



TINTINARA AREA SCHOOL

ANNUAL REPORT

Together Achieve Success



Tintinara Area School and Tintinara Preschool

2020 annual report to the community

Tintinara Area School Number: 438

Tintinara Preschool Number: 1624

Partnership: Coorong & Mallee

School principal:

Mrs Jacqui Vandeleur

Signature

Governing council chair:

Adrian Wait

Date of endorsement:

12 February 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Tintinara Area School is a small rural Area School located along the Dukes Highway approximately 190kms from Adelaide. Our school includes a site-based Preschool and offers classes from Foundation through to Year 12. We have an enrolment of approximately 147 including Preschool. These enrolment numbers are stable thanks to a vibrant community with many young families. Most community members work in agriculture and related service industries. We enjoy strong participation in sporting and service related clubs. I have been a member of the Tintinara Area School staff for 6 years, and the school has a truly unique feel. We have strong connections with our families and one of our 2020 goals was to increase parent voice and participation. High expectations for students is paramount amongst staff and parents and this is seen through consistent results. All classes are significantly smaller than the South Australian average allowing teachers to have more quality and effective relationships with their students. Our average class size in 2020 were, Early Years: 15, Primary: 17 and Secondary: 10. These small class sizes allowed for more teacher time with individual students, effective and positive relationships amongst staff and students and differentiation for all students. A goal for classes this year was for students to become independent learners who plan goals and achieve these through support and building strong foundations with self, others and their teachers. As a result, we had strong academic growth in all year levels. Late in Term 1 we were informed that staff were to go online to deliver their lesson content due Covid-19. This saw our staff work tirelessly to adapt their current teaching to a new online model. Late in the Term 1 holiday period staff were informed that students and staff were back in the classrooms, however for those students who were remaining at home they could continue to access an online academic program. Covid-19 saw us with many restrictions throughout 2020 and these inhibited our involvement in many activities that Tintinara Area School normally participates in. However, this did not impede our drive, enthusiasm and commitment to involve our students and community as much as we could.

Site Works: Many projects continued, commenced and finished up throughout 2020. One of our major works was having our new bore up and running to water our lawns and gardens. Many community members who access our school, including the community library provided feedback to staff that the grounds were looking green and impressive. The library received new lights that were up to departmental standards and provide a much nicer ambiance in the library. New aluminum windows were installed in our Secondary Art and Science rooms that allow fresh air to be circulated throughout the buildings. New double glazed glass and aluminum doors were installed in the gymnasium and toilets replacing the heavy, old wooden doors. An industrial style dishwasher was installed in the Home Ec room which assists with not only school lessons, but also catering purposes. The staff room had new blinds installed and new furniture, cutlery and signage was also placed in the staff room creating a much nicer feel for both staff and visitors.

Intervention: MiniLit and MacqLit continued throughout the school and was provided to those students who met requirements. There were several students who completed the program throughout the year, gaining excellent results. Many parents and teachers commented that these students have and are continuing to show a more thorough understanding in their Literacy skills. Quicksmart was implemented at the beginning of 2020 and our end of year report shows that student's average scores for our school have increased by 32.1 percentage points, the effect size showing substantial improvement.

Staff Wellbeing: Staff were provided with opportunities to grow and develop both professionally and personally during 2020 through online learning around Numeracy, Literacy and Wellbeing. A change in leadership at the start of Term3 saw staff combine together to accept the challenges that this may bring. A positive calmness amongst all staff was evident and the general wellbeing of both staff and students continued to grow and develop throughout Term3 and 4. Many parents commented to the new site leader and front office staff that the school was 'a buzz' and that the general feel of the school was positive and parents felt encouraged to seek clarification if needed. Staff continued to reflect on their Personal Development Plans and met regularly with site leadership to unpack their goals.

Governing council report

2020 has certainly thrown a few challenges to the school this year but we are fortunate to live in this part of the world, and even a spot in Australia where our lives have been relatively normal and wide spread sickness has stayed at a distance to us.

The Governing Council this year consisted of Kylie Schilling (secretary) Phil Seidel, Hannah Zacker (Treasurer) Michelle Agars, Gerald Keller, Carolyn Perkins, Veronica Lewis, Michelle Desmazures, Jake Birchmore, Myself (chairperson), Mike Sadlier (Principal) and Jacqui Vandeleur who filled Mike's position after his accident. I would like to thank them and the people on the sub committees for the time they put in making TAS an even better place. I would especially like to thank Kylie Schilling for doing an excellent job in her first year of secretary and being on top of any issues I needed help or advice with during the year.

The school year started well with swimming carnival and sports day going off well, well done to Ngarkat and to all the students for competing in good spirit. Thanks to Dylan for the organisation and the staff and parents who helped to make the days a big success

After this, uncertainty set in and we appreciate the difficulty it must have caused the staff having nearly half the students at home and preparing for a term of remote learning only to have most of the students return at the start of second term, although we are certainly glad it turned out that way. From a governing council position it made for some challenges with meetings off, we tried for an internet meeting using Microsoft Teams. This approach highlighted the weaknesses of the internet connections some people have and I'm glad we didn't have to do it again.

At the start of Term 3 our Principal, Mike was involved in a serious Motorcycle accident which left him in ICU for much of the term. This threw our Assistant Principal Jacqui in the deep end and she has done a fantastic job picking up the pieces and moving the school forward through the second half of 2020. Mike's Term as principal was due to expire at the end of 2020 and the extent of his injuries meant that with great sadness it was impractical for him to re-apply for the position in 2021. Mike had been with us for the past 5 years and was very passionate about the school and had nothing but praise for his staff and the students, and told us regularly that it was a joy to work here. He has left our school in a strong position and we need to work to keep moving forward and offering our students quality education and growing student numbers. We wish him well on his continued recovery.

In a year filled with disruption we have been lucky to have had our students been able to participate in regular events such as school formal at Murray Bridge, SAPSASA, Football at SAPSASA and The Upper South East Football Team that won it's division At the Thebarton Oval, Coached by Dylan and the Wether competition held at the show grounds to replace the Adelaide Show exhibitions. Other in school events such as book week dress up, SRC dress up days, were also held successfully and enjoyed by all. A big thankyou to all the parents and staff who helped out with the organisation and attendance at these events, and also to the students for putting in the effort and representing their school.

As the year draws to a close I hope that all the Students feel they have received just reward for the effort they have put in during the school year and congratulate all the award winners for 2020. I would like to wish those Teachers and Students leaving us this year all the best and hope they have good memories from their time spent at TAS. Thank you to all the Teachers Students and Parents that have helped to make TAS the school that it is in 2020. I wish you all a safe and happy holidays and hope that 2021 will see a return to a normal school year.

Adrian Wait
Chairperson

School quality improvement planning

Our mission at Tintinara Area School is to encourage and develop independent learners, support and foster an understanding of growth mindsets and develop student confidence in applying skills in a variety of new and varied contexts. Staff were encouraged to attend training, both online and face to face (when available due to Covid restrictions) around our Site Improvement Plan goals- 'Reading, Writing and Numeracy'.

Staff continued to work on our Site Improvement Plan, meeting regularly 3 times per term (more if needed) to investigate Literacy and Numeracy resources and to put new partnership ideas and plans into their classroom teaching schedule. At the start of Term 3, staff worked closely with our Principal Consultant and new Site Leader to refine our goals so that all staff were accountable and clearly understood the direction Tintinara Area School was headed when looking at our 3 goals.

Our 2019-2021 Site Improvement Plan has 3 Challenges of Practice:

1. Increase student achievement in writing particularly in F-10.

Challenge of Practice: We will adopt a common approach to teaching of vocabulary, language features and text structures then we will increase student achievement in writing.

* Areas for focus in 2020 to work on achieving this goal were: Independently use scaffolds to draft, improve and elaborate on existing knowledge and ideas (Plan to Publish initiative). Students were able to identify a 'good' piece of writing through formal language appropriate to the subject with purpose and in the relevant genre. Secondary staff and students focused on Literacy acceleration with a focus on 'Tactical Writing' working alongside like schools within our partnership. Using this approach, staff identified that vocabulary was an area for improvement and worked closely with Kristina Palmer (Secondary project officer and SACE achievement officer) to build vocabulary in students writing. The Writing SIP team also created a common approach text types document that aligns with our Literacy agreement.

2. Increase student achievement in mathematics, particularly in the number strand F-10.

Challenge of Practice: We will teach place value and multiplicative thinking using a common evidence based approach with consistency, then we will see an increase in student achievement in the number strand.

Areas for focus in 2020 were: Through the support of Kathy Palmer, staff were still actively engaged in developing, improving and refining their Numeracy plans and programs so that they were inline with current practices and pedagogies. Having Kathy available to work with individual staff and our Numeracy SIP group was instrumental in staff gaining a thorough understanding of our Numeracy agreement and improvement plan. Numeracy unit planners following Kathy Palmer's template were implemented and used across the middle years to Yr10 so that there was a common approach to math's. Math word walls with common language were displayed in all classes and staff worked on refining correct math vocabulary to use within their classes. Teachers used data to inform their planning and this was evidenced in teacher PDP's.

3. Increase student achievement in reading, F-2.

Challenge of Practice: If we use a synthetic approach to the explicit teaching of phonics and oral language, we will increase student achievement in reading F-10.

Area for focus in 2020 were: Early years staff worked with Louise Hanrahan (Literacy Guarantee Unit) to look at evidenced based reading programs. Staff then trained in Initia-Lit with 2021 the year when this program is implemented. Staff also worked 1:1 with students to build their vocabulary so that they could fluently retell a story using correct language and vocab. The Big 6 components of reading are also readily accessed within Early Years classes with a strong focus on oral language and vocabulary. Decodable books that are age appropriate were also purchased and implemented in the EY with positive feedback by parents.

Preschool improvement planning - review and evaluate

The PQIP 2020 Goal was: 'To extend children's ability to articulate and express their ideas and thinking.'

Challenge of Practice: 'If we develop and implement a whole site approach to supporting children's communication, then we will improve children's ability to communicate their ideas and thinking.'

Success Criteria: Children will have improved in their capacity to verbally and non-verbally communicate their ideas and thinking. Evidence from pedagogical documentation will demonstrate this. Through our documentation we will see children:

- 1) initiate and engage in sharing their ideas and thinking with peers and educators when involved in sustained play
- 2) frequently use an increasing range of words and sentences to describe their ideas, thoughts and feelings
- 3) will show an increasing complexity in their verbal and/or non-verbal communication.

The Early Years Learning Framework for Australia is the Preschool Curriculum which is used for planning, implementing, reporting and reviewing. The children are effective recorders of their own learning by documenting in the Thinking and Talking Floorbook with photographs, illustrations and scribed comments. The Floorbook captures children's voices and learning in an authentic way. Families received feedback about their child's learning through 'Learning Snapshots' each term, Parent Teacher Interviews twice a year, Preschool Newsletters, comments in their child's Communication folder, conversations and a Statement of Learning at the end of their child's Preschool year. All children had Individual Learning Plans with personal goals to achieve student success. Preschool Support was provided for 2 children in the form of speech support and additional staffing.

The Preschool children benefited from a connection with the Foundation class through a range of activities and visits, commencing in Term 2. Formal Transition to Foundation visits were held in Term 4. Fortnightly visits to the library, visits to the chickens, following the growth of the baby chicks, excursions, participating in 'Splash Day' at the School Swimming Carnival, Sports Day and their first visit to School Assembly in Term 4, were enriching activities for the Preschool children. These shared experiences are a very positive addition to the children's learning and preparation for the children's transition to school.

Improvement: Aboriginal learners

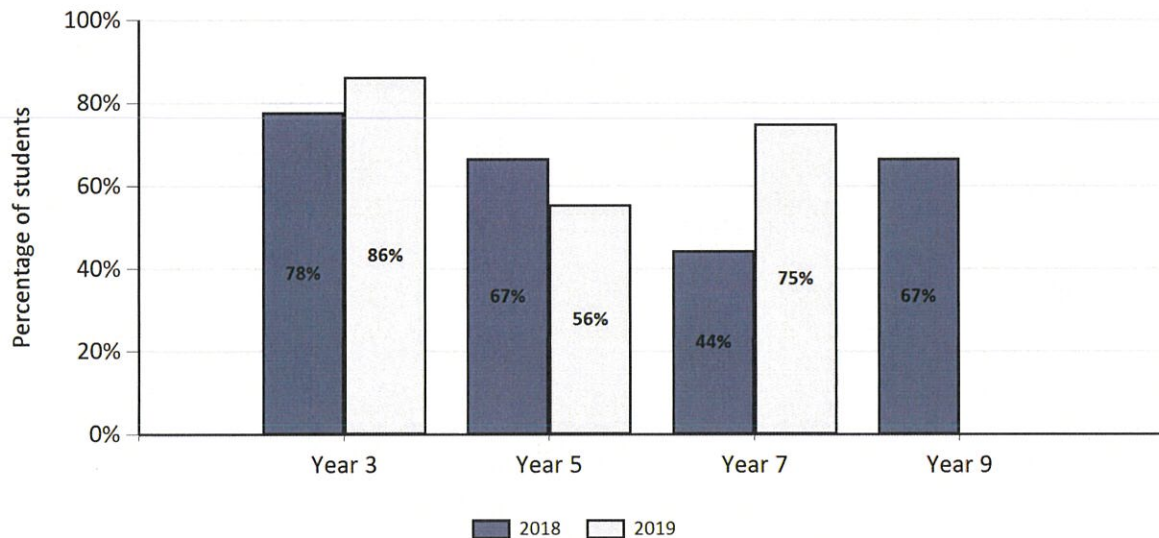
Early in 2020 staff were provided with the opportunity to unpack the new Aboriginal learners improvement plan and use this to identify gaps amongst indigenous students who attend Tintinara Area School. Staff are committed to working with students and families to engage them in the school community to improve their learning outcomes. Individual learning programs have been refined for older secondary students so that they may continue to find success whilst at Tintinara Area School.

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

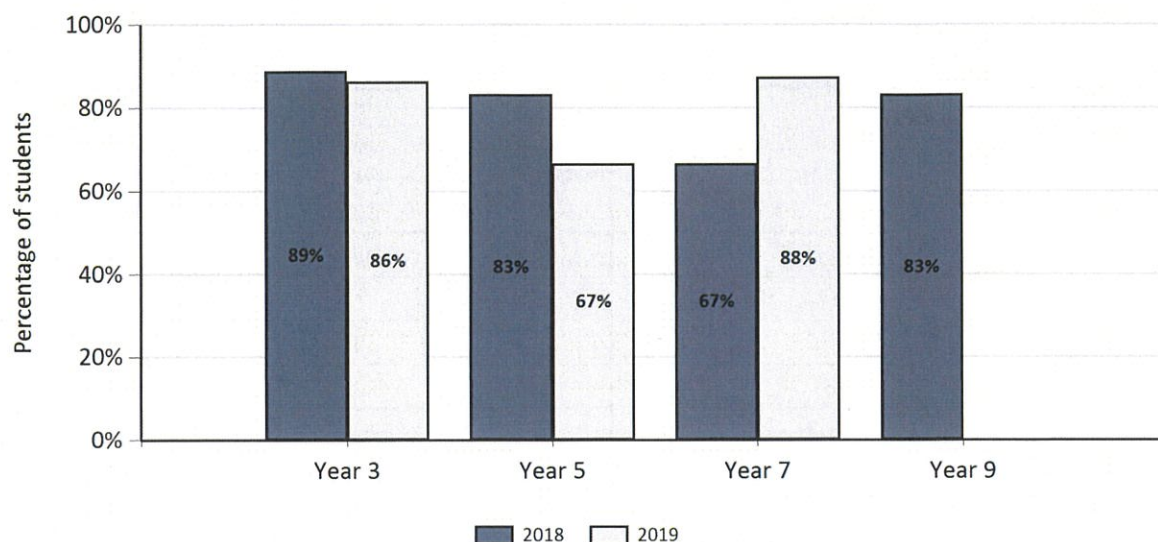


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2020 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	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	*	25%
Middle progress group	0%	*	*	50%
Lower progress group	*	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2017-2019 Average	14.0	14.0	6.3	4.0	45%	29%
Year 5 2019	9	9	1	1	11%	11%
Year 5 2017-2019 Average	10.3	10.3	3.3	1.7	32%	16%
Year 7 2019	8	8	2	0	25%	0%
Year 7 2017-2019 Average	7.3	7.3	1.7	1.3	23%	18%
Year 9 2019	*	*	*	*	*	*
Year 9 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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)

2017	2019	
100%	*	%

Data Source: SACE Schools Data reports, extracted February 2020

*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	2017	2018	2019	
A+	0%	*	*	0%
A	0%	*	*	0%
A-	10%	*	*	0%
B+	15%	*	*	0%
B	10%	*	*	0%
B-	30%	*	*	0%
C+	25%	*	*	0%
C	10%	*	*	0%
C-	0%	*	*	0%
D+	0%	*	*	0%
D	0%	*	*	0%
D-	0%	*	*	0%
E+	0%	*	*	0%
E	0%	*	*	0%
E-	0%	*	*	0%
N	0%	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2020

*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

2017	2018	2019	2020
100%	*	*	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	#Error	#Error	100%
Percentage of year 12 students undertaking vocational training or trade training	43%	#Error	#Error	0%

School performance comment

Our SACE achievement continues to be strong at Tintinara Area School with 100% completion rate in 2020.

Due to Covid-19 there was no NAPLAN tests administered in 2020.

Preschool attendance

	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%
2020 centre	82.1%	N/A	78.7%	83.2%
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%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	91.3%	90.8%	91.8%	89.2%
Year 1	89.4%	92.3%	93.4%	92.7%
Year 2	87.4%	91.3%	91.4%	89.8%
Year 3	91.1%	95.0%	91.6%	90.4%
Year 4	90.2%	93.1%	90.6%	91.6%
Year 5	81.3%	92.9%	91.3%	91.4%
Year 6	90.7%	81.2%	92.5%	89.6%
Year 7	98.0%	86.8%	87.7%	92.8%
Year 8	95.3%	95.5%	80.6%	90.0%
Year 9	93.8%	89.9%	92.6%	86.4%
Year 10	95.8%	93.1%	86.0%	89.8%
Year 11	82.5%	N/A	96.6%	87.4%
Year 12	96.8%	94.8%	N/A	95.4%
Total	90.2%	91.0%	90.3%	90.4%

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

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

Attendance comment

The school, Governing Council and the community who access Tintinara Area School acknowledges that our location and distance from services severely impacts our attendance rate on occasion. An example of this is if a child is required to attend a medical appointment 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 if in Adelaide is 5 hours of travel time. With no day care in Tintinara, whole families often have to attend for 1 child due to the length of time it takes to attend an appointment in Adelaide. Regular correspondence is sent home via newsletters and class notes to parents with statistics informing them of the impact repeated days off have on a child's education and learning.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	11	12	12	16
2018	18	18	18	18
2019	17	17	17	17
2020	23	N/A	22	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.

Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

The year 2020 will be remembered as the year COVID created 'Learning at Home'. Our initial enrolment of 23 fell to 19 as families moved away from Tintinara and then to a week of 5, 6 and 8, as families chose to self-isolate. Our 2020 enrolment included 2 ATSI children and 1 EALD child. Preschool sessions were offered on: Tuesday 8.30am– 3.15pm, alternate Wednesdays 8.30am – 11.30am and Thursdays 8.30am – 3.15pm. The Preschool Curriculum is play-based and caters for individual interests and the needs of each child in a warm and caring environment.

Behaviour support comment

Behaviour support at Tintinara Area School is based on mutual respect and positive relationships amongst staff, students, parents and the wider community. Time was given in 2020 for a 'Wellbeing Coordinator' who worked closely with children at risk to talk through their issues/problems, creating a welcoming and safe space and implementing whole school 'wellbeing' days. Early career teachers in 2020 were involved in partnership workshops to increase their understanding of behaviour support within their classrooms and school settings. The involvement of a Behaviour Support Coach enabled staff to work closely with this person to structure programs that allowed for positive outcomes for all involved. The Special Educator- Jane Bode, regularly visited, particularly in our Preschool where we had an ASD level 3 student. Positive 'primary' MARBLES charts were implemented later in the year and were welcomed by classes and parents. 'Manners, Attitude, Respect, Body language, Language, Effort and Smile. As our mix of students changes we occasionally come across challenging behaviours. However, staff are encouraged to contact parents for both positive and negative behaviours.

Client opinion summary

We thank our community for participating & providing feedback in the 2020 school parent engagement survey.

School strengths were noted by our parent community as:

- People respect each other at this school
- Teachers and students treat each other with respect at the school
- I feel like my child is important to the school
- I know what standard of work the school expects of my child
- I have useful discussions with the school about my child's learning

While we continually strive to improve we are unpacking:

- The school provides an opportunity for me to have input about my child's learning
- The school communicates effectively with me
- I receive enough communication from the school

We are in the process of implementing a parent portal on Sentral which will improve communication with parents.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
730 - Coonalpyn Primary School	0.0%	0.0%	0.0%	4.6%
750 - Meningie Area School	0.0%	0.0%	0.0%	4.6%
438 - Tintinara Area School	100.0%	100.0%	100.0%	90.9%

NOTE: The data is collected in Term 3. 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), Term 3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	27.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	9.1%
Transfer to SA Govt School	5	45.5%
Unknown	2	18.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

Small class sizes and diverse curriculum offerings to all students, particularly in the secondary section enable students to complete Yr 12 at Tintinara Area School. Student movement is due to families relocating to another area or property outside of our catchment area. Some senior students move away to attend boarding school in Adelaide.

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 any work on site. Volunteers, other than parent, 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 Resources System on Eduportal. Since Covid-19, Tintinara Area School now has electronic sign in stations at both the front office and library for all staff and visitors.

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	25
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	12.5	0.0	7.0
Persons	0	14	0	13

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,637,081
Grants: Commonwealth	\$60,461
Parent Contributions	\$44,058
Fund Raising	\$0
Other	\$0

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

2020 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 2020 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	Wellbeing Coordinator was employed 0.4 to monitor student issues and wellbeing. She liaised with leadership to implement some support interventions such as Wellbeing day and Breakfast club.	Higher engagement amongst staff and students.
	Improved outcomes for students with an additional language or dialect	Intensive SSO support provided to students with EALD.	Successful intervention evidenced by Running Record data.
	Inclusive Education Support Program	Staff attended PD to support students and working with students, SSO's and families towards One Plan goals. Staff trained in how to use IESP and gain funding. Intensive Literacy intervention programs.	One Plan in place for all students with disabilities and targeted support.
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	Targeted intervention programs such as MiniLit, MacqLit and Quicksmart were implemented and continued across multiple year levels for targeted students not achieving SEA. Ongoing Numeracy work with Kathy Palmer implementing site templates across multiple years. Classroom support given for those students working on modified programs. Students supported towards alternative pathways such as VET and School Based apprenticeships which are proving more popular.	100% SACE completion and multiple students engaged in work place apprenticeships. Students demonstrated improvement in all intervention programs.
Program funding for all students	Australian Curriculum	Staff - including support staff were released to attend professional development sessions to build capacity and understanding with their programming and planning. All staff were involved in an intensive Numeracy focus.	Increased capacity of staff to deliver and assess quality teaching and learning.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Funding specifically used to provide SSO Support for Quicksmart, MinilLit and MacqLit programs to support individual student progress.	Data indicates significant growth and improvement for all targeted students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Funding was used to access, train and begin implementation of the Initia-Lit intervention program for 2021. Staff were trained both onsite and off site, resources purchased to promote engagement in the program.	Staff trained and confident to deliver the program at the beginning of 2021. SSO staff managing resources and reporting to teachers.
Improved ECD and parenting outcomes (children's centres only)	Ongoing use of the MyTern program amongst staff, students and parents. Students engaged with online learning opportunities due to Covid, however, this allowed staff, students and parents to work collaboratively to improve the individuals education.	More students accessing resources beyond the school gate, especially online resources.
Inclusive Education Support Program	IESP students with disabilities identified for support were provided with 1:1 SSO support within the mainstream class.	Improved learning outcomes specific to individual student goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.