

# Amata Anangu School and Amata Preschool



Government  
of South Australia  
Department for Education

## 2019 annual report to the community

Amata Anangu School Number: 1001

Amata Preschool Number: 1556

Partnership: Anangu Lands

**Name of school principal:**

Sharon Diglio

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**Name of governing council chairperson:**

Stanley Windy

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**Date of endorsement:**

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## Site context and highlights

Amata Anangu School is an R-12 school with Playgroup and Preschool on the Anangu Pitjantjatjara Yankunytjatjara Lands in far north South Australia. It is part of the Anangu Lands Partnership which includes schools from the Maralinga Tjarutja Lands as well as the Anangu Pitjantjatjara Yankunytjatjara Lands. Amata community, with a population of around 400, is approximately 1450 km from Adelaide. The primary language spoken in community is Pitjantjatjara but Yankunytjatjara and other languages are also used. Transience is high among students but most children attend school when they are in community. Cultural and family obligations impact significantly on student numbers and attendance throughout the year. Our Early Learning Centre provides educational and support programs to families and their children under three years old. Our preschool program which has been recognized by the National Quality Assurance Assessment with an exceeding rating in all seven quality areas and continues to maintain and improve those standards despite some staffing challenges this year.

The Learning Highlights for Amata Anangu School this year have been:

- \* Whole site approach to reading, which has increased the number of students ability to read independently.
- \* Whole site approach to 10ESCM which has provided a consistent environment for learning
- \* Western Hub sites collaborated in pupil free days to assist staff in their professional development around Learning Design & Moderation in order to provide a consistent approach to planning, programming and assessing students to inform their teaching and learning practices.
- \* Learning through doing Maths approach implemented - students embracing the 'hands on learning' approach with enthusiasm
- \* Senior students accessed outdoor education this year as part of the SACE program. This will continue in 2020
- \* NPY Womens council worked with the Child Parent Centre (CPC- playgroup & preschool) to support families with clinic appointments, strategies to assist with major milestones crawling, walking and general health advice. They worked in collaboration with the playgroup teacher to assist in supporting community involvement in the playgroup.
- NPY womens council also supported in our secondary classes and worked collaboratively with the Active Education teacher to provide lessons in cooking

The cultural highlights for Amata Anangu School this year have been;

- \* Swimming Carnivals both as a Hub with Pipalyatjara & Murputja Anangu Schools and across the border to Mutujulu School
- \* APY Lands 'Cook Off'
- \* The Arts program continues to support students to experience various cultural activities some of which have included the Walytja & Skin Connections program, Titjuku Inma - Seven Sisters Project, Ernabella Dance, Whole school visual arts project
- \* SEIT brought students from Brisbane school to visit - shared culture, language and learning with visiting schools
- \* Presenting the Walytja Arts project at the conference and facilitating and exhibiting of the art work at the DfE offices
- \* 50th birthday celebration
- \* Dance Rites excursion to Sydney for Middle and Upper Primary students involved in Inma during the year

## Governing council report

We have a strong, active and connected Governing Council with representation from all the major family groups in the community. The Governing Council chairperson is Stanley Windy and we have 2 meetings per term in week 3 & 7. Due to sorry business we did not meet officially in term 4 however maintained connections with the chairperson to work together on attendance and engagement strategies. Our shared vision is to create a culture of learning where all students have the opportunity to experience a great start and the confidence to continue their learning journey through to post-secondary pathways within a supportive environment and a connected community that promotes and maintains safe, caring, healthy and rigorous learning environments.

In 2019 we facilitated Governance training which ensured that Governing Council members gained an understanding of the procedures and responsibilities of their role in the committee. All members attended the training. Most Governing Council members have the required relevant criminal history screening, responding to abuse and neglect training will be facilitated in 2020

Governing Council continues to manage and monitor the canteen. GC are committed to improving attendance at Amata school and will continue to work with families of those students who are not arriving at school on time. In 2020 attendance will be a site based initiative supported by PYEC.

A major focus for the Governing council has been the employment of AE's and monitoring attendance and engagement. In 2020 we will be working toward our partnership goals of engaging Anangu Educators in professional development to support their growth in the areas of teaching and learning, roles and responsibilities of AEW 1,2 & 3 and the role of the Anangu Education Coordinator to ensure that staff are working within their capabilities and/or supported to fulfill their roles. This is articulated to the AE's by implementing regular AE staff meetings which include at different times the Anangu Education Coordinator, Principal, Governing Council Chairperson and council members.

In 2019 training for AE's continued in;

- \* Certificate 3 in Early Childhood Education

- \* FaFT

- \* Pitjantjatjara Language course with a focus on the Big 6 from an Anangu perspective

- \* Support to attend and participate in pupil free days for learning design and moderation, learning through doing Maths, Literacy with a focus on phonics and Berry Street foundation - well-being focus supporting the goals of our SIP

Governing Council members supported the school in many activities this year including;

- \* 50th birthday celebration

- \* Wiltja graduation - families to attend

- \* Closing of the rock climb - student participation

- \* Cultural trips - in and around community & interstate

- \* Anangu Domain - Friday afternoons implemented and supported by GC & community members

## Quality improvement planning (Preschool)

2019 was challenging in the Early Years as staffing continues to be an issue for preschool and playgroup at Amata Anangu school and the Anangu Lands Partnership. We started the year with a preschool teacher but no playgroup teacher and employed PRT's sporadically throughout the year to fill this position. At times during the year the playgroup was also run by Anangu Educators undergoing training in Certificate 3 in Early Childhood and FaFT.

Preschool was staffed until mid Term 2 but with the preschool teacher leaving due to unforeseen circumstances we were unable to fill this position with a qualified preschool teacher and the preschool was closed for 5 weeks until a replacement could be found. The preschool was staffed in Term 3 & 4 by 3 qualified teachers (PRT's) who worked for a few weeks each to ensure the preschool was operational. Despite the inconsistency of staff changing regularly in this space, preschool numbers remained consistent for the remainder of the year with between 10-18 children attending daily. Anangu Educators were instrumental in supporting the 3 teachers during their tenure and this helped maintain consistency for families and children.

The Principal, Deputy Principal and Anangu Education Coordinator supported across the preschool/playgroup during this time also, to maintain continuity and consistency of procedures and processes as per the PQIP, and to ensure that the daily program continued despite the staffing challenges.

The PQIP has been updated to reflect the processes and procedures implemented to maintain the National Quality Standard rating. The service provides a daily program between 8:30am-12:15pm for all aboriginal children over the age of 3 years and is supported by 4 Anangu Educators. Leadership was instrumental in maintaining all required data on the Early Years Data Management System in the absence of a consistent teacher in this space. A transition program is ongoing, however due to staffing the program was amended in 2019 to be implemented in Term 4 only for those students transferring into Reception in 2020.

There will be 11 students enrolling in the Rec/1 class in 2020, 5 of which reside in Amata with the remaining students attending sporadically when in community. Attendance is a key focus to encourage all students to receive their entitlement of a quality early learning experience including family days; cultural days and community walks. Attendances were regular in 2019 and consistent throughout the year despite the staffing challenges. Parental involvement was encouraged with strong levels of engagement in both the playgroup and the preschool. Preschool will be staffed with an Early Years trained teacher in 2020 and playgroup vacancy filled in Term 1.

## Improvement planning - review and evaluate (School)

In 2019 the Leadership team comprised of the Principal in the fourth year of tenure, Anangu Education Coordinator in the third year of tenure. The Coordinator won the position of Deputy Principal and began the first year of a three year tenure. The Coordinator vacancy was not filled due to lack of suitable applicants.

The Deputy Principal role has a teaching and learning focus and supports the staff to analyse data, plan, program and assess according to individual student needs. The role of the Coordinator was to support staff to advance the goals of the SIP - well-being, however due to not being filled the Principal and Deputy Principal shared this role in 2019. A Coordinator -Well-Being position has been filled and will be a three year tenure position from 2020. Due to the inability to staff a complete leadership team in 2019, line management responsibilities were shared between the Principal and Deputy Principal.

In 2019 work began on embedding the the site improvement plan (SIP) into the school culture and planning. SIP teams continued to meet fortnightly to work on identified goals in reading, maths and well-being of students. This work continued in band level meetings and was also included in line management and performance development discussions with all staff. All staff are aware of, and understand the site priorities and will continue to meet in band level groups and SIP teams to implement the strategies to ensure that targets are met as per agreed time-lines.

The site priorities include (but are not limited to);

Reading ---- increase student achievement in phonological awareness and phonic knowledge and word recognition

Maths ----- to use the numeracy content descriptors to monitor student growth and inform teaching and learning.

Well-being - increase the number of students who are skilled in resolving conflict.

In 2019 the Deputy Principal supported by the Principal implemented the graduate to proficient program to ensure all early career teachers had the opportunity to reflect on their practice and gain this qualification during their tenure. This will be an ongoing initiative for all graduate teachers and will be supported by the DP in 2020.

A learning Intervention program was implemented across the JP, MP & UP classes to target individual student needs informed by data, with a particular focus on phonological awareness and phonic knowledge. Initial Lit will be implemented in 2020 to support student improvement in literacy across the site.

Building improvements in 2019;

\* Switching the preschool/playgroup places - the rationale was to create a more diverse learning space, accessible office area, line of sight for toilets, enhance parent access to kitchen area in playgroup, create a separate babies area and meeting rooms for visiting professionals eg: CAMHS, NPY womens council, Hearing SA

\* Preschool and playgroup upgrade of grounds began with replacing sand in the sand pits, dismantling aging equipment

\* Re-carpeting of two UP classes

\* upgrade of lighting and solar system at the pool, erection of storage shed

Building improvements planned for 2020;

\* Gym extension to accommodate sports storage room, including new flooring

\* Junior secondary classroom upgrade including soundproofing to comply with standards for hearing impaired students accessing sound filed systems.

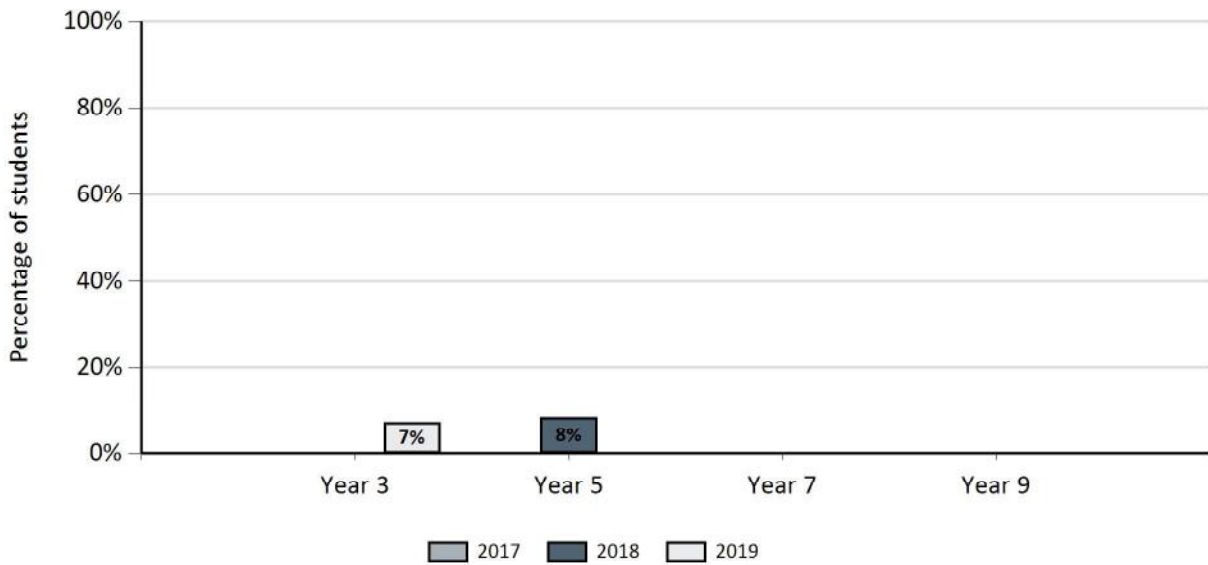
\* Upgrade of preschool outdoor learning space to reflect the quality area 3 as per the PQIP

## 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.

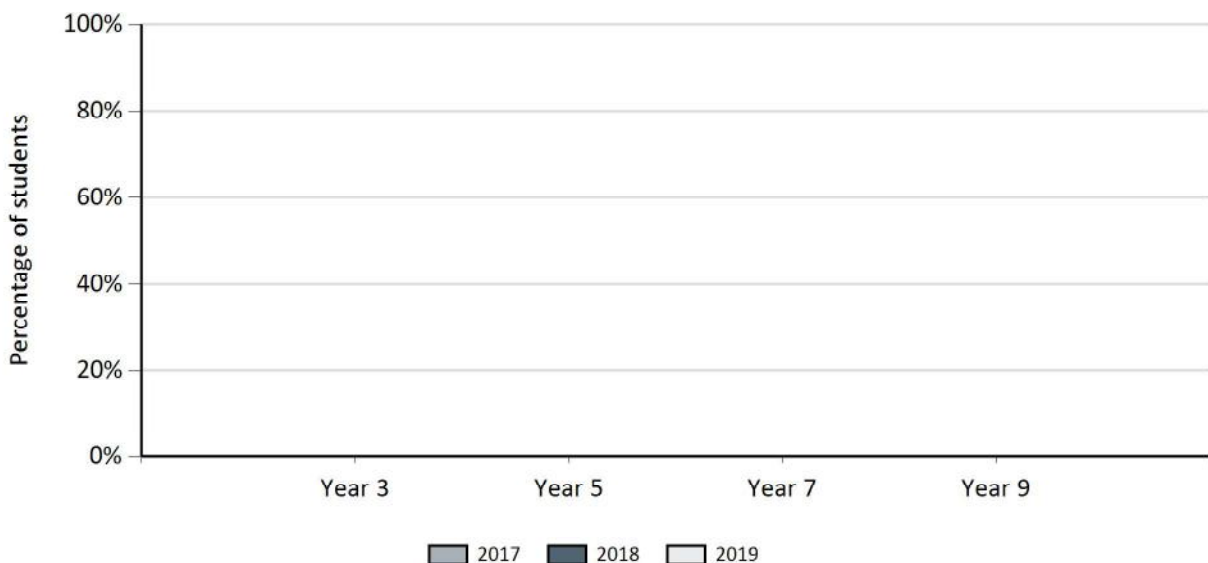
#### Reading



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

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

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

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	14	14	0	0	0%	0%
Year 3 2014-16 Average	8.3	8.3	0.0	0.0	0%	0%
Year 5 2019	10	10	0	0	0%	0%
Year 5 2014-16 Average	10.0	10.0	0.0	0.0	0%	0%
Year 7 2019	13	13	0	0	0%	0%
Year 7 2014-16 Average	10.7	10.7	0.0	0.0	0%	0%
Year 9 2019	6	6	0	0	0%	0%
Year 9 2014-16 Average	8.7	8.7	0.0	0.0	0%	0%

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

<sup>^</sup>includes absent and withdrawn students.

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

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

## South Australian Certificate of Education - SACE

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

2019
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 Data excludes non-A to E and Withdrawn Not Graded subject results.

### SACE Stage 2 grade distribution

Grade	2019
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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

2019
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.

	2016	2017	2018	2019
Percentage of year 12 students undertaking vocational training or trade training	0	0	50%	50%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	0	0	0	0



## School performance comment

The summary below is based on the results of the 2019 NAPLAN test and comparison of data from 2017/18. includes, Running Records, PASM, Pat M & Pat R. A comparison of the data could be made between years 2017 and 2019, however due to less than 5 students contributing to the NAPLAN tests in 2018, there was no report made for that year. In Grammar and Punctuation Amata Anangu School Mean Score as Proficiency Band moved from 1 in 2017 to 2 in 2019. No comparisons could be made in Numeracy due to no comparable data in 2017 and 2018.

Students in year 3 showed an increase in Mean Scores in Writing from 2017 - (124.1) to 2019 - (161.5) and Grammar and Punctuation 2017 (-64.8) to 2019 (278). Students in year 3 a decrease in mean score in Spelling from 2017 (242.4) to 2019 (204.7). 60% of students who participated in the Naplan Grammar and Punctuation test in 2019 achieved National Minimum Standard, with the mean score shifting from proficiency 1 in 2017 to proficiency 2 in 2019. 40% of students who participated in the Naplan Numeracy test in 2019 achieved National Minimum Standard. No comparable data visible from 2017 or 2018.

Students in Year 5 showed an increase in Mean Scores in Writing from 2017 (162.5) to 2019 (185) and Spelling 2017 (291.4) to 2019 (305). A decrease for this cohort in mean scores was present in Grammar and Punctuation from 2017 (186.7) to 2019 (180.7).

Students in Year 7 showed an increase in School Mean Scores in Reading 2018 (344.9) to 2019 (359), Spelling 2018 (343) and 2019 (360), Grammar and Punctuation 2018 (250.3) and 2019 (335.8) and Numeracy 2018 (407.4) and 2019 (421.2)'. 50% of students who participated in the Naplan Numeracy test in 2019 reached National Minimum Standards. That is total increase of 32% higher than data received from 2018 results.

Year 9 - Aggregate scores are not reported for schools with less than 5 students contributing to the aggregate of interest, therefore there is no quantitative or qualitative data to report for the year 9 cohort. A total of 3 year 9 students sat the tests. An increase in literacy results can be attributed to staff professional development, a focus in targeted intervention, whole site reading program and explicit teaching of phonics which will be supported across the site in 2020 with the implementation of Initialit through all staff having access to the training. A greater number of students meeting the national minimum standard in numeracy can be attributed to the whole site approach to teaching culturally responsive maths in the learning through doing (LTD) approach.

Pitjantjatjara Language acquisition has increased due to a focus on – kulintja, oral language – wangkanytja, phonemic awareness, phonics and involvement in language teams working together to complete action plans to support the teaching of language across the school.



## Preschool attendance

Year	Term 1	Term 2	Term 3	Term 4
2017 centre	49.0%	76.0%	38.0%	32.4%
2018 centre	27.5%	44.4%	51.1%	50.0%
2019 centre	42.1%	40.8%	43.8%	
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

## School attendance

Year level	2016	2017	2018	2019
Reception	57.8%	55.1%	53.8%	36.8%
Year 1	52.1%	60.4%	56.7%	43.4%
Year 2	67.9%	50.7%	65.7%	40.8%
Year 3	48.2%	66.9%	70.7%	31.0%
Year 4	55.3%	46.9%	63.2%	63.0%
Year 5	65.6%	40.1%	48.1%	58.2%
Year 6	78.7%	74.2%	57.6%	34.4%
Year 7	75.2%	57.5%	57.4%	52.3%
Primary Other	45.4%			
Year 8	55.6%	57.7%	45.9%	37.2%
Year 9	85.8%	31.3%	63.1%	32.0%
Year 10	38.4%	48.8%	54.4%	32.3%
Year 11	25.9%	60.8%	69.2%	17.6%
Year 12	86.3%	74.5%	84.4%	51.6%
Secondary Other			100.0%	
Total	59.8%	56.4%	63.3%	41.2%

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

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

## Attendance comment

Attendance in 2019 has been disappointing and a number of factors can be attributed to this. 2019 saw the demise of the RSAS attendance strategy with the program closing, whilst the PYEC worked with Principals and communities to devise a new approach to supporting sites, families and communities with strategies to improve attendance. Sorry business, cultural commitments and a higher level of transiency has also had a major impact on attendance. School attendance averaged below 50% and does not meet the site improvement plan target of 85% however there was an increase in attendance in year 4 and 5 and this can be attributed to the rigorous, engaging classroom practice and an understanding that building relationships with students and families is paramount to maintaining good attendance across the class. Early years, junior and senior secondary attendance figures are alarming and will be a focus in 2020.

## Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	12	17	19	16
2017	13	8	10	21
2018	16	13	15	21
2019	14	20	18	21

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

Preschool attendance has been maintained in 2019 and there will be 11 students transitioning into reception in 2020. We have a number of toddlers in playgroup who will transition into preschool in 2020 when they turn 3.

Despite the challenges with staffing the preschool in semester 2, the community involvement in playgroup & preschool is a factor in the number of children accessing the programs. Quality learning in the FaFT program and access for Anangu Educators to professional development and attendance at the Certificate 3 in Early Childhood sessions as well at the Early Years forum, has provided an environment that is rich in learning and supports families in the CPC.

## Behaviour support comment

The implementation of the new SIP includes Well-being of students as a priority at Amata Anangu School. Analysis of EDSAS data indicates that a majority of incidents relate to teasing/bullying both in the yard and the classroom and the inability of students to develop resilience and resolve conflict. Berry Street Foundation model was implemented with some staff accessing the training in 2019. Training for all staff in 2020/21 will ensure that a consistent approach is maintained with regard to supporting student well-being. Governing council support this process and we are working with families to ensure shared responsibility and understanding is achieved. All staff are trained in the 10 essential skills of classroom management. Classroom profiling is also a tool utilised to assist staff to reflect on their classroom practice and behaviour management strategies. 2020 should see an increase in the number of students skilled in resolving conflict.

## Client opinion summary

There was no formal client opinion survey conducted in 2019. However Governing Council and community members participated in a community consultation process to identify what was important to them with regard to the education of their children and young people and also to focus on attendance strategies that would support their children and young people to attend school more regularly.

Work will continue in this space in 2020 with the appointment of Anangu attendance engagement officers who will work collaboratively with the school and families to support improved attendance for all children and young people.

Student voice is an ongoing initiative and Upper Primary and Junior secondary students were involved in community discussions around attendance in 2019 to provide insight from a student perspective into the challenges faced with attending regularly. Leadership, Governing Council, Anangu Educators and staff will continue to work together to support all students to attend every day.

A greater focus on culturally responsive pedagogical approaches to teaching and learning has been received well by students, staff and community with increased engagement in Anangu Domain and community involvement in school. This year families and community members participated in reconciliation activities, 50th birthday celebrations, visual arts projects, bus trips, KS:CPC sessions, sports days and cultural days which supported all students and staff to engage in cultural activities and strengthened relationships between Anangu and Piranpa.

The school will continue to work with Governing Council, families and young people to provide an environment conducive to learning in a culturally appropriate manner.

## Intended destination from Preschool

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1001 - Amata Anangu 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	1	2.0%
Other	2	3.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.0%
Transfer to SA Govt School	32	62.7%
Unknown	15	29.4%
Unknown (TG - Not Found)	0	NA

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

## Destination comment

Students transition from playgroup to preschool to school and post school employment and continuity of learning is maintained due to having an on site preschool and R-12 on the same campus. A transition process is in place for children transitioning from preschool to school and this process continues into the following year to ensure that children are supported. Our preschoolers and their families are invited to assembly each week and this also assists when they are in reception to become familiar with school routines. Whilst we do have a transient population at times there is consistency across the site in teaching and learning, behaviour support and management, policies and procedures and expectations. This assists students to move through their schooling confidently, knowing the routines and expectations of the school. Students from year 8 have access to the FLO program if they are disengaged from school and are supported with amended programs to reengage.

## Relevant history screening

All staff including teachers and ancillary staff are trained in Responding to Abuse and Neglect and have the relevant Working with Children screening. Some Governing Council members are yet to be trained in RAN and volunteer training and this will be commenced in 2020.

## 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	23
Post Graduate Qualifications	3

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	13.0	3.2	2.2
Persons	0	13	10	3

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

## Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	0.0
Fund Raising	0.0
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
Targeted funding for individual students	Improved behaviour management and engagement	Classroom profiling is ongoing across the site and 10ESCM is embedded. Key staff attended PD in Berry Street Model to support the implementation across the site . Active Ed & Fitness program support with incentives	Increased consistency across site. Whole site uptake. Ongoing
	Improved outcomes for students with an additional language or dialect	Targeted intervention 1:1 / small groups	Improvement in student behaviour. Ongoing
	Improved outcomes for students with disabilities	Targeted intervention 1:1 / small groups	Improvement in student behaviour and ability to access the curriculum. Ongoing.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	FLMD resources were developed and utilised to support teaching of Pitjantjatjara language program. Employment of AE2 support language teacher and training for classroom based AE's to improve outcomes for Aboriginal students. Support for Language teachers to attend PD on Literacy focussing on the Big 6. Opportunities for students to attend Wiltja for short and long term visits, attend camps/bush trips and excursions out of community. Opportunities for students to work with support services and community elders to re engage them in learning.	FLMD support teacher employed  Continued access to PD for language teacher/s  FLMD, Faft, Wiltja, assessment, data analysis and PD ongoing
Program funding for all students	Australian Curriculum	Access to on site PD in Maths, English (the Big 6) and KS:CPC/ student well-being through the Berry Street Program, LDAM pupil free days, band level meetings supporting curriculum development	Increased consistency of curriculum delivery and increased student engagement
Other discretionary funding	Aboriginal languages programs initiatives	Early Literacy Strategy grant, focus on building literacy and teacher capacity for targeted professional learning in assessment for learning and oral language, and reading.	All early years AE's trained in FaFT Increased student engagement in reading
	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		



## 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	Staff actively engage in PLC's and teleconferences to collaborate across the partnership. Pupil free days and band level meetings were implemented to focus on the whole site reading and maths agreement, early years framework and learning design and moderation.	A whole site reading program was established and a focus on exploring culturally responsive pedagogical approaches has begun.
Improved ECD and parenting outcomes (children's centres only)	FaFT training for AE's in playgroup continued, NPY womens council facilitated workshops for parents, Certificate 3 in Early Childhood made accessible to AE's to further their training in Early Years pedagogy and how to support children and families in the preschool setting	4 AE's accessing training Parent involvement in preschool increased
Improved outcomes for children with disabilities	Funding utilised for students identified with disabilities supported teacher release to work with families and service providers (CAMHS, Support Services, Behaviour intervention, FamSA, NPY womens council) to write ILP's to target specific needs both academic and social/emotional	Individual student portfolios completed and comprehensive data collected to support the goals of the PQJP
Improved outcomes for non-English speaking children who received bilingual support	Oral language is the focus at Amata Anangu school as is part of our SIP. Faft program implemented in playgroup and AEW's in Early years attended the TTC to undertake Certificate III in Early Childhood.	Increased attendance in preschool/playgroup. Improvement in knowledge in phonics and reading. This will be ongoing in 2020

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