



Mimili Anangu School and Mimili Child Parent Centre

2020 annual report to the community

Mimili Anangu School Number: 1527

Mimili Child Parent Centre Number: 1856

Partnership: Anangu Lands

Signature

School principal:

Mrs Nadia Mills

Governing council chair:

Debra Umala

Date of endorsement:

23 February 2021



Government
of South Australia
Department for Education

Context and highlights for the combined site

Mimili Anangu School is located in a remote community in the far Northwest of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. Mimili is approximately 1350kms by road from Adelaide, including 65km on unsealed roads.

The community has a population of approximately 300 people, and student enrolments fluctuate between 55 and 65. The school caters for students from birth to Year 12. It includes a school-based preschool and playgroup. Most students' first language is Pitjantjatjara or Yankunytjatjara. English is frequently only spoken at school. The transience rate is high as the school can have students who attend for periods of days or weeks and then return to their home communities. The school has an ICSEA score of 655, and is classified as Category 1 on the DfE Index of Educational Disadvantage. The median ICSEA score across Australia is 1000. The school population includes 15 (25%) Students with Disabilities.

In 2020 the school has a number of successes and faced a some complex challenges brought about by the COVID-19 pandemic. During 2020 the school welcomed a new Early Years teaching team to the Family Centre. We farewelled the long serving Preschool teacher, Sandy Smith during term one and replaced her at the commencement of term two. The school also welcomed a new SSO 3 to the Playgroup at the commencement of the year. This change over of staff created some challenges in regard to achieving the improvement goal identified for the Preschool and broader early years program.

There was also a significant focus on the secondary education program. A senior secondary teacher, Luke McMahon, was employed and a senior secondary class created for the first time in a number of years. This was a focussed effort to engage the learners in the community between 15 and 18 in an age appropriate learning program. This class started with pleasing attendance and teachers created SACE programs in English, Maths and Personal Learning Program. A camp to Sydney was booked for the end of term one. Unfortunately, the COVID-19 pandemic began to have an impact by the middle of term one. Travel restrictions were put into place and a significant number of families left the APY Lands to live in Adelaide during the restrictions. As a result of this movement, secondary numbers remained low for the remainder of the year. A number of the enrolled secondary students did not attend school in Mimili or Adelaide for the remainder of 2020.

In 2020, the school was successful in recruiting a Personalised Learning Coordinator, Danna Cooke. The focus of this position was to support teachers to cater for the particular learning needs of individuals or groups of students with special learning needs. There was also a literacy intervention program created. A team of educators worked with students one on one or in small groups, with a focus on reading. For some students the outcomes of this program were outstanding with Running Records data showing pleasing growth for some students.

Due to the COVID-19 pandemic a number of school and Partnership events were cancelled. However, as restrictions began to be eased the school was able to hold a very successful '100 Days of School' celebration. This event received financial support from the Remote Schools Attendance Strategy. Further, in term three and four the school held two camps, the Junior Primary and Lower Primary classes went to Alice Springs and the Upper Primary and Secondary classes travelled to Renmark to participate in an aquatics camp.

Governing council report

An AGM was held in term one and had strong attendance numbers. Debra Umula continued as the Governing Council Chairperson and Anita Pumani was re-elected unopposed as Vice Chairperson. Due to the COVID-19 pandemic the school was unable to hold any more meetings for the remainder of the year. Most members of the Council left the community in around week five, term one and did not return for most of the year. Despite several attempted meetings, a quorum was unable to be achieved.

The schools budget for the year was approved by Education Director, Mark Ames.

School quality improvement planning

In week eight, term four, we held a student free day and spent a session conducting a collaborative review of the Stages of Improvement Plan goals. Discussions were facilitated in groups where the focus was on; 'what worked?', 'what challenges we faced?', 'questions?' and ideas for 2021'. There was an overwhelming consensus that the implementation of Initalit and the use of their tools to track and monitor learning was highly successful in assisting in moving toward the achievement of goal two. It was also identified that the reading intervention program had a significant impact on the reading of students regularly involved in the program. This was evidenced through Running Records data. The major challenge identified in achieving all three goals was the fluctuating attendance over the course of the year. The COVID-19 pandemic created much greater fluctuations in attendance over the year than the school usually experiences.

Goal 1 was the major focus for professional learning during 2019 but during 2020 we have had a maintenance phase. The goal was not met and questions were raised about the goal being a number rather than a percentage. Teachers still has some questions about measuring oral language growth and how to collect good oral language samples. The next steps for 2021 are to revisit the assessment of oral language growth in both English and first language and also to revisit our goal for 2021. We need to embed the collection and levelling of oral language samples as normal practice and use this information to plan for the next steps in learning.

Goal 2 This goal was not met and it has been raised that this is a problem of the assessment tool we use to measure growth, rather than a lack of growth. We need to use a tool which captures the growth in reading skills for students who are not yet reading. The implementation of systematic synthetic phonics has been very successful and there has been some excellent growth in reading skills by students in grade 2-6 as measured by running records. In 2021 systematic synthetic phonics will be implemented in Upper Primary and the reading intervention program will continue.

Goal 3 This goal was met. This year there has been a continuous focus on writing and the implementation of the Ann Morrice Literacy Cycle. Teachers have engaged in continuous professional learning and coaching and we have seen growth in writing as measured by the Language and Literacy Levels across the whole school. This work will continue in 2021. New teachers will participate in the professional learning and teachers who have not implemented AMLC in 2021 will participate also.

Preschool improvement planning - review and evaluate

There was only one goal developed for the 2020 Preschool Stages of Improvement Plan; To improve children's ability to use words/vocabulary to communicate their needs, ideas, feelings confidently. Unfortunately the actions aligned with this goal were unclear and very broad and this coupled with a changeover of staff impacted on the outcomes achieved.

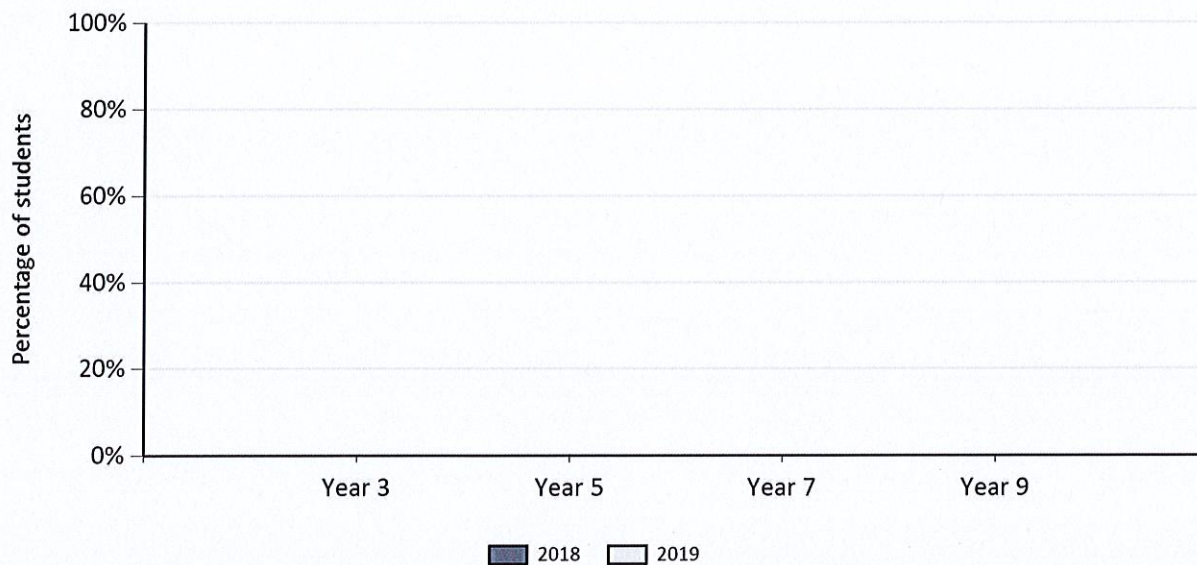
It is difficult to gauge the improvement made as I am unsure how we measure improvement in children's ability to communicate orally, consequently this has been identified as a focus for 2021. A strong collaborative team was developed throughout the year and there has been some progress around documenting learning in the early years. Our preschool teachers have participated in professional learning around oral language with the school staff. They have been willing to try new things and have met regularly to discuss their approaches to teaching oral language. A strong collaborative team has been developed. There has been three Preschool teachers this year. The permanent staff member left at very short notice and did not complete an adequate handover, this has impacted on the teams ability to complete identified actions. The contract was filled by a teacher in term 2 after a number of weeks with a relief teacher. It is important that the teacher in this space document all work around the PQIP and that the teacher meet regularly with leadership to ensure they are on track.

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

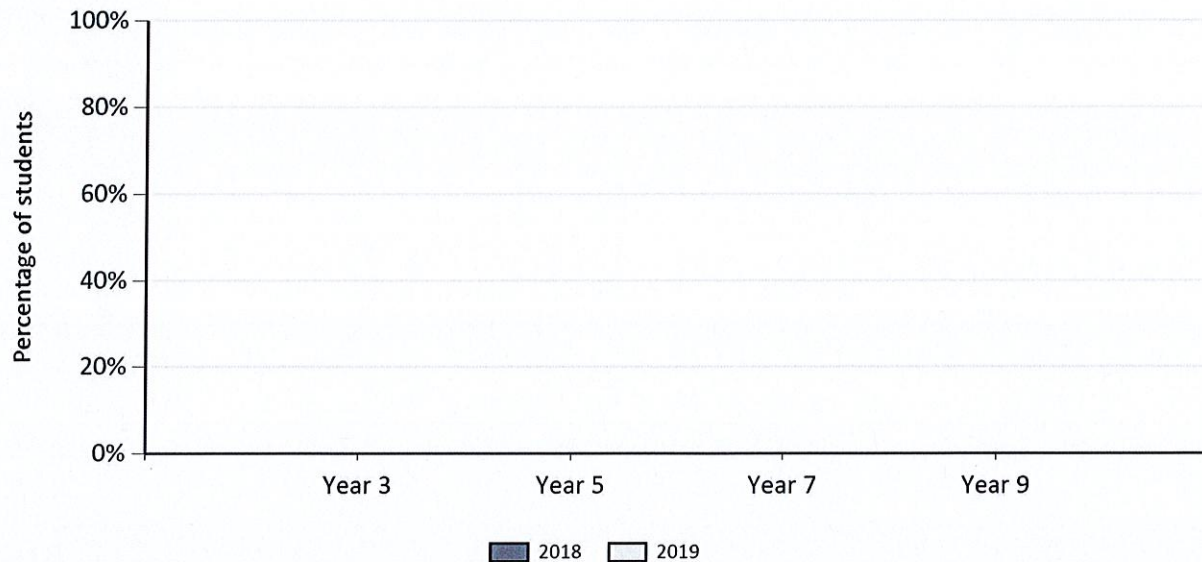


*NOTE: No NAPLAN testing was conducted in 2020.

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 | * | * | * | 25% |
| Middle progress group | * | * | * | 50% |
| Lower progress group | * | * | * | 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 | * | * | * | 25% |
| Middle progress group | * | * | * | 50% |
| Lower progress group | * | * | * | 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 | * | * | * | * | * | * |
| Year 3 2017-2019 Average | * | * | * | * | * | * |
| Year 5 2019 | 10 | 10 | 0 | 0 | 0% | 0% |
| Year 5 2017-2019 Average | 6.7 | 6.7 | 0.0 | 0.0 | 0% | 0% |
| Year 7 2019 | 6 | 6 | 0 | 0 | 0% | 0% |
| Year 7 2017-2019 Average | * | * | * | * | * | * |
| Year 9 2019 | * | * | * | * | * | * |
| Year 9 2017-2019 Average | * | * | * | * | * | * |

*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.

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

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| #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.

School performance comment

As a school that has less than 20 students sit NAPLAN each year the use of NAPLAN data is problematic in measuring student growth. Large fluctuations can result from the small cohort of students in each year level. As a Partnership the Anangu Lands has used a number of other measures to gauge student performance and achievement and measure student growth. This includes the PASM, Concepts of Print, Running Records and Language and Literacy levels. This information is collected and stored in the Scorelink system.

The school currently has three improvement goals;

1. All students will improve their oral language in Yankunytjatjara, Pitjantjatjara and English. During 2020 this goal was in a maintenance phase after considerable time and resources were spent on developing oral language teaching practice in 2019. The school has an oral language agreement which applies to all learning areas in the school. All teachers were required to explicitly plan for and track oral language growth for all students. The goal of; Five Year 2 students will achieve Language and Literacy level 6 (oral interactions), was not met. This was in large part due to the irregular attendance of many students in year two due to COVID-19. The target has been reviewed and educators all agree that there needs to be more professional learning around the assessment and tracking of oral language in both English and Yankunytjatjara/ Pitjantjatjara.

2. Students in Reception to year 3 will improve their reading of Yankunytjatjara, Pitjantjatjara and English. During 2020 there was significant focus on the improvement of reading skills across the school. This was through the implementation of Initalit as a whole class program in the Junior Primary and Lower Primary classes and also intervention with identified students. The Personalised Learning Coordinator was trained in the use of the Maqlit program to use with small groups of identified students. This was complemented with a one to one reading program at all levels of the school. Although the goal of; By the end of year 1 all students will achieve a C on the Australian Curriculum Foundation Achievement Standard was not achieved there were a number of successes. Initalit data shows significant growth of phonemic knowledge and sight word knowledge of students in Junior and Lower Primary who attended school regularly. There was also individual students whose growth in reading (evidenced through Running Records) was excellent, some students jumped 10 levels over the year.

3. All students will improve their writing. Significant resources were invested in this goal in 2020. The school worked closely throughout the year with Literacy Consultant, Ann Morrice, to implement a structured literacy cycle in all classes. The focus on this cycle is predominantly writing but it implements all aspects of the big six. The goal of; All students in the upper primary class will gain one Language and Literacy level each semester was achieved and some students showed very pleasing growth, which exceeded this goal, in the writing of English as measured by the Language and Literacy Levels. The school will continue to work with Ann Morrice in 2021 to further improve literacy pedagogy.

Preschool attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 75.0% | 64.5% | 42.2% | 60.1% |
| 2018 centre | 68.2% | 37.9% | 48.1% | 63.8% |
| 2019 centre | 57.6% | 45.9% | 26.1% | 26.7% |
| 2020 centre | 45.4% | N/A | 11.8% | 25% |
| 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 | 78.5% | 76.9% | 71.9% | 63.7% |
| Year 1 | 80.3% | 75.9% | 84.5% | 61.3% |
| Year 2 | 70.9% | 79.5% | 55.9% | 54.9% |
| Year 3 | 81.9% | 67.6% | 60.4% | 65.0% |
| Year 4 | 81.7% | 80.9% | 56.1% | 44.0% |
| Year 5 | 81.9% | 78.8% | 63.9% | 50.2% |
| Year 6 | 76.9% | 87.9% | 66.0% | 64.2% |
| Year 7 | 65.6% | 58.0% | 68.6% | 60.0% |
| Primary Other | N/A | N/A | 69.6% | 100.0% |
| Year 8 | 79.1% | 55.8% | 55.9% | 49.1% |
| Year 9 | 50.0% | 30.6% | 38.5% | 50.2% |
| Year 10 | 61.8% | 30.2% | 72.2% | 75.3% |
| Year 11 | 61.0% | 25.0% | 61.1% | 57.2% |
| Year 12 | 63.3% | 43.4% | 69.6% | 66.7% |
| Secondary Other | 100.0% | 61.8% | 61.6% | N/A |
| Total | 75.1% | 64.9% | 63.4% | 59.1% |

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

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

Attendance comment

Mimili's attendance fluctuated considerably during 2020 largely in response to the social impacts of the COVID-19 pandemic. Enrolments and attendance were excellent in term one up until about week five. At this time the APY Lands implemented restrictions on movement into and out of the Lands. This resulted in a number of Anangu families relocating to Adelaide, Coober Pedy and Port Augusta. Many of these students did not enrol in schools whilst absent from Mimili and did not return until term four. The school made contact with the Walkalong Program in Adelaide in an attempt to support these students to attend a school wherever they were located. This was mostly unsuccessful.

School staff worked closely with the Remote School Attendance Strategy NETT team to track students who were not attending school and support families to assist them to engage with schooling.

It was pleasing that attendance improved towards the end of term three and remained high (over 80%) during most of term four.

Preschool enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 8 | 11 | 16 | 18 |
| 2018 | 17 | 19 | 18 | 21 |
| 2019 | 11 | 17 | 18 | 18 |
| 2020 | 12 | N/A | 17 | 25 |

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

Preschool enrolments continue from our playgroup with the majority of families choosing to access preschool for their Anangu children at 3 years old. This transition is strengthened by the strong relationship between playgroup and preschool with family days and combined community events for opportunities for children to experience the preschool learning environment.

Mimili continues to have a pool of transient children who travel with families from various communities and access preschool when they are in Mimili. We strongly support visiting children to attend and work hard at sharing this message with Governing Council, staff and families

Behaviour support comment

Mimili has a Responsible Behaviour Plan which is implemented consistently in all classes. Teachers use a number of positive reinforcement tools to encourage responsible learning behaviours in their classes. When students engage in inappropriate behaviours they may receive a 'time out' which is supported by the Leadership team. Further, teachers are supported to use the '10 Essential Skills of classroom Management'. During 2020 all teachers were profiled to monitor their use of the 'Essential Skills' by an outside consultant and received targeted feedback on their classroom management practices.

There was a small number of suspensions during 2020. This was a response to extreme and violent behaviours which risked the safety of staff and other students at the school

Client opinion summary

A client opinion survey was conducted at the end of 2020. There were 10 respondents to the survey which was translated into Pitjantjatjara. There were 16 questions;

1. Ngapartji-ngapartjingu tjananku atunymananyi kuula nyangangka.
(People care about each other at this school) 50% agree or strongly agree
2. Kuulangka nyanga tiiija tju?angu munu tjiiji tju?angu tjana mukulya tjungungku kulilpai.
(Teachers and students treat each other with respect at the school) 90% agree or strongly agree
3. Kuula nyangangu mulapa wi?u?a a?unymananyi nyuntumpa tjiiji.
(You feel like your child is important to the school) 80% agree or strongly agree
4. Kuulangu?u (tjana) nyuntula rawangu wangkapai.
(You receive enough communication from the school) 70% agree or strongly agree
5. kuulakutu wangkanytjikitja mukuringanyi.
(You like speaking to the school) 60% agree or strongly agree
6. Tiijtjangu kuula nyangangu?u nyuntumpa tjiijiku warkatjara wangkapai.
(Teachers from the school speak to you about this school) 40% agree
7. Nyuntu wangkapai kuulakutu nyuntumpa tjiijiku warka.
(You speak to the school about your child's work) 60% agree or strongly agree
8. Nyuntu pulkara mukuringanyi kuula nyangangu nyuntumpa tjiiji alpamilantjaku pulkara nintiringkunyjtaku.
(You really want the school to help your child learn alot) 90% agree or strongly agree
9. Nyuntu tjiiji nyuntumpangka wangkapai kuulangka nintiringkunyjtja.
(You speak to your child about school learning) 70% agree or strongly agree
10. Tiijtjangu nyuntu wangkanyangka kulilpai nyuntu tjiijitjara wangkanyangka.
(The teacher listens to what you say about your child) 80% agree or strongly agree
11. Ngurangkaya tjiiji tjutangu riitamilani munu nintiringanyi.
(All children are reading and learning) 90% agree or strongly agree
12. Nyuntu kulini panya education kuulangka pulka mulapa nyuntumpa tjiijiku kuranyukutu ankunyjtaku, paluru nintiringkula, nyuntumpa tjiiji kuulangka nintiringkula.
(You think that school education, and what your child learns at school, is very important for your child heading into the future) 80% agree or strongly agree
13. Nyuntu rapa munu kunpu ngaranyi nyuntumpa tjiiji alpamilantjikitja paluru ngula kuula wiyaringkula wiru palyantjaku.
(You feel confident and strong in helping your child in what they want to do when later they finish school) 70% agree or strongly agree
14. Kuranyukutu nyakula kulila iwara nyaa nyuntu kulini nyuntumpa tjiijingu ngula kuula wiyaringkula palyantjaku?
(What future pathways do you see for your child when he or she finished school?) 1 comment 'I would like my child to finish school and work at the clinic'
15. Ngayulu kulini nyangatja a?a pu?ka mulapa: panya tjiiji ku?unypa tju?a pu?ka?a nintiringkupai preschool-angka munu playgroup-angka.
(You understand that it is very important for little children to learn in preschool and playgroup) 90% agree or strongly agree
16. Piruku wangkama tjukurpa kutjupa tjuta nyuntu mukuringkula.
(If you like, add some comments) 1 comment 'I am happy that my kid is learning lots of good things in school and learning both piranpa and Anangu way too.'

Intended destination from Preschool

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|--------|--------|--------|--------|
| 1527 - Mimili Anangu School | 100.0% | 100.0% | 100.0% | 100.0% |

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

| Leave Reason | Number | % |
|-----------------------------|--------|-------|
| Employment | 0 | NA |
| Interstate/Overseas | 6 | 14.6% |
| Other | 1 | 2.4% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 0 | NA |
| Transfer to SA Govt School | 28 | 68.3% |
| Unknown | 6 | 14.6% |
| Unknown (TG - Not Found) | 0 | NA |

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

Destination comment

Students who complete their schooling at Mimili Anangu School generally leave school to seek work in the community. Unfortunately there are limited employment opportunities in Mimili and consequently most are unemployed and participate in activities organised through the 'Community Development Program' to receive their Jobseeker benefit, if they are eligible.

Those who leave school often transfer to other schools on the APY Lands or in the Northern Territory or Western Australia.

Relevant history screening

The Anangu Lands partnership of schools continues to contribute funds to the employment of a dedicated screening officer for Anangu employees. Mimili school contributes \$5000.00 p/a to the role. Due to the length of time some screening processes may take, employees are encouraged and supported if necessary, to begin the application and renewal process six months in advance of employment or expiry. All employees at the school have a Relevant History Screen. An electronic data base is kept of all employees, visiting specialists and volunteers and their current Relevant History Screen status and expiry dates.

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 | 16 |
| Post Graduate Qualifications | 6 |

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 | 0.0 | 10.0 | 4.4 | 4.0 |
| Persons | 0 | 10 | 11 | 5 |

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

Financial statement

| Funding Source | Amount |
|----------------------|-------------|
| Grants: State | \$2,310,246 |
| Grants: Commonwealth | \$125,398 |
| Parent Contributions | \$26,928 |
| Fund Raising | \$0 |
| Other | \$157,741 |

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 Improved outcomes for students with an additional language or dialect Inclusive Education Support Program | This funding was used to implement a Flexible Learning Options Program for a cohort of young men who are disengaged from schooling. The school employed a Youth Worker to facilitate flexible learning. The school employed an Anangu Educator in each class to support students to make connections between first language and English. This funding was used to employ a classroom support SSO and Anangu Educators to support differentiated practice and one to one support for identified students. | There was up to 12 students enrolled in the FLO program throughout 2020. Progress in reading evidenced through running records. Differentiated literacy and numeracy groups in all classes. One to one reading. |
| 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 | This funding was largely used to support the salaries of Anangu Educators in all learning spaces. The school employed up to 12 Anangu Educators and each class had a minimum of one educator at any time. Anangu Educators supported students to make connections between first language and English, assisted teachers to plan and implement culturally responsive pedagogy and supported differentiation in all classes. | All classes have differentiated practice and teachers connect learning to first language. |
| Program funding for all students | Australian Curriculum Aboriginal languages programs Initiatives Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students | This funding was used to support the engagement of a Literacy consultant and a Numeracy consultant including subscription to the 'Learning Through Doing' website. The school has continued its work with the Australian Literacy and Numeracy Foundation. TRT's have been employed to release teaching teams to plan using ALNF resources including their digital platform. The funding was used to provide TRT release for teachers to; participate in literacy and numeracy professional learning, write one plans. Also to train all staff in Initial synthetic phonics program. N/A N/A | Teachers have all implemented the Australian Curriculum. First language phoneme displays in all classes. One plans in place for all students. N/A N/A |

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 | To employ TRT's to allow Preschool and Playgroup staff to access Professional learning. For example, Early Years Conference, FAFT training, Certificate three in Early Childhood | Staff participated in above mentioned training and implemented learning in the Preschool and Playgroup. |
| Improved ECD and parenting outcomes (children's centres only) | This funding was used to supplement staffing in the school Playgroup and Preschool. Anangu Educators were employed to support the learning program in these spaces and model effective parenting skills. TRT's were employed to support the release of staff to engage in FAFT training. | Anangu were employed in the Preschool and Playgroup and supported learning. |
| Inclusive Education Support Program | Used to employ an SSO 1- Classroom support to support students with identified additional needs to access the Preschool Program. The SSO implemented a program provided by the Speech Pathologist and Special Educators designed to enable the students to achieve their One Plan goals. | Students achieved their One Plan goals and engaged in the Preschool program with their peers. |
| Improved outcomes for non-English speaking children who received bilingual support | To employ Anangu Educators to work in the space and provide support in first language and assist the teacher to create resources to support literacy development in first language. | Pitjanjatjara visible in the learning space and used to engage and support children in learning. |

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