



# Poonindie Community Learning Centre

## 2022 annual report to the community

Poonindie Community Learning Centre Number: 351

Partnership: Port Lincoln

Signature

School principal:

Mrs Sally-Jane Cormack

Governing council chair:

Mark Modra

Date of endorsement:

22 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

The Poonindie Community Learning Centre, located in an idyllic rural setting 18 km North of Port Lincoln, is a small R-6 Primary School with a current student population of 109 (Term 4 2022). Every year the student profile has increased in diversity and complexity with approximately 18% disability, 16% EALD, 24% School Card and 3% ATSI. Poonindie embraces diversity and inclusion and is often seen as a school of choice for the local community and families with students who have additional needs. Poonindie prides itself on inclusion and growth for every child in every classroom through a culture of high expectations in teaching and learning within a small, close knit school community.

In 2022, along with the rest of the state, the school was hit with 2 COVID-19 outbreaks, one at the beginning of the year, and then one to bookend the year. Our student attendance was significantly impacted by this along with other illness throughout the year as was our staff attendance. Despite this, our students and staff maintained a positive outlook and demonstrated commendable flexibility and resilience.

The school provides a broad and balanced curriculum based upon the Australian Curriculum, for all learning areas. All learning areas are implemented with a focus on the 7 General Capabilities of Literacy, Numeracy, ICT competencies, Critical and Creative thinking, Ethical Behaviour, Personal and Social Competencies and Intercultural Understanding. Implementation of the new Departmental Australian Curriculum units has been a priority in 2022, particularly in the areas of English, Mathematics, Science and Hass.

Throughout 2022, our new school vision was completed following a process of consultation with the key stakeholders. Our new vision was written to complement our new school values. Our vision is to: "Prepare and motivate our students in a rapidly changing world; Instilling the knowledge and skills they require as lifelong learners and to practice our core values of Accountability, Innovation, Respect and Resilience".

"Students will have success for today and be prepared for tomorrow".

Our mission is to:

- Deliver high-quality curriculum that maximises every individual student's learning potential, building knowledge and skillsets in a sequential manner. We will strive to ensure every child masters the concepts outlined in the Australian curriculum; with no child left behind.
- To maintain high expectations in teaching and learning, rigor in delivery, timely and ongoing assessment & evidence-based resources within a safe, inclusive and supportive learning environment.

We strive to provide a learning program that promotes our values and vision.

Highlights for the 2022 year include:

- 3 new teaching staff appointed to the school who brought freshness of evidence-based pedagogies and high impact teaching practices, to value add to our existing whole of school practices
- High quality Mathematics training and development provided by ORBIS in Adelaide for R-2 and 3-6 teaching staff
- An External School Review process in which we received excellent feedback around the quality of the teaching and learning, leadership and school improvement processes resulting in a 3-year turnaround
- Change of school photographer as per parent feedback resulting in more natural outdoor photographs of students
- A series of parent workshops provided by Mentally Fit EP "Taking Charge of Your Life" to build resilient communities in adverse times & an exceptional "Introduction to the Science of Reading/Decodable Readers" workshop for parents facilitated by the LGU Coach
- A 3-day camp to Pichi Richi campsite in the Flinders Ranges with the Year 5/6 class
- A sleep over at school with the 2/3 class including a pizza and movie night
- Development of plans for a boundary fence for the safety and wellbeing of our school community, given that the school is in close proximity to an 80km Highway
- A brilliant end of year outdoor concert "Tribute to the Stars" to wind up.

## Governing council report

Our Governing Council this past year was made up of a great group of parents and staff who strive to help make this school a fantastic place for our children. For the first time in a long while we have had a full Governing Council. It's been great to have so many dads involved and people that are willing to look outside the square and bring forward new ideas. Those that volunteered their time this year are Kaylee Brown, Jasmine Schultz, Sarah Williams, Kingsley Habner, Josh Telfer, Hayley Pecina and Gareth Evans, Louise Trevor and Wes Wiseman.

This year has been one of recovery from the disruptive covid policies with volunteers again able to contribute to the school, helping out in classrooms, building teepees and generally helping make this a great place for our children. Thank you to all those parents that have volunteered their time.

Earlier this year the council spent time looking at the long term vision for the school, putting together a strategic plan for implementing over the coming years. A new fence has been proposed for the school. With the fence the council has been very active, looking to accommodate any future issues that may arise, in particular the government policy that currently restricts car parking on school grounds. This has led to further suggested modifications of the fence and some great ideas of how to improve parking and drop off zones for our children. Watch out for more information about this in 2023.

Our family will be leaving this small community, shifting further north next year. I have really valued the community of Poonindie and the focus and care we have received; not just good teaching and care but of the wider school community, supporting us and our children.

I would like to thank particularly the members of school council who have a passion for this community and their children. I strongly encourage any parents, to consider joining council in 2023 to help continue making Poonindie a great community school.

I want to thank you for having me as your chair over the past 3 years. It's been a challenging but rewarding position.

Regards  
Mark Modra

# Quality improvement planning

Our 2022 SIP had 2 goals: one around writing improvement & the other in numeracy. Goal 1: To increase the number of students meeting SEA and HIGHER BANDS in numeracy. Challenge of Practice: If we prioritise a consistent, daily, timetabled numeracy block that develops student's sense of number BY following the sequence provided in the Big Ideas in Number with a focus on trusting the count, place value, additive to multiplicative thinking and partitioning then we will increase the number of students meeting SEA and HIGHER BANDS in numeracy. Leadership Actions: \*Ensuring teachers have the pedagogical content knowledge to support students to build on number ideas and concepts developmentally by organising ORBIS training, resourcing 3 PLC's a term for R-2 and 3-6 staff to engage with recommended resources ie DFE big Ideas in Number papers and Primary and Middle Years Mathematics: Teaching Developmentally (John Van de Walle), analyse BIIN diagnostic data and plan teaching sprints collaboratively. \*Enacting a Performance Development cycle incorporating scheduled leadership and peer observations and feedback of teacher practice, maintaining a strong line of sight in every classroom. \*Ensuring assessment schedule in our whole school Numeracy Statement of practice based on the Big Ideas in Number was finalised, with input from key stakeholders. \*Allocating a budget line to support the resources required – deploying a staff member to audit equipment and make new purchases where gaps existed for teaching the DFE Mathematics Units R-6. Teacher Actions: \*Using a whole-school reference text, new DFE Mathematics Units and ORBIS professional learning to design teaching mathematics conceptually together with the TFEL learning design principles & actively participating in PLT's to collaboratively map out units of work based on data analysis and commit to deprivitisation of practice to build capacity within and across classrooms. Outcomes including next steps: Significant capacity building occurred in 2022 in the design and delivery of mathematics lessons as a result of the rich and ongoing professional development and structures and processes enacted above. Consistency of mathematics practice also emerged across the school as a result of the professional learning and completion of our Numeracy Statement of Practice. Our NAPLAN results indicated further work to occur around pedagogy particularly stretch for Higher Bands. In Year 3 NAPLAN numeracy, we exceeded the SEA target (target 82%/ actual 88%) yet did not meet the Higher Band target (target 35%/actual 24%). In Year 5, we set a SEA target of 83%; actual was 75% which was 1 student down. The Higher Band target was also not met - Target 33% /actual 17%. Goal 2: To increase the number of Year 3 and Year 5 students achieving higher bands in writing. Challenge of Practice: If we increase opportunities for student dialogic talk routines and explicitly teach metacognition/self-regulation skills BY prioritising this in the teaching and learning cycle THEN we will increase the number of Year 3 and Year 5 students achieving higher bands in writing. Leadership Actions: \*Quarantining staff meetings/ SFD's to focus on writing including updating 2020 Writing Agreement/Genre Map with DFE units year planner & EALD coding system when deconstructing text: ie Processes = green /participants = red/ circumstances = blue, coordinating CORWIN training and development to focus on the Teaching and Learning Cycle for Writing including high impact dialogic practices (these were also added into our writing agreement), Brightpath assessment and moderation in Terms 2 and 4 for Narrative Writing. \*Enacting a Performance Development cycle incorporating scheduled leadership and peer observations and feedback of teacher practice – maintaining a strong line of sight in every classroom \*Allocating a budget line to support the resources required including continuing to build our mentor text collection for DFE English Units. Teacher Actions: \*Adopting DFE units with fidelity and using a rigorous teaching and learning cycle to build writing instruction. \*Allowing students to explain and justify their textual and linguistic choices in dialogic talk routines. \*Adopting mentor texts as exemplars for genre writing (purchased term 4 2021). \*Providing models of various stages of success in writing to allow self-assessment, and personal goal setting- Brightpath exemplars. \*Providing explicit feedback oral and written for next steps – using Brightpath teaching and student points. Outcomes: All teaching staff have a strong knowledge of the teaching and learning cycle and actively employ dialogic talk routines using metatalk, further enhanced through the DFE English Units. Students actively used Brightpath bump it up walls to self and peer assess writing and set goals. Our NAPLAN writing Higher Band targets were met in Year 3 (target 35%/actual 35%) however not met in Year 5 (target 42%/actual 17%).

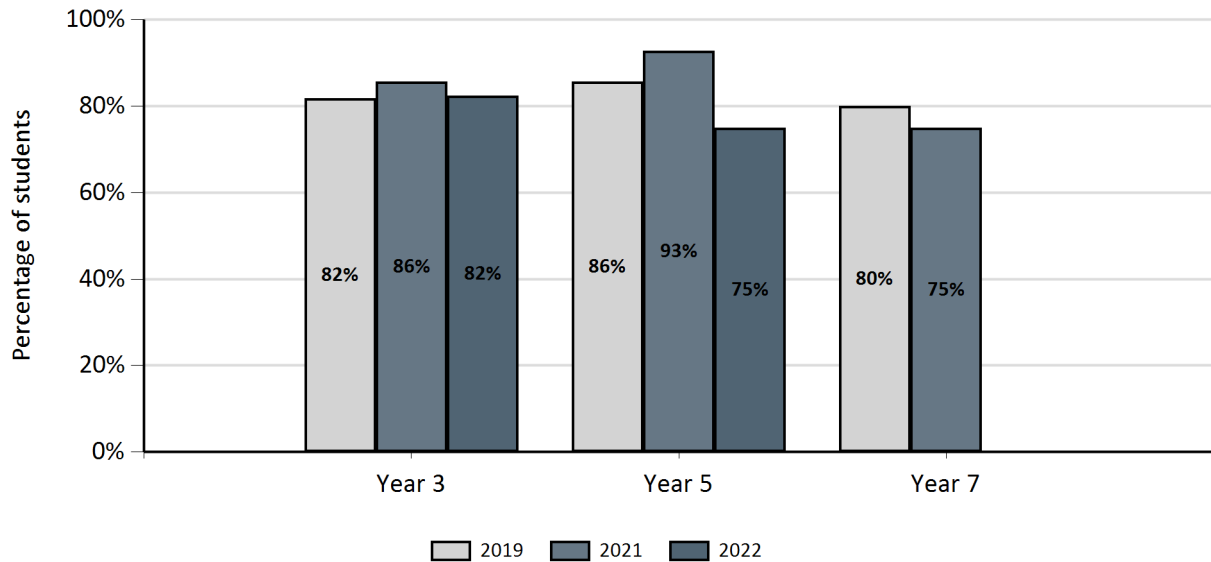


# Performance Summary

## 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

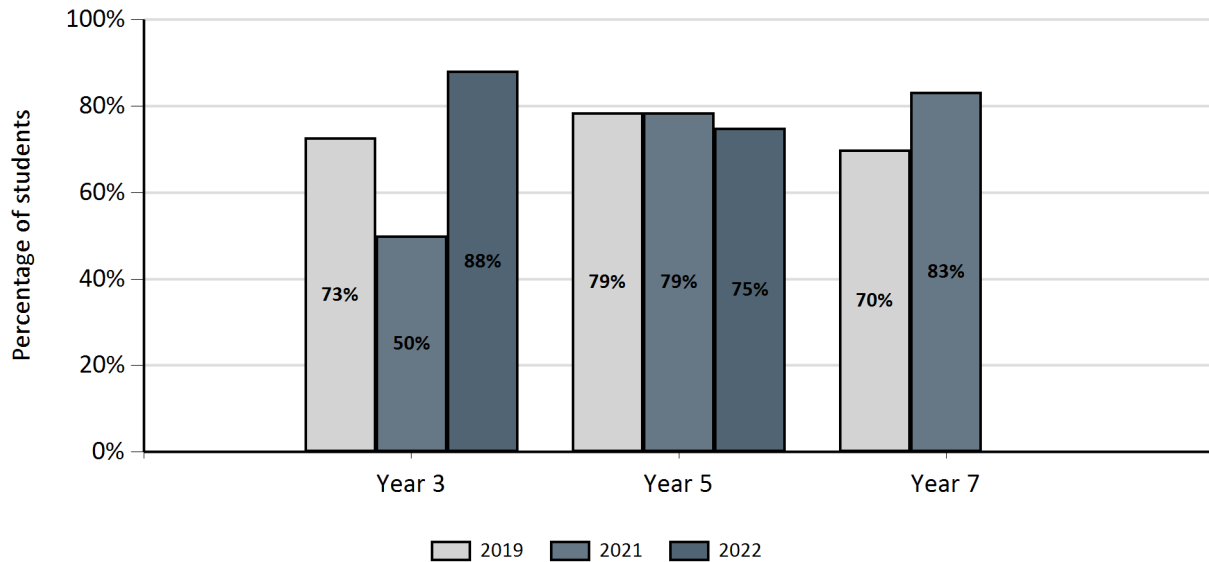


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 03 2022	17	17	7	4	41%	24%
Year 03 2021-2022 Average	15.5	15.5	6.0	2.5	39%	16%
Year 05 2022	12	12	4	2	33%	17%
Year 05 2021-2022 Average	13.0	13.0	4.5	2.5	35%	19%
Year 07 2021-2022 Average	12.0	12.0	6.0	5.0	50%	42%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

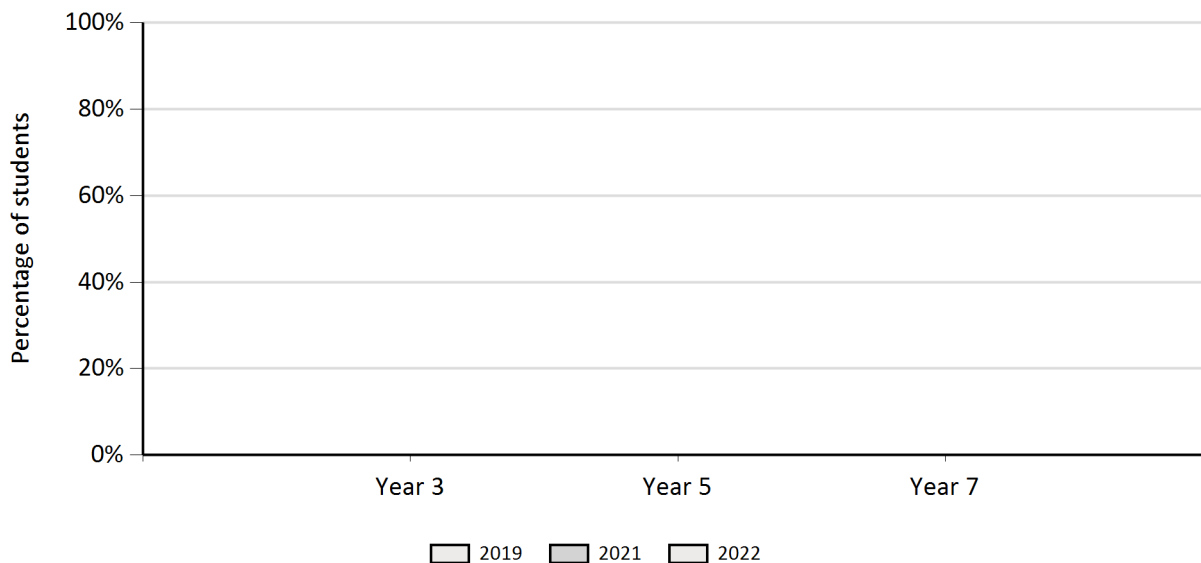
<sup>^</sup>includes absent and withdrawn students.

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

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

# NAPLAN proficiency - Aboriginal learners

## Reading



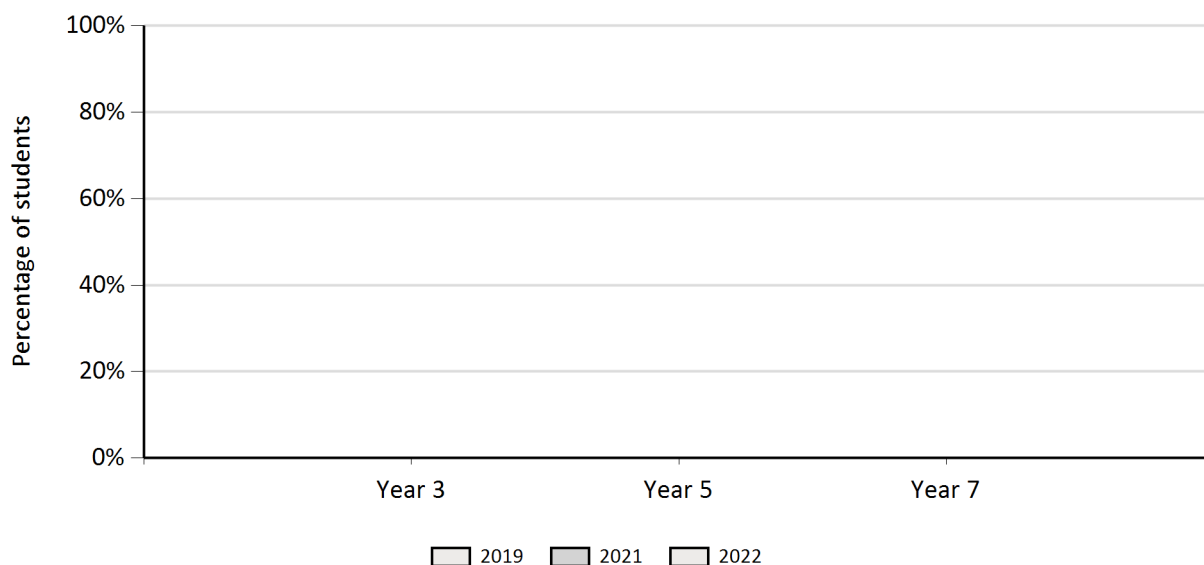
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

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

	No. of students who sat the test <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 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Intervention & Support

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

In 2022 our focus was on Applying Evidence-Based, Learning Interventions as this complimented the work we were already doing in our SIP around the BIG IDEAS in number - using the diagnostics and planning targeted interventions. It also complimented the work in the Junior Primary classrooms around synthetic phonic instruction and the ongoing Initialit cumulative reviews and decodable reader assessments that are routinely used to plan interventions. We started the year with 5 Aboriginal students and ended the year with 3 - 1 in the JP and 2 in the Upper Primary. 2 of these students required targeted intervention with the BIIN - trusting the count and place value. SSO's were deployed to do small group work using individualised programs. All SSO's attended our Math PLC's and have been trained in Initialit and coached incidentally by the LGU coach.

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

All Aboriginal students have a One Plan and 2 out of 3 students achieved their One Plan goals this year. In terms of standard diagnostics/assessments:  
 1 out of 3 students achieved the growth targets for Brightpath Narrative Writing (the other 2 made growth but not expected growth)  
 1 of these students sat NAPLAN in 2022 as a Year 5 student. Previously they were well below SEA in reading but they are now just under SEA in reading so it will be important to provide the necessary scaffolds in 2023 to get this student across the line.  
 In PAT-M and PAT-R (2 students involved) 50% met SEA and this student was above SEA in both assessments.



# School performance comment

## NAPLAN

Our School Performance Score for NAPLAN in 2022 was on par with previous years - it has stabilised as shown below. Whilst flatlining data is neither good nor bad, it was reassuring that there wasn't a regression given the level of absenteeism throughout the NAPLAN testing window and catchups having to be scheduled and approved by the TAA and a strong upper primary practitioner who left at the end of 2021.

2019: 0.53

2021: 0.54

2022: 0.53

Comments - whole school

Year 3 writing is generally on an upward trajectory including HB on a year-by-year basis; Year 5 writing is going down on a year-by-year basis including HB. 2019 Year 3 to 2021 Year 5 cohort decline in SEA but small shift in HB.

Other areas across school:

Data is a bit saw tooth pattern which reflects the fact that it is cohort dependent and small numbers of students amplifies data. As a school, we are generally stronger in reading than numeracy although our recent school performance report indicates a 0.05 growth in numeracy and 0.07 decline in reading from 2021. Both numeracy and reading will be on the SIP next year. There is a steady pattern of decline in higher bands as a school in numeracy and a close look at the achievement profiles indicated there were a number of students just under HB this year in NAPLAN numeracy, reading and writing (particularly year 3 where there were 7 students just under HB in either reading, writing and numeracy in 2022). Designing tasks across the board that promote rigor in teaching and learning and intellectual stretch (low floor high ceiling) will be a focus as per the External Review recommendations.

PAT- R and PAT-M

Overall, our PAT data this year was stronger than NAPLAN and a One Plan student who has previously sat reassigned tests, sat a year level test in Math and achieved SEA this year. Heartwarming news!

PAT M

Year 3 82%

Year 4 83%

Year 5 92%

Year 6 93%

PAT R

Year 3 88%

Year 4 92%

Year 5 75%

Year 6 100%

Year 1 Phonic Screen:

This year was a pleasing year for us in terms of our Phonic Screening results we had a 29% lift from the previous year.

This data is also cohort driven, many students who are in JP having complex speech and language needs associated with their Autism diagnosis. The work undertaken to develop fidelity of practice in phonemic awareness and phonics has been accelerated through the work of an outstanding LGU coach for past 2 years.

2022: 73%

2021: 44%

2020: 64%

Semester 2 Grades analysis (Australian Curriculum Learning Area and numbers of Students for grades)

English - A: 16 B: 19 C: 57 D: 14

Maths - A: 17 B: 14 C: 68 D: 11

Science - A: 8 B: 15 C: 79 D: 5

Languages - A: 5 B: 8 C: 90 D: 5

Arts - A: 2 B: 22 C: 80 D: 4

Tech - A: 3 B: 16 C: 84 D: 6

Hass - A: 4 B: 17 C: 80 D: 7

Health/PE - A: 2 B: 16 C: 87 D: 2

# Attendance

Year level	2019	2020	2021	2022
Reception	91.7%	89.2%	84.2%	82.5%
Year 1	89.7%	90.6%	89.1%	84.1%
Year 2	89.8%	86.9%	93.6%	80.6%
Year 3	92.8%	91.0%	90.2%	87.5%
Year 4	92.1%	89.6%	89.7%	83.4%
Year 5	92.0%	91.1%	93.2%	85.9%
Year 6	83.9%	89.5%	92.2%	87.0%
Year 7	81.2%	84.6%	93.7%	N/A
Total	89.3%	89.1%	90.7%	84.3%

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

## Attendance comment

2022 was a particularly poor year for attendance primarily as a result of 2 waves of the COVID-19 pandemic through our school - one in Term 1 and the other in Term 4. Approximately 80% of our small school community was impacted either directly or as a close contact and all but 2 staff members didn't go down with COVID, including 2 staff members who contracted it twice. Our attendance was an all-time low of 71% which is significantly less than our 92% last year. In analysing the attendance data closely on the BI tool:

777 days were out for illness  
421 Family and social/cultural  
399 Unexplained. A fair percentage of the unexplained would-be illness however parents did not make contact with the school to let us know that and staff were not as vigilant as they should have been in following this up. In 2023, staff will be re-inducted and made aware of the accountability factor re attendance/ our school procedures including making contact with parents after second day of absence to determine a reason. If we are not impacted by a further wave of COVID, we will be re-introducing attendance incentives at the assemblies. Chronic non-attenders (wave 3) and wave 2 will be case managed.

## Behaviour support comment

The student cohort at Poonindie School are generally highly respectful and self-regulated and this is evident daily in their amicable interactions with peers and teachers. Students were strongly involved in the development of our whole of school values: Accountability, Innovation, Respect and Resilience and therefore have taken great ownership over these. The schools Behaviour Development Policy was reviewed in 2022 so that it aligned more closely with our new school values and new staff members could have agency and involvement in the content. Behaviour issues at Poonindie School typically result in the flight, flight or fright response of students with autism. Staff have been trained in MAPA to assist the safe handling of behaviours that manifest themselves in aggression and support students daily to co-regulate, with positive outcomes. Approximately 23 Behaviour incidents were reported in EDSAS during the year, 17 of these take homes and 2 suspensions.

# Parent opinion survey summary

We received approximately 30 parent responses from the 2022 annual online parent survey. Overall, our results are stronger than the comparison group. The strong points for 2022 were:  
People are respectful: 100% - 60% Strongly agree and 40% agree  
Child is important – 100% - 58% strongly agree and 42% agree  
Talks with child – 96% strongly agree  
Education is important – 75% strongly agree/13% agree  
Wants more help – 75% strongly agree (no they don't want more help)  
Areas for improvement:  
The highest number of disagrees were in wants more help (approximately 5 parents responded with YES they do want more help).  
The second highest area for improvement (3 disagrees) is having input into their child's learning. Undoubtedly the COVID-19 policies impacted the regular flow of parent involvement onsite so hopefully in the new year we will be able to have more parents back listening to reading and engaging in other learning experiences. The bar graph pictured on the School Improvement Dashboard homepage that summarises these responses into broader headings, has indicated that respectful relationships are our strongest point and our lowest is receiving useful feedback.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Poonindie Community Learning Centre has a data base of relevant DCSI screening and WWCC checks. This is updated regularly. All volunteers, bus drivers and other external providers have current clearances. Volunteer induction sessions were minimal this year due to the Covid-19 pandemic.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	9
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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

## Workforce composition including Indigenous staff

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

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$657
Grants: Commonwealth	\$6,600
Parent Contributions	\$26,767
Fund Raising	\$2,119
Other	\$5,361

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

## 2022 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 2022 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	0.2 Band B1 Wellbeing and Learning Improvement Coordinator. Main areas of focus included implementation of whole of site Resilience Project and facilitator of BIIN diagnostic and Phonic data collection for teacher analysis and planning.	Whole of site shared language around resilience including key concepts of Gratitude, Empathy and Mindfulness. Explicit and targeted teaching in literacy and numeracy as a result of baseline data collection and post data collection to assess impact of interventions.
	Improved outcomes for students with an additional language or dialect	EALD funding was utilised to fund SSO's in all classrooms and support the learning needs of 3 ATSI students and 1 EALD student who is significantly below SEA with their learning.	All ATSI students made progress on their OCOP goals; EALD student has undertaken SSS assessments to determine learning gaps. Recommendations from the assessments will be the focus of the work for this student in 2023.
	Inclusive Education Support Program	Approximately 6 students with a verified disability attracted individual IESP funding to support their One Child, One Plan Goals. The general IESP grant was utilised to employ classroom support SSO's in every classroom to support students who have learning needs, including speech and language, but do not attract a level of support.	Small group & 1:1 intervention, based on BIIN and Phonic data resulted in growth for 80% of the students involved.
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	Throughout 2022, we continued to run our MacqLit reading intervention program for students at risk in their reading development in Years 3 to 5 for 4 mornings a week. Approximately 4 students participated in this program, and the built-in assessments/reviews indicated that students made progress in this program. Grant Eckermann ran this program. He regularly gave feedback/shared results with the students (graphs) and in particular when they had made progress which in turn boosted the self esteem and confidence of the students. InitialLit program ran in all R-2 classes with all staff including newly appointed, trained in the program.	<ul style="list-style-type: none"> <li>• 80% of students involved in MacqLit Reading Intervention Program made expected growth. 1 of these students met SEA in PAT-R on year level test having re-assigned tests previously.</li> <li>• 73% of Year 1 students met SEA for Phonic Screen - a significant improvement from 2021 data.</li> </ul>
Program funding for all students	Australian Curriculum	Teachers were regularly released to work with Clint Beard, Curriculum Implementation Officer, Port Lincoln 1. Areas of support included planning for composite classes, curriculum mapping and health education for 5/6 class.	All 3-6 teachers more confidently navigating the new DFE units and strategy for managing composite classes so students receive year level learning entitlement.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The Better Schools Funding was utilised to support all students to access the 5-6 Camp to Pichi Richi Park in October. The costs of the camp were subsidised through this grant. Excursions costs and school uniforms have been provided to families in need.	100% of students attended including low income/school card students.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Although we did not have any verified Gifted students, we did have a student who was operating 2-year levels above in Math who accessed extension work in the classroom but also joined the upper year levels a couple of days a week for intellectual stretch as negotiated with the student and family. The student was offered higher order tasks in STEM – ie Makers Empire.	Student achieved A grades for all Australian Curriculum learning areas.