the school and broader community in 'real-time' as events occur.
- **GROUNDS:** With the school budget actually back 'in the black' this year, we have had some funds to commit to developing the grounds. Climbing walls, new school signage, very popular, additional grass at the front of the school, a new admin area front door, new student furniture and soon to go up wall covering in the library. There have been a number of people to thank for this work, but Matt Hardy deserves a special mention for his hard work. The other special mention goes to NIIA for the funding for our new central shade area as part of the Alternative Learning Centre project they funded. Turf, seating and mister fans have been ordered to go in this area for the new year as part of our ALC agreement with NIIA.

A great foundation to build on in 2020. Thanks to students, staff and community for their involvement and support.

I'd like to wish the new principal and ongoing and new staff all the best in the new year and to thank the whole community for their support of the school during my (almost) 3 years with you.

Karen Cornelius  
Principal

## Governing council report

The 2019 Governing Council has been made up of committed parents and community members who have participated in decision making about school operations and in the running of the Governing Council businesses: bus operations, Canteen and Out of School Hours Care.

Some highlights have been:

- Supporting school policy development, and offering feedback on the Phone Policy, Leaving School Grounds procedure and the Assessment and Reporting Policy. All of these policies are on the school website.
- Participated in quality assurance processes for the preschool and Out of School Hours Care and school improvement planning.
- Seeing the Canteen losses slow and greater interest in buying food in our on site facility. Huge thanks to Carters and IGA for help with the cost of goods to support canteen viability. Patronage from students and families is essential to keep this Governing Council business running in 2020.
- Department run training for governing council members to support their understanding of the role of the Council and expectations of members.
- Receiving regular reports about school operations and understanding how decisions are made and the outcomes achieved.
- The acknowledgment of the huge contribution from Lisa McClure and Chevhan Hoad, as volunteers, at Presentation Day. They were awarded with Department for Education volunteer certificates from the Minister for Education.

The Annual General Meeting on March 24th 2020 is an opportunity for more to be involved in the council.

## Quality improvement planning (Preschool)

Outcomes from our improvement work in 2019 include:

### Improved attendance

Building effective relationships with all families and supporting caregivers' confidence in the service and staff has continued this year. Preschool playgroups have continued on Thursday mornings open to all and Friday mornings for Aboriginal children and caregivers, supported by the ACEOs, so that children enjoy the learning space and develop a relationship with the teacher (Tink).

Tink has undertaken home visits and built strong connections with Aboriginal health and childcare services. Our children are driven between services and health programs and support is also provided in the Kindy.

### Team development

Developing the staff team members' skills has been a big focus this year. All participate in weekly meetings to review their own progress and that of the children in the centre. There has been a marked improvement in the collection of data about student learning, especially with iPads, and the Seesaw app has offered many families a secure online insight into their children's learning.

Tink attended Learning Design and Reflection seminars this year as part of the department's focus on improving assessment and tracking of learning. She has also participated in regional early years network meetings to share her learning and hear about other work going on across the Far North.

### Developing literacy expertise

The research project with Flinders University, on using digital technology to enable students to become 'producers' rather than 'consumers' of digital content has now concluded and copies of the report are available from Tink in the preschool. Fortunately, this research has been extended into community relationships for 2020 and the preschool will participate with 3 other sites in 2020.

### Numeracy learning

As part of the site wide focus on numeracy, Tink and the team have worked with Ann Baker on early numeracy practices. Entering the preschool one is able to see many examples of numbers and counting being used in everyday life. Children are learning about the importance of number and are immersed in a numerate environment.

The Education Director, Rob Harkin, and his team visited the preschool on a number of occasions this year, and the work the team has done on numeracy has been noted and shared with other sites across the Partnership and beyond.

## Improvement planning - review and evaluate (School)

Our key focus areas in 2018-9 have been to work on our literacy, numeracy and secondary teaching, alongside ongoing work on attendance, all to improve student achievement in line with our External School Review and Site Improvement Plan.

Summary of progress:

Literacy:

Developing students; literacy expertise is the core business of all teachers and literacy is taught across all curriculum areas.

- R-12 staff have been supported with professional learning opportunities, collaborative planning and moderation and a focus on quality task design to better incorporate and explicitly teach literacy within their subjects.
- The school-wide literacy agreement has been updated to reflect the new approaches introduced this year.
- Monitoring students' acquisition of phonological awareness and phonics and strengthening classroom programs (Read, Write Inc) and intervention programs (1:1 Read, Write Inc tutoring, MultiLit and Phonological Awareness) has supported many students to make excellent reading progress.
- Some students may need to return to the intervention lists next year however, we have had 43 students (67%) of students graduate from regular Phonological Awareness Intervention.
- Reception to Year 3 we have had 21 students progress 3 RWInc Levels, 2 go up 4, 4 go up 5 levels and 3 students progress 6 levels. 87% have moved up RWInc levels, with 15 students graduating from Read Write Inc.
- In Years 4-6 Read Write Inc was used as a group withdrawal (intervention) program with great success. We now have 31 independent readers in these classes and will support the remaining students with RWInc and Fresh Start in 2020.
- In 2020, primary staff from R-4 will continue to have weekly RWInc coaching to support students' early literacy skills.

Numeracy:

Numeracy development has continued to progress with staff involvement in the Natural Maths professional learning and focusing on developing students number sense, automaticity and problem-solving skills from preschool to Year 8.

- Staff from preschool to Year 3 have been focusing on the Ann Baker's Early Years "Crunch Points" (essential early numeracy skills) to support students' early numeracy development and to lay a solid foundation. Further development of tracking these skills will be a focus in 2020.
- A school-wide numeracy agreement has been developed to support staff. This will be a continuing focus in 2020.

Secondary teaching:

After the 2018 review of our delivery of secondary education, we designed integrated, project-learning based, flexible units, across Years 7/8 and 9/10, with 2 teachers on each line. It was our intention for learning to be more engaging and to better address the needs of the wide range of learners in each year level. This has been quite successful in 2019, with teachers learning to co-teach, plan and assess across learning areas. As the year has progressed better use of the two teachers in the classroom has meant more extension opportunities and support for those not working at standard.

A great deal of work has occurred to map an 'odd year' and 'even year' curriculum plan for Years 7/8 and 9/10 to ensure that key learning in the Australian Curriculum is addressed and that our new staff (a number are graduates) are well supported with units of work and a scaffold for the year's learning. Jason Home has led this work with Michael Beelitz for implementation in 2020, with the intention of building greater student capacity to complete the SACE.

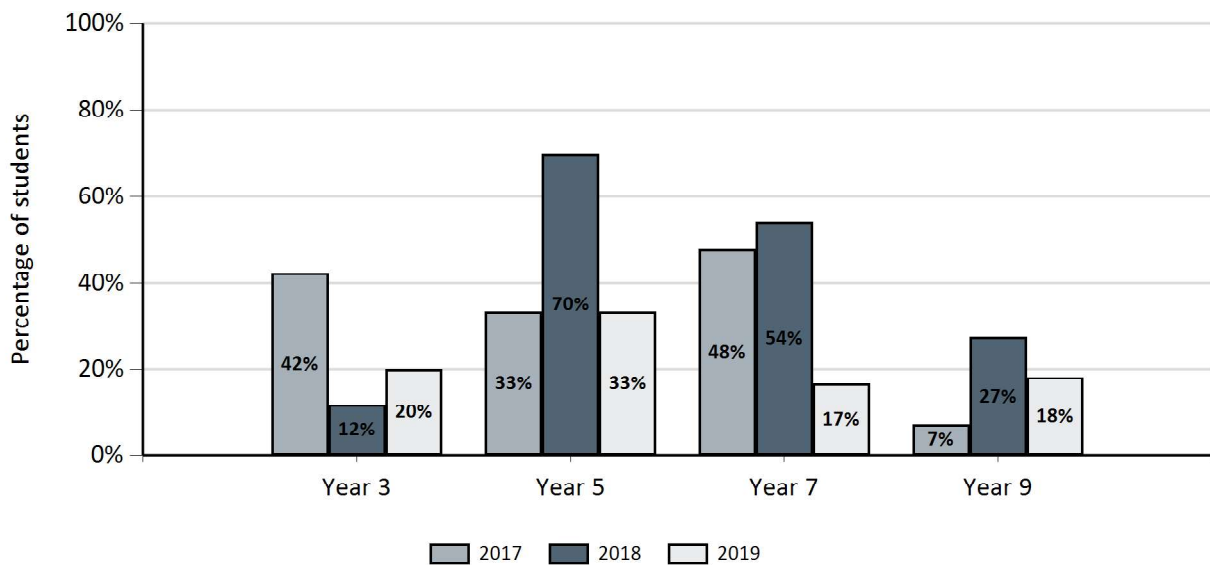
We have embedded a number of compulsory SACE units in the Year 9/10 curriculum to ensure that students, entering Year 11 or 12, with plans to engage in a traineeship or vocational training, can also achieve their SACE.

## 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.

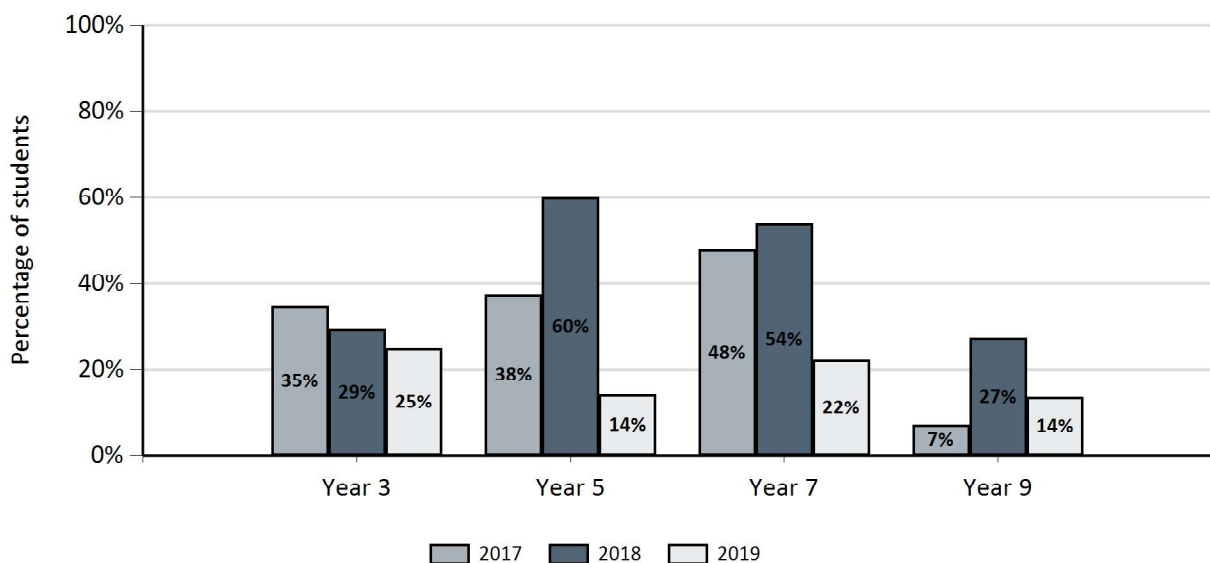
#### Reading



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	38%	17%	44%	25%
Middle progress group	15%	17%	22%	50%
Lower progress group	46%	67%	33%	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	0%	*	14%	25%
Middle progress group	67%	*	29%	50%
Lower progress group	33%	*	57%	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	20	20	3	1	15%	5%
Year 3 2014-16 Average	21.0	21.0	2.3	2.0	11%	10%
Year 5 2019	21	21	2	0	10%	0%
Year 5 2014-16 Average	18.3	18.3	3.0	1.7	16%	9%
Year 7 2019	18	18	0	0	0%	0%
Year 7 2014-16 Average	18.0	18.0	0.7	1.3	4%	7%
Year 9 2019	22	22	0	0	0%	0%
Year 9 2014-16 Average	19.3	19.3	0.7	0.0	3%	0%

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

<sup>^</sup>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
66%	69%	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 Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2016	2017	2018	2019
A+	0%	0%	*	*
A	0%	0%	*	*
A-	0%	0%	*	*
B+	6%	6%	*	*
B	0%	6%	*	*
B-	9%	13%	*	*
C+	13%	25%	*	*
C	9%	13%	*	*
C-	28%	6%	*	*
D+	6%	19%	*	*
D	6%	13%	*	*
D-	3%	0%	*	*
E+	6%	0%	*	*
E	3%	0%	*	*
E-	9%	0%	*	*
N	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
50%	60%	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				90%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification				50%



## School performance comment

### ESSENTIAL ENGLISH

With the introduction of Essential English in Year 9/10

- 24 of our SACE students have gained 10 of the 20 SACE English credits and 2 have completed the required 20 credits.
- We anticipate that the 23 who will be here next year will all complete the compulsory 20 SACE credits.

### RUNNING RECORDS

With the introduction of Read Write Inc, attention has shifted from running record levels to synthetic phonics progress.

- 5/10 Year 1 students reached/exceeded running record SAE
- 7/13 Year 2 students reached/exceeded running record SAE

### NAPLAN

- On analysis at individual level, NAPLAN results are comparable to 2018. A significant number of recently returned to school students undertook the NAPLAN in 2019. Many of these students had had significant absenteeism and with only a term to prepare for the NAPLAN, little chance to engage successfully. Also, the change of literacy approach had little time to gain traction before this year's NAPLAN testing in May.

- There is evidence of some higher band students making better than one years progress in a year.
- There is clear evidence that our Year 3, 5 and 7 Reading data should be significantly stronger in 2020 given that we have increased the number of independent Reception to Year 6 readers from 8 to 46 in 2019.

### ESSENTIAL MATHEMATICS

With the introduction of Essential Mathematics in Year 9/10

- 6 Year 11s achieved their Essential Maths.
- 6 Year 10s students have gained the 10 compulsory SACE Mathematics credits.
- We anticipate that the 15 more will complete the compulsory 10 SACE credits in 2020.

### MATHS

- The junior primary team have collected data on the Natural Maths 'crunch points' – the skills absolutely crucial to future mathematical success – to track children's learning. This will be used as a base line for tracking early numeracy progress in 2020.



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	86.2%	65.0%	64.0%	50.2%
2018 centre	47.8%	56.2%	61.2%	64.0%
2019 centre	88.4%	74.9%	52.9%	62%
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	70.3%	71.1%	69.5%	76.6%
Year 1	74.4%	76.3%	68.0%	70.8%
Year 2	76.9%	74.0%	69.5%	71.8%
Year 3	79.5%	76.9%	74.0%	82.0%
Year 4	70.1%	83.7%	71.2%	63.6%
Year 5	76.1%	70.5%	85.1%	72.2%
Year 6	75.6%	78.2%	69.3%	60.2%
Year 7	65.2%	75.6%	73.9%	65.1%
Year 8	61.1%	61.3%	70.8%	60.9%
Year 9	64.1%	55.6%	53.5%	57.9%
Year 10	66.9%	62.2%	48.3%	57.7%
Year 11	74.9%	63.6%	48.5%	69.8%
Year 12	78.2%	76.0%	40.8%	63.0%
Secondary Other				65.2%
Total	71.6%	71.7%	66.2%	67.2%

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

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

## Attendance comment

Attendance continues to be a challenge and reflects the complexities of many of our students' lives and the impact trauma has on our community.

In 2018, we established a weekly Attendance Team, meeting with RSAS and AFSS to prioritise and coordinate our approach and follow up. We have continued this process and worked to refine our follow-up processes.

We now use Daymap to better track attendance and have worked with DfE attendance officers to support some of our more challenging poor attenders.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	35	35	33	33
2017	20	24	23	29
2018	29	29	32	30
2019	25	22	23	28

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

Our 2017 move to make preschool free has continued to increase access and consolidation of sessions across 3 calendar days has been well received, Enrolments have increased through out the year.

Tink has connected with other agencies and worked with our Ab Ed team to ensure all eligible children in the community can access their entitlement in the preschool.

## Behaviour support comment

To support increased attendance and ensure a safe school environment:

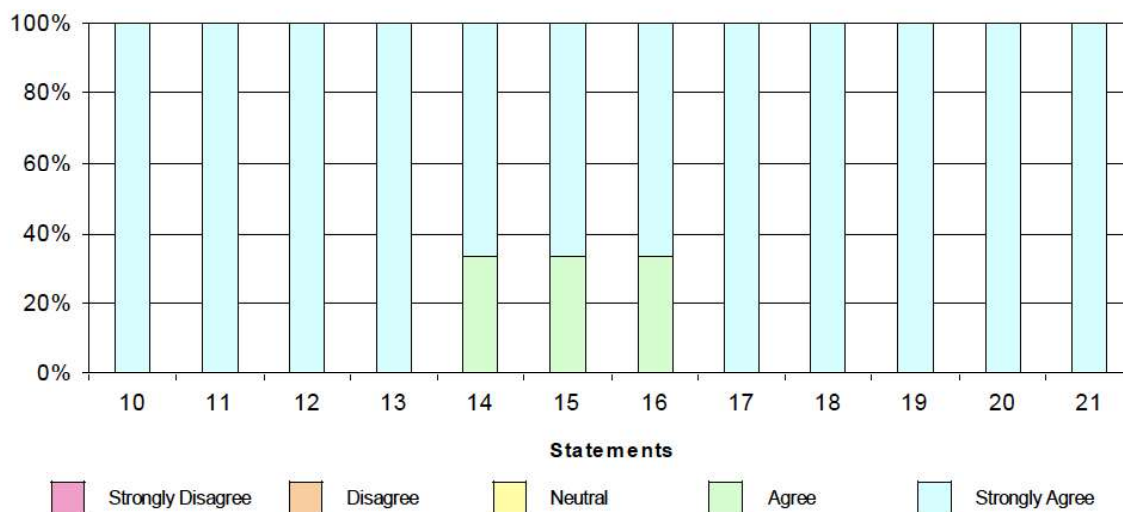
- We have used the leader time now available because of greatly reduced high-level violence, to support teachers to address student concerns related to harassment and friendship issues.
- Held a number of groups and programs in classrooms and across the school to develop social skills and supported round tables to assist with some entrenched issues.
- Continued to support interoception in classrooms and staffed an interoception space to support students to self-regulate so they can re-enter classrooms and focus on learning.
- Classroom teachers have worked to establish safe and supportive classrooms and developed their behaviour management skills.

## Client opinion summary

We were advised that we need not undertake the Parent Opinion Survey in 2019. This will be undertaken in 2020.

Preschool parents were invited to participate in an opinion survey: see summary of "support of learning" responses below.

**DECD Parent Opinion Survey 2019**  
**1566 Coober Pedy Child Parent Centre**  
 Aggregation of Preschool Survey Responses  
 Parent Opinion - Support of Learning



## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
920 - Coober Pedy Area School	100.0%	100.0%	100.0%	100.0%

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	0	NA
Interstate/Overseas	5	8.3%
Other	3	5.0%
Seeking Employment	6	10.0%
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	8.3%
Transfer to SA Govt School	33	55.0%
Unknown	8	13.3%
Unknown (TG - Not Found)	0	NA

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

## Destination comment

### PATHWAYS

-12 x Year 12 students were on our roll - 2 are in formal traineeships, 4 are in negotiation to take up traineeships, 1 is in full time employment and has been offered an opportunity to engage in a traineeship, 1 completed SACE and is enrolled in a TAFE course for 2020, 2 are negotiating to complete SACE as Year 12+ students in 2020 and 2 have dropped out of school.

- 2 of our Year 11 students are taking up traineeships from 2020.

## Relevant history screening

Our teaching staff are all registered teachers with the Teacher Registration Board of SA, and an essential part of registration is up-to-date police and working with children clearances.

Our support staff all hold police checks and are applying for working with children clearances as their relevant history screening is due for renewal.

Staff with lapsed approvals are unable to work in the school (and have to take leave without pay) until their clearances come through.

## 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	42
Post Graduate Qualifications	16

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	22.0	6.3	16.1
Persons	0	23	7	21

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

## Financial statement

Funding Source	Amount
Grants: State	5,236,403.08
Grants: Commonwealth	243,830.36
Parent Contributions	65,427.10
Fund Raising	3,852.50
Other	231,183.39

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	Ancillary staff were employed to work 1-1 and in small groups, in class and out of class, with students holding behaviour support funding. The focus was on self regulation and successful engagement in learning.	Varied outcomes, depending on the students involved. Overall data positive.
	Improved outcomes for students with an additional language or dialect	Additional teacher salary to reduce class sizes and enable EALD support in class. Literacy agreements implemented. Reading focus as previously described.	Progress tracked and recorded.
	Improved outcomes for students with disabilities	Reading focus, additional ancillary support and 0.5 senior leader support. Successful applications for additional hours to support targeted programs.	Progress tracked and recorded.
	Improved outcomes for <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	<p>Ancillary support for RWInc (synthetic phonics) to enable all students to receive instruction at their specific level of need from teachers and SSOs daily. Specific tracking of all (including Aboriginal learners) in Scorelink - used for analysis of progress.</p> <p>Natural Maths "crunch points" implemented in preschool and JP and outcomes tracked.</p> <p>Trialled Yankunytjatjara language sessions - to continue in 2020.</p> <p>Senior leader position tracked increasing number of senior secondary students taking vocational pathways.</p>	Significant progress towards outcomes in early years and steady progress on primary.
Program funding for all students	Australian Curriculum	All teaching staff use the Australian Curriculum as a basis for planning, assessing and reporting units of work R-12.	All staff familiar with and use the AC.
Other discretionary funding	Aboriginal languages programs initiatives	Employed a Yankunytjatjara speaker and trialled Yankunytjatjara language sessions - to continue in 2020.	Progress made.
	Better schools funding	Funded additional leader in order to have an "on call" senior staff member for classroom visits and support with challenging behaviour. this enables teachers to manage classroom learning more successfully.	Significant progress made.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	N/A	
	Primary school counsellor (if applicable)	1.0 Wellbeing and Culture Coordinator worked with interagency staff to support our students, supported improved attendance and established programs for students requiring support.	Significant progress made.



## 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	Ann Baker / Natural Maths supported the preschool team to increase the focus on numeracy opportunities in play and to make explicit the numeracy skills children use in the center. Mat time and explicit teaching opportunities exposed those ready for literacy activities to synthetic phonics learning opportunities.	Significant progress made.
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	The school budget provided additional ancillary hours for those students with significant disabilities to enable the staff to work effectively with all children. DfE speech pathologist made regular visits to support programming.	Significant progress made.
Improved outcomes for non-English speaking children who received bilingual support	N/A Bilingual preschool started on Friday mornings for Aboriginal children.	

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