

Tintinara Area School and Tintinara Preschool



Government
of South Australia

Department for Education

2019 annual report to the community

Tintinara Area School Number: 438

Tintinara Preschool Number: 1624

Partnership: Coorong & Mallee

Name of school principal:

Mike Sadleir

Name of governing council chairperson:

Claire Harkness

Date of endorsement:

December 2019

Site context and highlights

Tintinara Area School is a small rural school located adjacent to the Dukes Highway approximately 190 km from Adelaide. Our school includes a site-based preschool and offers classes for students from Foundation through to Year 12. We have an enrolment of approximately 138 students (including preschool), which is stable thanks to a vibrant community and a number of young families in the area. Most community members work in agriculture and related service industries. We enjoy strong participation in sporting and service-related clubs.

2019 was my fourth year at Tintinara and I can assure you we have the best bunch of students up and down the Dukes Highway, our school truly has a unique feel. Good levels of parental support for the school and high expectations for students is the norm. All classes are significantly smaller than the South Australian average allowing teachers to have more quality time with individual students. Our average class sizes are: around 14 in early years, 19 in primary and approximately 7 in our secondary classes. Small class sizes provide our children with more teacher time and the best opportunities we can provide. Our focus on students taking responsibility for their learning is evident through conversations with them, building a foundation for strong growth and academic achievement.

2019 Credit Union SA Primary Teacher of the year

We congratulate Karen Schilling, winner of the 2019 Credit Union SA Primary Teacher of the Year Award. Her work with knowing in detail where each and every student is on their learning journey and her differentiation of tasks to enable growth for each individual student is a great example for us. "Karen uses data to create shared ownership of learning, delivering impressive lift in outcomes at an individual student and site level. An open presentation of data in the classroom sees students set their own areas for improvement, increasing engagement and lifting results. The whole school data wall she introduced in 2016 supports a shared commitment to high impact, effective teaching practice."

Minister's visit

The Education Minister John Gardner and Member of Parliament Nick McBride took time from their busy schedules to visit our site. We were fortunate to have the Minister officially open our Covered Outdoor Learning Area (COLA), a great addition that will benefit our students for many years. This is an example of our work to continually improve our educational environment as well as the quality of our teaching.

Innovation

Following last year's successful "Maths Boot Camp" we invited students studying Year 11 Mathematics and Mathematics teachers to a 3-day workshop supported by the Mathematical Association of South Australia (MASA). We extend our thanks to Keith Hammond (OAM) and Bill Jerram for this fantastic opportunity to extend our students.

Learning outcomes

2019 was again a successful year for our SACE students as we achieved 100% SACE completion, many students have counted Certificate III courses toward their certificate over the years as we negotiate certificate courses for our senior students where appropriate. Our aim is to provide a tailored path for every student.

The continued practice of Learning Journeys regularly invites parents into classrooms, sharing student learning.

Our Youth Worker liaises between the school, families and third-party services to provide the best opportunities for student development, she has been part of the implementation of our intervention program to provide targeted literacy support.

Highlights

Students catering for a range of community events, such as lunches for senior citizens.

Multicultural night.

Murray Mallee primary schools music Festival.

Successfully competing at the Royal Adelaide Show.

Participation and involvement in a broad range of sports and opportunities such as:

Sports day, swimming carnival, interschool carnivals, knockout sports, SAPSASA and Upper South East (USE) sporting events such as super eight cricket, five a side soccer and 9 a side football giving students the chance to compete. With students winning or finishing well in their events.

We continue to develop our excellent working relationship with Student Support Services in Murray Bridge, supporting our students we work with the Coorong-Mallee partnership and exploring professional learning opportunities where possible.

We have well-established and successful transition program for students moving from preschool to foundation.

We use iPads in the junior primary for Read-to-Self, improved deployment of ipad applications will support early years literacy.

Professional Development

Combined student free days with partnership strengthened connections and encouraging professional conversations, sharing of pedagogy through the partnership.

Technology

Improvements in Information Technology including laptops for year 7 students and further improvements to our network infrastructure and internet connections.

Governing council report

It's been a privilege to be a part of the Governing Council in 2019. Tintinara Area School is a great place for our students and our community. The Governing Council this year has consisted of Lesley Zadow (secretary), Jilly-Anne Strother (treasurer), Ali Vowels, Phil Seidel, Michelle Agars, Carolyn Perkins, Adrian Wait, Gerald Keller, Mike Sadlier, Karen Schilling and myself. A big thank you to Lesley Zadow for her work as secretary.

The Governing Council, in conjunction with the Principal:

- Set the vision and the broad direction of the school
- Review, approve and monitor the school budget with regular meetings
- Work on the Site Improvement Plan and develop, monitor and review the set strategic directions of the school
- Review and determine policies for the school

Over the year some of our tasks have involved reviewing school policies, exploring statistics from a range of areas across the school, for example attendance rates, NAPLAN results and trends from our intervention programs, hearing from and acting on reports from subcommittees, discussing and applying for government grants, reviewing the monthly budget figures, and supporting the assets committee with the build of the COLA.

Some of the major events from within our school calendar in 2019 have included, the swimming carnival, sports day, interschool sports, learning journeys, Adelaide Show participation, fundraising events, excursions, incursions, book week, Food Connect, Footsteps dance, music performances, senior students' subject counselling, careers expo, choir performances. The big events are the ones we comment on but it's the day to day running of the school – the planning of lessons, the routine that happens within classrooms, the friendships and social skills built in the school yard, the staff collegiality - that also build our school into what it is.

There are plenty of wonderful people that make our school (including our pre-school) what it is. Our leadership works tirelessly as a team to encourage growth and a smooth-running operation, our teachers work hard to create a great learning environment. Our front office staff keep many balls up in the air liaising with the community and enabling communication within the school, our classroom support staff add a vital element of care and assistance, as well as Nancilee and the student support team, our bus drivers have one of the most difficult and important tasks of getting a significant proportion of our students to and from school daily. Our IT support staff, our library staff, our cleaners, Kyle our grounds keeper, Peter our handy man, and Ros who diligently takes care of the finances. We are grateful to you all for the contribution you make.

Our students can feel proud of their accomplishments this year. They consistently represent our school and community with pride. Accomplishments do not always come in the shape of 'awards' and accolades or being 'the best', but in striving for a personal best, in pushing ourselves to do a little better. Success can look like growth in building interpersonal skills, developing and displaying kindness, empathy, compromise, getting along and working together with others. These are lifelong skills. As we see these skills developing in our students we can feel proud as a community, just as the students can feel proud of themselves.

Thank you for the opportunity to be involved with Governing Council this year. Wishing everyone in our community all the very best for the year to come.

Claire Harkness

Quality improvement planning (Preschool)

Our Preschool children continued to join with the Foundation class for a range of both planned and spontaneous learning experiences throughout the year as different opportunities for collaboration presented themselves. These shared experiences continue to be a positive addition to the running of the Preschool as it facilitates the development of meaningful working relationships that pave the way for a smooth transition from preschool to school. The Preschool regularly visited the library and had access to the many and varied high quality facilities that TAS has to offer (for example such as the Ag Block). The Preschool joins with many School events such as Assemblies, Guest Speakers, Learning Journey Days, and Sports Day. Excellent Early Intervention procedures are in place at the Preschool, together with the implementation of individual learning plans for each and every child to ensure student success. By having appropriate and timely early intervention processes in place ensures that children are given the best possible start to their educational journey. Early Intervention is conducted through close networking with the Preschool Support Program team, the Murray Mallee Community Health/Country Health Connect Team and families.

This year saw the continued implementation of the Early Years Learning Framework across all aspects of the Preschool curriculum, including planning, implementing, reporting and reviewing. The planning process has been further developed this year with the continued development of the "Thinking and Talking Floorbooks" approach to capturing and documenting children's voices and learning in an authentic way. This has enabled us to improve our rigorous documentation as required by the NQS including our goals:

Goal: 1 – If we have a common approach to the formative assessment of literacy in our preschool then all children will show progress against, "I understand the language of my world" and EYLF Outcome 5 – "Children are effective communicators".

Challenge of Practice: Tracking and monitoring learner literacy Success Criteria: In observations, interactions and documentation of learning we will see all children showing evidence of progress in Literacy.

Goal: 2 – The staff team work collaboratively in developing a Preschool Operations Maintenance Plan that will ensure meaningful reflective practice is carried out to inform decisions. Challenge of Practice: Embedding critical reflection into our service. Success Criteria: In the implementation of the Preschool Operations Maintenance Plan we will see all tasks, roles and responsibilities met, and critical reflection is used to review and monitor.

Improvement planning - review and evaluate (School)

Our mission is to develop independent learners, encourage an understanding of growth mindsets and develop student confidence in applying skills to new contexts.

Staff development supports our focus areas through observing successful practice, implementing strategies garnered from observation, professional reading and provision of training opportunities.

Staff developed our Site Improvement Plan, investigating literacy and numeracy resources, unpacking formative assessment and working on task design discussions with a focus on stretch / challenge.

Our 2019 - 2021 Site Improvement Plan has three challenges of practice:

Increase student achievement in mathematics, particularly in the number strand, in years 5 to 7.

Challenge of Practice: If we develop a common evidence-based approach (using the guidebook resource – big ideas in number) to teaching place value (including decimals, fractions, ratios), multiplicative thinking and design multiple-step mathematical problem-solving tasks or investigations, using appropriate differentiation, then we will increase student achievement in mathematics, particularly in the number strand.

Increase student achievement in reading, focussing on years R to 2.

Challenge of Practice: If we develop a rigorous, systematic approach to teaching and assessing students' reading, based on the Big 6, then we will increase student achievement in reading in years F to 2.

Increase student achievement in writing, particularly in years 7 to 9.

Challenge of Practice: If we adopt a common approach to developing a richer vocabulary through improving reading skill, improving construction of complex sentences, conducting more effective formative assessments (check- in and act), and teaching genres relevant to curriculum areas, we will increase the number of students meeting the SEA in writing as measured by NAPLAN.

Professional development opportunities offered to staff included:

Oral Language

Literacy in the Secondary Curriculum

Early Years Literacy

Strategies for students with reading and literacy difficulties

Learning Design/Task Design

Feedback that moves learning forward/Formative assessment

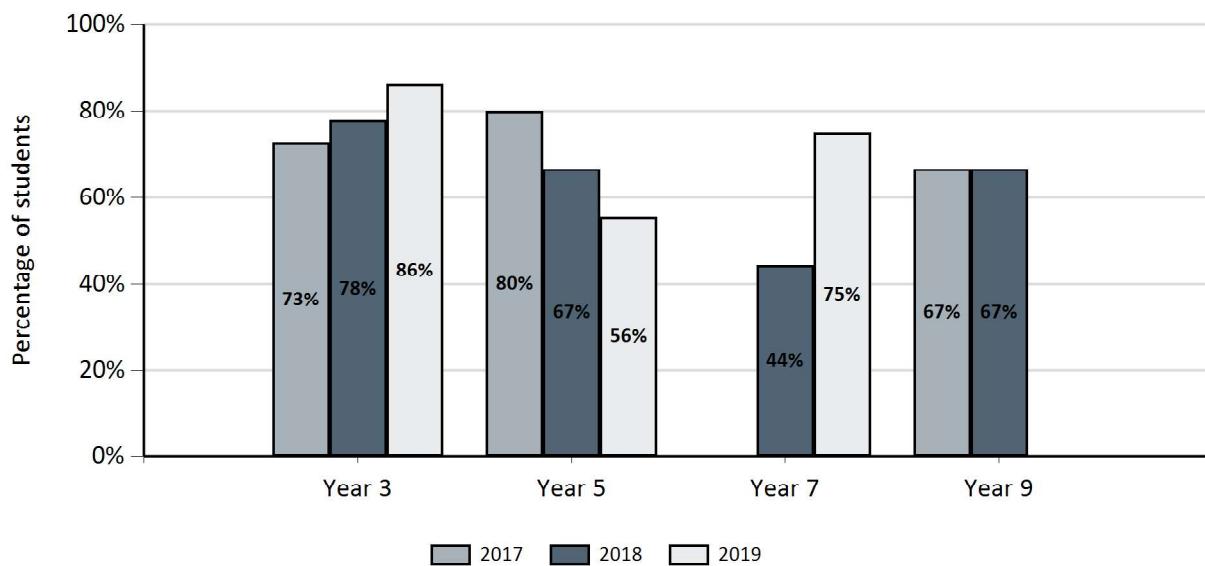
Numeracy was an area of intense focus as we worked with our partnership and numeracy consultant Kathy Palmer. Our data reflected the feedback received, demonstrating good progress.

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.

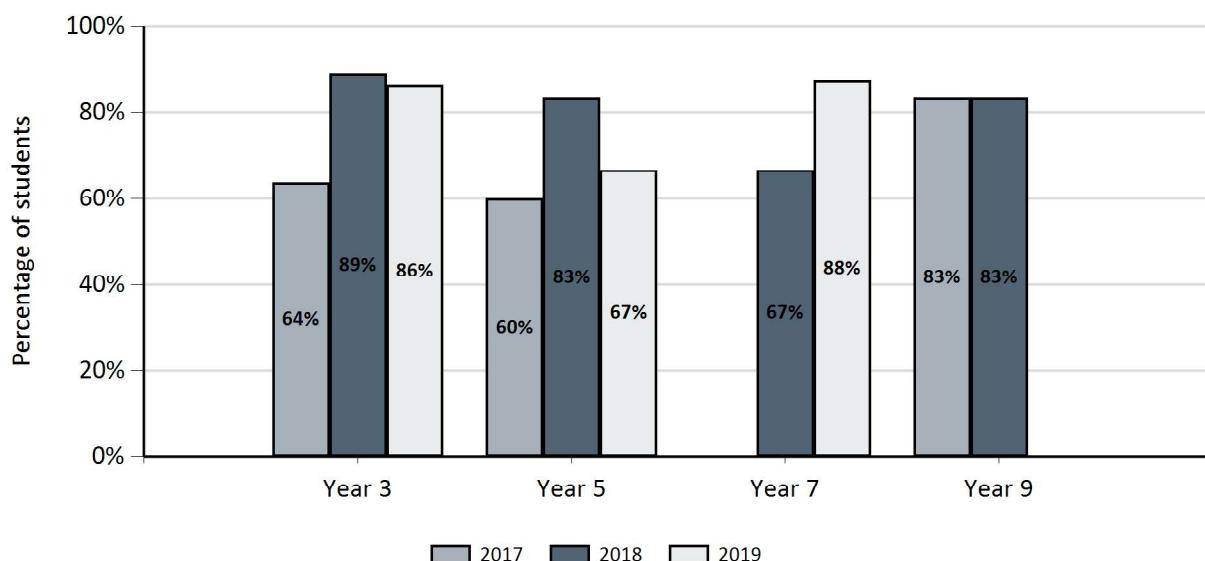
Reading



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	22%	0%	*	25%
Middle progress group	33%	67%	*	50%
Lower progress group	44%	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	11%	*	*	25%
Middle progress group	67%	*	*	50%
Lower progress group	22%	*	*	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	22	22	11	7	50%	32%
Year 3 2014-16 Average	14.0	14.0	6.3	4.0	45%	29%
Year 5 2019	9	9	1	1	11%	11%
Year 5 2014-16 Average	10.3	10.3	3.3	1.7	32%	16%
Year 7 2019	8	8	2	0	25%	0%
Year 7 2014-16 Average	7.3	7.3	1.7	1.3	23%	18%
Year 9 2019	*	*	*	*	*	*
Year 9 2014-16 Average	*	*	*	*	*	*

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

[^]includes absent and withdrawn students.

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

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

South Australian Certificate of Education - SACE

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

2016	2017	2019
82%	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%	*	*
A	*	0%	*	*
A-	*	10%	*	*
B+	*	15%	*	*
B	*	10%	*	*
B-	*	30%	*	*
C+	*	25%	*	*
C	*	10%	*	*
C-	*	0%	*	*
D+	*	0%	*	*
D	*	0%	*	*
D-	*	0%	*	*
E+	*	0%	*	*
E	*	0%	*	*
E-	*	0%	*	*
N	*	0%	*	*

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

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

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

2016	2017	2018	2019
*	100%	*	*

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	*	43%	*	*
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	*	100%	*	*

School performance comment

Our SACE achievement continues to be strong with a 100% completion rate again in 2019.

NAPLAN data is cohort specific with students tested biannually. While this year's data shows improvement we must consider how many students achieve at or above SEA in combination with their growth. The data reflects our focus on numeracy, our large year 3 cohort demonstrated solid learning gains. The focus on reading in the early years has prepared students well, with over half our students achieving in band 5 or above. Across the board almost 40% of our students scored in the higher bands.

The year 5 cohort is at or above standard in most areas however we can see opportunities for improvement in grammar & numeracy. It is interesting to note that our higher performers are strong in spelling and numeracy, areas of focus for the class. The year 7 results are outstanding for most students with nearly 90% achieving in higher bands. Clearly our teachers are working hard to provide opportunities for students to challenge themselves with excellent performances in reading and grammar. Numeracy results for this cohort are particularly strong.

Our year 9 cohort has performed well in all aspects of the NAPLAN with reading and numeracy being strengths. We have identified an opportunity here to review our approach to spelling in years 8 & 9.

Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	90.9%	90.3%	88.2%	85.8%
2018 centre	78.2%	93.1%	84.5%	92.7%
2019 centre	82.1%	94.0%	88.8%	87.6%
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%	86.4%

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	90.1%	91.3%	90.8%	91.8%
Year 1	92.7%	89.4%	92.3%	93.4%
Year 2	87.1%	87.4%	91.3%	91.4%
Year 3	92.5%	91.1%	95.0%	91.6%
Year 4	81.9%	90.2%	93.1%	90.6%
Year 5	90.0%	81.3%	92.9%	91.3%
Year 6	96.0%	90.7%	81.2%	92.5%
Year 7	93.4%	98.0%	86.8%	87.7%
Year 8	93.5%	95.3%	95.5%	80.6%
Year 9	95.7%	93.8%	89.9%	92.6%
Year 10	85.7%	95.8%	93.1%	86.0%
Year 11	92.9%	82.5%		96.6%
Year 12	86.8%	96.8%	94.8%	
Total	90.1%	90.2%	91.0%	90.3%

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

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

Attendance comment

Governing council acknowledges that our location and distance from services negatively impacts our attendance rate. For example, when one child needs medical attention it is not uncommon for the family to take all children to the appointment as they cannot return in time for school dismissal. A return trip to a specialist can take 5 hours of travel time! We are currently trying to minimise unexplained absences and acknowledge the support of our community in achieving this.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	17	18	17	16
2017	11	12	12	16
2018	18	18	18	18
2019	17	17	17	19

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

2019 proved to be an extremely busy and rewarding year for both staff and children with 18 preschoolers enrolled at the site over the course of the year. This included; four ATSI children and one EALD child.

Sessions were offered as follows: Tuesday 8.30am-3.15pm, Alternate Wednesdays 8.30am – 11.30am and Thursdays 8.30am – 3.15pm, providing a rich play-based curriculum that catered for individual interests and needs of each child in a warm and caring preschool environment.

Behaviour support comment

Tintinara Area School's continued engagement of a Youth Worker has provided professional and practical support in educating students about appropriate behaviour, working with poor behaviours before they escalate. Our school is a play is the way school and uses MyTern, an approach that helps students regulate their behaviour by taking personal responsibility.

As our student mix changes we occasionally came across challenging behaviours. We plan staff professional development to ensure we maintain time on learning in class although behaviour incidents remain minimal. With a number of recent graduate teachers we have been providing professional development to support the growth of our teacher's behaviour management styles.

Client opinion summary

We thank our community for their feedback, 2019 provided us with many more survey responses than in the past.

Our average responses across the survey were:

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0.0536	0.10714	0.18143	0.425	0.2357

Which reflects our positive relationship with most parents.

School strengths were noted by our parent community as:

- Teachers at this school expect my child to do his or her best.
- My child feels safe at this school.
- I can talk to my child's teachers about my concerns.
- My child likes being at this school.
- My child is making good progress at this school.

While we strive to continually improve we are unpacking:

- Student behaviour is well managed at this school.
- This school takes parents' opinions seriously.
- This school works with me to support my child's learning.

As part of our unpacking two of these should improve if we can develop and communicate a clearer understanding of reasonable expectations.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
438 - Tintinara 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	0	NA
Other	1	12.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	25.0%
Transfer to SA Govt School	2	25.0%
Unknown	3	37.5%
Unknown (TG - Not Found)	0	NA

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

Destination comment

Small class sizes and diverse curriculum offerings enable students to complete their year 12 at Tintinara Area School in a number of ways. Most student movement is due to families shifting to another property outside our catchment area/zone, with some senior students attending boarding school.

Relevant history screening

The School continues to meet the Education Department requirements for staff, volunteers and third-party providers in accordance with the South Australian Children's Protection Act 1993. We ensure that all volunteers engaged at Tintinara Area School undergo National Criminal History checks prior to commencing. Volunteers, other than parents, including third-party providers are registered in school records. The Finance Officer ensures that its EDSAS registers are current and up-to-date and have been entered into the Human Resource System on Eduportal.

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	24
Post Graduate Qualifications	4

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	11.4	0.0	7.1
Persons	0	13	0	13

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

Financial statement

Funding Source	Amount
Grants: State	2, 316, 747.11
Grants: Commonwealth	93, 710.94
Parent Contributions	44, 443.50
Fund Raising	2, 008.00
Other	

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	Funding is used to support the achievement of SMARTER goals, including the building the stamina of students with needs through the employment of a youthworker.	SMARTA Targets monitored and reviewed with our youthworker, supporting a consist
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Intensive SSO support provided.	Successful intervention evidenced by Running Record data
	Improved outcomes for students with disabilities	Classroom support, individual learning plans (one-plans) with explicit outcomes and intensive programs such as Minilit, Maclit to support learning growth. One plans for all students with identified needs.	Curriculum access, SMART targets monitored and reviewed, demonstrating growth, a int
	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy • including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Youth Worker and well-being team monitors student outcomes and ensures one-plans are in order. Release time provided to pursue partnership priorities in task design and moderation, Numeracy work and professional development. Early years grant supports smaller class sizes and support early intervention initiatives (including Minilit.) Classroom support used, pedagogical practice enhanced through targeted professional development. Targeted intervention programs were implemented across multiple year levels for targeted students not achieving at SEA.	100% SACE completion rate. One plans supporting the pursuit of successful outcomes and one plan goals achieved. Students demonstrated improvement across all int
Targeted funding for groups of students			
Program funding for all students	Australian Curriculum	The Australian Curriculum grant was used to support teachers to access further training and development.	Professional development offered in Moderation and task design.
	Aboriginal languages programs initiatives	Hosted Mathematics boot camp for students with High potential	Students offered individualised, accelerated pathways.
	Better schools funding	Numeracy and literacy support in class, teacher time to ensure accurate running records are collected and analysed leading to more appropriate differentiation. Components included building leadership capacity and support	Improved Running Record results and high level of teacher awareness of student
Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A
	Primary school counsellor (if applicable)	Youth Worker to work with students to build their resilience.	Low number of behaviour management incidents.

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	Targeted professional learning on the Indicators of Preschool Numeracy and Literacy	
Improved ECD and parenting outcomes (children's centres only)	N/A	Support time explicitly added Successful transition to Foundation
Improved outcomes for children with disabilities	Staffing to ensure students have access to the curriculum provided.	
Improved outcomes for non-English speaking children who received bilingual support	N/A	

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