Mark Oliphant College

Mark Oliphant College (B-12) and Mark Oliphant College Children's Ctr

2020 annual report to the community

Mark Oliphant College (B-12) Number: 1900
Mark Oliphant College Children's Ctr Number: 1448
Partnership: Peachey

		Signature
School principal:	Mr Kym Grant	
Governing council chair:	Ms Lee Russell	
Date of endorsement:	5 March 2021	

Government
of South Australia

Department for Education

Context and highlights for the combined site

Mark Oliphant College B-12 is a Birth to Year 12 School. Our 2020 enrollment was 1608 from 55 different cultural backgrounds across the entire site comprising five sub-schools. At Mark Oliphant College, we provide a consistent whole school approach to teaching Literacy with the following priorities as a focus. Effective literacy skills form the foundation upon which all learning is built by developing independent life-long readers and writers who comprehend and communicate effectively. Improved reading outcomes within a culture of high expectations. All students having access to high quality literacy opportunities that support them to become balanced readers. These priorities have been supported through teacher training and development opportunities which have focused on quality data analysis processes and reading comprehension training across the entire site.

In addition, the introduction of the Supported Learning Program in 2020 has resulted in our students with disabilities demonstrating strong improvements in subject grades, PAT R, attendance and behaviour. 2020 also witnessed the highest ever number of year 12 students gaining their SACE this despite significant disruption as a result of COVID.

Our Children's Centre is an integral part of our college. The Centre offers a wide-range of programs in response to our diverse community, with the intention of supporting early childhood development and parenting. A broad range of playgroups targeted toward pregnant mothers, babies, toddlers and preschoolers are offered, allowing families to engage in parenting programs, occasional care, preschool and other therapeutic programs and/or supports. Our integrated Preschool (90 children) and Occasional Care (52 children) program is also highly utilized, catering for children 0-5 years. Our Occasional Care program has provided a crucial bridge for families into our Centre, particularly for those who are vulnerable. Families are able to build strong and trusting relationships with staff which have proven to be a platform for engagement with other targeted programs such as SPOT playgroup (Speech/OT). Our Children's Centre leadership team includes a Community Development Coordinator, Family Practitioner, Occupational Therapist and Speech Pathologist. Our multidisciplinary team work collaboratively, with our regular 'It Takes a Village to Raise a Child' meetings promoting a whole team around the child/family approach.

Governing council report

We started the year off positive with assisting in site tours of the school for 2020 with SRC.
Due to COVID 19 our AGM was postponed until a later date. Governing Council also due to restrictions had limited members until the of middle of the year. With only a limited number of meetings held throughout 2020 also utilising the online communication space of Teams meetings.
Our regular fundraising was put on hold, with out of school excursions cancelled our regular support financially to certain activities were also not used.

As Chairperson I attended an online Forum with around 90 members including department, other Governing Council Chairpersons discussing how to increase parent involvement within schools. We also touched on the importance of the Governing Council to schools and also future forums.
We were very limited due to restrictions and having on site involvement for any further participation from Governing Council in 2020. Though observing, the communication and professional manner in which the school handled closures and restrictions was very impressive given the pandemic we found ourselves in. Staff embraced changed, worked through the current conditions and still maintained an exceptional high level of education and support which showed through especially with our SACE results. The Governing Council looks forward to the 2021 year, a year that will hopefully have minimal disruption and enable us to move forward as a College.

School quality improvement planning

The College has dedicated much time and in developing its Priority Directions for the 19/20 and beyond, in collaboration with all in our educational community. Leaders, Teachers and School Services Officers at our site have embarked on a process of pedagogical reform.

We have realigned, refocused and re purposed the College's learning and improvement planning culture through a narrow and deep focus. We have ensured our SIP and PQIP are seamless with a common pedagogical approach i.e., Student Agency with an emphasis on learning intentions and success criteria and Reading are now our major foci B-12.

Student agency will continue to be a major focus. It is clearly evident that we are beginning to witness a higher level of student engagement with the work. This coupled with 72% of our student cohort demonstrating progress in 2 or more of their subjects over the 2020 year again highlights a culture of continuous improvement is beginning to pervade our school community. The narrow and deep focus on learning intentions and success criteria for 2021 will provide for greater responsibility being taken by our students in their learning as well as providing for an opportunity for our teaching staff to refine their programming and pedagogical practices further refining their differentiated practice.

In term 2 2020 two staff from each year level participated in a Reading Needs Analysis implemented by the Regional Principal Consultant

The purpose of this was to identify a greater understanding of staff needs and understanding of reading to achieve the SIP goal of improving reading for every student. The feedback from the analysis clearly identified a need for clarity, consistency, coherence and a greater understanding of how to teach reading (with a focus on phonological awareness and phonics) across F-6. The focus was to have a narrow and deep focused improvement plan to improve student achievement in reading.

Priorities included engaging with LGU coaches in a modelling and coaching role, professional learning provided by Fiona Sullivan from SPELD in the teaching of phonics and phonological awareness, establishment of a Reading Improvement Team, engaging Stephen Graham for a SFD with a focus on "The Balanced Reader" a centralised reading room and a survey that developed baseline data to measure improvement in staff knowledge, skills and understanding.

At the end of 2020 F-6 Statements of Practice for oral language, phonics and phonological awareness were developed by all staff which will form the foundations for moving forward in 2021.

Our Secondary staff have begun utilising close reading as a strategy to improve comprehension of our students. This will be further refined in 2021 with an emphasis on subject specific text types.

To facilitate this the College has further refined its data management system via DAYMAP. The platform allows staff to access a range of achievement data and attendance rates for each student or child in the school. Opportunities for staff to disaggregate cohort data and to compare teachers' success rates have been incorporated into the system. The system provides opportunities to determine student achievement rates and to triangulate the varying data sets as well as identify the possible strategies for intentional teaching practices. Whist some staff are using the data intentionally and designing approaches accordingly the majority of staff have highlighted the need for significant professional development in this area which will be a major focus in 2021. In addition, Parents will have access to their child's achievement records via a parent portal which will allow for continuous assessment and reporting of student progress.

Preschool improvement planning - review and evaluate

Two priorities were identified through our 2019 self-review including:
1. Critical and Creative Thinking
2. Language and Literacy Development

Our team again consisted of Early Career Teachers and newly appointed SSOs, complemented by our longer term educators. A focus on IESP processes, One Plan writing and alternate communication systems dominated the first part of the year, in order to respond to the high level of complexity in terms of disability. Educators also engaged in research, focusing on oral language development as part of the LDAR project. A highlight of this project was the growth of our cohort of 10 children who were non-verbal communicators, through the use of key word signing.

Educators also explored ways to differentiate our explicit small group programs, with the support of our OT. This led us to implementing Talking Tubs as a way of extending oral language and critical and creative thinking, in addition to 'Bucket Time', a program targeting children who are developing attention and early language skills.

A PLT formed during term 3 to revisit Sustained Shared Thinking and quality conversation to address both priorities. This work was due to continue into 2021.

Improvement: Aboriginal learners

The Aboriginal Education Team promotes a 'child-centred' approach to learning within an Aboriginal community context. Working in collaboration with all key stakeholders we have aimed to provide Aboriginal students with quality learning and developmental experiences. In accordance with DfE's Aboriginal Leaner Achievement - Quality Matrix and Action Template we are focusing on 'Tracking and Monitoring Growth & Achievement'. Ensuring the ongoing monitoring of learning growth and achievement in literacy and numeracy for Aboriginal learners will enable us to use data to inform improvement plans, teaching practice, learning and goal setting. Over the next five years our Aboriginal Education Team Action Plan will focus on the following 3 Goals:

1. To improve literacy benchmarks across all sub-schools, through the tracking, monitoring and use of data.

2. To engage Aboriginal families as partners by engaging Aboriginal communities to develop the culture and identity and create opportunities for communities to engage in the delivery of cultural knowledge and languages within our site.

3. To improve staff capacity around cultural awareness in order to implement within the curriculum to further develop knowledge and skills of pedagogical practices that enable student agency. At our site Aboriginal students will experience high-quality teaching and learning that challenges them intellectually, supports and resonates with their cultural identity and empowers them to achieve success.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

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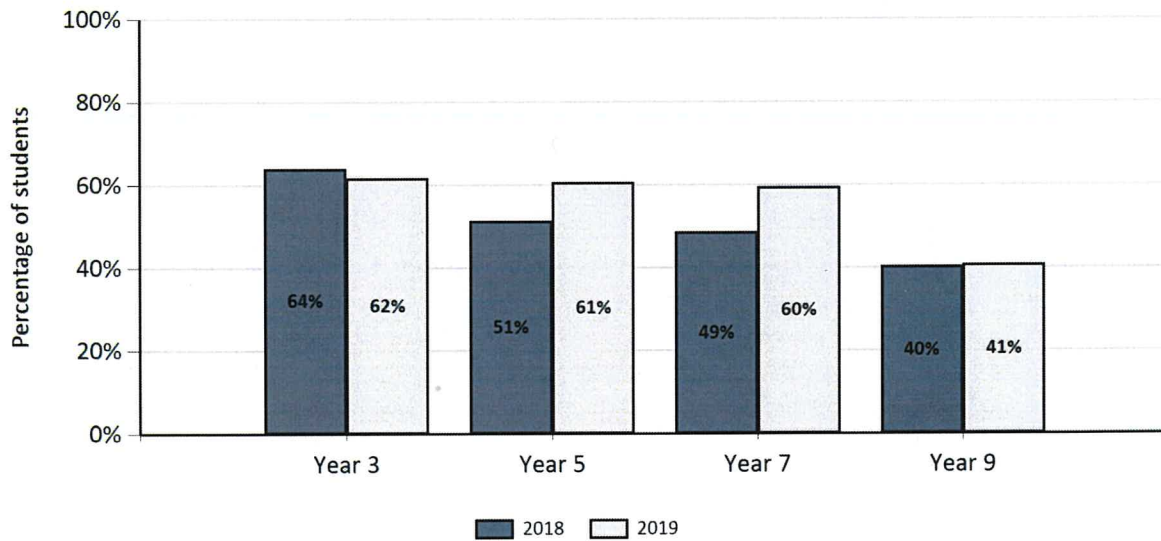
*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
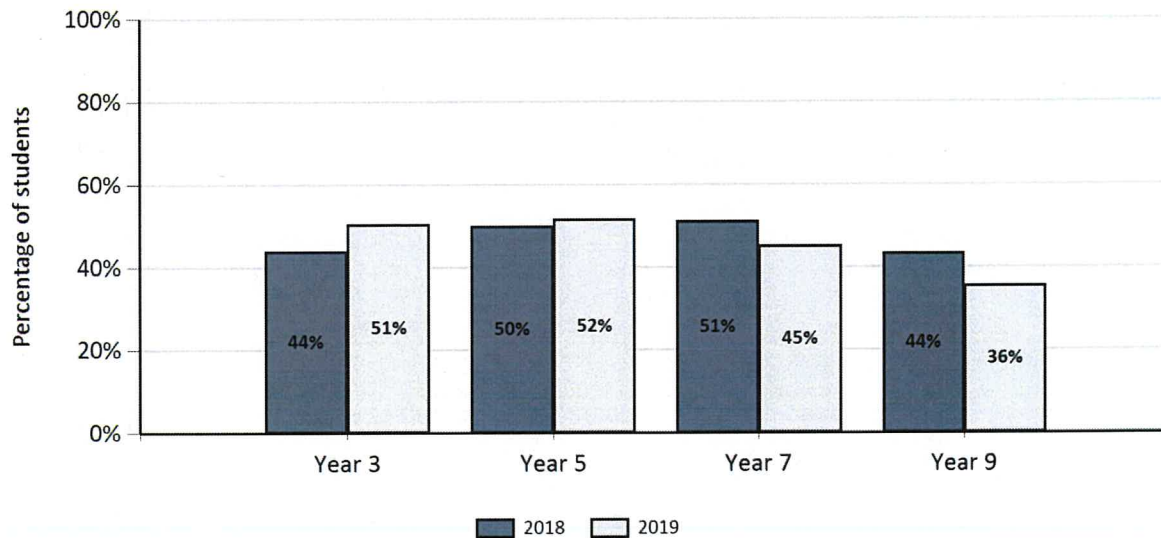
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	29%	28%	21%	25%
Middle progress group	34%	45%	52%	50%
Lower progress group	37%	27%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	13%	9%	20%	25%
Middle progress group	56%	52%	55%	50%
Lower progress group	31%	39%	24%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

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

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	89	89	13	5	15%	6%
Year 3 2017-2019 Average	84.3	84.3	13.0	7.7	15%	9%
Year 5 2019	89	89	13	8	15%	9%
Year 5 2017-2019 Average	81.0	81.0	9.3	5.7	12%	7%
Year 7 2019	84	84	6	5	7%	6%
Year 7 2017-2019 Average	79.3	79.3	6.0	3.3	8%	4%
Year 9 2019	154	154	6	2	4%	1%
Year 9 2017-2019 Average	156.7	156.7	4.7	3.0	3%	2%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020	
93%	92%	94%	96%	%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2017	2018	2019	
A+	0%	0%	1%	0%
A	0%	2%	3%	0%
A-	4%	3%	3%	0%
B+	7%	8%	6%	0%
B	10%	10%	11%	0%
B-	14%	14%	17%	0%
C+	16%	19%	21%	0%
C	27%	27%	26%	0%
C-	15%	9%	7%	0%
D+	4%	3%	2%	0%
D	1%	2%	2%	0%
D-	1%	2%	1%	0%
E+	1%	2%	0%	0%
E	1%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020	
99%	93%	98%	96%	#Error

Data Source: SACE Schools Data reports, extracted February 2020
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	92%	97%	96%
Percentage of year 12 students undertaking vocational training or trade training	48%	53%	43%	44%

School performance comment

Secondary
SACE completion was consistent with previous years at 96%. 105 students attained their SACE, the largest number of SACE completers ever at the College. 45 students received a university offer through SATAC, also the highest ever at the college. 23 students received A- and above grades with one student achieving an A grade for Stage 2 Workplace Practices. 40% of Stage 2 grades were B- or higher, demonstrating a continuing and sustained shift into higher grades bands over the last 2 years. Our highest achieving student achieved an ATAR of 87.60 before adjustment factors. 58 students studied VET while completing the SACE and 29 of those would not have achieved SACE without VET. 10 students participated in an Australian school-based apprenticeship or traineeships. 7 Flexible Learning Options (FLO) Students successfully completed their SACE, compared to none previously since 2016. For SACE Stage 1 and 2 compulsory subjects in 2020 100% of grades for Stage 1 Personal Learning Plan were C or higher, 99% of Stage 1 Literacy grades were C or higher, 66% of Stage 1 Numeracy grades were C or higher, and 100% of Stage 2 Research Project grades were C- or higher.

At our PAT M scaled score results indicated significant improvement in the number of students achieving SEA in mathematics, when compared to 2019 trends. An average of 90% of students who sat the assessment in 2020 increased their scaled scores, when compared to the previous year.

2019 year 9 into 2020 year 10 the percentage of students achieving SEA remained constant but the percentage of students answering 50% of questions correctly jumped from 12% in year 9 to 18% in year 10. Our year 8 students entering into 2020 year 9 answered 50% of questions correctly remaining constant but the percentage of students achieving SEA jumped from 62% in 2019 to 72% in 2020

Primary
PAT Reading patterns of improvement were evident in all year levels 4-6, with an average of 80% of students increasing their scaled score in reading comprehension, when compared to 2019 trends. Of particular interest was the improvement of students achieving the DfE Standard of Educational Achievement (SEA) at Years 5 and 6. Also evident was a large cohort of Year 2 students achieving a reading scaled score equivalent to end of Year 3 SEA.

Phonics Screening 2020
All year 1 students participated in the year 1 phonics screening testing. Data indicated that there had been an increase of from 20% to 40% of students reaching benchmark compared to 2019.

Running records data
45% of year 1 students achieved at or above SEA and 55% were below SEA.
40% of year 2 students achieved at or above SEA and 60% were below SEA.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	96.6%	94.7%	91.8%	100.0%
2018 centre	91.5%	97.0%	98.7%	96.0%
2019 centre	100.0%	98.2%	99.4%	96.8%
2020 centre	98.8%	N/A	80.2%	82%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

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

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

School attendance

Year level	2017	2018	2019	2020
Reception	93.2%	90.8%	92.7%	83.6%
Year 1	92.8%	92.9%	91.3%	86.4%
Year 2	89.9%	91.9%	91.2%	84.9%
Year 3	91.8%	88.4%	91.6%	86.4%
Year 4	91.5%	91.6%	88.9%	86.0%
Year 5	91.4%	90.9%	92.2%	83.6%
Year 6	89.8%	92.1%	88.9%	82.3%
Year 7	88.6%	87.9%	87.1%	78.4%
Primary Other	86.9%	N/A	N/A	N/A
Year 8	84.8%	83.8%	84.7%	77.9%
Year 9	82.3%	80.1%	81.6%	74.1%
Year 10	78.7%	82.1%	79.0%	75.5%
Year 11	76.4%	77.4%	78.1%	72.7%
Year 12	77.9%	73.7%	75.4%	77.7%
Secondary Other	84.2%	86.8%	86.8%	77.9%
Total	85.3%	84.9%	84.8%	79.4%

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

Attendance comment

Mark Oliphant College staff work exceptionally hard to promote a dynamic learning environment that supports attendance, engaging each and every student in their learning. We have a clearly defined process for monitoring individual student attendance. For students demonstrating poor attendance patterns, Home Group teachers work with our administration staff, Student Wellbeing and Engagement Coordinators, parents and outside agencies to address the problem in a strategic manner which may involve home visits, referrals and developing modified programs to support those students who have significant attendance issues. Our whole of College attendance rate for the 2020 year was 87% which is similar to the past two years. We will continue to look towards further improving our processes to ensure our attendance rates are maximised.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	80	80	80	80
2018	79	80	80	79
2019	79	79	80	83
2020	82	N/A	84	85

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

Our preschool program continues to be in high demand, with expressions of interest for enrolment far exceeding actual places available. This year families have again been redirected to other local preschools for placement as required. This continues to be a very difficult process for our community, particularly those who remain unaware of enrolment timelines which occur earlier in the year. In addition, families who have children in the school experience frustration when there is no place in the preschool for their younger children, with preschool and school zones differing.

Behaviour support comment

Behaviour management support strategies continue to be a focus at Mark Oliphant College. The data has indicated for all year levels that there have been progressive reductions of Reflection Room referrals by staff as the year has progressed.

Positive Education is a priority at Mark Oliphant College with a focus on wellbeing across the site. Positive Education strategies are utilised in classroom practice encouraging students to flourish in all sub-schools. There has been 22 instances of bullying and harassment reported, all of which have been resolved to the satisfaction of all parties. Regular bullying and harassment audits will continue in 2021.

Client opinion summary

The Parent opinion survey reflected general agreeance that respectful relationships particularly between staff and students was strong and that they valued the education that their child is receiving. There were also positive responses pertaining to having high expectations of their child.

It was evident that parents preferred communication mode was via email, text or phone calls suggesting that in the main, school events were not an appropriate forum for effective communication.

Areas for improvement were focused on the provision of opportunities for parents to have greater input into their child's learning which will be incorporated into our College improvement agenda and will form the basis of discussions and possible solutions with our Governing Council.

The Staff Perspectives Survey highlighted a variety of perceived issues as it related to Leadership, decision making, communication, and change and will form part of the overall improvement agenda for the College in the 2021 year.

We achieved pleasing results for our Children's Centre. For Quality of Teaching and Learning: 'My child's Early Childhood Education is in the very best of hands at MOCCC, I feel happy with all aspects of the centres running from teaching, environment and philosophy. I'm delighted that the centre adheres strongly to their teaching pedagogy and highly recommend this service.'

Support of learning: 'My son absolutely loves going to kindy and talks about it non-stop.'

Leadership and decision making: 'Very organised and well-run centre. Director is supportive and knows what to do. I love bringing my children here.'

'In what has been an abnormally challenging year, I have been extremely happy with how leadership has shown itself to us.'

An area for staff consideration at our Centre moving forward includes looking into ways to inform families about the learning program.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1900 - Mark Oliphant College (B-12)	96.0%	96.0%	80.0%	91.3%
8033 - St Columba College	2.0%	0.0%	6.3%	3.8%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	5	2.0%
Interstate/Overseas	20	8.0%
Other	2	0.8%
Seeking Employment	33	13.1%
Tertiary/TAFE/Training	5	2.0%
Transfer to Non-Govt School	19	7.6%
Transfer to SA Govt School	60	23.9%
Unknown	107	42.6%
Unknown (TG - Not Found)	0	NA

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

Destination comment

As a site we experience a high level of transiency, this being reflected in the significant number of students who transfer interstate/overseas or to another government school throughout the year. As a site however, we recognise the need to review our exit processes to monitor student destinations more closely as we still have a disproportionately high number of unknowns.

Relevant history screening

Mark Oliphant College ensures compliance with the Departmental criminal history screening verification by:
• Sighting and recording clearance information on EDSAS
• Verifying the identity of first time visiting DECD, CAHMS, Families SA and other support agency   employees and noting verification next to their name in the site's sign in book
• Establishing shared-use agreements with community groups
• Maintaining the accuracy of screening information on EDSAS

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	184
Post Graduate Qualifications	65

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	3.0	117.5	5.0	51.0
Persons	3	122	6	64

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

Financial statement

Funding Source	Amount
Grants: State	$22,173,529
Grants: Commonwealth	$3,000
Parent Contributions	$539,085
Fund Raising	$709
Other	$11,039

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

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	All Wellbeing Leaders have been released to undertake Berry Street Training. The school has also received a grant for Trauma informed Practice which has been utilised to release teachers to develop support strategies	Programs currently being developed with staff to implement in classrooms.
	Improved outcomes for students with an additional language or dialect	Literacy focus within the Site Improvement Plan. Training and Development around levelling for all staff. Expert staff supporting the levelling process. Appointment of two EALD Teachers	All students were appropriately levelled with appropriate targeted intervention
	Inclusive Education Support Program	Support across the entire college for students verified and identified with varying levels of disabilities. B2 Senior Leader position established. Realignment of SSO and Teacher support structures to better suit needs. R	Students were able to successfully achieve SMARTAR goals
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	ATSI students were supported through the SAASTA program in the Senior Years as well as targeted support across the entire site. APAS funding provided the opportunity for a number of students to be supported in literacy and numeracy improvement via one-on-one intervention. Two classes of SLP (Supported Learning Program) were developed and staffed with specialist teachers and SSO's to provide intensive support for identified students. FLO students were brought back on site to improve attendance and SACE completion	4 students achieved SACE using the SAASTA Program All students in the SLP support classes demonstrated progress 6 FLO students achieved their SACE
Program funding for all students	Australian Curriculum	Staff released to moderate samples of work as well as developing a scope and sequence F-10 for the newly introduced Indonesian language.	Greater clarity as to interpretation of achievement standards and engagement
Other discretionary funding	Aboriginal languages programs Initiatives	Kaurna language opportunity for Aboriginal Students in the Children's Centre and Primary Years facilitated by an accredited Kaurna Language Teacher	All Aboriginal students in the B-6 provided with at least one lesson per week
	Better schools funding	This funding has been utilized to reduce class sizes in our Primary Years to enable teachers to provide greater support to students in progressing our Literacy improvement agenda.	Improved Phonics screening and running record achievement.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The funding was used to update resources for children, including books, puppets, felt boards to support our book-based program.	Data showed all children improved across oral language, including phonological awareness and print concepts.
Improved ECD and parenting outcomes (children's centres only)	COVID halted much of our work with the community. Our CDC was very creative, and utilized social media to connect. We initiated an online playgroup which was received well. Our Bush Playgroup was a real highlight, connecting with many indigenous families through outdoor experiences. It has been a difficult adjustment l	Families supported to access NDIS, referrals to CDU, support to access services such as Speech OT Psychology.
Inclusive Education Support Program	We were granted extensive funding for 10 children, and supported a further 45 through individual and small group work for speech and language, challenging behavior, transition to school, health and safety.	Children were able to successfully achieve SMARTAR goals and engage with the preschool curriculum.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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