The Pines School and The Pines Child Parent Centre

Government of South Australia
Department for Education

2019 annual report to the community

The Pines School Number: 1777

The Pines Child Parent Centre Number: 1789

Partnership: Hollywood Lakes & Gardens

Name of school principal: Cherie Collings

Name of governing council chairperson: Amanda Rundle

Date of endorsement: 4/2/2020

Site context and highlights

The Pines School is in the Northern suburbs of Adelaide and in 2019 had another excellent year. We are a Category 3 school. Our values are belonging, respect and engagement in learning/fun with wellbeing a high priority. The Pines School operates as a co-operative campus: Playgroup/ CPC/Pre-School, Reception to Year 7 and an R-7 New Arrivals program (IELP).
Strong relationships with our community are a high priority.
The school has seen continual growth since 2014, over doubling in size in 6 years. Demand for school places each year are high and continue to increase. Enrolments are accepted from our school zone. Total school enrolments in 2019 were approx. 800. Before and after school care, OSHC is provided on site by a private OSHC provider, Happy Haven.

The Pines School is enriched by our diverse cultural student population of over 50 cultures and has a strong commitment to an inclusive learning culture. The School is an innovative site, with a focus on developing powerful learners with growth mindsets with high achievement. Students achieving their personal best is a priority. Attendance is very important, and the school has been improving attendance rates over time. There is a clear link to student achievement and regular attendance.

The Pines School was once again recognised as a "High Achiever School" in The Premier's Be-Active Challenge. Students participated in many SAPSASA District Competitions throughout the year and the school hosted a number of sporting programs during PE lessons. The Pines students participated in the Adelaide Crows Girls Cup, Boy and Girls soccer teams in the Para and Salisbury East District carnivals and Girls netball in the Para and Salisbury East District carnivals. We had students represent the Para District in State Swimming, Athletics, Football, Netball and Cricket carnivals. Sports Day is always an anticipated event on the school calendar with many school families joining us for the day.

Students again participated in the Premier's Reading Challenge with great success this year. Medals were presented to participating students. Reading is a priority at our school, and we encourage every child to read at home each night. Research shows that 10 minutes reading regularly at home, four or more days a week, assists students to make reading progress. Reading also assists vocabulary and spelling improvement. Some teachers from the Pre School and JP sections of the school attended training and implemented Playful Literacies.
Numeracy is very important at The Pines and we continued our work on the Big Ideas in Number across the school, as well as developing student's problem-solving abilities.

The Big Splash was again very popular with all students and an event each year that celebrates the return to school and is also attended by some families. Many special School and Preschool activities were well attended by our community including Dad's/Mum's day,Grandparents Day, Book week,Cultural days, performances and school concerts, all enjoyed by those who attended.

Fundraising has been successful again in 2019 with a total of $9,898.83 raised by the Fundraising Committee. Thank you to all those who assist and support our fundraising activities. The SRC also raised $1007.60 through a number of activities including casual clothes days. Students donate the funds raised to different charities.

The Canteen underwent an upgrade with new appliances and benching.
Our school App Qkr makes it easy to order lunches and has increased the weekly volume of our lunches.
The Governing Council facilitates the Canteen and the school has done its best to keep prices at the Canteen as low as possible, Thank you to Sue Lowe, Canteen Manager and to volunteers who work hard on behalf of our students and school.

Our Music program was further developed in 2019, with the appointment of a new music/ drama teacher. A number of teachers also took part in the DfE Music mentoring program. The school choir lead by Mrs Girgolas performed at The Festival of Music Concert. The choir was composed of year 5,6 and 7 students who met weekly to learn an extensive repertoire of songs to perform at school events and at the Adelaide Festival of Music.

Thank you to volunteers who assist in classes,with Breakfast Club, with the library and other school activities including excursions.

Thank you to Governing Council members for their support of the school.
Our school has been fortunate to have had very supportive Governing Councils. Governing Council has had a number of long term Council members, who have worked on behalf of the school over years; supporting the Leadership team,staff, students and the school community,contributing to many improvements.

Governing council report

Governing Council Report from 2019 meetings.

I want to start by thanking all sitting governing council members off 2019.

2019 saw an increase of members which is fantastic.

At Governing council meeting the following reports were presented:
Principal report
Student voice
OSHC report
Fundraising report
Canteen report
Financial report.

The Site Improvement plan was discussed at various meetings through the year.

The Governing Council reviewed the results of Naplan and the Pastoral Care worker feedback.

Governing council meetings also saw various issues discussed like the continued talks about a fence to surround the school oval. Preschool policies were reviewed and amended and passed over several meetings.

We also reduced our paper trail by suggesting and implementing using the smartboard to present minutes instead of paper.

Thanks to all parents who have volunteered their time to be a part of the Governing Council.

Amanda Rundle Chairperson

School Review in 2019

In 2019 our school underwent an External Review by the Department for Education.
All government schools are reviewed, approximately every 3 years.
A Department for Education team reviewed the Intensive English program and the Mainstream section of the school.
This review was very thorough. Families, students and staff were interviewed and our progress data in Numeracy and Literacy improvement checked. Thank you to members of our school community who participated in this review.
The feedback from the Review team was positive. The Review team commented on our excellent programs in the Intensive English Program and our continued work implementing consistency across the school, improving literacy and numeracy.

The Review also mentioned our well being programs including Positive Education, which have had a positive influence on students' developing positive strengths and values.
The Review panel commented on the high-level intervention across the school, as well as how well our students and their teachers could discuss the learning and goals they were achieving.
As part of the review, goals were set for the next three years, when the school again will be reviewed. Achieving these goals will be ongoing work at our school over the next few years. The full Review report is available on our school website.

Quality improvement planning (Preschool)

During 2019, the preschool had Improvement goals across all quality areas.

Some key improvements include:
QA1: Educational program and practice:
• 2 preschool teachers attending training for Playful Literacies with Lisa Burman, who regularly shared their learning with the team during staff meetings and planning sessions. This continued to be a whole partnership focus from 2018. Story tables were implemented every fortnight, with educators modelling how to retell the story using props. Language around 'reading the pictures' in books was introduced by educators, prompting children to look at the illustrations and make up their own stories. Book making was introduced outside with photos for children to draw and write on to encourage the 'reluctant writers'.
• Deep reflection and discussions took place around our cycle of planning. The preschool team moved towards an emergent curriculum, leaving space within the environment for children and educators to spontaneously follow their own interests. We used an inquiry question each term to guide us during small group times, provocation tables and other planned experiences.

QA2: Children's health and safety:
• In an effort to enhance children's sense of agency, they were involved in conducting risk assessments of our newly updated outside environment. Children were invited to brainstorm, discuss and draw their thoughts and ideas. Children's voices were then included in our risk assessments and a visual book was made for children to re visit their drawings and ideas. This saw increased responsibility for children during play outside, often reminding each other of safe and unsafe play.

QA6: Collaborative partnerships with families and community:
• The families and children were involved in designing a logo for the preschool. Children learned about design and logos. They brainstormed ideas and drew logos. The children and educators voted on their favourite logos. Children were then invited to refine their drawings. Families were then asked to vote on their favourite drawings. A combination of drawings were used in the development of our new preschool logo.

The Pre School outside play areas were refurbished, adding to the variety of safe play and natural play spaces for children to explore and enjoy.

Improvement planning - review and evaluate (School)

In 2019, we continued our work on Numeracy improvement. Teachers have continued to follow the 'Whole School Mathematics Agreement,' which is updated annually. This has ensured that teachers have used Big Ideas in Number strategies, Problem Solving strategies, and have planned and developed class programs using the 4 Proficiencies outlined in the Australian Curriculum (fluency, understanding, problem solving and reasoning).We have provided training to teachers in Problem Solving and using the 8 Effective Practices in Numeracy (Department for Education resource). Teachers new to the school have been mentored in using Big ideas in Number strategies in their class by the Numeracy Senior Leader. Most teachers have also worked collaboratively on Learning Design with the Partnership 'Senior Learning Improvement in Primary' trainer.SSOs have provided a range of Numeracy interventions, including Big Ideas in Number for Years 2,QuickSmart for Year 7s, and Smart Lite for Years 4-7. Improvement in students' understanding and achievement in number, as well as students' growth in Numeracy, including improvement in PAT Maths have been a feature of this work.

Aboriginal Education was a high priority in 2019. As part of the leadership team, we now have a Senior Leader in charge of Aboriginal Education, which is a new position for our site, from 2019 - 2021.
In 2019, an Aboriginal Action Plan was developed in line with the DfE Aboriginal Education Strategy 2019-2029. We have many strategies in place related to learning outcomes and attendance for Aboriginal Students.
At the end of 2019, 58% of Aboriginal students were still below benchmark for reading, however, it has been a 12% improvement from 2018.This has been a significant achievement, and we will continue to support our Aboriginal students with their literacy achievement. Continuing to improve attendance of Aboriginal students is a focus for 2020.

The development of literacy skills for every student was once again a priority this year. The Big 6 Of Reading has been a priority for the school and was the subject of the Partnership Pupil Free Day held in term 1. The development of phonological and phonemic awareness (PA) skills across the junior primary was of the highest priority, as these skills must be in place for students to learn to read. Staff were involved in professional learning and resources were purchased to support daily implementation of PA strategies in all classes R-2. Intervention in PA was also provided for students who scored low on the PASM test. All staff were trained in Jolly Phonics and Jolly Grammar and a whole school commitment was reached in implementing this program R-7.

The development of writing continued to be a focus across the school. Staff attended training and were mentored in class by the EALD specialists in the use of language features and language structure when learning to write in required genre. Specific mentoring in literacy was provided to new staff, by the senior leader, to ensure consistent practice across all classes.
The year 1 phonics test enabled teachers to identify students with gaps in their knowledge and all teachers in year 1 worked together to group students according to their results and tailor learning to student needs.
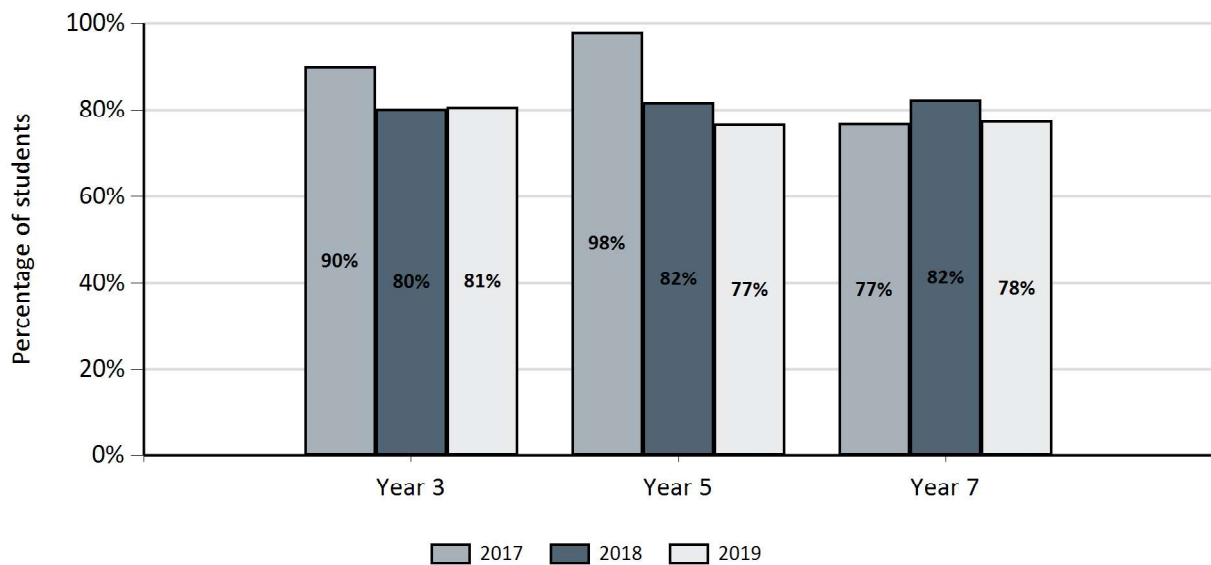
The Deputy worked in three classrooms with teachers on implementing "Learning Talk" into their programs,scaffolding and modelling this learning for students. This learning strategy provides opportunities for students to discuss their learning with their peers. This encourages student voice and contribution to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, as well as planning, rehearsing and delivering presentations.

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.
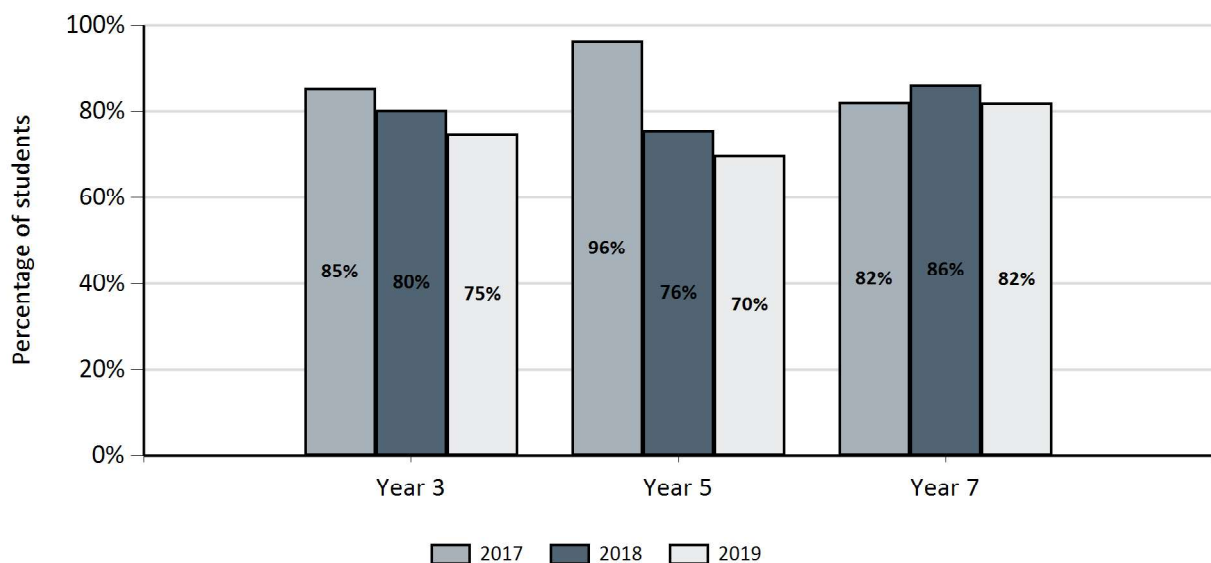
Reading

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	State (average)
Upper progress group	12%	17%	25%
Middle progress group	54%	37%	50%
Lower progress group	34%	46%	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	State (average)
Upper progress group	12%	20%	25%
Middle progress group	33%	49%	50%
Lower progress group	54%	32%	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	83	80	35	25	42%	31%
Year 3 2014-16 Average	70.0	69.3	33.0	24.0	47%	35%
Year 5 2019	73	73	14	10	19%	14%
Year 5 2014-16 Average	64.3	64.7	18.3	13.7	28%	21%
Year 7 2019	49	50	10	16	20%	32%
Year 7 2014-16 Average	46.3	46.7	6.7	11.0	14%	24%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2019.
^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.

School performance comment

In 2019 our school was involved in Online NAPLAN, which is very difficult to compare with the paper test previously administered to this cohort. With the growth of our school, there has also been a growth in numbers of students involved in testing. Our year 3-7 students took part in a number of standardised tests as well as state wide PAT testing in Numeracy and Reading.

With the continuation of previous work in Numeracy improvement, as well as some new learning, we have seen steady pleasing results in Numeracy in PAT-Maths assessments. In 2019 mean scale scores were equal to, or slightly above the National mean for all year levels, from 3 – 7. This is significant, as most schools of a similar demographic and category, do not score at the same level as the Australian mean. Every year level was also well above Department for Education (DfE) Benchmarks. Growth in each student's learning in PAT Maths was mapped.
Mathematics interventions were also highly successful, as students who participated in intervention, achieved significantly higher levels of growth in PAT-Maths assessments than DfE Benchmarks, and higher levels of growth than other students who did not participate in Math interventions. In NAPLAN in year 3 Numeracy, 31% of our students scored in the top 2 bands.
In NAPLAN Progression between different tests, paper then online was checked.
All NAPLAN progress data for every student was checked and compared against PAT progress data. On analysis of this data, there were some children with low progression in NAPLAN who made good growth in PAT tests. A number of factors contributed to students making low progress in NAPLAN, including students achieving in high bands in year 3 or 5 and not remaining in the top bands in 2019, students having poor attendance and students with disabilities.

In reading 42% of the students were in the top 2 bands in reading, these results were pleasing. Our results in Year 7 lifted in 2019 to 32% of our students in the top 2 bands in numeracy and 20% in the top two bands in reading.

Results in reading continued to be strong across the school with Year 7 students achieving above expected growth and above the national average in reading and comprehension (PAT R).
All year levels achieved above DfE benchmark (as measured by PAT-R) and above national average except year 5.
Intervention for students of concern was provided to develop reading skills through the Multi Lit, MiniLit and MacqLit programs.
Running Records data was mapped for every child every term, to determine progress and growth. As well, PASM data for phonological awareness acquisition was collected and checked. Students significantly behind what was expected for their grade, were involved in tailored intervention.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	87.7%	87.8%	83.8%	83.6%
2018 centre	93.9%	93.0%	91.1%	89.0%
2019 centre	87.2%	84.5%	86.4%	
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	91.3%	90.7%	89.2%	91.8%
Year 1	89.8%	92.6%	91.5%	90.2%
Year 2	92.0%	91.5%	91.5%	91.1%
Year 3	93.0%	93.2%	92.1%	92.1%
Year 4	92.9%	94.7%	92.8%	91.4%
Year 5	92.4%	94.5%	93.6%	91.5%
Year 6	92.1%	91.8%	91.7%	93.1%
Year 7	94.7%	93.0%	92.6%	90.6%
Primary Other	95.8%	93.5%	94.7%	93.9%
Total	92.7%	92.8%	92.1%	91.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

In 2019 the staff at The Pines School continued to follow our attendance policy and procedures, to ensure that all students' attendance was monitored, recorded and that we communicated and connected with our families on a regular basis.
Teachers, SSOs, leadership and service providers worked collaboratively to work with 'at risk' families.
Our whole-school attendance for 2019 was 91.7%.

Reception students attendance improved this year and all school year levels achieved over 90%, which was pleasing.
Family holidays and students visiting family overseas influenced our attendance data, along with some students attending differentiated, part-time programs.

The Department for Education target for 2019 was 95%. We are working to continue to improve our attendance and reach 93% whole-school attendance, then move to 95%.

Preschool enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2016	90	94	89	87
2017	98	99	100	100
2018	92	93	92	89
2019	90	91	90	90

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

Enrolment places at The Pines Pre School are in demand and this year the enrolment was limited to 90.

Enrolments remained at capacity of 90 for most of the year.
A waiver was approved in Term 2 for a child identifying as Aboriginal, who recently moved into the area.
This additional enrolment was balanced when another child exited preschool early to attend private school mid year.

Demand for places at our Preschool have been increasing over time and continue to be very high each year.
We often refer families to preschools in the area, as we do not have spaces available.

Behaviour support comment

Classes worked hard to establish positive class culture early in the year and worked on the character strengths of Team Work and Love of Learning. Students developed positive relationships with peers and students from other classes.
A number of improvements can be seen in our data in regards to student behaviour. Despite a significant increase in student enrolments from 2017, there was a notable decrease in the number of students involved in violent incidents in 2019.
We have continued to maintain a strong focus on Growth Mindset, Powerful Learners and The Learning Pit.
All staff were trained in Positive Education and worked under the PERMA Model. Staff also started to implement Berry Street Model strategies to support student engagement. Staff also used Restorative Practices, Goal Setting, Student Voice and SMART Strategies to engage students with their learning. Teachers ran a range of extra-curricular activities at lunch time to offer children more options in the yard.

Client opinion summary

Staff Survey- was conducted anonymously and electronically with 15 (SSO) and18 (Teacher) responses to questions, plus comment areas in both surveys. Some responses from the staff survey are shown below.
95.45% of staff agreed that our school makes a difference towards improving student learning outcomes.
98% agreed that our school is focussed on learning.
100% of teachers agreed that making time to get to know students was important to them.
93% of staff agreed that relationships between staff and students are generally respectful.
98% agreed that improving students' social and emotional skills supports their learning.
75% of teachers felt that staff worked well together as a team. Responses and comments will be discussed by staff and the leadership team.

Student Survey- many students were surveyed as indicated.
Highlights from Reception-Year 3 Student Survey (145 students participated)
• 100% of children said that they like The Pines School.
• 95.67% look forward to coming to school each day.
• 97.93% feel happy at school.
• 98.61% believe that their teachers care about them.
• 96.48% of said 'I feel safe at this school', with 78.87% feeling that this statement was 'very true'.
Highlights from the Year 4-Year 7 Student Survey (230 students participated)
• 94.30% of students feel a sense of belonging to the school.
• 97.74% of students believe that teachers and students respect each other at our school.
• 93.04% think that the school knows how to deal with bullying and harassment problems.
• 96.97% feel safe at The Pines School.
• 96.97% believe that the school cares about them as an individual.

Parent/Caregiver Survey
This year we conducted an electronic survey open to all parents/ caregivers through the school APP- Skoolbag.
Parents/ caregivers were given the opportunity to provide survey information anonymously to 15 questions as well as providing written comments.
91% of parents agreed that teachers expected their child to do their best.
81% of parents valued teachers comments on school reports.
81% felt that they could talk to their child's teacher.
81% felt that their child liked being at this school.
75% said that they received useful feedback from the school.
72% of parents agreed that their child received the support they required for their learning.
Comments and responses are reflected on and discussed by leadership and other staff.
The opportunity to clarify and seek further school community feedback will be offered at the end of term 1 2020 through Skoolbag.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1777 - The Pines School	73.0%	83.0%	89.0%	90.5%

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	15	7.7%
Other	4	2.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	25	12.9%
Transfer to SA Govt School	139	71.6%
Unknown	11	5.7%
Unknown (TG - Not Found)	0	NA

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

Destination comment

Each year the number of Pre School students moving to Reception classes at The Pines from our Pre School and surrounding Pre Schools has increased. Over the last 4 years, the increase has been 17.5% of children moving from our Preschool to Reception at The Pines. In 2019, 90.5% of The Pines Pre School students enrolled at our school.

Demand for places in all year levels at our school is very high and students within our zone are assured placement. 7.7% of our students in 2019 transferred interstate and overseas.
Most of our students completing Year 7 transfer to SA Public High Schools, with the majority of these students moving to Parafield Gardens High School.
Other Year 7 students transfer to other government or private High Schools.

In 2019, 25 students transferred to non government schools, with 139 transferring to other government schools.

Relevant history screening

The school is compliant and follows the Department for Education (DfE) requirements.
It is a DfE requirement that all Governing Council members,volunteers in both school and the Canteen, SSOs, other support personnel and teachers have a current Child Related Employment Screening.

Approved screening clearances are valid for five years from notification of approval. Teacher screening is done as part of yearly registration.

SSOs and volunteers are required to apply online. They need to supply the verifying officer with name, DOB etc and this information will be entered in the DCSI system to commence the application process.

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	60
Post Graduate Qualifications	10

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	1.0	45.6	1.0	19.4
Persons	1	51	1	28

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

Financial statement

Funding Source	Amount
Grants: State	$8,129,311
Grants: Commonwealth	$136
Parent Contributions	$202,398
Fund Raising	$9,899
Other	$10,595

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
	Improved behaviour management and engagement	Targeted students received one to one SSO support to re-engage students in their learning. Social skills assistance and behaviour modification with Individual plans. SSO support in yard to assist students remain safe.	Reduction in violent incidences in the school. Re-engaged students.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	EALD funding supported students in class with EALD teachers working with students and teachers to ensure best practice. Some EALD learners also received 1:1 SSO or teacher support. Writing was a focus for improvement.	NAPLAN Writing, Language and Literacy levels have demonstrated improvement.
	Improved outcomes for students with disabilities	Programs were supported by a Special Education teacher and SSO in line with the goals/needs on students' NEPs. The Special ED teachers worked with staff to assist differentiation for students with disabilities.	Growth in learning as demonstrated through termly data and NEP goal achievement.
Targeted funding for groups of students	Improved outcomes for • 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	AET, SSOs, ACEO and the Leadership team ensured support for Aboriginal students. Student data including attendance, Literacy and Numeracy data was monitored termly and growth in learning mapped. ATSI students received school support and APAS tutoring in Mini Lit (JP), Macqlit or Multilit as well as Numeracy intervention through the Big Ideas in Number, Smart Lite and Quicksmart. Students with learning difficulties receive intervention - Minilit, Macqlit, Multilit in Literacy and in Numeracy to assist accelerate improvement. Teachers differentiate for students.	Our data indicates that if ATSI students regularly attend, our class intervention and tutoring is very effective. The growth of each student is mapped termly.
Program funding for all students	Australian Curriculum	Teachers implement AC and receive training in the Australian Curriculum.	Teachers are implementing the Aust Curriculum.Standards are used for assessment
	Aboriginal languages programs initiatives		
	Better schools funding	Better schools supports training to achieve the strategies on our Site Improvement Plan. School funded an extra class. Whole school support and Intervention programs were funded across the school.	SIP goals were achieved. Demonstrated improvement mapped.
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	The Primary School Wellbeing Leader, previously Counsellor's role supported students and their families across the school. Support for students included working with teachers and inter-agencies to support students.	Improved well being outcomes. Improved student behaviour and engagement.

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	An extra staff member was employed to work with 3y.o. ATSI children during small group times, building their literacy and numeracy skills. As well as to work with children we identified as 'at risk' or not making progress in literacy and numeracy.	All children showed growth in their PASM and 4 top 5 data.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	6 children received funding for support, 1 child had significant needs and received additional funding. Rosters were created for children to receive their support hours with the same staff member. Further funding was allocated to 'top up' hours and include children who did not qualify for support.	All children demonstrated growth in observations, assessments and reporting.
Improved outcomes for non-English speaking children who received bilingual support	35 children were referred for bilingual support in 13 languages. Bilingual workers were allocated and a roster created to ensure each child was supported. BSSOs supported their home language and English, as well as contributing to the curriculum and building relationships with families.	All children showed growth in their English language and learning. Cultural celebrations were included in planning.

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