



COWELL AREA SCHOOL

Cowell Area School

2022 annual report to the community

Cowell Area School Number: 735

Partnership: Central Eyre 2

Signature

School principal:

Stephenie Herbert

Governing council chair:

Erin King

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

2022 saw a new Principal and Deputy Principal begin their tenure at Cowell Area School, continuing the great work that Lisa Masters and Jan Burton completed in 2021. The school was involved in a pilot program for Telehealth Services for speech and psychology assessments/appointments hoping to minimise the wait time for some students.

The site improvement goal continued to focus on student writing across R-12 in 2022. Several student-free days were held to allow staff to look at the Teaching and Learning Cycle, The Leap Levels, and Learning Intentions and Success Criteria, which inform teachers on the following stages of writing development for students in some depth. Staff also worked on formative assessment strategies to ensure students know what they are learning and why providing explicit feedback to them on what they can do to improve.

We also continued our journey with Bill Hansberry. Bill spent time with the Leadership Team, new staff, and the whole staff as a group, looking at our behaviour management processes and continuing the development of our understanding and skills in using the restorative approach. Bill conducted a parent workshop, and there were great discussions and learning about Restorative Practices.

With Covid-19 restrictions and absences making a significant impact, staff and students having to isolate, and everyone having to be flexible with their learning, it was a pleasure to see our NAPLAN scores remain consistent. This is a direct result of the dedicated staff and their commitment to the students achieving their best. The school also celebrated 100% SACE completion for Year 12 students.

COVID limited parents and visitors onsite, pushed back carnivals, and the library had to navigate between community and students being both able to access the space. However, by Term 2, we were in a regular routine and students again got to experience camps, excursions, and interschool carnivals.

Our SRC was active during the year, organising various events to raise awareness about community issues and e school and wider community causes.

We continued with some upgrades to the school, including the area behind the Food and Hospitality and Science Room being cleared and tidied up, and a new solar-panelled digital sign. We have continued to update IT for students with more Chromebooks being purchased so every student from Year 3 onwards can access a device to enhance the learning experience, in addition to the purchase of headphones for all senior classes.

Students in Years 10-12 have participated in a variety of vocational education opportunities, including Flexible Industry Pathway courses and school-based apprenticeships, including Skilling SA traineeships at two sites; empowering them to transition into various post school careers.

Governing council report

After 2021, we thought we had been through the worst of the changes that the pandemic created, but unfortunately, we were in for more drastic changes. 2022 started very differently with some students at school and some at home doing online learning. Governing Council was not able to meet face to face as a whole committee for several months instead using online platforms to communicate with each other, but through all this, our committee has been able to govern our school effectively and efficiently as learned new ways to communicate in difficult times. As 2022 draws to a close, we have returned to our usual face-to-face meetings held in our Community/School Library.

This year, we welcomed our new Principal, Mrs Stephenie Herbert to Cowell Area School. Stephenie definitely had no time to relax and ease into the Principal role with all the COVID restrictions impacting our staff, students, and families. Stephenie has been a fantastic new source of knowledge and experience and Governing Council has enjoyed working with her throughout this year.

Due to the restrictions, our major fundraiser of the Saturday Night Draw did not run in 2022, but ongoing discussions are in place with Kym and Kylie Martens to revamp this fundraiser in 2023. Kym and Kylie are passionate about this fundraiser remaining with our school and we thank them for their ongoing support. The Governing Council Committee needs members of our school community to get behind this fundraiser as it provides our whole school with ongoing funds to purchase equipment and resources for our students. A sub-committee is being created to run this fundraiser, if you are interested in getting involved, please speak with myself or Stephenie.

This year, we farewelled Jane Smith, Hayley Fiegert and Jeff Tonkin from our committee. All have been long-standing committee members and provided valuable service to our school by being on the Governing Council Committee. On behalf of the rest of the committee and the school, I thank Jane, Hayley, and Jeff for their time and commitment.

Thank you to the current committee members of the Governing Council for your time and contribution throughout this difficult year. Our committee members were Jasmin Piggott (Deputy Chairperson), Jessica Jaeschke (Secretary), Kelli-Jo Kovac (Treasurer), Kyla Franklin, and Simon Turner with new members, Amanda Salter and Claire Barber joining the committee. Our staff representatives were Mrs Stephenie Herbert and Mr Jack Burton. Thank you, Terry Rehn who once again attended our meetings on behalf of our District Council. An ongoing thank you to Mrs Michelle Elson, Mrs Kylie Macfarlane, Mrs Meagan Llewelyn and Mrs Jacqui Lewis-Couzner for the behind the scenes work that occurs to make our meetings and planning run so smoothly.

Governing Council continues to extend an invitation to all parents/guardians who wish to join the committee next year. The Governing Council provides great insight into the running of our school and shows how the school is working towards positive outcomes for our children.

We look forward to seeing all return in 2023 for another great year at Cowell Area School.

Quality improvement planning

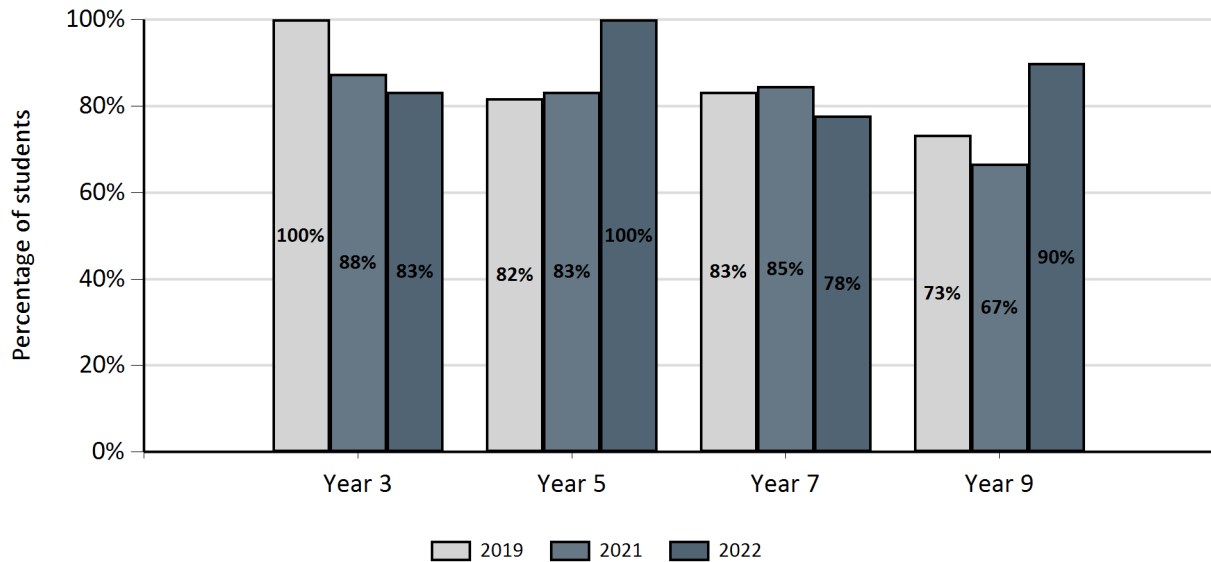
Our SIP goal for 2022 was to 'increase writing achievement R-12 and lift the number of students achieving in high bands.' This goal was determined through the analysis of NAPLAN data. Data showed that students' writing levels were lower than numeracy and reading and that this should continue to be the focus for the school. In developing the 2022 SIP, we reflected on improvement that had occurred through writing being the 4th year of focus for the school as well as considering the recommendations from the 2021 ESR. Formative Assessment became our Challenge of Practice. The actions used to progress towards achieving our goal were at a Partnership, site and classroom level. The Principal and Instructional Leader worked closely with the LET and through professional development at a Partnership level gained a greater understanding and clarity of the SIP and the school improvement cycle. The development of a whole school Implementation Plan was a positive outcome as it provided clarity about the next steps of the improvement journey along with attending PD offered by the LET team was also focussed on evidence and triangulation of data as well as the alignment of our schools SIP to the Partnership Strategic Plan. The Principal was also involved in professional development with Social Ventures Australia, along with other sites from the Partnership. This provided opportunity to continue to build networks with schools across Australia and improving understanding of quality Instructional Leadership. As a partnership we continued to work on our program logic based on LISC, which resulted in us embedding a LISC Agreement for Cowell Area School as it was newly developed at the end of 2021. Collaborating with staff on the writing of the SIP was an impactful action at the site level, leading to whole staff ownership and the creation of common purpose and language across curriculum areas. Other actions included consistent structures; formal observations and staff Performance Development Plans being aligned to the SIP. Staff PDPs were required to have a goal that focused on the Challenge of Practice, and three students identified to track and monitor improvement. Release time was timetabled for staff to complete and review one plans, additional time was made available to relevant staff, regular PD at staff meetings was provided about the teaching and learning cycle intentionally designing teaching and learning in all disciplinary areas using the Scope and Sequence and Learning Progressions. This built teacher knowledge of building the field, providing supported texts, learning about the text type, supporting students writing and then writing independently. Staff were exposed to writing sprints, bringing student writing samples, and collaboratively tracking and monitoring these throughout the year, and analysing, identifying and discussing key areas to focus on to improve student writing. This had great impact according to consultation with staff who shared their experiences at staff meetings. A CAS Formative Assessment Agreement was developed in consultation with staff through evidenced based reading. All teachers and classroom SSOs undertook LEAP level training to assist with sentence structure and writing, while a number of teachers attended PLCs led by the Partnership. The traffic light system was introduced for secondary students to improve teacher's tracking and monitoring and student accountability. All leaders conducted walkthroughs to assist with the implementation of the LISC. Staff were involved in Step 5 of Improvement Cycle; student writing samples were analysed by staff to determine if Challenge of Practice success criteria was achieved. Student data was shared and analysed with staff and compared to SIP targets in an effort to inform targeted teaching for effective student learning.

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

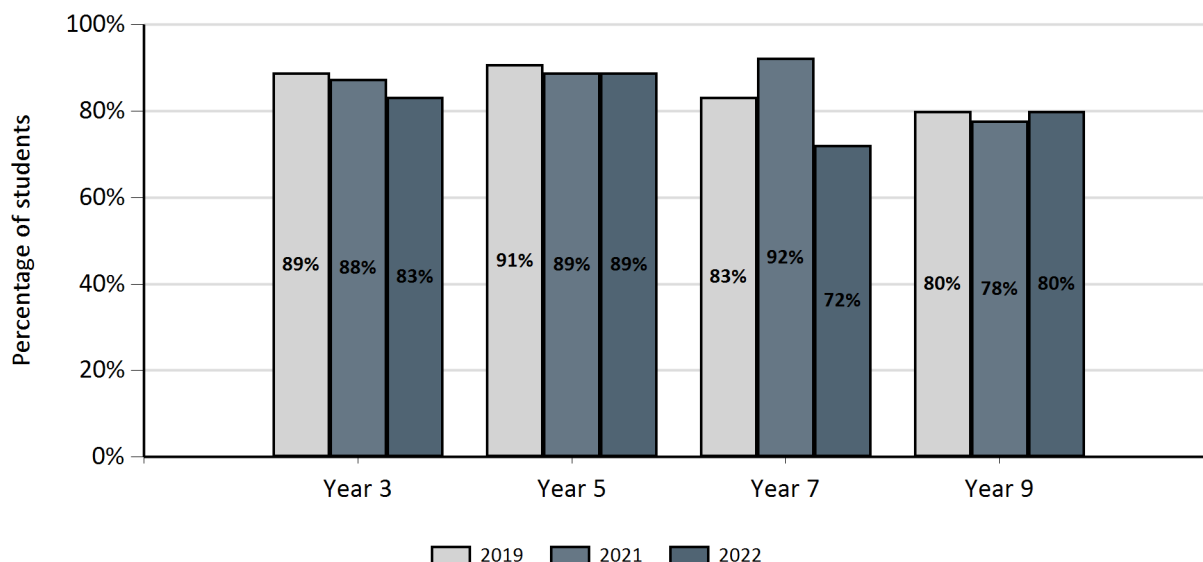


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	18	18	10	8	56%	44%
Year 03 2021-2022 Average	17.0	17.0	10.5	7.5	62%	44%
Year 05 2022	9	9	4	3	44%	33%
Year 05 2021-2022 Average	13.5	13.5	5.0	4.5	37%	33%
Year 07 2022	18	18	4	6	22%	33%
Year 07 2021-2022 Average	15.5	15.5	4.5	5.5	29%	35%
Year 09 2022	10	10	3	3	30%	30%
Year 09 2021-2022 Average	9.5	9.5	1.5	3.0	16%	32%

*NOTE: No NAPLAN testing was conducted in 2020.

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

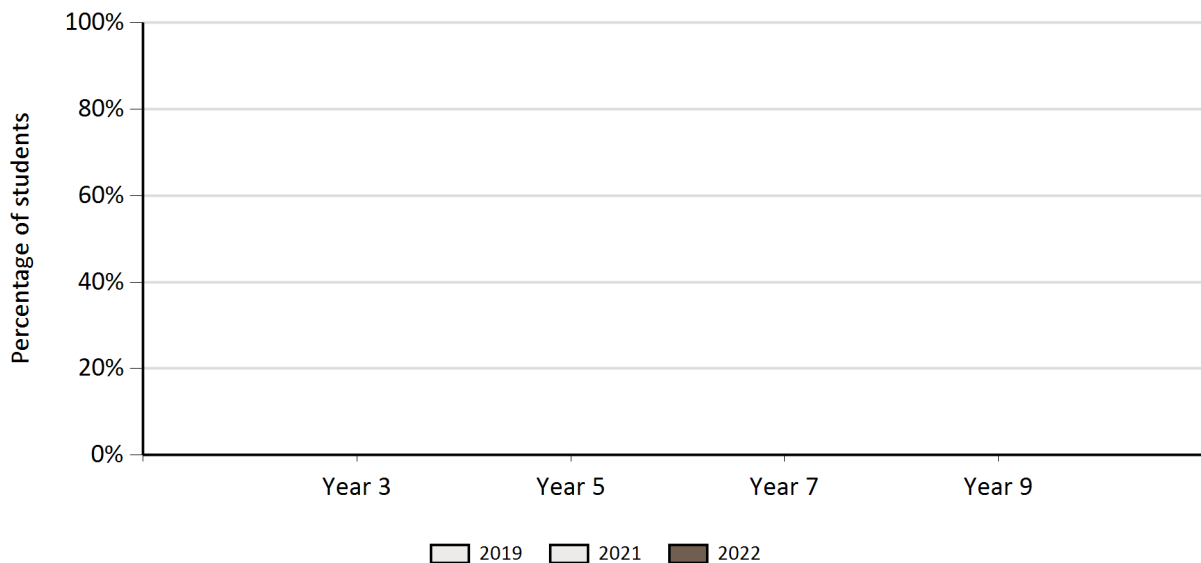
[^]includes absent and withdrawn students.

*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



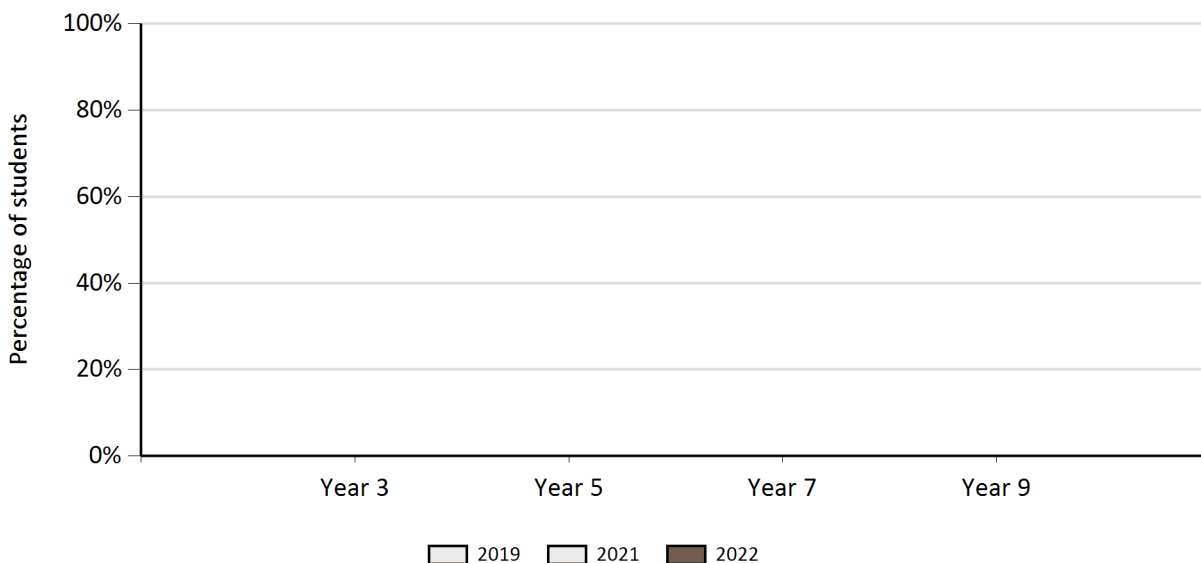
*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 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.

[^]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: Tracking & Monitoring

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

Aboriginal learner literacy and numeracy data continued to be tracked and monitored at a classroom level. Evidenced based programs continued to be used in classes, and identified students participated in evidenced based literacy and numeracy intervention programs. Staff were supported in writing and reviewing One Plans through timetable time and release time. A leader made themselves available to support staff with planning and reviewing of One Plans. An ASETO worked with all Aboriginal students to improve against goals in their OCOPs.

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

100% of Aboriginal students who participated in reading and numeracy NAPLAN achieved SEA expected achievement. This sees the school maintain this achievement from last year. The ASETO working with students to support them with their literacy and numeracy and incorporating aboriginal perspectives into the classrooms has been an ongoing achievement. We had several students represent the school at the Aboriginal STEM Congress in Adelaide. 100% of Aboriginal students achieved their SACE and have been accepted into traineeships post schooling.

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
*	94%	94%	100%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2020	2021	2022
A-	0%	0%	6%	0%
B+	0%	0%	9%	17%
B	0%	0%	19%	9%
B-	0%	0%	16%	13%
C+	0%	0%	9%	30%
C	0%	0%	28%	17%
C-	0%	0%	6%	13%
D+	0%	0%	6%	0%

Data Source: SACE Schools Data reports, extracted February 2022

*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	2020	2021	2022
*	*	63%	82%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2017	2018
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	#Error	100%
Percentage of year 12 students undertaking vocational training or trade training	100%	66%	#Error	100%

2021	2022
75%	100%
25%	50%

School performance comment

Phonics Screening Check (PSC) and Running Records (RR) results were very high. 100% of our year 1 students demonstrated the expected achievement in RR and 98% in PSC. In Year 2 100% demonstrated the expected achievement. The combination of high quality explicit teaching of phonics, use of evidenced based resources and strong intervention programs in the JP are positive contributors to consistency in high PSC and RR results as well as our very good Year 3 NAPLAN results.

NAPLAN - our students NAPLAN results were very strong. Staff shared and analysed the NAPLAN data collaboratively, which was valuable as both analysis and the basis for planning and goal-setting for all staff.

Year 3 - Writing: 83% SEA & 50% HB, Reading: 83% SEA & 56% HB, Numeracy: 83% SEA & 44% HB. The Year 3 performance across all areas has slightly dropped from the previous year.

Year 5 - Writing: 67% SEA & 11% HB, Reading: 100% SEA & 44% HB, Numeracy: 89% SEA & 33% HB. This year we had the highest result in students reaching SEA in reading with all students achieving this. We also had a 10% increase in students in the HBs for reading. Numeracy and writing results across the board had a slight decrease from 2021.

Year 7 - Writing: 56% SEA & 11% HB, Reading: 78% SEA & 22% HB, Numeracy: 72% SEA & 33% HB. Writing for the Year 7 cohort has made improvements with a 10% increase in students obtaining SEA. Reading has had a slight decrease, however, the amount of students reaching SEA in numeracy decreased by 20%, but the number of students in HB stayed close to 2021 results.

Year 9 - Writing: 80% SEA & 10% HB, Reading: 90% SEA & 30% HB, Numeracy: 80% SEA & 30% HB. Our Year 9 results show an increase in the amount of students achieving SEA in both reading (23%) and writing (24%). Numeracy results were marginally higher than 2021 results.

Overall our NAPLAN results were very pleasing with an increase in the number of students obtaining SEA growing in writing for the Year 7 and 9 students. Across all areas of NAPLAN the Year 9s achieved higher results than last year, with the Year 5s increasing in Reading (100% which is the first time since 2013) and with the same percentage of students maintaining SEA in Year 5 Numeracy. Year 5 writing percentage slightly dropped as well as all areas of the Year 3 NAPLAN dropping compared to 2021 results. Our NAPLAN Performance score had a minimal decrease of 0.02 to 0.60.

This year our numbers at Stage 2 SACE were consistent, with 7 students. In 2022 all 7 students achieved their SACE. This is the first year for some time that this has been achieved. Students were learning through face to face classroom settings at CAS as well as through Local Delivery. Within the Year 12 cohort, we had 50% of students undertake traineeships or alternative nationally-recognised Vocational Education and Training.

Attendance

Year level	2019	2020	2021	2022
Reception	93.1%	91.7%	92.7%	89.1%
Year 1	95.6%	89.7%	95.2%	88.2%
Year 2	97.6%	91.4%	93.5%	86.5%
Year 3	94.5%	96.0%	91.4%	87.9%
Year 4	96.1%	89.2%	93.5%	88.1%
Year 5	93.6%	88.3%	91.4%	92.1%
Year 6	97.4%	88.8%	92.4%	86.8%
Year 7	93.9%	90.0%	90.0%	87.4%
Year 8	93.8%	89.3%	89.0%	83.0%
Year 9	94.9%	89.2%	91.1%	88.3%
Year 10	95.4%	85.8%	86.6%	85.7%
Year 11	91.3%	83.8%	85.1%	87.2%
Year 12	97.5%	84.5%	89.8%	82.3%
Total	94.9%	89.2%	91.2%	87.3%

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

Attendance comment

Our attendance rate of 86.4% was considerably lower than our 2021 attendance of 93%. Attendance was affected due to COVID-19 positive results for students, as well as parents opting to keep students home until vaccinated and also if they were unwell but not positive to COVID. All these factors had an impact on the 2022 attendance rate. Attendance of students participating in online learning and at school was very good during the hybrid start to the year's lessons. A majority of absences were for family/social or illness reasons. There is a clear process at the school for staff to follow when a student is absent for three days or more. We were in contact with families and Social Work/Truancy in regard to any concerns about students' non-attendance.

Behaviour support comment

The school follows the Department's Behaviour Policy as well as prioritising Restorative Practices. There was a reduction in the amount of incidents recorded in EDSAS, mainly relating to a small percentage of the school population. 6 "Threatened Order – Persistent fail to comply" – 2 Suspensions, 2 Take Homes and 2 Warnings. 24 "Threatened Safety or Wellbeing" – 2 Suspensions, 8 Internal Suspensions, 9 Take Homes, 2 Time Out – Admin, 1 Time Out – Classroom, 1 Time Out – Yard. Additional funding was allocated for extra SSO support and to assist teachers. Students, families and staff were supported by Behaviour Support Coach, Support Services and individualised plans.

Parent opinion survey summary

Only a small number of parents completed this year's survey, with areas of particular focus being:

School Climate - 86% of parents that completed the survey agree/strongly agree that respect is shown at school with 24% that don't agree or disagree and 13% disagreeing or strongly disagreeing.

While 68% of parents that completed the survey agrees/strongly agrees that the school communicates effectively. This is an area that staff identified last year as an area for improvement with all classes using Class Dojo being used as a class communication tool with parents as well as sending out 5 weekly traffic lights of Secondary School student's progression in subjects. The school continued to use SMS Global to inform parents of time restricted communication that needed to occur between the school and parents.

Learning at School - 55% of parents who completed the survey agree/strongly agree that their child receives useful feedback from teachers and/or they (the parent) have useful discussions with the school about their child's learning. In relation to this information, staff have introduced 5 weekly traffic lights to all secondary students so parents are aware of our their children are going with their learning as well as a work focus room for students to catch up on work that they have not completed. With the work focus room parents are advised of students being required to attend.

Learning at Home - 89% of parents talk with their child about what happens at school. 68% of parents agree/strongly agree that they have a good home learning routine and 58% of parents agree/strongly agree that the school provides opportunity for them to have input about their child's learning, while 17% don't agree or disagree and 13% of parents disagree.

Future Plans & Pathways - 86% of parents who completed the survey agree/strongly agree that education at school is important for their child's future, while 58% parents agree/strongly agree that they feel equipped to help their child plan what they will after school.

This information was shared with staff and ongoing community communications and initiatives have been tailored with these priorities in mind, moving into 2023.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	4	36.4%
NT - LEFT SA FOR NT	1	9.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	54.5%

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

All staff and volunteers have current WWCC and RRHAN-EC. New volunteers participate in an induction process which involves the school undertaking the WWCC process for volunteers. A database of relevant history screening is maintained by the school and renewal reminders are sent when checks are about to expire. There are currently 43 parents and community members with relevant clearances at Cowell Area School.

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	32
Post Graduate Qualifications	5

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	0.0	15.0	0.5	9.8
Persons	0	18	1	15

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

Financial statement

Funding Source	Amount
Grants: State	\$3,162,801
Grants: Commonwealth	\$30,405
Parent Contributions	\$66,022
Fund Raising	\$310
Other	\$176,002

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	Student Wellbeing Leader worked with groups and individual students on wellbeing and social skills. Liaised with relevant services and Department support services. Supported teachers with school wellbeing programs. The school also employed a Centacare Social Worker one day a week for counselling.	Students increased connection to school and had trusted people they could talk to and also an increase in resources available to them.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Employment of SSOs for 1:1 support and small group intervention based on student literacy and numeracy needs. TRT release for One Plan and case management meetings.	Improved literacy and numeracy outcomes and increased engagement and independence in activities.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural and Isolated - access to programs, excursions and activities. Aboriginal students - SSO working with all aboriginal students on engagement, literacy, numeracy and social goals. Numeracy and Literacy - SSO staff employed to run intervention programs with small groups of students, 1:1 intervention and classroom support, particularly across R-2. Additional teacher employed for explicit phonics instruction with three InitialLit classes.	Access to programs and activities. Improved outcomes for students achieving literacy, numeracy goals and high PSC and RR results.
Program funding for all students	Australian Curriculum	TRT release for teachers to participate in professional development aligned to School Improvement and the Australian Curriculum.	Improved teacher knowledge and pedagogical outcomes increased.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Employment of an Instructional Leader to work and mentor teachers to build their capacity and improve pedagogical practice to improve student outcomes and rigor in the classroom.	Greater knowledge and clarity of the Units of Work, the teaching and learning cycle and increased teacher capacity.
	Specialist school reporting (as required)	RAAP funding to support running of school specialist Aquaculture program - employment of farm technician. Also additional funding to support M&S Technologies program. VET Access Fund for students to access AFMA Certificate II Maritime Studies FIP.	Students accessing tertiary Certificate courses, developing links with industry.
	Improved outcomes for gifted students	N/A	N/A

