Poonindie Community Learning Centre

2021 annual report to the community

Poonindie Community Learning Centre Number: 0351

Partnership: Port Lincoln

	Signature
School principal:	Mrs Sally Cormack
Governing council chair:	Mr Mark Modra
Date of endorsement:	**7 March 2022**

Government of South Australia

Department for Education

Context and highlights

It has been nothing short of a privilege and a pleasure leading the students and staff at the Poonindie Community Learning Centre in 2021. Like 2020, the year has presented many highlights and challenges and we have ridden these waves and have adjusted the sails and continued to provide nothing short of a high-quality teaching and learning environment for students.

The site is in its last year (along with the rest of standalone Primary Schools across SA) as an R-7 Primary School. Our student enrolment is currently 122, and every year our student profile is increasing in diversity and complexity with approximately 17% disability, 16% EALD, 26% School Card and 9% ATSI. We embrace diversity and our school is often viewed as a school of choice for families of students with disabilities, where we pride ourselves on inclusion and growth for every child in every classroom through a culture of high teaching and learning expectations. In the last 5 years our school has almost doubled it size.

In 2021, the Department funded 5 composite classes; an R-1, 1-2, 3-4, 5-6 and 6-7 class and a staffing structure comprising of: 1.0 Band A3 Principal, 6.2 FTE classroom teachers and non-contact specialist teachers, 0.2 Band B Wellbeing and Inclusion Coordinator, 0.2 Aboriginal Education Teacher (AET); 0.2 Aboriginal Community Education Officer (ACEO), 12 hours of Pastoral Care, 12 hours of SSO2 ICT support, 32.5 hours SSO2 Administration and Finance and approximately 138 SSO1 hours of Classroom Support.

The achievements of this year would not have been possible without the tireless commitment and dedication of our staff who work solidly to ensure positive outcomes for students both socially, emotionally and academically. Our 2021 NAPLAN and PAT-Reading and PAT-Maths results are a testament of this commitment, especially in the area of writing which has been our site improvement focus. For example have had approximately 93% of our Year 3 students achieve the Standard of Education Achievement in Writing and 58% of our Year 7 students achieve Higher Bands in Writing (2 bands higher than the standard!). A truly remarkable effort!

Our 2021 facility upgrades have provided us with a more modern 21st century learning environment and have included the installation of an emergency sounding device and school siren, the development of an Innovation Hub for STEM learning and refurbishment of our student toilets to be a more hygienic and aesthetic facility. In addition, 2 more classrooms have been re-carpeted this year; these are all matching across the rooms for consistency. All of these upgrades have been 100% welcomed by our student body (SRC) and school community.

Governing council report

The school council is a group of volunteers mainly parents that help guide and direct the school particularly in areas of finance, development and programs. The people that have volunteered their time this year are Kaylee Brown, Jasmine Schutz, Renee Turner, Hayley Wiseman, Amanda Schlink, Louise Trevor, Jessica Collins and Emma Luscombe.

This last year the school council has helped implement the transformation of the old shed into the "Innovation Hub' a fully lined room with kitchen and multimedia facilities, enabling events like breakfast club through to music programs. This has taken the pressure off other rooms and makes it easier for the school to run the breakfast program and catering special lunches. The toilet block was the other refurbishment program, where an upgrade was undertaken to improve lighting and hygiene. A new fire siren and PA system was also installed for warning and direction in the event of such an emergency.

I really value this school for its small community focus. I appreciate all staff that help our children to achieve their best and am really thankful for the care and concern that teachers have shown to my children when issues have arisen throughout the year, not only addressing issues but being proactive too.

Helen Schramm, our school Chaplin, continues to go above and beyond her role, creating great activities for our children; such as her pamper evening and Lego night and filling the gaps in the classrooms to assist the students and teachers as well as many other services to the school.

We are very fortunate in this school to have many parents and grandparents volunteer their time to make our school a better place. The value and inclusion of these volunteers benefits everyone; flowing into classrooms, taking pressure of the staff, enabling more time for our teachers and SSO's to be spent with students, which result in great outcomes for all our children.

I would like to thank those that have contributed to the school this year, from the encouragement given to students, those involved in reading programs to sewing school costumes and those cooking the bbq.

Mark Modra
2021 Governing Council Chair

Quality improvement planning

We have continued to refine and consolidate a range of High Impact Teaching Strategies in 2021 to address the Challenge of Practice, including:1.Clarity and precision around Learning Intentions and Success Criteria (Hatties effect size 0.75): Learning intentions are now consistently recorded in student friendly language, success criteria are co-constructed with our students and worked examples of success criteria are visually displayed through our Bump it up Walls, using the Brightpath exemplars. All teachers have increased their capacity to make these important anchor charts more than just pretty wallpaper – they are now an integral and interactive feature of the classrooms. Teachers are regularly observed referring back to the learning intentions and success criteria throughout the course of a lesson. 2.Deepening our Formative Assessment and Moderation Processes and visually tracking student writing progress with a NAPLAN and BRIGHTPATH data wall: We have developed and refined our assessment and moderation processes. In terms 1/3 we assess and moderate persuasive samples; and in terms 2/4 we assess and moderate narrative samples. We display this data on a data wall and use string to visually map growth, according to our Brightpath targets – 40-60 points growth R-4 and 20 points 5-7. Our centrally moderated data indicates that we are generally within range, which is reaffirming. We look closely at the data wall/Brightpath performance reports and moderate any anomalies ie groups of students with a similar score that are in different year levels. We triangulate our data sets with other data sets including our NAPLAN writing data, phonic data and reading data -this is also displayed on an adjacent data wall. We put faces to the data which enables all staff to deeply know where each child is at and where they need to go. Our data wall continuously generates questions and areas for further exploration. We case manage any students who are not making expected progress by sharing and trialing Wave 3 approaches. 3. Using the descriptors and teaching points to determine gaps and plan a targeted 5-week sprint: Staff reflect on the Brightpath descriptors and teaching points and identify common gaps in student knowledge and skill, and cross reference this to the Australian Curriculum year level Content Descriptors, Achievement Standards and Scope and Sequence document for that particular skill. We use the Simon Breakspear model where we collectively identify an issue and plan a 5 week teaching sprint, using evidence based strategies to address the gap. We routinely meet in Professional Learning Teams (PLT's) to measure the impact of the sprint, using evidence such as student work samples, video clips, photographic evidence and make the necessary adjustments to teaching practice for the remaining 5 weeks of the term. Our professional learning is provided by our Brightpath Project Officer Sarah Rowntree and is 100% tailored around the teaching sprint. We make use of ICT's ie TEAMS - and the content has been incredibly useful. A recent sprint for example was around character development. Sarah provided a 1 hour masterclass around the concept of an antagonist and protagonist – which was introduced in all 3 -7 classes along with descriptive language to portray both. 4.One of our key learnings along the journey in the teaching and learning cycle for writing – is the importance of building the field prior to engaging in any writing work. Our teachers actually do this very well, but have been made aware of it even more so it is now embedded practice. An example of this is a teachers passion for recycling involving students setting up recycling stations across the school, reading and watching mentor texts and developing a word wall - all to foreground a persuasive writing unit around recycling.   Our Brightpath growth and NAPLAN writing results are a testament that we have infact made excellent progress (see School Performance).

Performance Summary

NAPLAN Proficiency

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

Reading
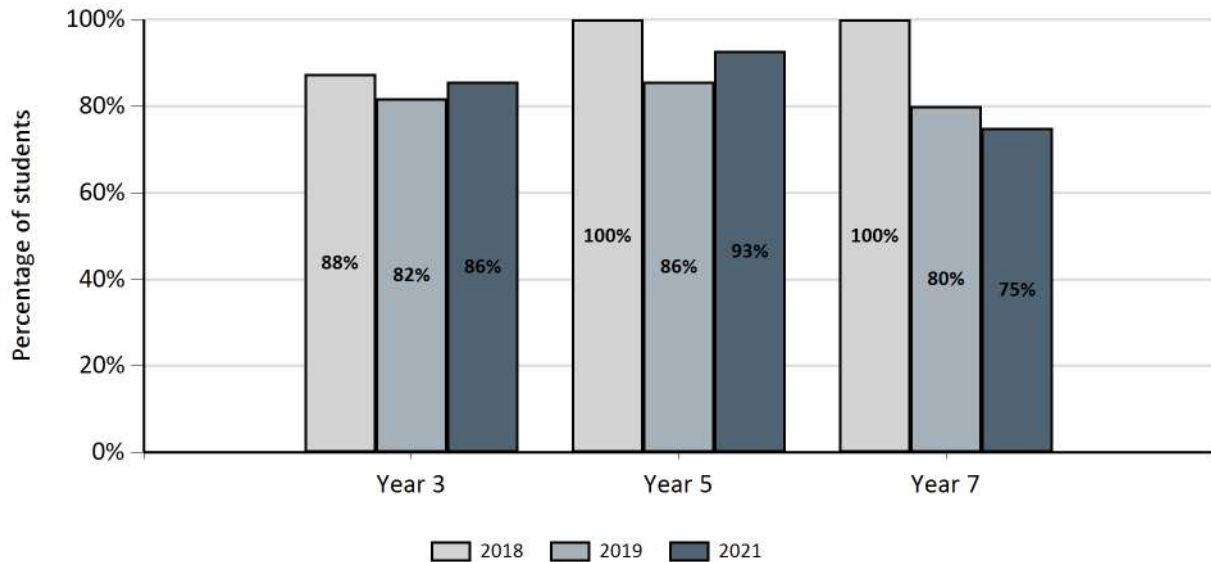
*NOTE: No NAPLAN testing was conducted in 2020.

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

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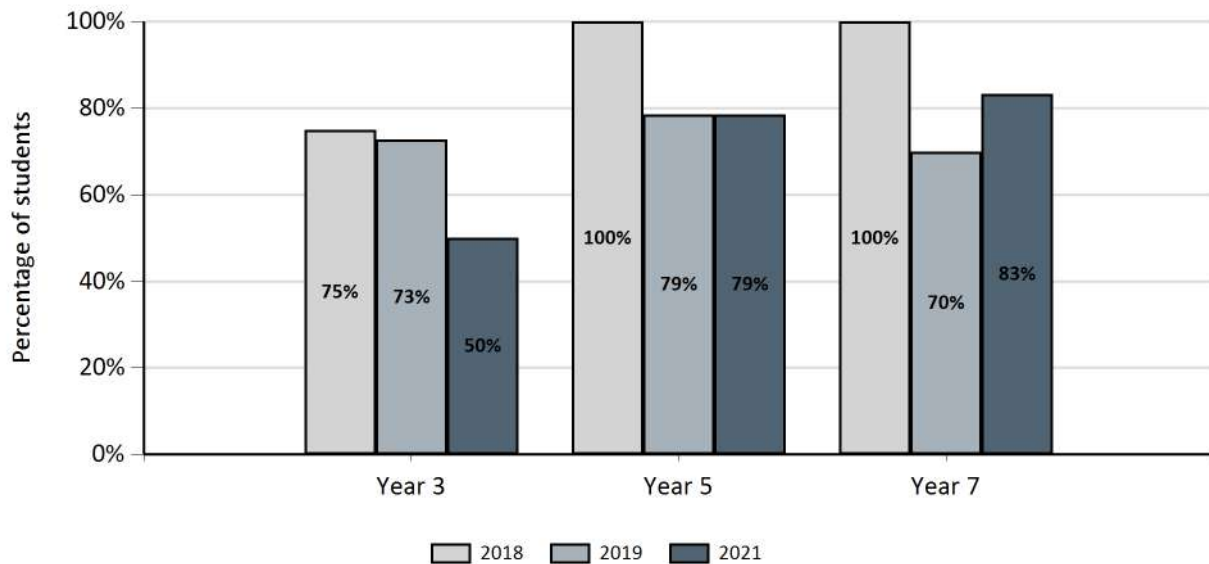
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

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

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

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	50%	33%
Middle progress group	67%	50%	48%
Lower progress group	*	*	19%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	50%	58%	33%
Middle progress group	50%	*	48%
Lower progress group	*	*	18%

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

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	14	14	5	1	36%	7%
Year 3 2019-2021 Average	12.5	12.5	5.0	2.0	40%	16%
Year 5 2021	14	14	5	3	36%	21%
Year 5 2019-2021 Average	14.0	14.0	4.5	2.5	32%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
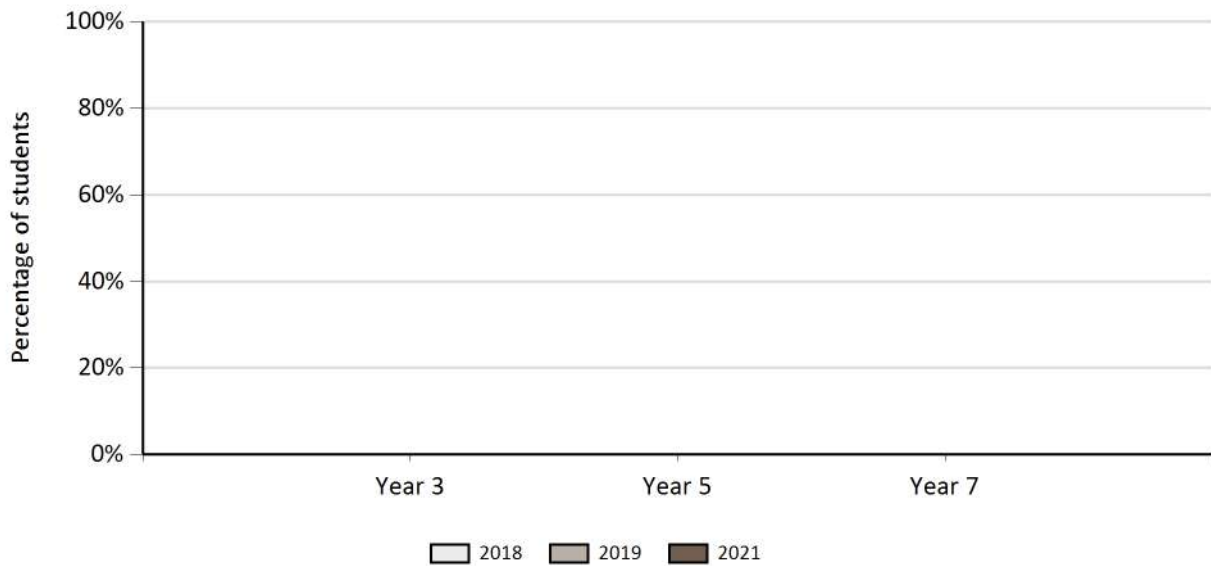Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
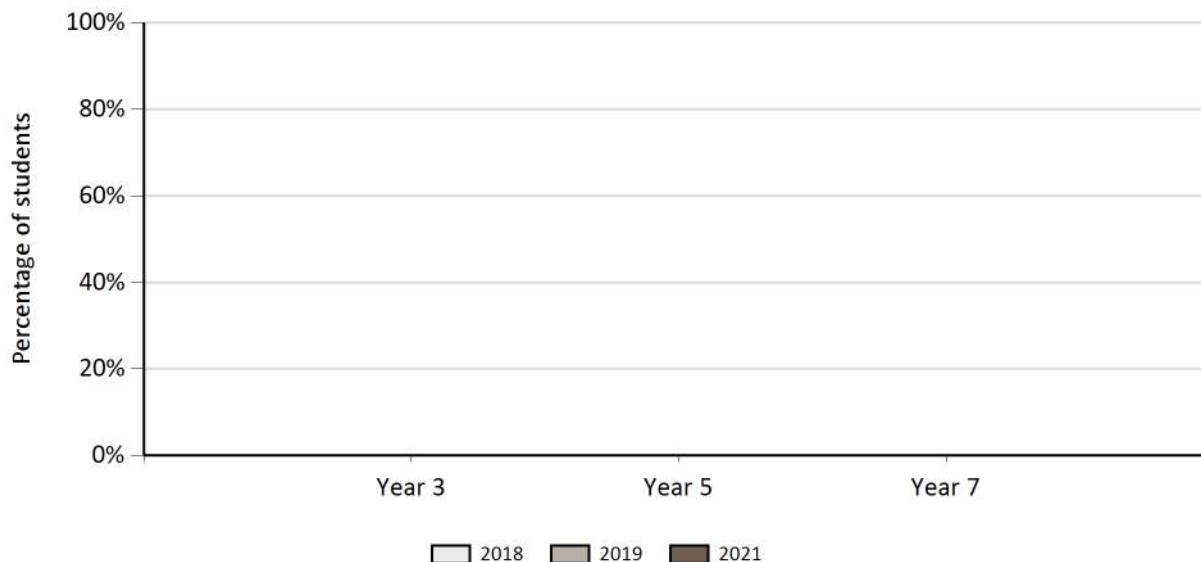Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

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

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

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

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

All staff have engaged in fine grain analysis of data sets including NAPLAN writing, PAT-M/PAT-R, Phonic screening and more recently, PAST testing. Data pertaining to Aboriginal Students has been desegregated and summarised to ensure OCOP goals are completely aligned to gaps in skill and knowledge. The AET and ACEO have developed resource folders (Kilpatrick) to address specific gaps in phonological/phonemic awareness and together with the classroom teachers, have been very targeted in the delivery of wave 2 and 3 strategies on a daily/weekly basis.

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

We have 11 students identify as ATSI in our school.
R-2 Running Records: 50% of the students (2 out of 4) achieved above SEA including moving onto Literacy Pro reading levels. Those students who didn't achieve SEA have progressed 5-6 reading levels over the course of the year.
Yr 1 Phonic Screen: 0 out of 2 reached SEA however 1 student just shy of the 28 SEA, had achieved this by the end of the year.
NAPLAN Yrs 3/5/7: Reading: 50% met SEA (2 out of 4) Writing: 75% met SEA (3 out of 4) Numeracy 25% (1 out of 4) reached SEA. It is pleasing to see the boost in writing as this is our SIP focus.
PAT Reading (Years 3-7) 29% met SEA (2 out of 7) and 1 student achieved HB. 71% (5 out of 7) achieved growth from 2020 PAT scores, despite some of these students not reaching SEA.
PAT Maths (Years 3-7) 17% (1 out of 6) met SEA and this student was in the HB. 50% of students, despite not achieving SEA, did progress from the 2020 PAT scores.
The gap is still wide and exists for these students, therefore moving forward we must make every effort to accelerate outcomes with more targeted intervention approaches & high expectations across all classrooms. The focus in 2022 will be Intervention and Support.

School performance comment

Writing is our whole of site improvement focus. In relation to our site targets, our Year 3 cohort SEA target was exceeded (Target 78% v's Actual 93%) & our Year 3 Higher Band target of 28% was achieved. In Year 5, the Target of 78% SEA was short by 1 student (we achieved 71%) and our Higher Band target of 36% was short by 2 students (21% Higher Band). The Year 7 SEA target of 83% was short by 1 student (75%) however the good news story was the Higher Band achievement in Year 7 - 58%, which has well and truly exceeded the target! Overall, with the exception of the Year 5 SEA achievement in Writing, we have made improvement from the 2019 NAPLAN year in Writing which is fantastic! Our Brightpath formative assessment and moderation data is also evidence of the impact of our improvement work, particularly in persuasive writing, which is higher than the growth we achieved in 2020.
Persuasive growth: Approximately 83% of R-4 students met our 40-60 point growth target in 6 months; and 98% of 5-7 students met our 20 point growth target in 6 months.
Narrative growth: Approximately 65%of R-4 students met our 40-60 point growth target in 6 months; and 80% of 5-7 students met our 20 point growth target in 6 months.

In relation to other data sets across the school, the following is a summary of our 2021 performance:

Year 1 Phonic Screen: 44% of our Yr 1 students met the SEA of 28 (a decline from 2021);

Year 1 and Year 2 Running Records: 56% of our Year 1's achieved the SEA of Level 13 by the end of Term 3 and 73% of our Year 2 students met the Level 21 standard. This is not as strong as previous years, particularly in Year 1 and can be attributed to our increased complexity in Junior Primary classrooms during 2021;

NAPLAN Reading: Our reading results continue to be relatively strong and are showing an upward trajectory from 2019 to 2021 particularly the Year 3 2019 cohort (82%) to Year 5 2021 cohort (93%) and upper band progress from Year 5 2019 (29%) to Year 7 2021 (50%);

NAPLAN Numeracy: Our 2021 Numeracy results show a disappointing drop off in Year 3 SEA and Upper Band achievement in comparison to previous years. Progress from 2019 Year 5 to 2021 Year 7 in SEA achievement has been pleasing and most notably, Upper Band progress in Numeracy from 2019 Year 5 to 2021 Year 7 (14% to 42%) which is fantastic and evidence of the rigor and challenge in teaching and learning in the Upper Primary classrooms;

Year 7:
PAT- M 77% SEA and 10 out of 13 students made growth from 2020 to 2021
PAT-R 100% SEA and 9 out of 13 students made growth from 2020 to 2021

Year 6:
PAT M 84% SEA 18 out of 19 students showed growth 95%
PAT R 68% SEA 15 out of 19 students showed growth 79%

Year 5:
PAT- M 93% SEA Growth difficult to calculate no 2 year data for whole class
PAT-R: 100% SEA Growth difficult to calculate no 2 year data for whole class

Year 4: PAT- M 64% SEA - Growth difficult to calculate no 2 year data for whole class
PAT-R 64% SEA - Growth difficult to calculate no 2 year data for whole class

Year 3: PAT- M 60% SEA & PAT-R 87% SEA.

Our data story informs our 2022 improvement work which will include a focus on numeracy and in particular, number sense and ongoing writing improvement, including moving more students into the higher bands.

Attendance

Year level	2018	2019	2020	2021
Reception	88.7%	91.7%	89.2%	84.2%
Year 1	90.3%	89.7%	90.6%	89.1%
Year 2	82.8%	89.8%	86.9%	93.6%
Year 3	92.1%	92.8%	91.0%	90.2%
Year 4	88.0%	92.1%	89.6%	89.7%
Year 5	93.0%	92.0%	91.1%	93.2%
Year 6	90.2%	83.9%	89.5%	92.4%
Year 7	90.3%	81.2%	84.6%	93.4%
Total	89.6%	89.3%	89.1%	90.7%

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

Attendance comment

In 2021, we have made an ever slight lift in attendance to 91% (90.7%) despite 1 lockdown and 2 vaccination clinics. This is just shy of our whole of school target of 92%. Currently 1-2 students in our JP classrooms have been chronic non-attenders which is a pattern that is unusual in the first years of schooling. The success of our whole of school attendance awards each term has been a motivating factor here - many students have indicated they are "After that prize" at the end of the term! Staff are trying to build intrinsic rather than extrinsic motivation to attend school consistently by ensuring that high interest, rigorous and purposeful teaching and learning exists in every classroom and there is a genuine excitement for learning everyday and into the future years.

Behaviour support comment

This year, we have had an increase in behaviour incidents relating to students with additional needs who have emotional regulation needs. Due to the hard work of our staff who implement consistent, evidence based approaches and the involvement of Support Services, these incidents are being managed and in some cases are now non-existent which is a fabulous outcome. Students who present with complex behaviour needs have a risk assessment and behaviour support plan that compliments the One Child One Plan document. At the commencement of the 2022 school year, we will revisit the sites Behaviour Management Code with the arrival of 3 new staff members and in preparation for the External Review process in Week 7 Term 1. Our new school values of Accountability, Innovation, Respect and Resilience have underpinned our Behaviour Management approach and whole of site reward system, particularly when students have been exemplary role models to others.

Parent opinion survey summary

In 2021, we had approximately 37 parent responses to our Annual Parent Opinion Survey which is just less than 50% of our Parent population (47%). An analysis of the feedback received under each category is as follows:

School climate: Our strongest area was people respect each other at this school/Teachers and students respect each other at this school (95% agree/strongly agree) "Poonindie School is an absolute diamond. Couldn't praise this institution and teaching staff highly enough"; and and our weakest area was the school communicates effectively with me (85% agree/strongly agree). 13% of parents disagreed and comments relating to this included more timely and effective communication on seesaw from individual classroom teachers.
Communication channels: Seesaw and Skoolbag are the preferred modes of communication for parents which is not surprising as most people access these apps on their mobile devices and get automatic notifications. Parents believe they should have access to individual teachers emails; however teaching and leadership staff are not in support of this for privacy reasons and believe that both Seesaw and Skoolbag along with newsletters and notes are effective.
Learning at School: 89% of parents agree/strongly agree that they know what standard of work is expected by teachers at the school. An area for further exploration is providing parents with more help to assist their child with their learning at home (32% indicated they would like this). The COVID-19 lockdowns and home learning have no doubt prompted this, hence this is something to be more aware of if and when we go into a home learning situation in the near future.
Learning at home: 95% of our parent responses indicated that they talk regularly at home with their child/ren about their learning which is fantastic. Once again, an area for improvement is providing parents with some more tips about learning from home which is constructive feedback moving forward, for future lockdowns/home learning scenarios.

Overall, we had some wonderful comments this year including: Honestly this is the best school the staff are beautiful so nice they do everything they can to help my son; Excellence in teaching... top of the schools!
Best school in the world!

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	12.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	87.5%

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

Relevant history screening

Any person who presents at the site who is required to have a Relevant History Screening (according to the Department For Education Guidelines), is asked for proof of compliance. Upon their arrival, they are required to sign in at the front office and indicate with a signature, that they have presented their DCSI paperwork to site personnel. Front office personnel and/or Principal have the authority to oversee the presentation of the paperwork. Copies are taken and stored on site for future reference.

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	9
Post Graduate Qualifications	3

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	1.0	6.4	0.0	5.1
Persons	1	7	0	8

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

Financial statement

Funding Source	Amount
Grants: State	$1,713,103
Grants: Commonwealth	$9,720
Parent Contributions	$49,787
Fund Raising	$3,686
Other	$1,113

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

2021 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Band B1 Wellbeing and Engagement Coordinator introduced a whole of site wellbeing and engagement program "The Resilience Project" with 3 key principles: Gratitude, Empathy and Mindfulness for learner grit and resilience.	Increased whole of school language around resilience and gratitude.
	Improved outcomes for students with an additional language or dialect	EALD funding was used to increase SSO hours in classrooms to provide targeted literacy support. PAST screening was administered to EALD learners at risk & then targeted intervention using the Kilpatrick resources.	Increased phonological and phonemic awareness skills for reading and writing.
	Inclusive Education Support Program	This grant was converted into SSO hours to provide targeted support to those OCOP students who did not qualify for a category of support through the IESP funding. MacqLit implemented for low performing readers Yrs 3-5.	All OCOP students achieved targets (except 1) and progressed in MacqLit testing.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural funding grants were used to subsidise excursions, 2 camps to Adelaide and bus costs. We also obtained extra Sporting Schools funding by being a remote school. APAS funding was focused on improving Years R-3 Running Records results through additional SSO hours and ACEO/AET input. Complexity release enabled staff to create quality One Plans for Aboriginal students. Literacy support for the early years went into the additional purchase of more decodable readers to supplement the InitiaLit program.	All OCOP students met./progressed in their literacy/numeracy goals except chronic non-attenders.
Program funding for all students	Australian Curriculum	Professional Learning Teams resourced for R-2 and 3-7 teachers to collaboratively plan units of work (sprints) in writing using the new AC curriculum scope and sequence documents and Brighpath teaching points.	Consistency in teaching approaches across the school & common metalanguage
Other discretionary funding	Aboriginal languages programs Initiatives	Release time for our AET to undertake the EALD Hub E-Learning to better understand the needs of Aboriginal learners who are learning English as an additional dialect.	Increased awareness of literacy demands of A/C for Aboriginal students
	Better schools funding	Better schools funding was used for targeted SSO support, Intervention programs to support students below year level standards in literacy, and to cover some uniform/camp costs for low income families.	All students, except for chronic non attenders, achieved their OCOP goals
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Staff were updated through Professional Learning from Curriculum Lead PL 1 re: key features of new DFE Australian Curriculum Units ie task design and multimodal resources that provide rigor and intellectual stretch.	3-7 staff have trailed HASS units, Science units, some Math units in Term 4.