



# Tumby Bay Area School

## 2022 annual report to the community

Tumby Bay Area School Number: 743

Partnership: Central Eyre 2

Signature

School principal:

Mrs Nicky Prosser

Governing council chair:

Mrs Sam Stasinowsky

Date of endorsement:

18 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Tumby Bay Area School is a Proud Public School catering to students from R-12 & is supported by an on-site OSHC. Our enrolment of 234 derives from a combination of families living within the town & from the surrounding farming district. The school population includes 7.3% Aboriginal students, 7.6% students with disabilities & 19.6% of families eligible for school card assistance.

In 2022 the TBAS staff and community have provided the best educational experiences for our students and have done so with dedicated care to ensure all that we do is child cent and engaging for each individual. Our vision of creating students who are well prepared for a changing world in which they view learning as a means of creating better life opportunities, is certainly at the heart of life here at Tumby Bay Area School. A vital strength for our site is that our staff deeply understand our students and this facilitates individual learning programs moving forward for all learners.

The Primary sector of our school had another very successful year with not only great results, but amazing attitude, effort and behaviour across all classes. The positive culture created is credit to our amazing staff and supportive community. We are deeply proud of our Primary Students as they continued to strive for excellence and achieve their learning goals in 2022. Working in collaboration, accessing quality contemporary training and development, supporting each other and allowing students to share learning experiences across our Primary classes are only a few ways we ensure this continues to go from strength to strength. In our Middle School, positive culture in reflection of our school values was again a focus with these being celebrated by the much-anticipated drawing of our TRAC tickets celebrating our school values. Middle School assemblies showcased a positive display of learning and talent and an opportunity for us to celebrate achievement and learning success. Students participated in many amazing extracurricular activities such as various forums, camps and sporting events that will go on to be some of their fondest Middle School memories. We again combined the 8's and 9's for three subjects, benefiting the capacity to offer smaller class sizes for our practical subjects. We focused on maintaining students in high bands and increasing achievement for all, resulting in high student engagement and growth in achievement with learning. The Senior School have been focused on optimum learning for all students, ensuring they have the skills, dispositions and values to access their individual positive future pathways. As students moved into this sector of our school they benefited from learning tailored to their individual aspirations and educators offered highly differentiated educational experiences within their classrooms. We are proud to continue offering a wide range of academic subjects and also have the capacity to follow vocational options for students pursuing these.

The TBAS school community has enjoyed working with our students from Reception to Year 12 to foster success at our school once again in 2022.

## Governing council report

Moving into this new school year we have nearly forgotten the staggered school start of 2022 due to Covid. Staff and students managed a split start with Reception, year 7, 8 and 12 beginning a normal school year with all other grades involved in on-line learning and commencing on site two weeks later. Governing Council was also impacted with a later start than normal for their AGM and following meetings. They became adept at communicating electronically via emails on decisions when they couldn't meet and communicating via technology to get things done.

School staff, Governing Council members and parents put in great effort to return to a more normal progression of the school year as covid restrictions eased. It was great to see students being able to return to camps and excursions, and other community projects like class based fundraising days.

The year progressed with some great accomplishments including the new playground installation in the Junior Primary and P&F partnering with DCTB to cater the Youthcon event for schools around the region. The Sports Committee were able to bring together a fantastic Sports Day while Covid was causing havoc and although Tumby Bay was due to host EEPASSA early in the year this had to be postponed also. The event was held late in Term 3 and there was comment from within Tumby Bay and from visiting schools about how great the day was run. Congratulations to Mr Masson and the Sports committee on this, and Mrs Southern, the hospitality students with the help of Parents and Friends who catered for the event. Revenue raised from this event along with Governing Council contributions funded more sports uniform shirts to be added to the school sets with body inclusivity in mind with design and sizes.

The Junior Sports Day was a fantastic example of inviting our parents back into the school and events like this only strengthen our student's ties to community. This year we look forward to this being integrated into our Whole School Sports Day again.

The opportunity arose from communication from DfE to rework the SGC Constitution. Small amendments were made after members discussion. While changes were only minor I hope that the structure of our membership will be more clear, continuing the ability of our Council to maintain a strong voice for the parents and carers of our students.

# Quality improvement planning

Site Improvement work continued to be a core focus of our staff training and development work in 2022. Our site mantra to design strategies to explicitly teach all elements of effective reading comprehension through English and disciplinary purposes in order to see an increase in high band reading achievement and the quality of writing assessment pieces, set the focus for all that we did.

Targeted implementation cycles, in line with both Partnership and Department for Education best practice continued to influence while our Leadership team held a clear focus on ensuring quality improvement was flowing directly into the work occurring within classrooms and was evident in the learning experiences being pursued by our students. We utilised a process of teaching for impact starting with a focus on data sets and analysed the TBAS narrative of how students at our school experience education. This enabled us to have a clear and concise perception of where students were currently, where their next piece of learning needed to be and to triangulate this with our deep knowledge of them as learners. We continued with a deep dive into the Australian Curriculum Units of Work with an expectation of using these quality resources to ensure a guaranteed high level curriculum was being offered. Staff continuously collected and analysed evidence of learning for all cohorts of students in our site and followed the teaching and learning cycle to ensure quality coverage.

In 2022 Tumby Bay Area School continued to connect with personnel and resources within our Department to build clarity, knowledge and pedagogy. Working with the Literacy Guarantee Unit in our Primary sector was central to ensuring our high quality teachers continued to build skills and have targeted feedback on our SIP goals and ways to accelerate the learning of our students. This layered upon the observations and walkthrough strategies from our site Leadership team and the Professional Learning Community work within our weekly processes. The DfE training arm of ORBIS was also highly utilised by our teaching staff as they explored the numeracy units and worked in staff cohorts across Primary and Middle School to access contemporary ways of presenting best teaching practice to our students.

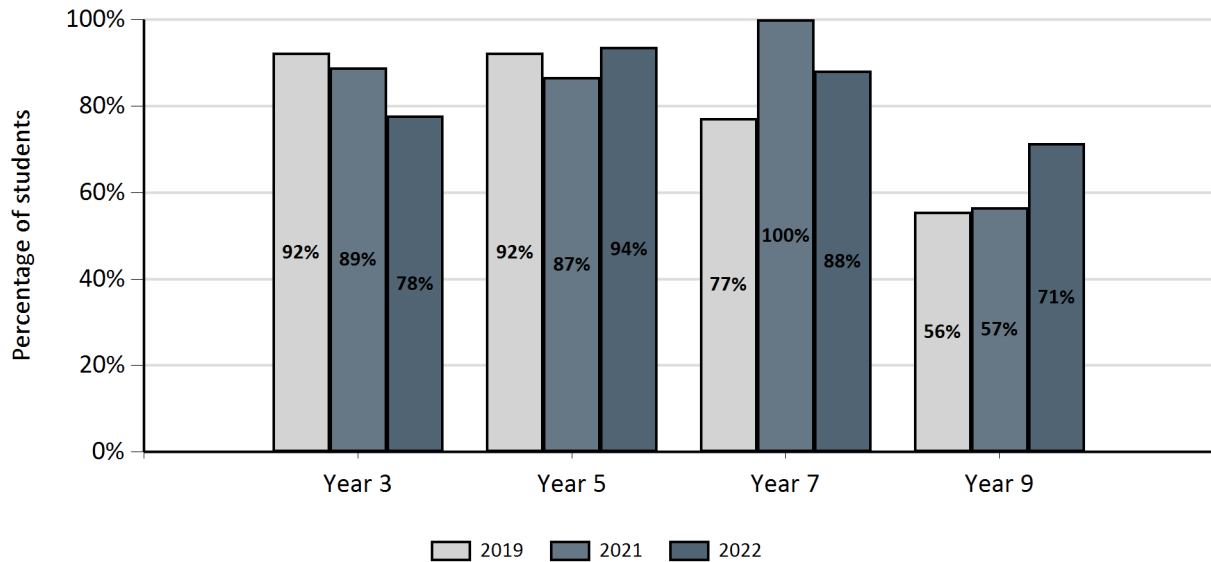
Our work with engaging students and enabling them to see the purpose of the work they were involved in maintained our focus on Learning Intention and Success Criteria and our aim of having students know, articulate and understand this process was observed across the school. Staff are including this aspect into their work with students and reflecting back upon this to focus on learning for meaning and understanding with all students. We will pursue this in further authentic ways in 2023 and ensure students are able to co-construct these aspects to deepen their learning experiences. Analysis of this data continues to be a focus within our site having completed the first of a three year Site Improvement Plan Cycle and we evaluate our positive results, however there is still much work to do and we set our next iteration of the SIP with the focus of explicitly teaching how to analyse the effects of language features and how texts portray meaning to increase reading achievement which will be evident in their writing.

# 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

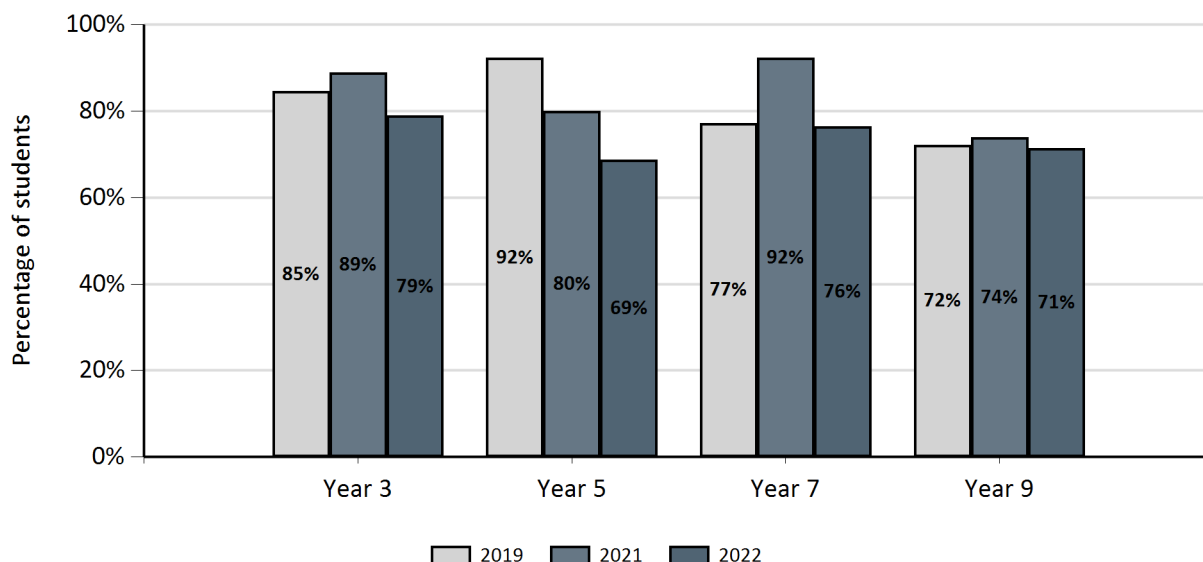


\*NOTE: No NAPLAN testing was conducted in 2020.

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	18	19	8	3	44%	16%
Year 03 2021-2022 Average	18.0	18.5	7.5	2.0	42%	11%
Year 05 2022	16	16	6	2	38%	13%
Year 05 2021-2022 Average	15.5	15.5	6.0	3.0	39%	19%
Year 07 2022	17	17	6	4	35%	24%
Year 07 2021-2022 Average	15.0	15.0	3.5	5.5	23%	37%
Year 09 2022	21	21	1	0	5%	0%
Year 09 2021-2022 Average	22.0	22.0	2.0	3.5	9%	16%

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

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

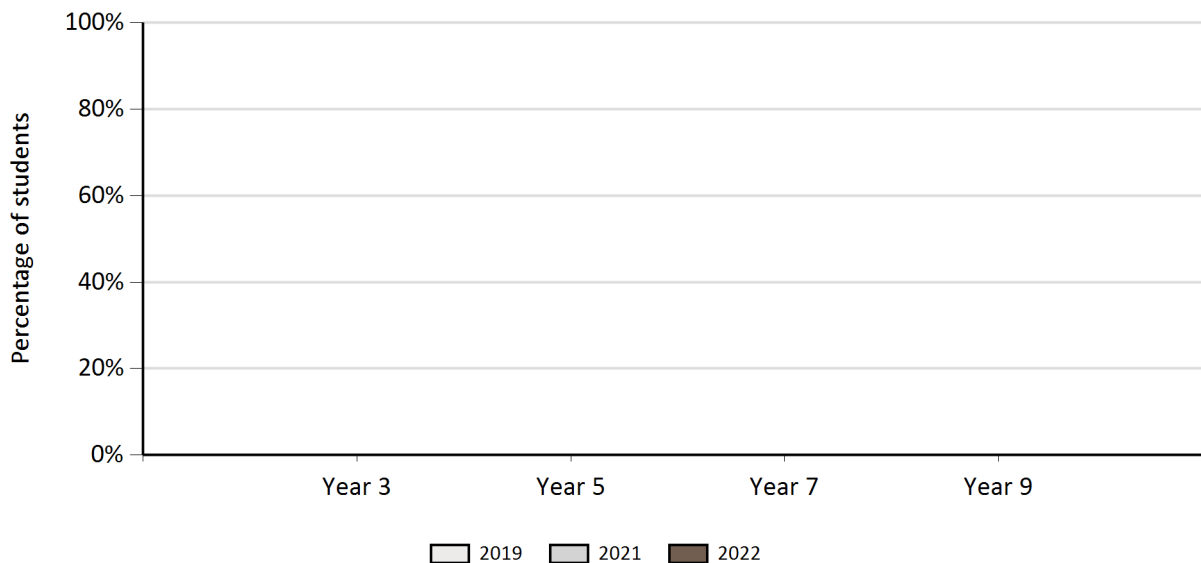
<sup>^</sup>includes absent and withdrawn students.

\*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



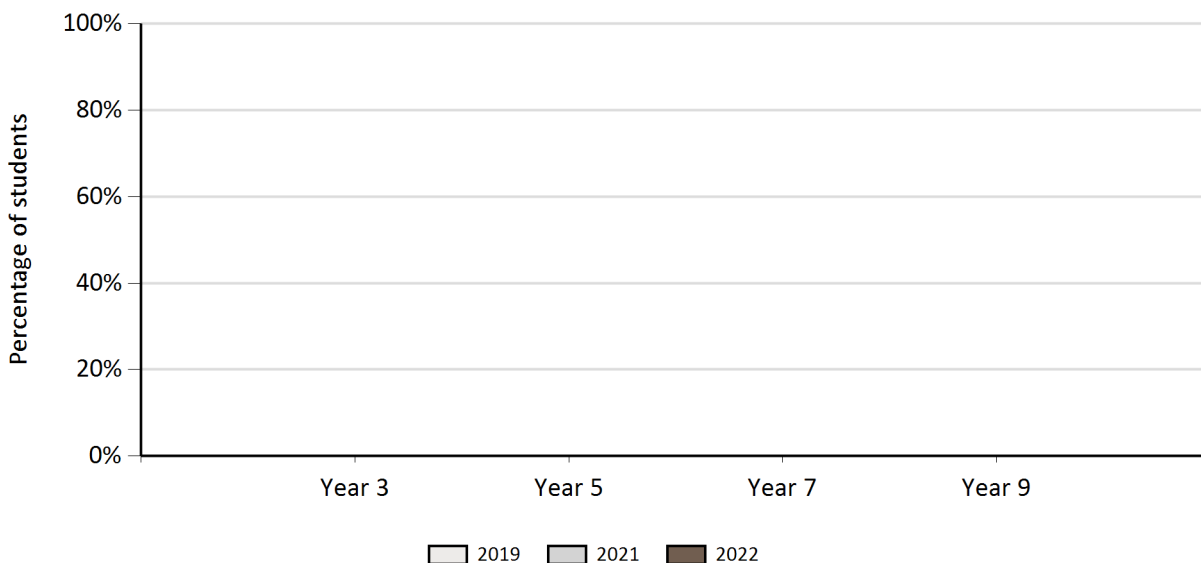
\*NOTE: No NAPLAN testing was conducted in 2020.

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 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 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.

<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: Quality Teaching

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

At TBAS Aboriginal learners are at the forefront when planning programs of work and differentiating learning. Employing an ACEO to the vacant role in 2022 has been pivotal and enabled a comprehensive consultation with teaching staff, Leaders and families to ensure students at our site are individually catered to. Our ACEO began by building relationships with students and families working in consultation to plan significant events, perspective in classrooms and have a quality assurance lens contributing to optimum learning experiences for Aboriginal students. Some students receive intervention through our programs targeted to literacy, numeracy as well as social and emotional support and all have data tracking and monitoring of these aspects. We prioritise strategies to improve and increase attendance for some Aboriginal learners, impacting students with greater access to quality education, results indicate improvement in academic and engagement gained. We also work in partnership to recognise and maintain high attendance for many ATSI students which has enabled an upward trajectory in learning and we work with families to break down any barriers to access of education for students.

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

While our Data collected is in student cohorts too small to report upon without identifying individuals, our site regularly updates data sets for our Aboriginal learners in consultation with One Plans which were completed for all students in this cohort. Examples of individual success include: 100% of Year 3 and 5 ATSI students achieving SEA for NAPLAN reading, 100% of year 3 achieving SEA for Numeracy and all Year 10 ATSI students involved in work experience. One student who did so received a school based traineeship as a result and was successful in receiving a Walparra Anpa award which is awarded to an Aboriginal student who demonstrates a commitment to their education through regular attendance and consistent academic achievement, demonstrates leadership qualities and has strong aspirations to complete schooling and progress into further study or employment. This student is now a role model for her family and other Aboriginal learners at our school. Across the site we saw an increase in all attending Aboriginal students' literacy and numeracy data sets with several demonstrating rapid growth in the 12 month period.

# 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
98%	100%	100%	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%	7%	5%
A	2%	10%	2%	10%
A-	17%	14%	10%	12%
B+	17%	16%	17%	15%
B	15%	19%	13%	22%
B-	15%	9%	22%	15%
C+	19%	7%	13%	15%
C	10%	21%	15%	5%
C-	2%	5%	2%	2%
D+	2%	0%	0%	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
99%	93%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	100%
Percentage of year 12 students undertaking vocational training or trade training	40%	67%	80%	80%



2021	2022
100%	81%
66%	63%

# School performance comment

Our school improvement journey continued to focus on lifting the reading capabilities of our students as we pushed for every individual to show growth. NAPLAN tests occurred in Term 2 for year 3, 5, 7 and 9 students. The analysis of this data provided teachers with valuable information about where students were at and assisted in planning for targeted teaching and learning. Further analysis of the data showed 89% of Year 3 students, 100% of Year 5 students, 100% of Year 7 students and 94% of Year 9 students achieved at or above the National Minimal Standard for reading. Breaking this data down further we had 47% of Year 3 students achieve High Bands (HB) and 82% achieve the Standard of Education Achievement (SEA), 38% of Year 5 students achieved HB and 100% SEA, 38% of Year 7 students achieved HB and 94% SEA and 6% of Year 9 students achieved HB and 82% SEA. Overall, our results were pleasing, and this data is crucial when setting our Site Improvement targets for 2022 and beyond.

Year 1 students participated in the Phonics Screening Check with 93% of students achieving the expected achievement. This was a 22% increase from 2021. We also lifted our average word score from 28 to 34, exceeding our Site Improvement target. This is a true indication our teaching and learning programs in this space are having the intended impact on student outcomes and our Junior Primary students are building foundational reading skills that will set them up for high levels of success in years to come.

Within the PAT testing window our 3-10 students sat PAT/R and PAT/M tests. Analysis of these results allowed teachers to track and monitor students and again target teaching strategies to address gaps and trends in the data. 165 students across these year levels completed the reading test with 80% of students achieving SEA when the test was set at their Year level. We also had 4 students achieve Higher Bands who sat a test level above their current year level. Ensuring we extend our high achievers is a priority.

Our SACE results continued to be high level as evidenced by our results. Our Dux received an ATAR of 93.2 as a raw score and will also be eligible for a higher University Equity Scheme ranking when applying. We have accelerated several high performing students into Stage 2 while completing Year 11 and this has seen a highly successful outcome with one such student receiving an A in Food and Hospitality. At Stage 2 we had 32% of our grades in the A band which meets our SIP goal and demonstrates the academic language we are explicitly focused on in our teaching and needed for high grade band results is having impact.

The capacity of our teaching staff to be flexible in their delivery of SACE ensures our students can access all subjects they wish to pursue with many students balancing VET as a component of their SACE. In 2022 we had two students who have not yet achieved their SACE and we continue to work with them to ensure they can access this cycle of completion. Stage 1 SACE results saw all students pass the compulsory subjects of PLP, Research Project (completed for the first time at our site during Year 11) Mathematics and English who were eligible to do so. We continue to build upon our offerings in the SACE space to ensure we meet the needs of our students as they pursue flexible ways of completing SACE. One student has also pursued full time work with approval from the Minister and continues his trade successfully. Students at TBAS are highly supported by quality teaching and learning as evidenced by increased growth, raised academic results and continued upward trajectory of data.

# Attendance

Year level	2019	2020	2021	2022
Reception	92.9%	90.4%	89.5%	87.2%
Year 1	92.0%	91.4%	89.6%	87.0%
Year 2	92.9%	91.8%	90.8%	84.1%
Year 3	93.6%	94.3%	93.0%	87.4%
Year 4	94.1%	89.2%	92.9%	86.3%
Year 5	91.3%	90.3%	91.1%	87.6%
Year 6	88.5%	94.8%	91.2%	81.6%
Year 7	90.1%	92.2%	94.4%	84.2%
Year 8	87.1%	90.9%	88.7%	82.3%
Year 9	87.9%	85.5%	89.7%	78.2%
Year 10	85.8%	88.6%	81.1%	80.9%
Year 11	88.0%	92.9%	90.7%	75.6%
Year 12	80.8%	88.7%	90.6%	75.1%
Secondary Other	N/A	N/A	N/A	99.0%
Total	89.2%	90.9%	90.4%	83.4%

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

## Attendance comment

Attendance at TBAS has direct links with success in both educational outcomes and social capacity. We therefore have a process to follow up non-attendance starting with our classroom and home group teachers ensuring contact with parents is made for all absences. Our Wellbeing Leader and Student Development Practitioner met regularly with students and parents to follow up as part of this process and in 2022 worked closely with the Truancy Officer and some of our students and their families who found it difficult to engage. Strategies for our chronic and habitual attenders are put into place with support mechanisms as appropriate. The Primary sector demonstrated a higher attendance than our Secondary cohort and this is a target area needing attention. Staff are indicating disruptions caused in learning cohesion are directly impacting students.

The complications and uncertainty of Covid also impacted our data sets and a decline in student attendance overall. Attendance awards were still pursued with Covid illness deducted from any figures. There will be further focus on improvement strategies again in 2023 as we experience less Covid restrictions and higher attendance rates overall

## Behaviour support comment

TBAS has limited occurrences related to violence and we enact our BM Policy in line with any incidents. We monitor and track trends over time with a decline in the number of incidents requiring intervention. We engage with the Behaviour Support Coach for a cohort of students who require higher level support and work with families and the community to address issues. Both our Wellbeing Leader and Student Development Practitioner work on reengagement to ensure students are equipped with the skills of classroom expectations and not impacting other learners when experiencing heightened emotions.

TBAS works with the Resilience Project, this coupled with strong TRAC Values and Wellbeing for Learning gives structure to engage students positively. Our data from both the Resilience Project Youth Survey and the DfE Wellbeing & Engagement Survey clarified that our work is impacting with less students identifying as having low emotional wellbeing.

We have continued to be a Be You school to ensure that the mental health of our community is at the forefront of everything we do. We had a focus on upskilling staff on Trauma-informed practices and are developing a policy for critical incidences.

# Parent opinion survey summary

In 2022 the Parent Opinion Survey was populated by DfE and sent directly to parents. We had 39 parent responses across R-12 parents.

In analysing results we note that for 2022 there was an increase in questions related to: respect both given and received, knowledge that the child is important, knowing the standard of work and useful feedback being given. There was a disparity in the section outlining communication from teachers, with some managing the portals that we utilise well and others needing upskilling, we also note a variance here with the amount and quality of information given by different staff. There was also conflicting information about homework in comments with some parents wanting more provided and others finding it difficult to get children to complete this at home.

Parents also felt the impact of Covid and mentioned the difficulties of starting the year learning remotely and also acknowledged the efforts of the teachers to manage this. Most families felt well equipped to help their child plan post school pathways and indicated that the school highly encouraged parents to help their child learn.

When comparing information with other 'like sites' our site data is favorable with less indication of 'strongly disagree' and proportionally greater 'agree' and 'strongly agree' indications.

Parents indicated through comments that their experience in the school have been very engaging, the Seesaw app is a great tool which is used to communicate effectively but the upgrade has made it difficult to use, children enjoy going to school the teachers are passionate and responsive. There were also comments such as for a new parent to the school difficulty not knowing what you don't know, and the impact of Covid making classroom access difficult and the acknowledgement of photos and notices on seesaw helpful but a feeling of missing a personal element. We also received one comment in regard to rigor and a desire to increase our expectations of students.

These are all constructive considerations that we take on board and strive to improve and will continue look to address some of the individual comments with our staff team.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	8	33.3%
NS - LEFT SA FOR NSW	1	4.2%
PE - PAID EMPLOYMENT IN SA	1	4.2%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	37.5%
U - UNKNOWN	3	12.5%
VI - LEFT SA FOR VIC	1	4.2%
WA - LEFT SA FOR WA	1	4.2%

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

Tumby Bay Area School ensures all employees, volunteers and service providers are compliant with Relevant History Screening which is documented on the department website at <https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>

# Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	25
Post Graduate Qualifications	10

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	17.8	0.0	11.6
Persons	0	19	0	19

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

## Financial statement

Funding Source	Amount
Grants: State	\$130,312
Grants: Commonwealth	\$10,300
Parent Contributions	\$77,739
Fund Raising	\$6,797
Other	\$36,060

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	<p>In 2022 Tumby Bay Area School funded our Wellbeing Leader with additional time. Our Student Engagement Practitioner worked with individual students, class cohorts and targeted groups on social and wellbeing goals to ensure Wellbeing for Learning was applied. We utilised funding for the Resilience Project and Youth Opportunities with our Year 10 cohort. In 2021 Ceduna Area School allocated two Student Well Being Leaders (R-6 and 7-12).</p> <p>Both positions supported students with their overall wellbeing leading to greater engagement, achievement and attendance.</p>	<p>We tracked and monitored our various surveys and noted an increase of emotional wellbeing of students overall. Our TBAS students also demonstrated an increased awareness of their own capacity to impact happiness. We have observed that overall our students across R-12 demonstrate inclusivity and support for students with diverse and differing needs but that the mental health of individual students requires attention and we continue to engage with a variety of services as well as our above mentioned school based personnel to address this.</p>
	Improved outcomes for students with an additional language or dialect	<p>Currently none of our students identify as having an additional language or dialect upon enrolment. This is an aspect that requires some investigation. We have supported the employment of an ACEO in 2022 to work with Aboriginal students and their families and re-develop our Cultural Group and work in a team to deliver upon our ALAR goals.</p>	<p>All Indigenous students at TBAS are now able to deliver the Acknowledgement of Country with personalisation and pride in both their language and culture. Ensuring our students with an additional language or dialect are identified so this can be acknowledged and catered for in optimum ways is an aspect we need to give attention to.</p>
	Inclusive Education Support Program	<p>In 2022 our site looked to research on the optimum ways to support students with goals and needs identified by their One-Plans and worked to ensure students were supported by teachers and SSOs to remain in mainstream classes where possible to achieve literacy &amp; numeracy goals. Teachers and SSOs looked to ensure the guaranteed curriculum was offered, with differentiation, to ensure access to learning at year level was being delivered.</p>	<p>Student data sets show increased achievement in SMARTR goals within One-Plans. As a site we have also self funded SSO support work with teaching staff to ensure One-Plans are documented correctly and saved into the central system. As a result One-Plans are being reviewed and updated more regularly, SMARTR goals are written with collaboration from all staff involved with the student and One-Plans have increased application within general teaching and learning than in previous years.</p>

Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Funding was applied to TRT for staff T&amp;D on our SIP area of Literacy and specifically reading comprehension. Both teaching and support staff were involved in intensive training on InitialLit and MiniLit Sage with intervention time funded for targeted groups of students. We also applied early year's intervention and support for our R-3 cohort with much success. VET and alternative pathways were funded in partnership with families with equity of access being a priority to attend to and our SACE students were supported with a variety of alternative methodology as required. The Cultural Group was an asset to Indigenous students and families.</p>	<p>In 2022 there was significant increase in both achievement and average word score in our Phonics Screening where we built on our 2021 upward lift. The TBAS NAPLAN results and achievement continued an overall upward trajectory with identified work still required at our Year 9 level. Students working at VET certificates had 100% attainment and we again had many of our students entering into School Based Apprenticeships and already on a pathway to trade based qualifications with guaranteed employment options.</p>
Program funding for all students	Australian Curriculum	<p>Release time has been provided for all teaching staff to meet with members of LET and other experts in the field such as the Literacy Guarantee Unit coaches. We provided targeted training and development for R-10 teachers in working with the new Australian Curriculum Units of Work and opportunities to meet with 'like' teachers across our Portfolio. Partnership PLC access and release time for cohort work on Australian Curriculum. We engaged heavily with quality Orbis training to compliment the Units of Work and provided funding due to the costs of travel and accommodation for staff to access this training in Adelaide.</p>	<p>All staff at Tumby Bay Area School are utilising the Australian Curriculum Units of Work and achieving quality teaching outcomes within classrooms. By engaging with the units we are having less variance in classrooms and quality standards across year levels. We have tracked and monitored all A-E grades and are gathering data upon these to give some ongoing trend information, in the second year of this reporting we are ensuring quality moderation takes place within our school setting.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	<p>In 2022 we utilised the Better Schools funding for targeted programs delivered by SSOs as intervention for students not yet achieving SEA. While we maintain that predominantly we have worked to enable students to do the learning within the classroom environment, we also acknowledge that there are still times when specific skills sets require intensive intervention and we have worked to lessen the gap or extend students who require additional challenging.</p>	<p>Data has indicated that student skill sets have increased, greater automaticity of number facts have enabled students to access core curriculum and focus on further challenges. Individual students have greater capacity to learn foundational skills and in some cases we have observed an accelerated growth for students involved beyond one year for the one year of learning. Individual results are within cohorts too small to report upon without identification.</p>
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

